Exploration and the Colonial Era

Section 1 Objectives
1. Describe the ancient cultures in the Americas.
2. Identify the diverse Native American groups in North America.
3. Describe West African societies of the 1400s.
4. Understand European societies of the 1400s and the forces that led them to undertake exploration.

RESOURCES

Introduce the Chapter
- Interpreting the Painting: Arrival of European Ships
- Chapter Time Line

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Map: North American Cultures in the 1400s
- Historical Spotlight: Islam
- History Through Art: June, from Tres Riches Heures Du Duc de Berry
- Science & Technology: The Caravel
- More About: Essie Parrish; The Power of Dreams; West African Society; The Renaissance
- Tracing Themes
- Connections Across Time: Native American Business
- Cooperative Learning: Planning and Itinerary
- Critical Thinking: Inventions: 1190–1500

□ PE, pp 2–3
□ PE, pp 2–3
□ TE, p. 2 Time Line Discussion
□ PE, p. 3
□ PE, p. 4
□ PE, pp 4–13
□ Unit 1 In-Depth Resources: Guided Reading, p. 9
□ Building Vocabulary, p. 13
□ TE, pp. 4, 6, 8, 10
□ PE, p. 7
□ PE, p. 9
□ PE, p. 11
□ PE, p. 12
□ TE, pp. 5, 8–9, 11
□ TE, pp. 5, 6, 9
□ TE, p. 7
□ TE, p. 9
□ Critical Thinking Transparencies CT35
### RESOURCES

<table>
<thead>
<tr>
<th>Cross-Curricular Links</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art: Ritual Cache Figure</td>
<td>Humanities Transparency HT2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiating Instruction</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Proficient Readers: Clarifying Ideas; Cause-and-Effect Chart; Summarizing</td>
<td>TE, pp. 5, 10, 12</td>
</tr>
<tr>
<td>Gifted and Talented Students: A Virtual Field Trip; Researching the Crusades</td>
<td>Reading Study Guide, pp. 5–6</td>
</tr>
<tr>
<td>Students Acquiring English/ESL</td>
<td>TE, pp. 8, 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrate Technology</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Teacher Tools</td>
<td>Section 1 Quiz</td>
</tr>
<tr>
<td>Test Generator</td>
<td>Track 1, “Agbekor,” traditional</td>
</tr>
<tr>
<td>America’s Music CD</td>
<td>classzone.com</td>
</tr>
<tr>
<td>Using the Internet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assess &amp; Reteach</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1 Assessment</td>
<td>PE, p. 13</td>
</tr>
<tr>
<td>Section 1 Quiz</td>
<td>Formal Assessment, p. 5</td>
</tr>
<tr>
<td>Reteaching Activity</td>
<td>TE, p. 13</td>
</tr>
<tr>
<td></td>
<td>Unit In-Depth Resources, p. 17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block Scheduling Options</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative Learning: Illustrating Native American Cultures</td>
<td>TE, p. 6</td>
</tr>
<tr>
<td>Skillbuilder Lesson: Interpreting Maps</td>
<td>Integrated Assessment Book</td>
</tr>
<tr>
<td></td>
<td>TE, p. 7</td>
</tr>
<tr>
<td></td>
<td>Unit 1 In-Depth Resources: Skillbuilder Practice,</td>
</tr>
</tbody>
</table>

### Homework Assignments

- [ ]
- [ ]
- [ ]
- [ ]

### Other Teaching Materials

- [ ]
- [ ]
- [ ]
- [ ]
Spanish North America

Section 2 Objectives

1. Describe the Spanish exploration of the Americas and its effects on Native Americans, Africans, and Europeans.
2. Describe the pattern of conquest that the Spanish used to subdue Native American peoples.
3. Summarize the goals of Spanish explorers and settlers who pushed into what is now the United States and to understand why Native Americans resisted.

RESOURCES

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Infographic: The Columbian Exchange
- Key Player: Hernándo Cortés
- Map: European Exploration of the Americas, 1492–1682
- Infographic: Spanish Missions in the Southwest
- More About: Christopher Columbus; The Conquistadors; European Explorers; Native American Resistance
- Tracing Themes
- Connections Across Time: San Antonio
- Cooperative Learning: Writing About Popé’s Rebellion
- Critical Thinking: Exploration of the Americas

Cross-Curricular Links
- Literature: from Memoirs of Christopher Columbus
- Geography: Voyages of Discovery and Exploration, 1271–1580

® McDougal Littell Inc.

REVIEW CHAPTER 1 Section 2 (pages 14–20) Lesson Plan

Exploration and the Colonial Era 3
### Differentiating Instruction
- Less Proficient Readers: Taking Notes
- Gifted and Talented Students: Researching the Explorers
- Students Acquiring English/ESL

### RESOURCES
- TE, p. 18
- Reading Study Guide, pp. 7–8
- TE, p. 17
- Access for Students Acquiring English, pp. 14, 18, 22–23
- Spanish Reading Study Guide, pp. 7–8

### Integrate Technology
- Electronic Teacher Tools
  - Test Generator
  - Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### RESOURCES
- Section 2 Quiz
- Christopher Columbus, from A Letter to the Treasurer of Spain, 1493
- Álvar Náñez Cabeza De Vaca, from La Relación, 1530s
- Track 2, “Contredanse,” traditional
- classzone.com

### Assess & Reteach
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

### RESOURCES
- PE, p. 20
- Formal Assessment, p. 6
- TE, p. 20
- Unit 1 In-Depth Resources, p. 18

### Block Scheduling Options
- Cooperative Learning: Designing Storyboards
- Skillbuilder Lesson: Using the Internet

### RESOURCES
- TE, p. 15
- Unit 1 In-Depth Resources: Outline Map: Spain Explores North America, pp. 23–24
- TE, p. 16
- Unit 1 In-Depth Resources: Skillbuilder Practice, p. 15
Early British Colonies

Section 3 Objectives
1. Describe the English settlement at Jamestown.
2. Identify the motives that led Puritans to New England and the colonies they founded.
3. Explain the pattern at New Netherland and Pennsylvania.

RESOURCES

□ PE, p. 21
□ PE, pp. 21–30
□ Unit 1 In-Depth Resources: Guided Reading, p. 11
□ Building Vocabulary, p. 13
□ TE, pp. 21, 24, 26, 28
□ TE, pp. 21, 24, 26, 28
□ Unit 1 In-Depth Resources
□ PE, p. 23
□ PE, p. 25
□ PE, p. 26
□ PE, p. 27
□ PE, p. 29
□ TE, pp. 22–23, 27–30
□ TE, pp. 23–24
□ TE, p. 25
□ TE, p. 29
□ Humanities Transparency HT1

Focus & Motivate
Discuss Main Idea and Terms & Names

Instruct
Read the section
Discuss key questions
Infographic: Rediscovering Fort James
Historical Spotlight: Early Representative Government
Maps: New England Colonies to 1675; Middle Colonies to 1700
World Stage: The English Civil War and Restoration
History Through Architecture: Colonial Meetinghouses
Map: The Thirteen Colonies to the 1700s
More About: The Mystery of Roanoke; The First Africans in Virginia; Quaker Services, Mercantilism; Shipbuilding; Self-Determination
Connections Across Time
Tracing Themes
Cooperative Learning: Mapping Colonial Economic Activities
Map of North America from Florida to Chesapeake Bay
### RESOURCES

#### Cross-Curricular Links

- **Science:** Archaeology at Jamestown
  - TE, p. 22
  - Integrated Assessment Book
- **Civics:** Challenges to Puritan Leaders
  - TE, p. 24
- **Art/Language Arts:** Advertising the Colonies
  - TE, p. 28
  - Integrated Assessment Book
- **Geography:** The European Colonies, 1650
  - Geography Transparency GT2

#### Differentiating Instruction

- **Less Proficient Readers**
  - Reading Study Guide, pp. 9–10
- **Gifted and Talented Students:** Conducting a Mock Trial; Metacom
  - TE, pp. 23, 25
- **Students Acquiring English/ESL:** Using Proper Nouns
  - TE, p. 26
  - Access for Students Acquiring English, p. 15
  - Spanish Reading Study Guide, pp. 9–10

#### Integrate Technology

- **Electronic Teacher Tools**
  - Section 3 Quiz
  - Thomas Jones, from *The Journal of the Ship May-Flower, 1620*
  - Inhabitants of New-Plymouth, from *The Book of General Laws, 1685*
- **Electronic Library of Primary Sources**
  - Track 3, Eskanye Songs, traditional
- **America’s Music CD**
- **Using the Internet**
  - classzone.com

#### Assess & Reteach

- **Section 3 Assessment**
  - PE, p. 30
- **Section 3 Quiz**
  - Formal Assessment, p. 7
- **Reteaching Activity**
  - TE, p. 30
  - Unit 1 In-Depth Resources, p. 19

#### Block Scheduling Options

- **Cooperative Learning:** Investigating Puritan Life
  - TE, p. 27
- **Critical Thinking:** Puritan Migration
  - Critical Thinking Transparency CT2
# The Colonies Come of Age

## Section 4 Objectives

1. Characterize the plantation economy in the South.
2. Recognize the varied economy in the North.
3. Summarize the impact of Enlightenment thinking and the influence of the Great Awakening on people in the colonies.
4. Understand the French and Indian War.

## RESOURCES

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss Main Idea and Terms &amp; Names</td>
<td>□ PE, p. 31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruct</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the section</td>
<td>□ PE, pp. 31–41</td>
</tr>
<tr>
<td>Discuss key questions</td>
<td>□ Unit 1 In-Depth Resources: Guided Reading, p. 12</td>
</tr>
<tr>
<td>Key Players: Benjamin Franklin and Jonathan Edwards</td>
<td>□ TE, pp. 31, 33–34, 37, 41</td>
</tr>
<tr>
<td>Map: European Claims in North America</td>
<td>□ PE, p. 34</td>
</tr>
<tr>
<td>More About: The Middle Passage; Slavery in the Americas; Olaudah Equiano; The Enlightenment; George Whitefield; The Fur Trade; George Washington; William Pitt; Pontiac; The Puritans; Colonial Courtship</td>
<td>□ PE, p. 36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections Across Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracing Themes</td>
<td>□ Unit 1 In-Depth Resources: Primary Source: The Autobiography by Benjamin Franklin, p. 29</td>
</tr>
<tr>
<td>Cooperative Learning: Comparing and Contrasting</td>
<td>□ PE, p. 38</td>
</tr>
<tr>
<td>Critical Thinking: Africans in the Colonies</td>
<td>□ TE, pp. 32, 33, 35, 37–41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross-Curricular Links</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography: The Triangular Trade</td>
<td>□ Unit 1 In-Depth Resources: American Lives: Olaudah Equiano, p. 34</td>
</tr>
</tbody>
</table>

## REINFORCEMENT

- Discuss Main Idea and Terms & Names
- Read the section
- Discuss key questions
- Infographic: Daily Urban Life in Colonial Times
- Key Players: Benjamin Franklin and Jonathan Edwards
- Map: European Claims in North America
- More About: The Middle Passage; Slavery in the Americas; Olaudah Equiano; The Enlightenment; George Whitefield; The Fur Trade; George Washington; William Pitt; Pontiac; The Puritans; Colonial Courtship
- Connections Across Time
- Tracing Themes
- Cooperative Learning: Comparing and Contrasting
- Critical Thinking: Africans in the Colonies
- Geography: The Triangular Trade
**Differentiating Instruction**

- Less Proficient Readers: Contrasting; Clarifying Concepts; Comparing Colonies
- Gifted and Talented Students: Wealthy British and Southern Landowners
- Students Acquiring English/ESL

**RESOURCES**

- TE, pp. 34–35, 37
- Reading Study Guide, pp. 11–12
- TE, p. 33
- Access for Students Acquiring English, pp. 16, 20–21
- Spanish Reading Study Guide, pp. 11–12

**Integrate Technology**

- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**RESOURCES**

- Section 4 Quiz
- Chapter Test
- Olaudah Equiano, from *The Interesting Narrative of the Life of Olaudah Equiano*, 1750s
- Jonathan Edwards, from *Sinners in the Hands of an Angry God*, 1741
- Track 5, “The Girl I Left Behind Me,” 1758
- classzone.com

**Assess & Reteach**

- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 1 Assessment
- Chapter Test, Forms A, B, and C

**RESOURCES**

- PE, p. 39
- Formal Assessment, p. 8
- TE, p. 39
- Unit 1 In-Depth Resources, p. 20
- PE, pp. 42–43
- Formal Assessment, pp. 9–20

**Block Scheduling Options**

- Cooperative Learning: Annotated Maps

**RESOURCES**

- TE, p. 38
- Integrated Assessment Book
Colonial Resistance and Rebellion

Section 1 Objectives
1. Summarize colonial resistance to British taxation.
2. Trace the mounting tension in Massachusetts.
3. Examine efforts made to avoid war between the colonies and the British.
4. Summarize the historical background of the Declaration of Independence.

Introduce the Chapter
- Interpreting the Painting: Sons of Liberty
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Now & Then: Proposition 13
- Time Line: British Actions and Colonial Reactions, 1765–1775
- History Through Art: The Boston Massacre
- Tracing Themes
- More About: The Intolerable Acts; Lexington and Concord; General Washington; Bunker Hill; Thomas Paine
- The Declaration of Independence
- Historical Spotlight: Independence and Slavery
- Cooperative Learning: Creating a Political Pamphlet
- Connections Across Time
- Another Perspective: “All Men Would Be Tyrants if They Could”

RESOURCES
- PE, pp. 44–45
- PE, pp. 44–45
- TE, p. 44 Time Line Discussion
- PE, p. 45
- PE, pp. 44–45
- PE, p. 45
- PE, p. 46
- PE, pp. 46–49
- PE, p. 47
- PE, pp. 46, 48, 50, 52
- PE, p. 47
- PE, pp. 48–49
- PE, p. 48
- PE, p. 47
- TE, p. 47
- TE, pp. 49–52
- PE, pp. 54–57
- PE, p. 55
- PE, pp. 54–57
- PE, p. 55
- TE, p. 52
- PE, p. 56
Cross-Curricular Links

- **Art:** *The Battle of Bunker Hill; Bunker’s Hill or America’s Headdress*
- **Government:** Paraphrasing the Declaration

Differentiating Instruction

- **Less Proficient Readers:** Guided Reading; Analyzing Cause and Effect; The Colonists’ Responses
- **Gifted and Talented Students:** Create a Political Cartoon; Researching a Signer
- **Students Acquiring English/ESL:** Social Studies Vocabulary

Integrate Technology

- **Electronic Teacher Tools**
- **Test Generator**
- **Electronic Library of Primary Sources**
- **America’s Music CD**
- **Using the Internet**

Assess & Reteach

- **Section 1 Assessment**
- **Section 1 Quiz**
- **Reteaching Activity**

Block Scheduling Options

- **Cooperative Learning:** Letters from Committees of Correspondence
- **Critical Thinking:** War for Independence
- **Primary Source:** The Boston Tea Party

Key Player: John Hancock

Cross-Curricular Links

- Humanities Transparencies HT5, HT31

Differentiating Instruction

- TE, p. 55

Integrate Technology

- TE, p. 50, 57
- Integrated Assessment Book

Assess & Reteach

- TE, p. 53
- Unit 1 In-Depth Resources, p. 43

Block Scheduling Options

- TE, p. 49
- Integrated Assessment Book
- Critical Thinking Transparency CT4
- Unit 1 In-Depth Resources, pp. 49–50
The War for Independence

Section 1 Objectives
1. Trace the war through the winter at Valley Forge.
2. Examine civilian life during the Revolution.
3. Trace the war in the South through the siege of Yorktown.
4. Recognize the symbolic value of the Revolution.

RESOURCES

Focus & Motivate
Discuss Main Idea and Terms & Names

Instruct
Read the section

Discuss key questions

Map: Revolutionary War, 1775–1778
Key Player: George Washington
Historical Spotlight: John Paul Jones
Map: Revolutionary War, 1778–1781
Tracing Themes: Women and Political Power

More About: The Opposing Armies; The Treaty of Paris; Women in Political Power; Women in Congress

Skillbuilder Lesson: Analyzing Causes and Effects

Critical Thinking: The War for Independence
Primary Source: Political Cartoon; Valley Forge Diary

Cross-Curricular Links
Geography: Displaying Claims to North America
Geography: The Siege of Yorktown

REVOLUTION and the Early Republic 11
### RESOURCES

**Differentiating Instruction**
- Less Proficient Readers: Learning Visually
  - Reading Study Guide, pp. 17–18
- Students Acquiring English/ESL
  - Access for Students Acquiring English, pp. 27, 30, 33–34
  - Spanish Reading Study Guide, pp. 17–18

**Integrate Technology**
- Electronic Teacher Tools
  - Section 2 Quiz
  - Track 4, “Barbara Allen,” 1622
  - Track 6, “Yankee Doodle,” 1755/1763
- America’s Music CD
  - Videocassette Volume 1
- America Stories Videos
  - classzone.com
- Using the Internet
  - Test Generator
  - America’s Music CD
  - America Stories Videos
  - Using the Internet

**Assess & Reteach**
- Section 2 Assessment
  - PE, p. 63
- Section 2 Quiz
  - Formal Assessment, p. 22
- Reteaching Activity
  - TE, p. 63
  - Unit 1 In-Depth Resources, p. 44

**Block Scheduling Options**
- Cooperative Learning: Reporting on the Revolution
  - TE, p. 59
- Art: *Signing the Treaty of Paris; Mrs. General Washington Bestowing Stripes on Britannia*
  - Integrated Assessment Book
  - Humanities Transparencies HT6, HT32

### Homework Assignments

<table>
<thead>
<tr>
<th>Assignment 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 2</td>
</tr>
<tr>
<td>Assignment 3</td>
</tr>
<tr>
<td>Assignment 4</td>
</tr>
</tbody>
</table>

### Other Teaching Materials

<table>
<thead>
<tr>
<th>Material 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material 2</td>
</tr>
<tr>
<td>Material 3</td>
</tr>
<tr>
<td>Material 4</td>
</tr>
</tbody>
</table>
Confederation and the Constitution

Section 1 Objectives
1. Describe the political and economic problems faced by the Constitution.
2. Describe the form of government established by the Constitution.
3. Explain how and why the Bill of Rights was added to the Constitution.
4. Recognize that the structure of the Constitution helps to make it a document capable of meeting changing needs.

RESOURCES

Focus & Motivate
— Discuss Main Idea and Terms & Names

Instruct
— Read the section

— Discuss key questions
— Chart: Weaknesses of the Articles of Confederation
— Key Player: James Madison
— Chart: Key Conflicts in the Constitutional Convention
— Geography Spotlight: The Land Ordinance of 1785
— More About: Western Land Claims; Daniel Shays; The Constitutional Convention; The Northwest Ordinance
— Skillbuilder Lesson: Interpreting Charts

— Tracing Themes
— Connections Across Time
— Primary Source: U.S. Constitution First Draft
— American Lives: Patrick Henry
— Critical Thinking: Constitutional Convention

□ PE, p. 66
□ PE, pp. 66–73
□ Unit 1 In-Depth Resources: Guided Reading, p. 37
□ Building Vocabulary, p. 39
□ TE, pp. 66, 68, 69, 71, 73
□ PE, p. 67
□ PE, p. 68
□ PE, p. 69
□ PE, pp. 72–73
□ TE, pp. 67, 69, 72
□ TE, p. 69
□ Unit 1 In-Depth Resources: Skillbuilder Practice, p. 41
□ TE, p. 70
□ TE, p. 70
□ Unit 1 In-Depth Resources, p. 53
□ Unit 1 In-Depth Resources, p. 58
□ Critical Thinking Transparency CT5
### Cross-Curricular Links
- Literature: from *Legacy*
- Geography: Land Ceded by States

### Differentiating Instruction
- Less Proficient Readers: Paired Reading
- Gifted and Talented Students: Analyzing a Primary Source Document
- Students Acquiring English/ESL

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### Assess & Reteach
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

### Block Scheduling Options
- Cooperative Learning: Letters to the Editor

### Homework Assignments

### Other Teaching Materials

- Unit 1 In-Depth Resources, pp. 54–56
- Geography Transparency GT5
- TE, p. 70
- Reading Study Guide, pp. 19–20
- TE, p. 68
- Access for Students Acquiring English, pp. 28, 31
- Spanish Reading Study Guide, pp. 19–20
- PE, p. 71
- Formal Assessment, p. 23
- TE, p. 71
- Unit 1 In-Depth Resources, p. 45
- TE, p. 67
- Integrated Assessment Book
Launching the New Nation

Section 4 Objectives
1. Explain how the United States confronted the difficult task of forming a new government.
2. Summarize America's developing foreign policy with France, Great Britain, and Spain.
3. Identify some of the deep divisions between Federalists and Republicans.

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: George Washington
- Key Players: Alexander Hamilton and Thomas Jefferson
- Chart: Contrasting Views of the Federal Government
- Analyzing Political Cartoons
- Tracing Themes
- More About: The Whiskey Rebellion; The Battle of Fallen Timbers; John Adams
- Skillbuilder Lesson: Comparing and Contrasting
- Connections Across Time

Cross-Curricular Links
- Art: The Republican Court

RESOURCES
- PE, p. 74
- PE, pp. 74–79
- Unit 1 In-Depth Resources: Guided Reading, p. 38
- Building Vocabulary, p. 39
- TE, pp. 74, 76, 77
- PE, p. 74
- PE, p. 75
- PE, p. 76
- PE, p. 78
- PE, pp. 75, 77
- TE, pp. 76, 77, 78
- TE, p. 76
- Unit 1 In-Depth Resources: Skillbuilder Practice, p. 42
- TE, p. 79
- Humanities Transparency HT7
**Differentiating Instruction**
- Less Proficient Readers: Activating Prior Knowledge; Making Connections
- Students Acquiring English/ESL

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**Assess & Reteach**
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 2 Assessment
- Chapter Test, Forms A, B, and C

**Block Scheduling Options**
- Cooperative Learning: Negotiating a Treaty

**Homework Assignments**
- 
- 
- 
- 
- 
- 
- 
- 

**Other Teaching Materials**
- 
- 
- 
- 
- 
- 
- 
- 

**RESOURCES**
- TE, pp. 75, 78
- Reading Study Guide, pp. 21–22
- Access for Students Acquiring English, pp. 29, 34
- Spanish Reading Study Guide, pp. 21–22
- Section 4 Quiz
- Chapter Test
- Track 7, “Chester,” 1775
- classzone.com
- PE, p. 79
- Formal Assessment, p. 24
- TE, p. 79
- Unit 1 In-Depth Resources, p. 46
- PE, pp. 80–81
- Formal Assessment, pp. 25–42
- TE, p. 77
- Integrated Assessment Book
# Preamble and Article I

## Objectives
1. Explain the purpose for establishing the Constitution.
2. Identify the powers of the legislature.

## RESOURCES

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Introduce the Constitution</th>
<th>Interact with History</th>
<th>PE, p. 83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus &amp; Motivate</td>
<td>__Discuss the question in the TE</td>
<td></td>
<td>TE, p. 84</td>
</tr>
<tr>
<td>Instruct</td>
<td>__Read the Preamble and Article I</td>
<td></td>
<td>PE, pp. 84–89</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 1 In-Depth Resources: Guided Reading, p. 59</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Building Vocabulary, p. 63</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Projects for Citizenship, pp. 73–76</td>
</tr>
<tr>
<td></td>
<td>__Discuss key questions</td>
<td></td>
<td>TE, pp. 84, 85</td>
</tr>
<tr>
<td></td>
<td>__Chart: Requirements for Holding Federal Office</td>
<td></td>
<td>PE, p. 84</td>
</tr>
<tr>
<td></td>
<td>__More About: A Dream for All; Congressional Record; Congressional Salaries; Overriding a Veto; The Elastic Clause; Habeas Corpus; Bill of Attainder</td>
<td></td>
<td>TE, pp. 84, 86–89</td>
</tr>
<tr>
<td></td>
<td>__Chart: How a Bill in Congress Becomes a Law</td>
<td></td>
<td>PE, p. 87</td>
</tr>
<tr>
<td></td>
<td>__Tracing Themes</td>
<td></td>
<td>TE, p. 88</td>
</tr>
<tr>
<td></td>
<td>__Now &amp; Then: Modern Money</td>
<td></td>
<td>PE, p. 88</td>
</tr>
<tr>
<td></td>
<td>__Critical Thinking: The Federal System</td>
<td></td>
<td>Critical Thinking Transparency CT39</td>
</tr>
<tr>
<td>Cross-Curricular Links</td>
<td>__Government: Images on Money</td>
<td></td>
<td>TE, p. 88</td>
</tr>
</tbody>
</table>
## Lesson Plan for Preamble and Article I

### Differentiating Instruction
- Less Proficient Readers: Finding Main Ideas; Understanding Economic Terms
- Students Acquiring English/ESL: Studying Vocabulary

### RESOURCES
- TE, pp. 85, 89
- Reading Study Guide, pp. 25–26
- TE, p. 86
- Access for Students Acquiring English, p. 35
- Spanish Reading Study Guide, pp. 25–26
- Projects for Citizenship, pp. 42–45

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Using the Internet

### Assess & Reteach
- Preamble and Article 1 Quiz
- Formal Assessment, p. 43
- Unit 1 In-Depth Resources, p. 65

### Block Scheduling Options
- Cooperative Learning: Proposing Laws
- TE, p. 87

### Homework Assignments
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

### Other Teaching Materials
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
Articles II and III

Article II Objective
1. Explain the powers and duties of the president.

Article III Objective
2. Explain how judicial review expands the power of the judiciary.

RESOURCES

Focus & Motivate
____ Discuss the questions in the TE

Instruct
____ Read Articles II and III

____ Discuss key questions
____ More About: The Electoral College; The Power of the President; Presidential Duties; Federal Courts; Treason
____ Critical Thinking: The Federal System

Cross-Curricular Links
____ Math: The Electoral College

Differentiating Instruction
____ Less Proficient Readers: Organizing Information
____ Gifted and Talented Students: Researching Nixon’s Offenses; Examining Treason
____ Students Acquiring English/ESL
Lesson Plan for Articles II and III  

### RESOURCES

<table>
<thead>
<tr>
<th><strong>Integrate Technology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Teacher Tools</td>
</tr>
<tr>
<td>Test Generator</td>
</tr>
<tr>
<td>Using the Internet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assess &amp; Reteach</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles II and III Quiz</td>
</tr>
<tr>
<td>Reteaching Activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Homework Assignments</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Other Teaching Materials</strong></th>
</tr>
</thead>
</table>

- Articles II and III Quiz
- classzone.com
- Formal Assessment, p. 44
- Unit 1 In-Depth Resources, p. 66
Articles IV-VII

Articles IV and V Objectives
1. Describe how the states are interdependent and subject to the federal government.
2. Cite ways of proposing and ratifying amendments.

Articles VI and VII Objectives
1. Explain the authority of federal law.
2. Describe how the Constitution was ratified.

RESOURCES

Focus & Motivate
- Discuss the questions in the TE

Instruct
- Read Articles IV–VII
- Discuss key questions
- More About: “Domestic Violence”; The Signers
- Cooperative Learning: Examining the Flexibility of the Constitution
- American Lives: James Madison

Differentiating Instruction
- Less Proficient Readers
- Students Acquiring English/ESL

Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Using the Internet

The Living Constitution 21
<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Assessment, p. 45</td>
</tr>
<tr>
<td>Unit 1 In-Depth Resources, p. 67</td>
</tr>
<tr>
<td>TE, p. 94</td>
</tr>
</tbody>
</table>

**Assess & Reteach**

- Articles IV–VII Quiz
- Reteaching Activity

**Block Scheduling Options**

- Cooperative Learning: Proposing and Ratifying Amendments

<table>
<thead>
<tr>
<th>Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Teaching Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
# The Bill of Rights and Amendments

## The Bill of Rights Objective
1. Identify basic freedoms guaranteed by the first ten amendments.

## Amendments 11–27 Objective

### RESOURCES

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
<th>Instruct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the activity in the TE</td>
<td>Read the Preamble and Article I</td>
</tr>
<tr>
<td>Discuss key questions</td>
<td>Discuss key questions</td>
</tr>
<tr>
<td>More About: The <em>Miranda</em> Case; Cruel and Unusual Punishment; Thurgood Marshall; Income Tax; Prohibition and Bootlegging; Roosevelt’s Four Terms; The Twenty-Fifth Amendment; Susan B. Anthony</td>
<td>More About: The <em>Miranda</em> Case; Cruel and Unusual Punishment; Thurgood Marshall; Income Tax; Prohibition and Bootlegging; Roosevelt’s Four Terms; The Twenty-Fifth Amendment; Susan B. Anthony</td>
</tr>
<tr>
<td>Skillbuilder Lesson: Clarifying</td>
<td>Skillbuilder Lesson: Clarifying</td>
</tr>
</tbody>
</table>

### Cross-Curricular Links

- Art: Creating a Mural
- World History: Researching Suffrage Movements

### Now & Then: Election Reform; Congressional Term Limits

- Tracing Themes
- Cooperative Learning: Debating Terms Limits

### RESOURCES

- TE, p. 96
- PE, pp. 96–105
- Unit 1 In-Depth Resources: Guided Reading, p. 62
- Building Vocabulary, p. 63
- Projects for Citizenship, pp. 73–76
- TE, pp. 96, 98, 105
- PE, p. 96
- TE, pp. 97, 99, 100, 102, 103, 105
- TE, p. 96
- Unit 1 In-Depth Resources: Skillbuilder Practice, p. 64
- PE, pp. 98, 102
- TE, pp. 99, 101, 104–105
- TE, p. 102

- TE, p. 99
- Integrated Assessment Book
- TE, p. 100
- Integrated Assessment Book
**Differentiating Instruction**

- Less Proficient Readers: Restating the Bill of Rights; Summarizing Main Ideas
- Students Acquiring English/ESL

**Integrate Technology**

- Electronic Teacher Tools
- Test Generator
- Using the Internet

**Assess & Reteach**

- The Bill of Rights and Amendments Quiz
- Reteaching Activity
- The Living Constitution Assessment
- The Living Constitution Test, Forms A, B, and C

**Block Scheduling Options**

- Cooperative Learning: Preparing Voting Requirements
- Cooperative Learning: Reviewing the Constitution

**Homework Assignments**

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

**Other Teaching Materials**

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
The Jeffersonian Era

Section 1 Objectives
1. Identify significant changes that occurred during Jefferson’s presidency.
2. Explain the causes and consequences of the War of 1812.
3. Summarize the ways in which nationalism shaped American foreign policy.

RESOURCES

Introduce the Chapter
- Interpreting the Painting: Port of New Orleans
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: Patrick Gass
- Infographic: Lewis and Clark Expedition, 1804–1806
- Map: U.S. Boundary Settlements, 1803–1819
- Historic Decisions of the Supreme Court: Marbury v. Madison (1803)
- More About: Thomas Jefferson; Judicial Review; Impressment; Sacajawea; The Monroe Doctrine; Marbury v. Madison; Judicial Review
- Tracing Themes
- Connections Across Time
- Skillbuilder Lesson: Making Inferences; Synthesizing

- PE, pp. 110–111
- PE, pp. 110–111
- PE, p. 111
- PE, p. 112
- PE, p. 112
- PE, p. 112
- PE, p. 112
- PE, p. 114, 116, 119
- PE, p. 116
- PE, pp. 118–119
- PE, pp. 113–116, 118, 119
- TE, p. 114
- TE, p. 117
- TE, pp. 113, 116
- Unit 1 In-Depth Resources, pp. 83–84
Lesson Plan for The Jeffersonian Era  continued

### RESOURCES

- **Cross-Curricular Links**
  - Geography: Taking Part in an Expedition
    - TE, p. 115

- **Differentiating Instruction**
  - Less Proficient Readers: Clarifying
    - TE, p. 114
    - Reading Study Guide, pp. 35–36
  - Students Acquiring English/ESL
    - Access for Students Acquiring English, pp. 48, 52–53
    - Spanish Reading Study Guide, pp. 35–36

- **Integrate Technology**
  - Electronic Teacher Tools
  - Test Generator
  - Electronic Library of Primary Sources
  - Section 1 Quiz
    - Thomas Jefferson, from A Letter to Meriwether Lewis, 1803
    - Meriwether Lewis, from List of Requirements, 1803
    - U.S. Government, from Louisiana Purchase Treaty, 1803
    - James Monroe, from First Inaugural Address, 1817
  - America’s Music CD
    - Videocassette Volume 1
  - American Stories Videos
    - classzone.com

- **Assess & Reteach**
  - Section 1 Assessment
  - Section 1 Quiz
    - PE, p. 117
    - Formal Assessment, p. 56
    - TE, p. 117
    - Unit 1 In-Depth Resources, p. 87
The Age of Jackson

Section 2 Objectives
1. Describe the regional economic differences in the early United States.
2. Summarize tensions between national and sectional interests.
3. Examine the crucial issues and events of Andrew Jackson’s presidency.
4. Identify the presidents that followed Jackson and the challenges they faced.

RESOURCES
- Focus & Motivate
  - Discuss Main Idea and Terms & Names
  - PE, p. 120

- Instruct
  - Read the section
  - PE, pp. 120–129
  - Unit 1 In-Depth Resources: Guided Reading, p. 78
  - Building Vocabulary, p. 82
  - TE, pp. 120, 122, 127, 129

- Science & Technology: The Cotton Gin
  - PE, p. 121

- Historical Spotlight: The Supreme Court Boosts National Power
  - PE, p. 122

- Key Player: Andrew Jackson
  - PE, p. 123

- Infographic: Effects of the Indian Removal Act, 1830s–1840s
  - PE, p. 125

- Tracing Themes
  - Analyzing Political Cartoons: “King Andrew the First”
  - TE, p. 125

- Tracing Themes: States’ Rights
  - TE, p. 126

- Connections Across Time
  - More About: The Cotton Gin; John Quincy Adams; Jackson and Native Americans; The Webster-Hayne Debates; The Bank of the United States; States’ Rights; Little Rock
  - PE, pp. 128–129
  - TE, p. 127
  - TE, pp. 121, 123, 124, 126, 128, 129

- Primary Source: from The Webster-Hayne Debates
  - Unit 1 In-Depth Resources, pp. 96–97

- American Lives: Henry Clay
  - Unit 1 In-Depth Resources, p 105
### RESOURCES

| Humanities: General Jackson Slaying the Many Headed Monster | Humanities Transparency HT33 |
| Cross-Curricular Links | |
| Civics: Creating a Political Advertisement | TE, p. 123 |
| Language Arts: Expressing a Point of View | TE, p. 125 |
| Geography: Outline Map: Indian Removal Act | Unit 1 In-Depth Resources, pp 94–95 |
| Differentiating Instruction | |
| Less Proficient Readers: Clarifying | TE, p. 122 |
| Gifted and Talented Students: Creating Political Cartoons | TE, p. 126 |
| Students Acquiring English/ESL | Access for Students Acquiring English, pp. 49, 9–60 |
| Integrate Technology | |
| Electronic Teacher Tools | Section 2 Quiz |
| Test Generator | Andrew Jackson from Proclamation to the People of the United States, 1832 |
| Electronic Library of Primary Sources | John C. Calhoun, from Address to the People of the United States, 1832 |
| America’s Music CD | classzone.com |
| Using the Internet | |
| Assess & Reteach | |
| Section 2 Assessment | PE, p. 127 |
| Section 2 Quiz | Formal Assessment, p. 57 |
| Reteaching Activity | TE, p. 127 |
| | Unit 1 In-Depth Resources, p. 88 |

### Block Scheduling Options

| Cooperative Learning: Discussing States’ Rights | TE, p. 124 |
REVIEW CHAPTER 3 Section 3 (pages 130–138) Lesson Plan

Manifest Destiny

Section 3 Objectives
1. Summarize the reasons settlers headed West.
2. Describe Texas settlement, struggle for independence, and annexation.
3. Analyze the California gold rush.

Focus & Motivate
Discuss Main Idea and Terms & Names

Instruct
Read the section
Discuss key questions

Historical Spotlight: Jim Beckwourth
Map: American Trails West, 1860
Map: War for Texas Independence, 1835–1836
Key Players: Sam Houston and Santa Anna
Map: War with Mexico, 1846–1848
More About: Traveling the Santa Fe Trail; Life on the Oregon Trail; The Westward Settlers; Davy Crockett at the Alamo; The Election of 1844; Stephen Kearny; Foreign Miners; San Francisco in the Gold Rush Days

Primary Source: from Polk’s Speech on War with Mexico
Skillbuilder Lesson: Analyzing Assumptions
Cooperative Learning: Creating a Pictorial Essay of the Alamo

RESOURCES
PE, p. 130
PE, pp. 130–138
Unit 1 In-Depth Resources: Guided Reading, p. 79
Building Vocabulary, p. 82
TE, pp. 130, 133, 135, 137
PE, p. 131
PE, p. 132
PE, p. 134
PE, p. 135
TE, p. 136
TE, pp. 131, 132, 134–138
Unit 1 In-Depth Resources, p. 98
TE, p. 131
Unit 1 In-Depth Resources: Skillbuilder Practice, p. 85
TE, p. 134
Integrated Assessment Book
## RESOURCES

- Critical Thinking: Westward Movement; Growth of U.S. Population and Area, 1790–1850
- Art: General Winfield Scott

### Cross-Curricular Links
- Literature: from *Roughing It* by Mark Twain

### Differentiating Instruction
- Less Proficient Readers: Clarifying; Summarizing
- Gifted and Talented Students: Exploring Different Viewpoints
- Students Acquiring English/ESL

### Integrate Technology
- Electronic Teacher Tools
  - Test Generator
  - Electronic Library of Primary Sources
  - America’s Music CD
  - Using the Internet

### Assess & Reteach
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

### Block Scheduling Options
- Cooperative Learning: Interviewing Settlers
- Cooperative Learning: Creating a Newspaper about the Gold Rush

- Critical Thinking Transparencies CT9, CT43
- Humanities Transparency HT9
- Unit 1 In-Depth Resources, pp. 101–103
- TE, pp. 133, 135
- Reading Study Guide, pp. 39–40
- TE, p. 136
- Integrated Assessment Book
- Access for Students Acquiring English, pp. 50, 56–58
- Spanish Reading Study Guide, pp. 39–40
- TE, p. 138
- PE, p. 138
- Formal Assessment, p. 58
- TE, p. 138
- Unit 1 In-Depth Resources, p. 89
- TE, p. 132
- Integrated Assessment Book
- TE, p. 137
- Integrated Assessment Book
REVIEW CHAPTER 3 Section 4 (pages 139–143) Lesson Plan

The Market Revolution

Section 4 Objectives
1. Describe the impact of new markets, entrepreneurs, and inventions on the 19th-century American economy.
2. Explain the ways in which workplaces changed during the market revolution.
3. Summarize the efforts of workers to improve their economic security.

Focus & Motivate
— Discuss Main Idea and Terms & Names

Instruct
— Read the section
— Discuss key questions
— One American’s Story: Samuel Young
— Now & Then: From Telegraph to Internet
— More About: Samuel F. B. Morse; Robert Fulton; The Erie Canal; Factory Life; Irish Immigrants
— Cooperative Learning: Researching the Electronics Revolution
— Geography: American Cities, 1820 and 1860

Cross-Curricular Links
— Journalism: Writing Sports History

Differentiating Instruction
— Less Proficient Readers
— Gifted and Talented Students: Researching an Inventor
— Students Acquiring English/ESL

RESOURCES
— PE, p. 139
— PE, pp. 139–143
— Unit 1 In-Depth Resources: Guided Reading, p. 80
— Building Vocabulary, p. 82
— TE, pp. 139, 141, 142
— PE, p. 139
— PE, p. 140
— TE, pp. 140–143
— TE, p. 140
— Integrated Assessment Book
— Geography Transparency GT9
— TE, p. 294
— Integrated Assessment Book
— Reading Study Guide, pp. 41–42
— TE, p. 141
— Integrated Assessment Book
— Access for Students Acquiring English, p. 51
— Spanish Reading Study Guide, pp. 41–42
Lesson Plan for The Market Revolution continued

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**Assess & Reteach**
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity

**Block Scheduling Options**
- Cooperative Learning: Writing a List of Demands

**Homework Assignments**

**Other Teaching Materials**

**RESOURCES**

- Section 4 Quiz
- Sarah Bagley, from Pleasures of Factory Life, 1840
- classzone.com

- PE, p. 143
- Formal Assessment, p. 59
- TE, p. 143
- Unit 1 In-Depth Resources, p. 90
- TE, p. 142
Reforming American Society

Section 5 Objectives

1. Explain how reform movements were inspired by the spiritual awakening of the 19th century.
2. Describe the institution of slavery and the abolitionist movement.
3. Discuss the central role that women played in 19th-century reform movements.

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss Main Idea and Terms &amp; Names</td>
<td>PE, p. 144</td>
</tr>
</tbody>
</table>

Instruct

- Read the section

- Discuss key questions
- One American’s Story: James Forten
- Infographic: Southern Plantations
- Graph: African Americans in the South, 1860
- Key Player: Elizabeth Cady Stanton
- Geography Spotlight: Mapping the Oregon Trail
- More About: Ralph Waldo Emerson; The African-American Church; Frederick Douglass; Women Abolitionists; Elizabeth Blackwell; Sojourner Truth; The Oregon Trail
- Tracing Themes
- Skillbuilder Lesson: Identifying Problems

- Primary Sources: Propaganda Images; from The Seneca Falls “Declaration of Sentiments”
- Critical Thinking: Increasing School Enrollments

- PE, pp. 144–151
- Unit 1 In-Depth Resources: Guided Reading, p. 81
- Building Vocabulary, p. 82
- TE, pp. 144, 145, 147, 151
- PE, p. 144
- PE, p. 147
- PE, p. 147
- PE, p. 148
- PE, pp. 150–151
- TE, pp. 145–150

- TE, p. 146
- TE, p. 148
- Unit 1 In-Depth Resources: Skillbuilder Practice, p. 86
- Unit 1 In-Depth Resources, pp. 99–100

- Critical Thinking Transparency CT42
### Cross-Curricular Links
- Geography: Distribution of Slaves
- Art: Religious Camp Meeting
- Track 8, “Calinda,” ca. 1800
- Lucy Stone, Disappointment is the Lot of Women, 1855

### Differentiating Instruction
- Less Proficient Readers
  - Gifted and Talented Students: Researching the African Methodist Episcopal Church; Writing an Article for *The Liberator*
- Students Acquiring English/ESL

### Integrate Technology
- Electronic Teacher Tools
  - Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### Assess & Reteach
- Section 5 Assessment
- Section 5 Quiz
- Reteaching Activity
- Chapter 3 Assessment
- Chapter Test, Forms A, B, and C

### Block Scheduling Options
- Cooperative Learning: Interviewing Women Reformers
**The Divisive Politics of Slavery**

**Section 1 Objectives**

1. Identify differences between the North and the South.
2. Describe the operation of the Underground Railroad and other forms of protest against slavery.
3. Explain the political conditions that gave rise to the Republican Party and divided the Whigs.

**RESOURCES**

- **Interpret the Painting: John Brown’s arrest**
- **Chapter Time Line**
- **Interact with History**
- **Discuss Main Idea and Terms & Names**
- **Read the section**
- **Discuss key questions**
- **Map: The Underground Railroad, 1850–1860**
- **Maps: Free and Slave States and Territories, 1820–1854**
- **Political Cartoon**
- **History Through Art: John Brown Going to His Hanging**
- **Historical Spotlight: Secession and the Border States**
- **Historic Decisions of the Supreme Court: Dred Scott v. Sandford (1857)**
- **Tracing Themes**
- **Skillbuilder Lesson: Creating Databases**
- **Primary Sources: Lincoln-Douglas Debates**

- **PE, pp. 154–155**
- **PE, pp. 154–155**
- **TE, p. 154 Time Line Discussion**
- **PE, p. 155**
- **PE, p. 156**
- **PE, pp. 156–167**
- **Unit 1 In-Depth Resources: Guided Reading, p. 106**
- **Building Vocabulary, p. 110**
- **TE, pp. 157, 158, 161, 162, 167**
- **PE, p. 159**
- **PE, p. 160**
- **PE, p. 161**
- **PE, p. 164**
- **PE, p. 165**
- **TE, pp. 167–168**
- **TE, p. 158**
- **TE, p. 161**
- **Unit 1 In-Depth Resources: Skillbuilder Practice, p. 111**
- **Unit 1 In-Depth Resources, pp. 122–123**

*The Union in Peril 35*
<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking: The Compromise of 1850</td>
</tr>
<tr>
<td>Cross-Curricular Links</td>
</tr>
<tr>
<td>Government: The Debate on the Compromise of 1850; The Election of 1860</td>
</tr>
<tr>
<td>Civics: Considering Slavery and Democracy</td>
</tr>
<tr>
<td>Geography: Presidential Elections 1856, 1860</td>
</tr>
<tr>
<td>Differentiating Instruction</td>
</tr>
<tr>
<td>Students Acquiring English/ESL</td>
</tr>
<tr>
<td>Integrate Technology</td>
</tr>
<tr>
<td>Electronic Teacher Tools</td>
</tr>
<tr>
<td>Test Generator</td>
</tr>
<tr>
<td>Electronic Library of Primary Sources</td>
</tr>
<tr>
<td>America’s Music CD</td>
</tr>
<tr>
<td>Using the Internet</td>
</tr>
<tr>
<td>Assess &amp; Reteach</td>
</tr>
<tr>
<td>Section 1 Assessment</td>
</tr>
<tr>
<td>Section 1 Quiz</td>
</tr>
<tr>
<td>Reteaching Activity</td>
</tr>
<tr>
<td>Block Scheduling Options</td>
</tr>
<tr>
<td>Cooperative Learning: Responding to Uncle Tom’s Cabin</td>
</tr>
<tr>
<td>Cooperative Learning: Writing a Newspaper Account</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
# The Civil War Begins

## Section 2 Objectives
1. Analyze the strengths and strategies of both sides at the beginning of the Civil War.
2. Identify the key political issues that affected the conduct of the war.
3. Describe aspects of military and civilian life during wartime.

## RESOURCES

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss Main Idea and Terms &amp; Names</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the section</td>
</tr>
</tbody>
</table>

- Discuss key questions
- Graphs: Northern and Southern Resources, 1861
- Map: Civil War, 1861–1862
- Historical Spotlight: Boys in War
- Key Players: Abraham Lincoln and Jefferson Davis
- Cooperative Learning: Designing a Military Strategy
- Tracing Themes
- More About: Military Strategy of the Confederacy; Slavery and Lincoln’s Policy; Lincoln and Dissent; Clara Barton
- Link to Science: Civil War Medicine and Health
- Critical Thinking: The Civil War; North vs. South

| PE, p. 168 |

- PE, pp. 168–174
- Unit 1 In-Depth Resources: Guided Reading, p. 107
- Building Vocabulary, p. 110
- TE, pp. 168, 171, 173
- PE, p. 169
- PE, pp. 170–171
- PE, p. 171
- PE, p. 172
- TE, p. 169
- TE, p. 169
- TE, pp. 170, 172–174
- TE, p. 173
- Integrated Assessment Book
- Critical Thinking Transparencies CT11, CT45
Lesson Plan for The Civil War  continued

Cross-Curricular Links
- Geography: Naval Blockade; Union and Confederacy, 1861
- Government: Tracing the Roots of the Emancipation Proclamation

Differentiating Instruction
- Less Proficient Readers
- Students Acquiring English/ESL

Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

Assess & Reteach
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

Block Scheduling Options
- Skillbuilder Lesson: Following Chronological Order
- Outline Map: The States Choose Sides

RESOURCES
- TE, p. 171
- Geography Transparency GT11
- TE, p. 172
- Unit 1 In-Depth Resources: Primary Sources: Emancipation Proclamation, p. 128
- Reading Study Guide, pp. 49–50
- Access for Students Acquiring English, pp. 64, 68, 72–73
- Spanish Reading Study Guide, pp. 49–50
- Section 2 Quiz
- George Fowle, from *Letters to Eliza from a Union Soldier*, 1864
- John s. Jackman, from *Diary of a Confederate Soldier*, 1862–1863
- Track 10, “Battle Hymn of the Republic” 1861
- Track 11, “We Are Coming Father Abra’am,” 1862
- classzone.com
- PE, p. 174
- Formal Assessment, p. 80
- TE, p. 174
- Unit 1 In-Depth Resources, p. 115
- TE, p. 170
- Unit 1 In-Depth Resources: Skillbuilder Practice, p. 112
- Unit 1 In-Depth Resources, pp. 124–125
The North Takes Charge

Section 3 Objectives
1. Explain how decisive battles, such as Gettysburg and Vicksburg, changed the tide of the war.
2. Describe instances of total war waged by Grant and Sherman.
3. Explain how the war changed the nation and people’s lives.

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: Mary Chesnut
- Map: Battle of Gettysburg, July, 1863
- History Through Photojournalism: Mathew Brady’s Photographs
- Map: Vicksburg Campaign, April–July 1863
- Key Players: Ulysses S. Grant and Robert E. Lee
- More About: Stonewall Jackson; Little Round Top; The Gettysburg Address; Mathew Brady; The Naval Hero of Vicksburg; William Tecumseh Sherman; The Election of 1864; Wartime Economics; Lincoln’s Last Working Day
- Graphs: The Costs of the Civil War
- Cooperative Learning: Evaluating the Ethics of Total War
- Critical Thinking: The Civil War
- Primary Sources: On the Burning of South Carolina

RESOURCES
□ PE, p. 175
□ PE, pp. 175–183
□ Unit 1 In-Depth Resources: Guided Reading, p. 108
□ Building Vocabulary, p. 110
□ TE, pp. 175, 180, 181
□ PE, p. 175
□ PE, p. 176
□ PE, p. 178
□ PE, p. 179
□ TE, p. 180
□ TE, pp. 176–183
□ PE, p. 182
□ TE, p. 180
□ Integrated Assessment Book
□ Critical Thinking Transparency CT11
□ Unit 1 In-Depth Resources, p. 122
### Cross-Curricular Links
- Civics: “Government of the People, by the People, for the People”
- Humanities: Examining the Images of War

### Differentiating Instruction
- Less Proficient Readers: Tracking Sequence
- Gifted and Talented Students: Researching the Election of 1864
- Students Acquiring English/ESL: Rereading Phrases

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### Assess & Reteach
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

### Block Scheduling Options
- Cooperative Learning: Researching the Battles of Vicksburg and Gettysburg
- Art: Abraham Lincoln riding into Richmond, Virginia

### RESOURCES
- TE, p. 177
- TE, p. 178
- TE, p. 176
- Reading Study Guide, pp. 51–52
- TE, p. 181
- Integrated Assessment Book
- TE, p. 182
- Access for Students Acquiring English, p. 65
- Spanish Reading Study Guide, pp. 51–52
- Section 3 Quiz
- Track 12, “When Johnny Comes Marching Home,” 1863
- classzone.com
- PE, p. 183
- Formal Assessment, p. 81
- TE, p. 183
- Unit 1 In-Depth Resources, p. 116
- TE, p. 179
- Integrated Assessment Book
- Humanities Transparency HT11
REVIEW CHAPTER 4 Section 4 (pages 184–189) Lesson Plan

Reconstruction and Its Effects

Section 4 Objectives
1. Describe various Reconstruction plans and analyze the political consequences of the plans.
2. Describe how Reconstruction affected life in the South for white Southerners and former slaves.
3. Explain the reasons for the end of Reconstruction.

Focus & Motivate
Discuss Main Idea and Terms & Names

Instruct
Read the section
Discuss key questions
Analyzing Political Cartoons
Key Player: Hiram Revels
More About: Johnson and Presidential Succession; The Impeachment of President Johnson; Suffrage, African Americans, and Reconstruction; The Freedmen's Bureau
Tracing Themes
Skillbuilder Lesson: Making Generalizations
Education: Researching African-American Colleges
Connections Across Time
Primary Sources: An Inquiry on the Condition of the South
American Lives: Thaddeus Stevens
Art: The Fifteenth Amendment

RESOURCES

☐ PE, p. 184
☐ PE, pp. 184–189
☐ Unit 1 In-Depth Resources: Guided Reading, p. 109
☐ Building Vocabulary, p. 110
☐ TE, pp. 184, 186, 188
☐ PE, p. 187
☐ PE, p. 188
☐ TE, pp. 185, 186, 187
☐ TE, pp. 185, 186
☐ TE, 186
☐ Unit 1 In-Depth Resources: Skillbuilder Practice, p. 113
☐ TE, p. 187
☐ TE, p. 189
☐ Unit 1 In-Depth Resources, p. 123
☐ Unit 1 In-Depth Resources, p. 137
☐ Humanities Transparency HT12
Lesson Plan for Reconstruction and Its Effects  continued

<table>
<thead>
<tr>
<th>Cross-Curricular Links</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government: Comparing Reconstruction Plans</td>
<td>□ TE, p. 185</td>
</tr>
<tr>
<td>Economics: Analyzing Sharecropping and Tenant Farming</td>
<td>□ Integrated Assessment Book</td>
</tr>
<tr>
<td>Geography: Slave Populations in the U.S.; The Barrow Plantation</td>
<td>□ TE, p. 188</td>
</tr>
<tr>
<td></td>
<td>□ Unit 1 In-Depth Resources, pp. 118–120</td>
</tr>
<tr>
<td></td>
<td>□ Geography Transparency GT12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiating Instruction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Proficient Readers</td>
<td>□ Reading Study Guide, pp. 53–54</td>
</tr>
<tr>
<td>Students Acquiring English/ESL</td>
<td>□ Access for Students Acquiring English, pp. 66, 69, 70–71</td>
</tr>
<tr>
<td></td>
<td>□ Spanish Reading Study Guide, pp. 53–54</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrate Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Teacher Tools</td>
<td>□ Section 4 Quiz</td>
</tr>
<tr>
<td>Test Generator</td>
<td>□ Chapter Test</td>
</tr>
<tr>
<td>Electronic Library of Primary Sources</td>
<td>□ Annie Ruth Davis, from An Interview with a Former Slave, 1870’s</td>
</tr>
<tr>
<td>America’s Music CD</td>
<td>□ Videocassette Volume 1</td>
</tr>
<tr>
<td>American Stories Videos</td>
<td>□ classzone.com</td>
</tr>
<tr>
<td>Using the Internet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assess &amp; Reteach</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 4 Assessment</td>
<td>□ PE, p. 189</td>
</tr>
<tr>
<td>Section 4 Quiz</td>
<td>□ Formal Assessment, p. 82</td>
</tr>
<tr>
<td>Reteaching Activity</td>
<td>□ TE, p. 189</td>
</tr>
<tr>
<td>Chapter 4 Assessment</td>
<td>□ Unit 1 In-Depth Resources, p. 117</td>
</tr>
<tr>
<td>Chapter Test, Forms A, B, and C</td>
<td>□ PE, pp. 190–191</td>
</tr>
<tr>
<td></td>
<td>□ Formal Assessment, pp. 83–100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block Scheduling Options</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking: Reconstruction</td>
<td>□ Critical Thinking Transparency CT12</td>
</tr>
</tbody>
</table>

Cross-Curricular Links

Differentiating Instruction

Integrate Technology

Assess & Reteach

Block Scheduling Options
Cultures Clash on the Prairie

Section 1 Objectives

1. Contrast the cultures of Native Americans and white settlers and explain why white settlers moved West.
2. Identify restrictions imposed by the government on Native Americans and describe the consequences.
3. Identify the government’s policy of assimilation as well as continuing conflicts between Native Americans and settlers.
4. Trace the development of the cattle industry.
5. Describe both the myth and the reality of the American cowboy and explain the end of the open range.

RESOURCES

- Interpreting the Photograph: Blackfeet Indians
- Chapter Time Line
- Interact with History

Focus & Motivate

- Discuss Main Idea and Terms & Names

Instruct

- Read the section
- Discuss key questions
- Tracing Themes
- Key Player: Sitting Bull
- Connections Across Time
- Infographic: Importance of the Buffalo
- Now & Then: Nez Perce in Oregon
- History Through Art: Stampeded by Lightning
- Historical Spotlight: The Wild West Show
- More About: George Armstrong Custer; The Battle of Little Bighorn; The Cowboy Hat; Placer Mining, Mining Hazards

TE, pp. 200–201
PE, pp. 200–201
TE, p. 200 Time Line Discussion
PE, p. 201

PE, p. 202

PE, pp. 202–213
Unit 2 In-Depth Resources: Guided Reading, p. 1
Building Vocabulary, p. 4
TE, pp. 203–204, 206, 208, 210, 213
TE, pp. 203, 209, 210
PE, p. 204
TE, pp. 205, 207
PE, p. 207
PE, p. 208
PE, p. 210
PE, p. 211
TE, pp. 206, 208, 212–213
Unit 2 In-Depth Resources: Primary Source, p. 12
<table>
<thead>
<tr>
<th>RESOURCES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Skillbuilder Lesson: Creating Models</em></td>
<td>□ TE, p. 213</td>
</tr>
<tr>
<td></td>
<td>□ Unit 2 In-Depth Resources: Skillbuilder Practice, p. 6</td>
</tr>
<tr>
<td><em>Cross-Curricular Links</em></td>
<td></td>
</tr>
<tr>
<td><em>Civics: Conflict on the Plains</em></td>
<td>□ TE, p. 205</td>
</tr>
<tr>
<td></td>
<td>□ Integrated Assessment Book</td>
</tr>
<tr>
<td><em>Differentiating Instruction</em></td>
<td></td>
</tr>
<tr>
<td>_Gifted and Talented Students: Creating a</td>
<td>□ TE, p. 207</td>
</tr>
<tr>
<td>Storyboard_</td>
<td></td>
</tr>
<tr>
<td>_Students Acquiring English/ESL: Spanish</td>
<td>□ TE, p. 208</td>
</tr>
<tr>
<td>Words, English Translations_</td>
<td>□ Access for Students Acquiring English, pp. 77, 81</td>
</tr>
<tr>
<td></td>
<td>□ Spanish Reading Study Guide, pp. 57–58</td>
</tr>
<tr>
<td><em>Integrate Technology</em></td>
<td></td>
</tr>
<tr>
<td>_American Stories Video Series: “A Walk in</td>
<td>□ Videocassette Volume 1</td>
</tr>
<tr>
<td>Two Worlds_</td>
<td></td>
</tr>
<tr>
<td><em>Electronic Teacher Tools</em></td>
<td></td>
</tr>
<tr>
<td><em>Test Generator</em></td>
<td>□ Section 1 Quiz</td>
</tr>
<tr>
<td><em>Electronic Library of Primary Sources</em></td>
<td>□ Andy Adams, from <em>The Log of a Cowboy</em>, 1903</td>
</tr>
<tr>
<td><em>America’s Music CD</em></td>
<td>□ Track 13, “Oh! My Darling Clementine,” 1884</td>
</tr>
<tr>
<td><em>Using the Internet</em></td>
<td>□ classzone.com</td>
</tr>
<tr>
<td><em>Assess &amp; Reteach</em></td>
<td></td>
</tr>
<tr>
<td><em>Section 1 Assessment</em></td>
<td>□ PE, p. 211</td>
</tr>
<tr>
<td><em>Section 1 Quiz</em></td>
<td>□ Formal Assessment, p. 103</td>
</tr>
<tr>
<td><em>Reteaching Activity</em></td>
<td>□ TE, p. 211</td>
</tr>
<tr>
<td></td>
<td>□ Unit 2 In-Depth Resources, p. 7</td>
</tr>
<tr>
<td><em>Block Scheduling Options</em></td>
<td></td>
</tr>
<tr>
<td><em>Cooperative Learning: Cross-Cultural Debate</em></td>
<td>□ TE, p. 204</td>
</tr>
<tr>
<td></td>
<td>□ Integrated Assessment Book</td>
</tr>
<tr>
<td>_Cooperative Learning: Researching Cowboy</td>
<td>□ TE, p. 209</td>
</tr>
<tr>
<td>Music_</td>
<td></td>
</tr>
</tbody>
</table>
Settling on the Great Plains

Section 2 Objectives
1. Explain the rapid settlement of the Great Plains due to homesteading.
2. Describe how early settlers survived on the plains and transformed them into profitable farm land.

Focus & Motivate
 Discuss Main Idea and Terms & Names

Instruct
 Read the section
 Discuss key questions
 One American Story: Esther Clark Hill
 Science & Technology: Inventions That Tamed the Prairie
 More About: Building the Railroads; The Exodusters; Yellowstone National Park; Women of the Plains; Bonanza Farms
 Critical Thinking: Transcontinental Railroad; Population Changes in the West, 1850–1900
 Geography Application: The Regions of the West
 Primary Source: Letter from a Woman Homesteader

RESOURCES

□ PE, p. 214

□ PE, pp. 214–218
□ Unit 2 In-Depth Resources: Guided Reading, p. 2
□ Building Vocabulary, p. 4

□ TE, pp. 214, 216
□ PE, p. 214
□ PE, p. 217

□ TE, pp. 215–218

□ Critical Thinking Transparencies CT13, CT47

□ Unit 2 In-Depth Resources, p. 10
□ Unit 2 In-Depth Resources, p. 13

□ Geography Transparency GT13

□ Unit 2 In-Depth Resources, pp. 15–17

Cross-Curricular Links
 Geography: Railroad Land Grants, 1871
 Literature: from My Antonia
**Lesson Plan for Changes on the Western Frontier continued**

### RESOURCES

<table>
<thead>
<tr>
<th>Differentiating Instruction</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Less Proficient Readers: Previewing and Visualizing</td>
<td>□ TE, p. 215</td>
</tr>
<tr>
<td>- Gifted and Talented Students: Exploring and Invention</td>
<td>□ Reading Study Guide, pp. 59–60</td>
</tr>
<tr>
<td>- Students Acquiring English/ESL</td>
<td>□ TE, p. 216</td>
</tr>
<tr>
<td></td>
<td>□ Access for Students Acquiring English, pp. 78, 82</td>
</tr>
<tr>
<td></td>
<td>□ Spanish Reading Study Guide, pp. 59–60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrate Technology</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Electronic Teacher Tools</td>
<td>□ Section 2 Quiz</td>
</tr>
<tr>
<td>- Test Generator</td>
<td></td>
</tr>
<tr>
<td>- Electronic Library of Primary Sources</td>
<td></td>
</tr>
<tr>
<td>- America’s Music CD</td>
<td>□ classzone.com</td>
</tr>
<tr>
<td>- Using the Internet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assess &amp; Reteach</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Section 2 Assessment</td>
<td>□ PE, p. 218</td>
</tr>
<tr>
<td>- Section 2 Quiz</td>
<td>□ Formal Assessment, p. 104</td>
</tr>
<tr>
<td>- Reteaching Activity</td>
<td>□ TE, p. 218</td>
</tr>
<tr>
<td></td>
<td>□ Unit 2 In-Depth Resources, p. 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block Scheduling Options</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cooperative Learning: Advertising Agricultural Inventions</td>
<td>□ TE, p. 217</td>
</tr>
<tr>
<td></td>
<td>□ Integrated Assessment Book</td>
</tr>
</tbody>
</table>

### Homework Assignments

<table>
<thead>
<tr>
<th>Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
</tbody>
</table>

### Other Teaching Materials

<table>
<thead>
<tr>
<th>Other Teaching Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________________</td>
</tr>
<tr>
<td>_________________________</td>
</tr>
<tr>
<td>_________________________</td>
</tr>
<tr>
<td>_________________________</td>
</tr>
<tr>
<td>_________________________</td>
</tr>
<tr>
<td>_________________________</td>
</tr>
<tr>
<td>_________________________</td>
</tr>
</tbody>
</table>
Farmers and the Populist Movement

Section 3 Objectives
1. Identify the problems farmers faced and their cooperative efforts to solve them.
2. Explain the rise and fall of the Populist Party.

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Analyzing Political Cartoons
- Historical Spotlight: The Colored Farmers’ National Alliance
- Key Player: William Jennings Bryan
- Chart: Gold Bugs and Silverites
- More About: U.S. Currency; Richard Bland; The Diverse Literature of the West; Chief Satanta
- Connections Across Time
- Cooperative Learning: Researching Populist Reforms
- Primary Source: Cross of Gold Speech
- American Lives: Mary Elizabeth Lease

Cross-Curricular Links
- Language Arts: Reacting to Farm Problems

Differentiating Instruction
- Less Proficient Readers
- Students Acquiring English/ESL

RESOURCES
- PE, p. 219
- PE, pp. 219–225
- Unit 2 In-Depth Resources: Guided Reading, p. 3
- Building Vocabulary, p. 4
- TE, pp. 219, 221, 225
- PE, p. 220
- PE, p. 221
- PE, p. 222
- TE, pp. 220, 224–225
- TE, p. 221
- TE, p. 221
- Unit 2 In-Depth Resources, p. 14
- Unit 2 In-Depth Resources, p. 19
- TE, p. 220
- Integrated Assessment Book

- Reading Study Guide, pp. 61–62
- Access for Students Acquiring English, pp. 79–80
- Spanish Reading Study Guide, pp. 61–62
### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### Assess & Reteach
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity
- Chapter 5 Assessment
- Chapter Test, Forms A, B, and C

### Block Scheduling Options
- Skillbuilder Lesson: Creating Written Presentations

### Homework Assignments

<table>
<thead>
<tr>
<th>Assignment 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 2</td>
</tr>
<tr>
<td>Assignment 3</td>
</tr>
<tr>
<td>Assignment 4</td>
</tr>
<tr>
<td>Assignment 5</td>
</tr>
</tbody>
</table>

### Other Teaching Materials

<table>
<thead>
<tr>
<th>Material 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material 2</td>
</tr>
<tr>
<td>Material 3</td>
</tr>
<tr>
<td>Material 4</td>
</tr>
<tr>
<td>Material 5</td>
</tr>
</tbody>
</table>
The Expansion of Industry

Section 1 Objectives
1. Explain how the abundance of natural resources, new recovery and refining methods, and new uses for them led to intensive industrialization.
2. Identify inventions that changed the way people lived and worked.

RESOURCES

Introduce the Chapter
- Interpreting the Photograph: Railroad workers
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Map: Natural Resources and the Birth of a Steel Town, 1886–1906
- Time Line: The Technological Explosion, 1826–1903
- Historical Spotlight: Illuminating the Light Bulb
- Geography Spotlight: Industry Changes the Environment
- Critical Thinking: Industrial Growth
- Primary Source: Birth of the Telephone
- More About: Iron vs. Steel; Alexander Graham Bell; Cleveland, Ohio
- The Gun Foundry
### Cross-Curricular Links

- Geography: Mining and Industry

### Differentiating Instruction

- Less Proficient Readers: Using a Chronological Chart
- Students Acquiring English/ESL

### Integrate Technology

- American Stories Video Series: *Gusher!*
- Electronic Teacher Tools
- Test Generator
- America’s Music CD
- Using the Internet

### Assess & Reteach

- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

### Block Scheduling Options

- Cooperative Learning: Tracking the Growth of Steel

### RESOURCES

- Geography Transparency GT14
- TE, p. 232
- Reading Study Guide, pp. 65–66
- Access for Students Acquiring English, p. 86
- Spanish Reading Study Guide, pp. 65–66
- Videocassette Volume 1
- Section 1 Quiz
- classzone.com
- PE, p. 233
- Formal Assessment, p. 118
- TE, p. 233
- Unit 2 In-Depth Resources, p. 25
- TE, p. 231
- Integrated Assessment Book
The Age of the Railroads

**Section 2 Objectives**
1. Identify the role of the railroads in unifying the country.
2. List positive and negative effects of railroads on the nation’s economy.
3. Summarize reasons for and outcomes of the demand for railroad reform.

**RESOURCES**

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
<th>Instruct</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss Main Idea and Terms &amp; Names</td>
<td>Read the section</td>
<td>PE, p. 236</td>
</tr>
<tr>
<td>Discuss key questions</td>
<td></td>
<td>PE, pp. 236–240</td>
</tr>
<tr>
<td>One American’s Story: Richard T. Ely</td>
<td></td>
<td>Unit 2 In-Depth Resources: Guided Reading, p. 21</td>
</tr>
<tr>
<td>Historical Spotlight: Chinese Immigrants and the Railroads</td>
<td></td>
<td>Building Vocabulary, p. 23</td>
</tr>
<tr>
<td>Another Perspective: On the Wrong Track</td>
<td></td>
<td>TE, pp. 236–238</td>
</tr>
<tr>
<td>Tracing Themes: New Technology</td>
<td></td>
<td>PE, p. 236</td>
</tr>
<tr>
<td>Map: Major Railroad Lines, 1870–1890</td>
<td></td>
<td>PE, p. 237</td>
</tr>
<tr>
<td>Connections Across Time: Railroads</td>
<td></td>
<td>TE, p. 237</td>
</tr>
<tr>
<td>Analyzing Political Cartoons</td>
<td></td>
<td>TE, p. 238</td>
</tr>
<tr>
<td>More About: Railroad Time</td>
<td></td>
<td>PE, p. 239</td>
</tr>
</tbody>
</table>

**Cross-Curricular Links**

| Literature: from *The Bride Comes to Yellow Sky* | Unit 2 In-Depth Resources, pp. 34–36 |

**Differentiating Instruction**

| Less Proficient Readers: Using a Problem Solving Process | TE, p. 237 |
| Students Acquiring English/ESL | TE, p. 239 |
| | Access for Students Acquiring English, p. 87 |
| | Spanish Reading Study Guide, pp. 67–68 |
### Resources

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

- Section 2 Quiz
- Jennie Curtiss, How Women Are Treated by the Pullman Company, 1894
- classzone.com

**Assess & Reteach**
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

- PE, p. 240
- Formal Assessment, p. 119
- TE, p. 240
- Unit 2 In-Depth Resources, p. 26

**Block Scheduling Options**
- Cooperative Learning: Debating Company Towns

- TE, p. 238
- Integrated Assessment Book

### Homework Assignments

### Other Teaching Materials
Big Business and Labor

Section 3 Objectives
1. Identify management and business strategies that contributed to the success of business tycoons such as Andrew Carnegie.
2. Explain Social Darwinism and its effects on society.
3. Summarize the emergence and growth of unions.
4. Explain the violent reactions of industry and government to union strikes.

RESOURCES

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: Andrew Carnegie

- Infographic: Vertical and Horizontal Integration
- Key Player: John D. Rockefeller

- Tracing Themes
- Historical Spotlight: African Americans and the Labor Movement
- More About: Andrew Carnegie; Women and Children at Work; Samuel Gompers; The Knights of Labor; The Sugar Beet and Farm Laborers’ Union of Oxnard; The Haymarket Affair; The Triangle Fire
- Cooperative Learning: Reporting on Union Goals
- Key Players: Eugene V. Debs and Mother Jones

- PE, p. 241
- PE, pp. 241–249
- Unit 2 In-Depth Resources: Guided Reading, p. 22
- Building Vocabulary, p. 23
- TE, pp. 241–242, 244, 247
- PE, p. 241
- Unit 2 In-Depth Resources: American Lives: Andrew Carnegie, p. 37
- PE, p. 242
- PE, p. 243
- Unit 2 In-Depth Resources: Primary Source: The History of Standard Oil Company, p. 32
- TE, pp. 243, 248
- PE, p. 245

- TE, pp. 242, 245–247, 249
- TE, p. 247
- Integrated Assessment Book
- PE, p. 248
- Unit 2 In-Depth Resources: American Lives: Mother Jones, p. 38
<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking: Horizontal Consolidation</td>
</tr>
<tr>
<td>and Vertical Integration</td>
</tr>
<tr>
<td><em>The Bosses of the Senate</em></td>
</tr>
<tr>
<td>□ Critical Thinking Transparency CT48</td>
</tr>
<tr>
<td>□ Humanities Transparency HT35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross-Curricular Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics: Graph: The Growth of Union</td>
</tr>
<tr>
<td>Membership, 1876–1904</td>
</tr>
<tr>
<td>□ PE, p. 247</td>
</tr>
<tr>
<td>Geography: The Changing Labor Force</td>
</tr>
<tr>
<td>□ Unit 2 In-Depth Resources, pp. 28–29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiating Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted and Talented Students: Researching</td>
</tr>
<tr>
<td>Working Conditions; Joe Hill and the Wobblies</td>
</tr>
<tr>
<td>□ TE, pp. 244, 246</td>
</tr>
<tr>
<td>Students Acquiring English/ESL</td>
</tr>
<tr>
<td>□ Access for Students Acquiring English, pp. 88–91</td>
</tr>
<tr>
<td>□ Spanish Reading Study Guide, pp. 69–70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrate Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Teacher Tools</td>
</tr>
<tr>
<td>□ Section 3 Quiz</td>
</tr>
<tr>
<td>□ Chapter Test</td>
</tr>
<tr>
<td>Test Generator</td>
</tr>
<tr>
<td>□ Samuel Gompers, On the Goals of Trade Unions,</td>
</tr>
<tr>
<td>1883</td>
</tr>
<tr>
<td>□ New York Times, from 141 Die in Factory Fire,</td>
</tr>
<tr>
<td>1911</td>
</tr>
<tr>
<td>Electronic Library of Primary Sources</td>
</tr>
<tr>
<td>□ classzone.com</td>
</tr>
<tr>
<td>America’s Music CD</td>
</tr>
<tr>
<td>□ PE, p. 249</td>
</tr>
<tr>
<td>Using the Internet</td>
</tr>
<tr>
<td>□ Formal Assessment, p. 120</td>
</tr>
<tr>
<td>□ TE, p. 249</td>
</tr>
<tr>
<td>□ Unit 2 In-Depth Resources, p. 27</td>
</tr>
<tr>
<td>□ PE, pp. 250–251</td>
</tr>
<tr>
<td>□ Formal Assessment, pp. 121–132</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assess &amp; Reteach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 3 Assessment</td>
</tr>
<tr>
<td>□ PE, p. 249</td>
</tr>
<tr>
<td>Section 3 Quiz</td>
</tr>
<tr>
<td>□ Formal Assessment, p. 120</td>
</tr>
<tr>
<td>Reteaching Activity</td>
</tr>
<tr>
<td>□ TE, p. 249</td>
</tr>
<tr>
<td>Chapter 6 Assessment</td>
</tr>
<tr>
<td>□ Unit 2 In-Depth Resources, p. 27</td>
</tr>
<tr>
<td>Chapter Test, Forms A, B, and C</td>
</tr>
<tr>
<td>□ PE, pp. 250–251</td>
</tr>
<tr>
<td>□ Formal Assessment, pp. 121–132</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block Scheduling Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skillbuilder Lesson: Creating Oral Presentations</td>
</tr>
<tr>
<td>□ TE, p. 243</td>
</tr>
<tr>
<td>□ Unit 2 In-Depth Resources: Skillbuilder Practice, p. 24</td>
</tr>
</tbody>
</table>
The New Immigrants

Section 1 Objectives
1. Identify immigrants’ countries of origin.
2. Describe the journey immigrants endured and their experiences at United States immigration stations.
3. Examine the causes and effects of the nativists’ anti-immigrant sentiments.

RESOURCES

Introduce the Chapter
- Interpreting the Photograph: New York City’s lower east side
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: Lisa See
- Map: U.S. Immigration Patterns, as of 1900
- Tracing Themes: Diversity and the National Identity
- Tracing Themes
- More About: Chinese Railroad Labor; The Transatlantic Journey; Ellis Island; The Generation Gap; Discrimination Against Japanese; The Statue of Liberty; 21st Century Diversity
- Skillbuilder Lesson: Audio Multimedia Sources

Primary Source: Artifacts from Ellis Island
Literature: Call It Sleep
Lesson Plan for The New Immigrants  continued

### Cross-Curricular Links
- Language Arts: Writing Letters or Poems About Immigrant Experiences

### Differentiating Instruction
- Less Proficient Readers: Clarifying Ideas; Using the Narrative
- Students Acquiring English/ESL

### Integrate Technology
- Electronic Teacher Tools
  - Test Generator
  - Electronic Library of Primary Sources
- America’s Music CD
- American Stories Video
- Using the Internet

### Assess & Reteach
- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

### Block Scheduling Options
- Geography: Where Foreign-Born Lived, 1900

### RESOURCES
- TE, p. 257
- Integrated Assessment Book
- TE, pp. 256, 258
- Reading Study Guide, pp. 73–74
- Access for Students Acquiring English, pp. 94, 97
- Spanish Reading Study Guide, pp. 73–74
- Section 1 Quiz
- U.S. Government, from Chinese Exclusion Act of 1882
- Track 14, “Collar de Perlas,” ca. 1900
- Videocassette Volume 1 & 2
- classzone.com
- PE, p. 259
- Formal Assessment, p. 133
- TE, p. 259
- Unit 2 In-Depth Resources, p. 45
- Geography Transparency GT15

### Homework Assignments

<table>
<thead>
<tr>
<th>Assignment 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 2</td>
</tr>
<tr>
<td>Assignment 3</td>
</tr>
</tbody>
</table>

### Other Teaching Materials

<table>
<thead>
<tr>
<th>Material 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material 2</td>
</tr>
<tr>
<td>Material 3</td>
</tr>
</tbody>
</table>
The Challenges of Urbanization

Section 2 Objectives

1. Describe the movement of immigrants to cities and the opportunities they found there.
2. Explain how cities dealt with housing, transportation, sanitation, and safety issues.
3. Describe some of the organizations and people who offered help to urban immigrants.

RESOURCES

Focus & Motivate

_ Discuss Main Idea and Terms & Names

Instruct

_ Read the section

_ Discuss key questions

_ Map: New York City, 1910

_ Infographic: Fire: Enemy of the City

_ Key Player: Jane Addams

_ More About: Transportation,
_ Tracing Themes

_ Skillbuilder Lesson: Creating Maps

_ Connections Across Time

_ Primary Sources: How the Other Half Lives;
  from Twenty Years at Hull House

_ American Lives: Jane Addams

_ Critical Thinking: Urban Growth; From
  Country to City, 1870–1920

Cross-Curricular Links

_ Geography Application

_ Art: Cliff Dwellers
<table>
<thead>
<tr>
<th>Differentiating Instruction</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| _Less Proficient Readers: Clarifying Ideas_ | □ TE, p. 264  
□ Reading Study Guide, pp. 75–76  
□ Access for Students Acquiring English, pp. 95, 98–99, 100–101  
□ Spanish Reading Study Guide, pp. 75–76 |
| _Students Acquiring English/ESL_ | |

<table>
<thead>
<tr>
<th>Integrate Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Electronic Teacher Tools</em></td>
<td>□ Section 2 Quiz</td>
</tr>
<tr>
<td><em>Test Generator</em></td>
<td></td>
</tr>
<tr>
<td><em>Electronic Library of Primary Sources</em></td>
<td></td>
</tr>
<tr>
<td><em>America’s Music CD</em></td>
<td></td>
</tr>
<tr>
<td><em>Using the Internet</em></td>
<td>□ classzone.com</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assess &amp; Reteach</th>
<th></th>
</tr>
</thead>
</table>
| _Section 2 Assessment_ | □ PE, p. 266  
□ Formal Assessment, p. 134 |
| _Section 2 Quiz_ | □ TE, p. 266 |
| _Reteaching Activity_ | □ Unit 2 In-Depth Resources, p. 46 |

<table>
<thead>
<tr>
<th>Block Scheduling Options</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Cooperative Learning: Researching Catastrophes</em></td>
<td>□ TE, p. 265</td>
</tr>
</tbody>
</table>

**Homework Assignments**

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

**Other Teaching Materials**

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

**RESOURCES**

- TE, p. 264  
- Reading Study Guide, pp. 75–76  
- Access for Students Acquiring English, pp. 95, 98–99, 100–101  
- Spanish Reading Study Guide, pp. 75–76  
- classzone.com  
- PE, p. 266  
- Formal Assessment, p. 134  
- TE, p. 266  
- Unit 2 In-Depth Resources, p. 46  
- TE, p. 265
Politics in the Gilded Age

Section 3 Objectives

1. Explain the role of political machines and political bosses.
2. Describe how some politicians’ greed and fraud cost taxpayers millions of dollars.
3. Describe the measures taken by Presidents Hayes, Garfield, and Arthur to reform the spoils system.
4. Explain the positions taken by presidents Cleveland, Harrison, and McKinley on the tariff issue.

### RESOURCES

**Focus & Motivate**
- Discuss Main Idea and Terms & Names

**Instruct**
- Read the section
- Discuss key questions
- One American’s Story: Mark Twain and Charles Dudley Warner
- Analyzing Political Cartoons
- More About: Political Machines; The Pendergast Family; Boss Tweed; Chester A. Arthur; Tariffs
- Primary Source: The Shame of American Cities
- American Lives: William Marcy Tweed
- Critical Thinking: Urban Growth

### Differentiating Instruction

- Less Proficient Readers: Clarifying
- Gifted and Talented Students: Writing a Biography
- Students Acquiring English/ESL

Name ______________________ Date ______________________
### RESOURCES

**Integrate Technology**  
- Electronic Teacher Tools  
- Test Generator  
- America’s Music CD  
- Using the Internet  
- Section 3 Quiz  
- Chapter Test  
- classzone.com

**Assess & Reteach**  
- Section 3 Assessment  
- Section 3 Quiz  
- Reteaching Activity  
- Chapter 7 Assessment  
- Chapter Test, Forms A, B, and C  
- PE, p. 271  
- Formal Assessment, p. 135  
- TE, p. 271  
- Unit 2 In-Depth Resources, p. 47  
- PE, pp. 272–273  
- Formal Assessment, pp. 136–147

**Block Scheduling Options**  
- Cooperative Learning: Creating Political Cartoons  
- TE, p. 269  
- Integrated Assessment Book

### Homework Assignments

### Other Teaching Materials
Science and Urban Life

Section 1 Objectives
1. Describe the impact of technological advances on turn of the century urban planning.
2. Summarize turn of the century communication innovations.

Introduce the Chapter
- Interpreting the Painting: World Columbian Exposition
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- History Through Architecture: The Chicago Plan
- World Stage: The Garden City
- Science & Technology: Aviation Pioneers
- Key Player: George Eastman
- Tracing Themes
- More About: The Brooklyn Bridge; Central Park; The Columbian Exposition; The Wright Brothers; Air Travel
- Geography: Telephone Long Distance Lines, 1890 and 1917
- Primary Sources: from Orville Wright’s Diary; Advertisement

RESOURCES
- PE, pp. 274–275
- PE, pp. 274–275
- TE, p. 274 Time Line Discussion
- PE, p. 275
- PE, p. 276
- PE, pp. 276–281
- Unit 2 In-Depth Resources: Guided Reading, p. 61
- Building Vocabulary, p. 65
- TE, pp. 276, 279
- PE, p. 278
- PE, p. 279
- PE, p. 280
- PE, p. 281
- PE, p. 277
- TE, pp. 277–280
- Geography Transparency GT16
- Unit 2 In-Depth Resources, pp. 73–74
## Cross-Curricular Links

- **Science:** The Wright Brothers’ Flight
- **Geography:** New York’s Central Park

## Differentiating Instruction

- **Less Proficient Readers:** Visual Learners
- **Gifted and Talented Students:** Writing a Biography
- **Students Acquiring English/ESL**

## Integrate Technology

- **Electronic Teacher Tools**
- **Test Generator**
- **Electronic Library of Primary Sources**
- **America’s Music CD**
- **Using the Internet**

## Assess & Reteach

- **Section 1 Assessment**
- **Section 1 Quiz**
- **Reteaching Activity**

## Block Scheduling Options

- **Cooperative Learning:** Planning Ideal Cities

### RESOURCES

- TE, p. 280
- Integrated Assessment Book
- Unit 2 In-Depth Resources, pp. 71–72

- TE, p. 279
- Reading Study Guide, pp. 81–82
- TE, p. 277

- Access for Students Acquiring English, p. 104
- Spanish Reading Study Guide, pp. 81–82

- Section 1 Quiz
- Frederick Dwight, from Automobiles: The Other Side of the Shield, 1908
- classzone.com

- PE, p. 281
- Formal Assessment, p. 148
- TE, p. 281
- Unit 2 In-Depth Resources, p. 67

### Homework Assignments

- 
- 
- 
- 

### Other Teaching Materials

- 
- 
- 
- 

## Expanding Public Education

### Section 2 Objectives
1. Analyze the expansion of public education at the turn of the century.
2. Describe the growth of higher education.

### RESOURCES

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
<th>Instruct</th>
<th>Differentiating Instruction</th>
<th>Integrate Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss Main Idea and Terms &amp; Names</td>
<td>Read the section</td>
<td>Less Proficient Readers: Guided Reading</td>
<td>Electronic Teacher Tools</td>
</tr>
<tr>
<td></td>
<td>Discuss key questions</td>
<td>Students Acquiring English/ESL</td>
<td>Test Generator</td>
</tr>
<tr>
<td></td>
<td>One American’s Story: William Torrey Harris</td>
<td></td>
<td>America’s Music CD</td>
</tr>
<tr>
<td></td>
<td>Graph: Expanding Education/Increasing Literacy</td>
<td></td>
<td>Using the Internet</td>
</tr>
<tr>
<td></td>
<td>Now &amp; Then: Technology and Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>More About: W. E. B. Du Bois</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connections Across Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tracing Themes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary Source: “The Talented Tenth”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Lives: W. E. B. Du Bois</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical Thinking: Expanding Education; Increasing School Enrollment, 1870–1920</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### RESOURCES
- PE, p. 282
- PE, pp. 282–285
- Unit 2 In-Depth Resources: Guided Reading, p. 62
- Building Vocabulary, p. 65
- TE, pp. 282, 284
- PE, p. 282
- PE, p. 283
- PE, p. 284
- TE, p. 285
- TE, p. 283
- TE, p. 284
- Unit 2 In-Depth Resources, p. 75
- Unit 2 In-Depth Resources, p. 80
- Critical Thinking Transparencies CT16, CT50
- TE, p. 283
- Reading Study Guide, pp. 83–84
- Access for Students Acquiring English, p. 105
- Spanish Reading Study Guide, pp. 83–84
- Section 2 Quiz
- classzone.com
**Lesson Plan for Expanding Public Education continued**

### RESOURCES

<table>
<thead>
<tr>
<th><strong>Assess &amp; Reteach</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Section 2 Assessment</em></td>
<td></td>
</tr>
<tr>
<td><em>Section 2 Quiz</em></td>
<td></td>
</tr>
<tr>
<td><em>Reteaching Activity</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Block Scheduling Options</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Cooperative Learning: Reforming Public Education</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Homework Assignments</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Other Teaching Materials</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Copyright © McDougal Littell Inc.**
# Segregation and Discrimination

## Section 3 Objectives

1. Trace the historical underpinnings of legalized segregation and the African-American struggle against racism in the United States.
2. Summarize turn-of-the-20th century race relations in the North and the South.
3. Identify discrimination against minorities in the American West.

## RESOURCES

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
<th>Instruct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss Main Idea and Terms &amp; Names</td>
<td>Read the section</td>
</tr>
<tr>
<td>Discuss key questions</td>
<td>Discuss key questions</td>
</tr>
<tr>
<td>One American’s Story: Ida B. Wells</td>
<td>One American’s Story: Ida B. Wells</td>
</tr>
<tr>
<td>Tracing Themes</td>
<td>Tracing Themes</td>
</tr>
<tr>
<td>Skillbuilder Lesson: Creating Visual Presentations</td>
<td>Skillbuilder Lesson: Creating Visual Presentations</td>
</tr>
<tr>
<td>More About: Jim Crow; Segregated Neighborhoods; Chinese Exclusion; Justice John Marshall Harlan; Rosa Parks</td>
<td>More About: Jim Crow; Segregated Neighborhoods; Chinese Exclusion; Justice John Marshall Harlan; Rosa Parks</td>
</tr>
<tr>
<td>Primary Source: “Lynching and the Excuse for It”</td>
<td>Primary Source: “Lynching and the Excuse for It”</td>
</tr>
</tbody>
</table>

## Differentiating Instruction

<table>
<thead>
<tr>
<th>Less Proficient Readers</th>
<th>Students Acquiring English/ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ PE, p. 286</td>
<td>□ PE, pp. 286–291</td>
</tr>
<tr>
<td>□ Unit 2 In-Depth Resources: Guided Reading, p. 63</td>
<td>□ Unit 2 In-Depth Resources: Guided Reading, p. 63</td>
</tr>
<tr>
<td>□ Building Vocabulary, p. 65</td>
<td>□ Building Vocabulary, p. 65</td>
</tr>
<tr>
<td>□ PE, p. 286</td>
<td>□ PE, pp. 286–291</td>
</tr>
<tr>
<td>□ PE, p. 288</td>
<td>□ PE, p. 288</td>
</tr>
<tr>
<td>□ PE, p. 287</td>
<td>□ PE, p. 287</td>
</tr>
<tr>
<td>□ TE, p. 287</td>
<td>□ TE, pp. 287–291</td>
</tr>
<tr>
<td>□ Unit 2 In-Depth Resources: Skillbuilder Practice, p. 66</td>
<td>□ Unit 2 In-Depth Resources: Skillbuilder Practice, p. 66</td>
</tr>
<tr>
<td>□ Unit 2 In-Depth Resources, p. 76</td>
<td>□ Unit 2 In-Depth Resources, p. 76</td>
</tr>
</tbody>
</table>

### RESOURCES

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

- Section 3 Quiz
- Track 15, “Hello! Ma Baby!,” 1889
- classzone.com

**Assess & Reteach**
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

- PE, p. 291
- Formal Assessment, p. 150
- TE, p. 291
- Unit 2 In-Depth Resources, p. 69

**Block Scheduling Options**
- Cooperative Learning: Debating Discrimination

- TE, p. 288

### Homework Assignments

### Other Teaching Materials
Dawn of Mass Culture

Section 4 Objectives
1. Give examples of turn-of-the-20th century leisure activities and popular sports.
2. Analyze the spread of mass culture in the United States at the turn-of-the-20th century.
3. Describe turn-of-the-20th century innovations in marketing and advertising.

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: Bruce Blen
- History Through Art: The Champion Single Sculls (Max Schmitt in a Single Scull)
- Now & Then: Catalog Shopping
- Daily Life: Going to the Show
- More About: Bicycling; Women and Bicycling; Boxing; William Randolph Hearst; Mark Twain; Minstrel Shows; Scott Joplin
- Primary Source: Advertisement
- Humanities: Washington Square North, New York City

Cross-Curricular Links
- Journalism: Writing Sports History

RESOURCES
- PE, p. 292
- PE, pp. 292–299
- Unit 2 In-Depth Resources: Guided Reading, p. 64
- Building Vocabulary, p. 65
- TE, pp. 292, 294, 296, 299
- PE, p. 292
- PE, p. 295
- PE, p. 297
- PE, pp. 298–299
- TE, pp. 293–296, 298, 299
- Unit 2 In-Depth Resources, p. 74
- Humanities Transparency HT16

- TE, p. 294
- Integrated Assessment Book
### RESOURCES

- TE, pp. 293, 296
- Reading Study Guide, pp. 87–88
- TE, p. 295
- Access for Students Acquiring English, p. 107
- Spanish Reading Study Guide, pp. 87–88

### Differentiating Instruction

- Less Proficient Readers: Clarifying; Outlining
- Students Acquiring English/ESL: Finding Main Ideas

### Integrate Technology

- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

- Track 16, “Give My Regards to Broadway,” 1904
- classzone.com

### Assess & Reteach

- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity

- Chapter 8 Assessment
- Chapter Test, Forms A, B, and C

- PE, p. 297
- Formal Assessment, p. 151
- TE, p. 297
- Unit 2 In-Depth Resources, p. 70
- PE, pp. 300–301
- Formal Assessment, pp. 152–169

### Homework Assignments

- 
- 
- 
- 
- 

### Other Teaching Materials

- 
- 
- 
- 
- 

---

68 Chapter 8, Section 4
CHAPTER 9

Chapter Opener; Section 1 (pages 304–312)

Lesson Plan

The Origins of Progressivism

Section 1 Objectives
1. Explain the four goals of progressivism.
2. Summarize progressive efforts to clean up government.
3. Identify progressive efforts to reform state government, protect workers, and reform elections.

RESOURCES

Introduce the Chapter
__ Interpreting the Photograph: Suffrage parade
__ Chapter Time Line
__ Interact with History

Focus & Motivate
__ Discuss Main Idea and Terms & Names

Instruct
__ Read the section
__ Discuss key questions
__ Key Player: Florence Kelley
__ Historical Spotlight: Anti-Saloon League; James S. Hogg, Texas Governor
__ History Through Photojournalism: Images of Child Labor
__ More About: Eugene V. Debs; Henry Ford and the Automobile; Robert M. La Follette; Louis D. Brandeis; Reforming Elections
__ Tracing Themes
__ Primary Sources: Declaration of the WCTU; Child Labor in the Coal Mines
__ Critical Thinking: Child Labor, 1890–1930; The Progressive Movement

□ PE, pp. 304–305
□ PE, pp. 304–305
□ TE, p. 304 Time Line Discussion
□ PE, p. 305

□ PE, p. 306

□ PE, pp. 306–312
□ Unit 3 In-Depth Resources: Guided Reading, p. 1
□ Building Vocabulary, p. 6
□ TE, pp. 306, 309, 310
□ PE, p. 307
□ PE, pp. 308, 310
□ PE, p. 311

□ TE, pp. 308–312
□ Unit 3 In-Depth Resources: American Lives: Robert M. La Follette, p. 22
□ TE, p. 307
□ Unit 3 In-Depth Resources, pp. 15–16
□ Critical Thinking Transparencies CT17, CT51
### Cross-Curricular Links
- Literature: Writers as Muckrakers
- Economics: Stimulating Demand
- Geography: Continental United States

### Differentiating Instruction
- Less Proficient Readers: Differentiating Goals
- Students Acquiring English/ESL

### Integrate Technology
- American Stories video series: “A Child on Strike”
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### Assess & Reteach
- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

### Block Scheduling Options
- Skillbuilder Lesson: Formulating Historical Questions

### Homework Assignments

### Other Teaching Materials

### RESOURCES
- TE, p. 308
- TE, p. 309
- Integrated Assessment Book
- Geography Transparency GT17
- TE, p. 307
- Reading Study Guide, pp. 91–92
- Access for Students Acquiring English, pp. 113, 118
- Spanish Reading Study Guide, pp. 91–92
- Videocassette Volume 2
- Section 1 Quiz
- Florence Kelley, On the Need for Child Labor Laws, 1905
- Percy Andraea, On Prohibition and Liberty, 1914
- Track 17, “Alexander’s Ragtime Band,” 1911
- classzone.com
- PE, p. 312
- Formal Assessment, p. 170
- TE, p. 312
- Unit 3 In-Depth Resources, p. 8
- TE, p. 310
- Unit 3 In-Depth Resources: Skillbuilder Practice, p. 7
Women in Public Life

Section 2 Objectives
1. Describe the growing presence of women in the workforce at the turn of the 20th century.
2. Identify leaders of the woman suffrage movement.
3. Explain how woman suffrage was achieved.

Focus & Motivate
Discuss Main Idea and Terms & Names

Instruct
Read the section
Discuss key questions
One American’s Story: Susette La Flesche
Now & Then: Telephone Operators
Key Player: Susan B. Anthony
Primary Sources: Political Poster; from “The Status of Woman” by Susan B. Anthony

Differentiating Instruction
Less Proficient Readers: Charting Events
Students Acquiring English/ESL

Integrate Technology
Electronic Teacher Tools
Test Generator
Electronic Library of Primary Sources
America’s Music CD
Using the Internet

RESOURCES
PE, p. 313
PE, pp. 313–316
Unit 3 In-Depth Resources: Guided Reading, p. 2
Building Vocabulary, p. 6
TE, pp. 313, 314
PE, p. 313
PE, p. 314
PE, p. 316
Unit 3 In-Depth Resources, pp. 17–18
TE, p. 314
Reading Study Guide, pp. 93–94
Access for Students Acquiring English, p. 114
Spanish Reading Study Guide, pp. 93–94

Section 2 Quiz
classzone.com
Lesson Plan for Women in Public Life  continued

Assess & Reteach
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

Block Scheduling Options
- Cooperative Learning: Creating Political Placards

Homework Assignments

Other Teaching Materials

RESOURCES

☐ PE, p. 316
☐ Formal Assessment, p. 171
☐ TE, p. 316
☐ Unit 3 In-Depth Resources, p. 9

☐ TE, p. 315
☐ Integrated Assessment Book

Copyright © McDougal Littell Inc.
Teddy Roosevelt’s Square Deal

Section 3 Objectives
1. Describe the events of Theodore Roosevelt’s presidency.
2. Explain how Roosevelt used the power of the presidency to regulate business.
3. Identify laws passed to protect public health and the environment.
4. Summarize Roosevelt’s stand on civil rights.

Focus & Motivate
Discuss Main Idea and Terms & Names

Instruct
Read the section
Discuss key questions
Analyzing Political Cartoons
Now & Then: Meat Inspection
Infographic: Coal Mining in the Early 1900s
Historical Spotlight: Yosemite National Park
Key Player: W. E. B. Du Bois
More About: The Rough Riders; Teddy Roosevelt; 1902 Coal Strike; Dangers of Coal Mining; Gifford Pinchot; Booker T. Washington; Ida M. Tarbell; Lincoln Steffens
Tracing Themes
American Literature: The Muckrakers

Cross-Curricular Links
Science: Health Hazards of Mining
Health: Food and Drugs
Literature: from The Jungle

RESOURCES
- PE, p. 317
- PE, pp. 317–327
- Unit 3 In-Depth Resources: Guided Reading, p. 3
- Building Vocabulary, p. 6
- TE, pp. 317, 319, 320, 324, 327
- PE, p. 319
- PE, p. 320
- PE, p. 321
- PE, p. 323
- PE, p. 324
- PE, p. 325
- TE, pp. 318, 320, 321, 323, 324, 326, 327
- TE, p. 319
- PE, pp. 326–327
- TE, p. 321
- Integrated Assessment Book
- TE, p. 322
- Unit 3 In-Depth Resources, pp. 19–21
### Differentiating Instruction

- **Less Proficient Readers:** Clarifying Ideas
- **Gifted and Talented Students:** Books and Public Policy; Judging the Past with Contemporary Values
- **Students Acquiring English/ESL:** Understanding Presidential Succession

### Integrate Technology

- **Electronic Teacher Tools:**
  - Test Generator
  - Electronic Library of Primary Sources
  - America’s Music CD
  - Using the Internet

- **Section 3 Quiz**
  - E. W. Scripps, from Whatever Is, Is Wrong, 1900s
  - Track 18, “My Pony Boy,” 1909
  - classzone.com

### Assess & Reteach

- **Section 3 Assessment**
- **Section 3 Quiz**
- **Reteaching Activity**

### Block Scheduling Options

- **Cooperative Learning:** Creating Political Cartoons

### Homework Assignments

<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>Assignment 2</th>
<th>Assignment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Teaching Materials

<table>
<thead>
<tr>
<th>Material 1</th>
<th>Material 2</th>
<th>Material 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**RESOURCES**

- TE, p. 323
- Reading Study Guide, pp. 95–96
- TE, pp. 320, 324
- TE, p. 318
- Access for Students Acquiring English, p. 115
- Spanish Reading Study Guide, pp. 95–96
- PE, p. 325
- Formal Assessment, p. 172
- TE, p. 325
- Unit 3 In-Depth Resources, p. 10
- TE, p. 319
Progressivism Under Taft

Section 4 Objectives
1. Summarize the events of the Taft presidency.
2. Explain the division in the Republican Party.
3. Describe the election of 1912.

RESOURCES

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section

- Discuss key questions

- One American’s Story: Gifford Pinchot
- Difficult Decisions: Controlling Resources
- Key Player: William Howard Taft
- Map: Election of 1912
- Art: “Goodness Gracious, I Must Have Been Dozing”

Cross-Curricular Links
- Government: Researching Third Parties

Differentiating Instruction
- Less Proficient Readers
- Students Acquiring English/ESL

Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet
Lesson Plan for Progressivism Under Taft continued

Assess & Reteach
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity

Block Scheduling Options
- Language Arts: Writing a Letter to the Editor

Homework Assignments

Other Teaching Materials

RESOURCES
- PE, p. 331
- Formal Assessment, p. 173
- TE, p. 331
- Unit 3 In-Depth Resources, p. 11
- TE, p. 329
- Integrated Assessment Book
Wilson’s New Freedom

Section 5 Objectives
1. Describe Woodrow Wilson’s background and the progressive reforms of his presidency.
2. List the steps leading to woman suffrage.
3. Explain the limits of Wilson’s progressivism.

Focus & Motivate
— Discuss Main Idea and Terms & Names

Instruct
— Read the section
— Discuss key questions
— One American’s Story: Carrie Chapman Catt
— Now & Then: Deregulation
— World Stage: Emmeline Pankhurst
— History Through Architecture: From Splendor to Simplicity
— More About: Carrie Chapman Catt; William Monroe Trotter
— Geography: The Movement Toward Woman Suffrage
— American Lives: Carrie Chapman Catt

Cross-Curricular Links
— Humanities: Creating a Biographical Sketch

RESOURCES
□ PE, p. 332
□ PE, pp. 332–337
□ Unit 3 In-Depth Resources: Guided Reading, p. 5
□ Building Vocabulary, p. 6
□ TE, pp. 332, 334, 335
□ PE, p. 332
□ PE, p. 333
□ PE, p. 334
□ PE, p. 335
□ PE, p. 336
□ TE, pp. 333, 337
□ Unit 3 In-Depth Resources, pp. 13–14
□ Unit 3 In-Depth Resources, p. 23
□ TE, p. 336
□ Integrated Assessment Book
**Differentiating Instruction**

- Less Proficient Readers: Clarifying Ideas
- Gifted and Talented Students: Researching the Federal Reserve Board
- Students Acquiring English/ESL

**Integrate Technology**

- Electronic Teacher Tools
- Test Generator
- America’s Music CD
- Using the Internet

**Assess & Reteach**

- Section 5 Assessment
- Section 5 Quiz
- Reteaching Activity
- Chapter 9 Assessment
- Chapter Test, Forms A, B, and C

**Block Scheduling Options**

- Cooperative Learning: Creating an Op-Ed Page

**RESOURCES**

- TE, p. 333
- Reading Study Guide, pp. 99–100
- TE, p. 334
- Access for Students Acquiring English, pp. 117, 119
- Spanish Reading Study Guide, pp. 99–100
- Section 5 Quiz
- Chapter Test
- classzone.com
- PE, p. 337
- Formal Assessment, p. 174
- TE, p. 337
- Unit 3 In-Depth Resources, p. 12
- PE, pp. 338–339
- Formal Assessment, pp. 175–192
- TE, p. 335

**Homework Assignments**

-
-
-
-
-**Other Teaching Materials**

-
-
Imperialism and America

Section 1 Objectives
1. Explain the economic and cultural factors that fueled the growth of American imperialism.
2. Describe how the United States acquired Alaska.
3. Summarize how the United States took over the Hawaiian Islands.

RESOURCES

Introduce the Chapter
- Interpreting the Painting: Rough Riders
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: Queen Liliuokalani
- Key Player: Admiral Alfred T. Mahan
- Graph: Hawaii’s Changing Population, 1853–1920
- Map: Alaska, 1867, and Hawaii, 1898
- Tracing Themes
- Critical Thinking: U.S. Policies for Overseas Expansion

Cross-Curricular Links
- Literature: from Hawaii
### Differentiating Instruction
- Less Proficient Readers: Understanding Main Causes
- Students Acquiring English/ESL

### RESOURCES
- TE, p. 343
- Reading Study Guide, pp. 103–104
- Access for Students Acquiring English, p. 123
- Spanish Reading Study Guide, pp. 103–104

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- America’s Music CD
- Using the Internet

- Section 1 Quiz
- Track 20, “Over There,” 1917
- classzone.com

### Assess & Reteach
- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

- PE, p. 345
- Formal Assessment, p. 193
- TE, p. 345
- Unit 3 In-Depth Resources, p. 30

### Block Scheduling Options
- Cooperative Learning: Considering the Annexation of Hawaii

### Homework Assignments

### Other Teaching Materials
The Spanish-American War

Section 2 Objectives

1. Contrast American opinions regarding the Cuban revolt against Spain.
2. Identify events that escalated the conflict between the United States and Spain.
3. Trace the course of the Spanish-American War and its results.

RESOURCES

Focus & Motivate
__Discuss Main Idea and Terms & Names

Instruct
__Read the section
__Discuss key questions
__Key Players: José Martí
__Maps: The Spanish-American War, 1898
__Connections Across Time
__More About: Yellow Journalism; Commodore George Dewey; Battle of San Juan Hill
__Skillbuilder Lesson: Analyzing Assumptions and Biases

Cross-Curricular Links
__World History: Examining the History of the Philippines

Exercise

- PE, p. 346
- PE, pp. 346–351
- Unit 3 In-Depth Resources: Guided Reading, p. 25
- Building Vocabulary, p. 28
- TE, pp. 346–348
- PE, p. 347
- PE, p. 349
- TE, p. 348
- TE, pp. 347, 349, 350
- TE, p. 348
- Unit 3 In-Depth Resources: Skillbuilder Practice, p. 29
- TE, p. 350
- Unit 3 In-Depth Resources, pp. 38–40
- Unit 3 In-Depth Resources, pp. 45–46

American Lives: José Martí; William Randolph Hearst
Lesson Plan for The Spanish-American War  continued

### Differentiating Instruction
- Less Proficient Readers: Analyzing the Increasing Hostility Toward Spain
- Students Acquiring English/ESL

### RESOURCES
- TE, p. 347
- Reading Study Guide, pp. 105–106
- Access for Students Acquiring English, pp. 124, 127
- Spanish Reading Study Guide, pp. 105–106

### Integrate Technology
- Electronic Teacher Tools
  - Test Generator
  - Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet
- Section 2 Quiz
- Captain Charles D. Sigsbee, from The “Maine”: An Account of Her Destruction, 1898
- classzone.com

### Assess & Reteach
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity
- PE, p. 351
- Formal Assessment, p. 194
- TE, p. 351
- Unit 3 In-Depth Resources, p. 31

### Block Scheduling Options
- Cooperative Learning: Covering the Rough Riders
- TE, p. 350
- Integrated Assessment Book

### Homework Assignments

### Other Teaching Materials
Acquiring New Lands

Section 3 Objectives
2. Identify causes and effects of the Philippine-American War.
3. Explain the purpose of the Open Door Policy in China.
4. Summarize the views regarding U.S. imperialism.

Focus & Motivate
____ Discuss Main Idea and Terms & Names

Instruct
____ Read the section
____ Discuss key questions
____ One American’s Story: Luis Muñoz Rivera
____ Now & Then: Puerto Rico
____ Analyzing Political Cartoons
____ Map: U.S. Imperialism, 1867–1906
____ On the World Stage: The Boxer Protocol
____ More About: The Platt Amendment; The Boxers
____ Tracing Themes
____ Humanities: Athletic Contest; Declined with Thanks

RESOURCES
☐ PE, p. 352
☐ PE, pp. 352–358
☐ Unit 3 In-Depth Resources: Guided Reading, p. 26
☐ Building Vocabulary, p. 28
☐ TE, pp. 352, 355, 356, 358
☐ TE, p. 352
☐ PE, p. 353
☐ PE, p. 354
☐ PE, p. 356
☐ PE, p. 357
☐ TE, pp. 354, 357
☐ TE, pp. 353, 355
☐ Humanities Transparencies HT17, HT37

Differentiating Instruction
____ Less Proficient Readers: Analyzing the Platt Amendment
____ Gifted and Talented Students: Researching the Insular Cases; Investigating the Life and Rule of Empress Cixi
____ Students Acquiring English/ESL: Vocabulary

☐ TE, p. 354
☐ Reading Study Guide, pp. 107–108
☐ TE, pp. 353, 357
☐ Integrated Assessment Book
☐ TE, p. 355
☐ Access for Students Acquiring English, p. 125
☐ Spanish Reading Study Guide, pp. 107–108
### Lesson Plan for Acquiring New Lands continued

#### RESOURCES

<table>
<thead>
<tr>
<th>Integrate Technology</th>
<th>Other Teaching Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Electronic Teacher Tools</em></td>
<td></td>
</tr>
<tr>
<td><em>Test Generator</em></td>
<td></td>
</tr>
<tr>
<td><em>Electronic Library of Primary Sources</em></td>
<td></td>
</tr>
<tr>
<td><em>America’s Music CD</em></td>
<td></td>
</tr>
<tr>
<td><em>Using the Internet</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework Assignments</th>
<th>Other Teaching Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assess &amp; Reteach</th>
<th>Other Teaching Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Section 3 Assessment</em></td>
<td></td>
</tr>
<tr>
<td><em>Section 3 Quiz</em></td>
<td></td>
</tr>
<tr>
<td><em>Reteaching Activity</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block Scheduling Options</th>
<th>Other Teaching Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Cooperative Learning: Creating Posters for a Rally</em></td>
<td></td>
</tr>
</tbody>
</table>

#### ALBERT S. BEVERIDGE

- *On the War in the Philippines, 1900*

#### TRACK 19, “RAGTIME COW BOY JOE,” 1912

#### classzone.com

- PE, p. 358
- Formal Assessment, p. 195
- TE, p. 358
- Unit 3 In-Depth Resources, p. 32
- TE, p. 356
- Integrated Assessment Book
America as a World Power

Section 4 Objectives
1. Explain how Theodore Roosevelt’s foreign policy promoted American power around the world.
2. Describe how Woodrow Wilson’s missionary diplomacy ensured U.S. dominance in Latin America.

RESOURCES

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Key Player: Theodore Roosevelt
- Science & Technology: The Panama Canal
- Analyzing Political Cartoons
- Connections Across Time
- Another Perspective: Intervention in Mexico
- History Through Art: Zapatistas
- More About: Roosevelt and the Canal; U.S. Intervention in Mexico; The Panama Canal
- Critical Thinking: U.S. Trade with Central America
- Geography Spotlight: The Panama Canal: Funnel for Trade

Cross-Curricular Links
- Geography: Examining the Canal Routes
- Science: Tropical Diseases
- Government/Civics: Intervention Abroad

Name ___________________________ Date ___________________________
**Differentiating Instruction**
- Less Proficient Readers: Creating a Time Line
- Students Acquiring English/ESL

- TE, p. 364
- Reading Study Guide, pp. 109–110
- Access for Students Acquiring English, pp. 126, 128–131
- Spanish Reading Study Guide, pp. 109–110

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

- Section 4 Quiz
- Chapter Test
- classzone.com

**Assess & Reteach**
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 10 Assessment
- Chapter Test, Forms A, B, and C

- PE, p. 365
- Formal Assessment, p. 196
- TE, p. 365
- Unit 3 In-Depth Resources, p. 33
- PE, pp. 368–369
- Formal Assessment, pp. 197–208

**Block Scheduling Options**
- Cooperative Learning: Debating Wilson’s Missionary Diplomacy
- Outline Map: America Becomes a World Power

- TE, p. 363
- Integrated Assessment Book
- Unit 3 In-Depth Resources, pp. 36–37

**Homework Assignments**

**Other Teaching Materials**


Chapter Opener; Section 1 (pages 370–380)

Lesson Plan

World War I Begins

Section 1 Objectives
1. Identify the long-term causes and the immediate circumstances that led to World War I.
2. Describe the first two years of the war.
3. Summarize U.S. public opinion about the war.
4. Explain why the United States entered the war.

RESOURCES

Introduce the Chapter
- Interpreting the Photograph: World War I battle scene
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Now & Then: Crisis in the Balkans
- Map: Europe at the Start of World War I
- Infographic: Trench Warfare
- Economic Background: Trade Alliances
- World Stage: Revolution in Russia
- More About: Jeannette Rankin; Life in the Trenches; Blockade vs. Submarines; Hughes and the 1916 Election
- Tracing Themes
- Connections Across Time
- Primary Source: The Zimmermann Note
- American Lives: from A Son at the Front
- Critical Thinking: World War I

The First World War 87
### Cross-Curricular Links
- **Graph:** U.S. Exports to Europe, 1912–1917  
  □ PE, p. 377
- **Geography:** Interpreting Maps  
  □ TE, p. 375
- **Geography:** Europe Goes to War  
  □ Geography Transparency GT19

### Differentiating Instruction
- **Less Proficient Readers:** Analyzing Causes of the War  
  □ TE, p. 373
- **Gifted and Talented Students:** Researching Diplomacy and War; Analyzing Switzerland's Neutrality  
  □ TE, pp. 374, 376
- **Students Acquiring English/ESL:** Understanding Main Ideas  
  □ Integrated Assessment Book
  □ TE, p. 378
  □ Access for Students Acquiring English, pp. 134, 138
  □ Spanish Reading Study Guide, pp. 113–114

### Integrate Technology
- **Electronic Teacher Tools**
  □ Test Generator
  □ Electronic Library of Primary Sources
- **America's Music CD**
- **Using the Internet**  
  □ classzone.com

### Assess & Reteach
- **Section 1 Assessment**  
  □ PE, p. 380
- **Section 1 Quiz**  
  □ Formal Assessment, p. 209
- **Reteaching Activity**  
  □ TE, p. 380
  □ Unit 3 In-Depth Resources, p. 53

### Block Scheduling Options
- **Cooperative Learning:** Analyzing Points of View on the War  
  □ TE, p. 377
- **Skillbuilder Lesson:** Evaluating Decisions and Courses of Action  
  □ TE, p. 379
  □ Unit 2 In-Depth Resources: Skillbuilder Practice, p. 52
American Power Tips the Balance

Section 2 Objectives

1. Describe how the United States mobilized for war.
2. Summarize U.S. battlefield successes.
3. Identify the new weapons and the medical problems faced in World War I.
4. Describe U.S. offensives and the end of the war.

RESOURCES

Focus & Motivate

Discuss Main Idea and Terms & Names

Instruct

Read the section

Discuss key questions

Interpreting the Photograph: Draft Line, San Antonio, Texas

Infographic: World War I Convoy System

Key Player: General John J. Pershing

Science & Technology: Technology at War

Map: Allied Victories, 1917–1918

More About: War Posters; Joseph D. Lawrence; Shell Shock; Conscientious Objectors

Connections Across Time

Tracing Themes

Primary Sources: Patriotic Song; Liberty Bond Poster

Critical Thinking: The Human and Financial Costs of World War I

Humanities: Oppy Wood by John Nash

PE, p. 381

PE, pp. 381–387

Unit 3 In-Depth Resources: Guided Reading, p. 48

Building Vocabulary, p. 51

TE, pp. 381, 383–384, 386

TE, p. 382

PE, p. 383

PE, p. 384

PE, pp. 384–385

PE, p. 386

TE, pp. 382–383, 385–386

TE, pp. 384

TE, pp. 385

Unit 3 In-Depth Resources, pp. 60–61

Critical Thinking Transparency CT53

Humanities Transparency HT18
Cross-Curricular Links

- Economics: Creating a Plan for Mobilization
- Language Arts: Letters from Conscientious Objectors and the Draft Board
- Literature: from In Another Country

Differentiating Instruction

- Less Proficient Readers: Summarizing the Effects of Technology
- Gifted and Talented Students: Researching New Weapons
- Students Acquiring English/ESL

Integrate Technology

- Electronic Teacher Tools
  - Test Generator
  - Electronic Library of Primary Sources
  - America’s Music CD
  - Using the Internet
- Section 2 Quiz
- classzone.com

Assess & Reteach

- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity
- PE, p. 387
- Formal Assessment, p. 210
- TE, p. 387
- Unit 3 In-Depth Resources, p. 54

Block Scheduling Options

- Link to Geography: Interpreting a Map of the War at Sea
- TE, p. 383

Homework Assignments

Other Teaching Materials
The War at Home

Section 3 Objectives
1. Explain how business and government cooperated during the war.
2. Show how the government promoted the war.
3. Describe the attacks on civil liberties that occurred.
4. Summarize the social changes that affected African Americans and women.

Resources

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Graph: The War Economy, 1914–1920
- Interpreting the Photograph: Victory Gardens
- Analyzing Political Cartoons
- History Through Art: The Migration of the Negro
- Historical Spotlight: Race Riots
- More About: Bernard Baruch; Wartime Propaganda; The Espionage and Sedition Acts; The End of the IWW; Women in the War; The Flu Epidemic; Oliver Wendell Holmes, Jr.; University Speech Codes
- Tracing Themes
- Primary Source: “Returning Soldiers” by W.E. B. Du Bois
- American Lives: Oliver Wendell Holmes
- Critical Thinking: World War I

PE, pp. 388–397
Unit 3 In-Depth Resources: Guided Reading, p. 49
Building Vocabulary, p. 51
TE, pp. 388, 390–392, 397
PE, p. 389
TE, p. 390
PE, p. 391
PE, p. 393
PE, p. 394
TE, pp. 389–390, 392, 394–397
TE, p. 393
Unit 3 In-Depth Resources, p. 62
Unit 3 In-Depth Resources, p. 67
Critical Thinking Transparency CT19
Cross-Curricular Links

- Economics: Researching Inflation
- Language Arts: Writing a Journal

Differentiating Instruction

- Less Proficient Readers: Predicting Outcomes; Finding Main Ideas
- Gifted and Talented Students: Conducting a Trial
- Students Acquiring English/ESL

Integrate Technology

- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

Assess & Reteach

- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

Block Scheduling Options

- Cooperative Learning: Creating a Wartime Ad Campaign

Homework Assignments

Other Teaching Materials
Wilson Fights for Peace

Section 4 Objectives
1. Summarize Wilson’s Fourteen Points
2. Describe the Treaty of Versailles and international and domestic reaction to it.
3. Explain some of the consequences of the war.

RESOURCES

Focus & Motivate

Discuss Main Idea and Terms & Names

Instruct

Read the section

Discuss key questions

Key Player: Woodrow Wilson

Maps: Europe and the Middle East, 1915 and 1919

Point/Counterpoint

History Through Film: Echoes of the Great War

Chart: Domestic Consequences of World War I

Tracing Themes: America in World Affairs

Cooperative Learning: Debating the League of Nations

More About: The Hall of Mirrors at Versailles; Henry Cabot Lodge; The Cold War

Connections Across Time

Analyzing Political Cartoons

Geography Application: A New Look for Europe

Cross-Curricular Links

Geography: Creating a Map

Mathematics: Graph: Military Casualties

PE, p. 398

PE, pp. 398–405

Unit 3 In-Depth Resources: Guided Reading, p. 50

Building Vocabulary, p. 51

TE, pp. 398, 400, 403, 405

PE, p. 399

PE, p. 400

PE, p. 401

PE, p. 402

PE, p. 403

PE, pp. 399, 404–405

TE, p. 402

TE, pp. 400, 402, 405

TE, p. 401

TE, p. 404

Unit 3 In-Depth Resources, pp. 57–58

PE, p. 407
Lesson Plan for Wilson Fights for Peace  continued

**Differentiating Instruction**
- Less Proficient Readers
- Students Acquiring English/ESL

**Integrate Technology**
- Electronic Teacher Tools
  - Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**Assess & Reteach**
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 11 Assessment
- Chapter Test, Forms A, B, and C

**Block Scheduling Options**
- Cooperative Learning: Conducting a Model Peace Conference

**RESOURCES**
- Reading Study Guide, pp. 119–120
- Access for Students Acquiring English, pp. 137, 139–140
- Spanish Reading Study Guide, pp. 119–120
- Section 4 Quiz
- Chapter Test
- Woodrow Wilson, Why a League of Nations Is Necessary, 1919
- Henry Cabot Lodge, On the Terms of Peace, 1918
- classzone.com
- PE, p. 403
- Formal Assessment, p. 212
- TE, p. 403
- Unit 3 In-Depth Resources, p. 56
- PE, pp. 406–407
- Formal Assessment, pp. 213–230
- TE, p. 399

**Homework Assignments**

**Other Teaching Materials**
CHAPTER 12  Chapter Opener; Section 1 (pages 410–418)

Lesson Plan

Americans Struggle with Postwar Issues

Section 1 Objectives

1. Summarize the reaction in the United States to the perceived threat of communism.

2. Analyze the causes and effects of the quota system in the United States.

3. Describe some of the postwar conflicts between labor and management.

Introduce the Chapter

- Interpreting the Photograph: Tennessee mill workers’ riot
- Chapter Time Line
- Interact with History

Focus & Motivate

- Discuss Main Idea and Terms & Names

Instruct

- Read the section
- Discuss key questions
- Economic Background: Roots of Communism
- History Through Art: Sacco and Vanzetti
- Primary Source: Speech to the Jury
- Infographic: U.S. Patterns of Immigration, 1921–1929
- Critical Thinking: Isolationist Policy of the 1920s
- Key Player: John Llewellyn Lewis
- More About: The Palmer Raids; Ben Shahn; The Ku Klux Klan; Quota System; The Boston Police Strike
- Primary Source: from Report on Steel Strike of 1919
- American Lives: Ernesto Galarza

RESOURCES

☐ TE, pp. 410–411
☐ PE, pp. 410–411
☐ TE, p. 410 Time Line Discussion
☐ PE, p. 411

☐ PE, p. 412

☐ PE, pp. 411–418
☐ Unit 4 In-Depth Resources: Guided Reading, p. 1
☐ Building Vocabulary, p. 4
☐ TE, pp. 412, 414, 417
☐ PE, p. 413
☐ PE, p. 414
☐ Humanities Transparency HT19
☐ Unit 4 In-Depth Resources, p. 11
☐ PE, p. 416

☐ Critical Thinking Transparency CT20
☐ PE, p. 418
☐ TE, pp. 413–417

☐ Unit 4 In-Depth Resources, p. 13
☐ Unit 4 In-Depth Resources, p. 18
### RESOURCES

<table>
<thead>
<tr>
<th>Cooperative Learning: Family Mobility</th>
<th>TE, p. 416</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracing Themes</td>
<td>TE, p. 417</td>
</tr>
</tbody>
</table>

### Cross-Curricular Links

<table>
<thead>
<tr>
<th>Mathematics: Graph: Immigration to the United States, 1921 and 1929</th>
<th>PE, p. 416</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography: European Immigration, 1820–1920</td>
<td>Geography Transparency GT20</td>
</tr>
</tbody>
</table>

### Differentiating Instruction

<table>
<thead>
<tr>
<th>Less Proficient Readers: Cause and Effect</th>
<th>TE, p. 417</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Study Guide, pp. 123–124</td>
<td></td>
</tr>
<tr>
<td>Gifted and Talented Students: Researching the Roots of the Red Scare</td>
<td>TE, p. 413</td>
</tr>
<tr>
<td>Students Acquiring English/ESL: Understanding Main Ideas and Details</td>
<td>TE, p. 415</td>
</tr>
<tr>
<td>Access for Students Acquiring English, p. 143</td>
<td></td>
</tr>
<tr>
<td>Spanish Reading Study Guide, pp. 123–124</td>
<td></td>
</tr>
</tbody>
</table>

### Integrate Technology

<table>
<thead>
<tr>
<th>Electronic Teacher Tools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Generator</td>
<td></td>
</tr>
<tr>
<td>Electronic Library of Primary Sources</td>
<td></td>
</tr>
</tbody>
</table>

| America’s Music CD |             |
| Using the Internet | classzone.com |

### Assess & Reteach

<table>
<thead>
<tr>
<th>Section 1 Assessment</th>
<th>PE, p. 418</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1 Quiz</td>
<td>Formal Assessment, p. 231</td>
</tr>
<tr>
<td>Reteaching Activity</td>
<td>TE, p. 418</td>
</tr>
<tr>
<td></td>
<td>Unit 4 In-Depth Resources, p. 6</td>
</tr>
</tbody>
</table>

### Block Scheduling Options

| Cooperative Learning: Staging a Retrial for Sacco and Vanzetti | TE, p. 414 |
| Integrated Assessment Book |               |
The Harding Presidency

Section 2 Objectives
1. Contrast Harding’s policy of “normalcy” with progressive era reforms.
2. Identify scandals that plagued the Harding administration.

RESOURCES

Focus & Motivate
■ Discuss Main Idea and Terms & Names
□ PE, p. 419

Instruct
■ Read the section
□ PE, pp. 419–421
□ Unit 4 In-Depth Resources: Guided Reading, p. 2
□ Building Vocabulary, p. 4
□ TE, pp. 419–420

■ Discuss key questions
□ PE, p. 419
□ PE, p. 421
□ TE, p. 420
□ TE, p. 420
□ TE, p. 420
□ TE, p. 420
□ TE, p. 420
□ Unit 4 In-Depth Resources: Skillbuilder Practice, p. 5
□ TE, p. 420
□ TE, p. 420

Differentiating Instruction
■ Less Proficient Readers
□ Reading Study Guide, pp. 125–126
□ Access for Students Acquiring English, pp. 144, 146
□ Spanish Reading Study Guide, pp. 125–126

■ Students Acquiring English/ESL

Integrate Technology
■ Electronic Teacher Tools
□ Section 2 Quiz
□ Denver Post, Senate Demands Information on Teapot Dome, 1922
□ classzone.com

■ Test Generator

■ Electronic Library of Primary Sources

■ America’s Music CD

■ Using the Internet
Lesson Plan for The Harding Presidency  continued

Assess & Reteach
___ Section 2 Assessment
___ Section 2 Quiz
___ Reteaching Activity

RESOURCES

☐ PE, p. 421
☐ Formal Assessment, p. 232
☐ TE, p. 421
☐ Unit 4 In-Depth Resources, p. 7
The Business of America

Section 3 Objectives

1. Summarize the impact of the automobile and other consumer goods on American life.
2. Explain how prosperity affected different groups of Americans.
3. Explain in what ways the country’s prosperity was superficial.

Focus & Motivate

Discuss Main Idea and Terms & Names

Instruct

Read the section

Discuss key questions

Map: Route 66

Key Player: Calvin Coolidge

Chart: Goods and Prices, 1900 and 1928

Another Perspective: The Needy

More About: Impact of the Automobile; Easy Credit; Success and Failure; Internet Start-Ups and Downs

Analyzing Political Cartoons

Tracing Themes: Economic Opportunity

American Lives: Henry Ford

Critical Thinking: Consumer Spending Power

Cross-Curricular Links

Economics: Creating New Industries

Geography: The Automobile Industry

RESOURCES

PE, p. 422

PE, pp. 422–429

Unit 4 In-Depth Resources: Guided Reading, p. 3

Building Vocabulary, p. 4

TE, pp. 422, 425–426, 429

PE, p. 423

PE, p. 424

PE, p. 425

PE, p. 426

TE, pp. 423, 427–429

PE, p. 426

PE, pp. 428–429

Unit 4 In-Depth Resources, p. 19

Critical Thinking Transparency CT54

TE, p. 424

Unit 4 In-Depth Resources: Geography Application, pp. 9–10
### Differentiating Instruction
- Less Proficient Readers: Identifying Supporting Details
- Gifted and Talented Students: Early Car Companies
- Students Acquiring English/ESL

### RESOURCES
- TE, p. 426
- Reading Study Guide, pp. 127–128
- TE, p. 423
- Access for Students Acquiring English, pp. 145, 147–148
- Spanish Reading Study Guide, pp. 127–128

### Integrate Technology
- Electronic Teacher Tools
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### Assess & Reteach
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity
- Chapter 12 Assessment
- Chapter Test, Forms A, B, and C

### Block Scheduling Options
- Link to Popular Culture: Advertising Messages

### Homework Assignments

### Other Teaching Materials

---

<table>
<thead>
<tr>
<th>Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Teaching Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Changing Ways of Life

Section 1 Objectives

1. Explain how urbanization created a new way of life that often clashed with the values of traditional rural society.
2. Describe the controversy over the role of science and religion in American education and society in the 1920s.

RESOURCES

Introduce the Chapter

- Interpreting the Photograph: Gertrude “Ma” Rainey
- Chapter Time Line
- Interact with History

Focus & Motivate

- Discuss Main Idea and Terms & Names

Instruct

- Read the section
- Discuss key questions
- History Through Art: Song of the Towers
- Difficult Decisions: To Prohibit Alcohol or Not?
- Historical Spotlight: Al Capone
- Chart: Prohibition, 1920–1933
- Now & Then: Evolution, Creationism, and Education
- More About: Billy Sunday; The Eighteenth Amendment; The Scopes Trial; Clarence Darrow
- Critical Thinking: Prohibition
- Primary Sources: Political Cartoon; The Scopes Trial

- PE, pp. 432–433
- PE, pp. 432–433
- PE, p. 433
- PE, p. 434
- PE, pp. 434–439
- Unit 4 In-Depth Resources: Guided Reading, p. 20
- Building Vocabulary, p. 24
- TE, pp. 434, 438
- PE, p. 435
- PE, p. 436
- PE, p. 437
- PE, p. 438
- TE, pp. 435, 436, 438, 439
- Critical Thinking Transparency CT21
- Unit 3 In-Depth Resources, pp. 33–33
### RESOURCES

**Cross-Curricular Links**
- Geography: Prohibition, 1890 and 1915
- Literature: from *Inherit the Wind*

**Differentiating Instruction**
- Less Proficient Readers: Contrasting; Recognizing Cause and Effect
- Gifted and Talented Students: Interpreting Points of View
- Students Acquiring English/ESL

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**Assess & Reteach**
- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

**Block Scheduling Options**
- Cooperative Learning: Creating a Dictionary of 1920s Slang

### Homework Assignments
- __________
- __________
- __________
- __________
- __________

### Other Teaching Materials
- __________
- __________
- __________
- __________
- __________
The Twenties Woman

Chapter 2 Objectives
1. Explain how the image of the flapper embodied the changing values and attitudes of young women in the 1920s.
2. Identify the causes and results of the changing roles of women in the 1920s.

RESOURCES

Focus & Motivate

Discuss Main Idea and Terms & Names

Instruct

Read the section

Discuss key questions

One American’s Story: Zelda Sayre Fitzgerald

Graph: Women’s Changing Employment, 1910–1930

More About: The Twenties Woman; The American Homemaker; Popular Figures of the 1920s; Bessie Smith

Tracing Themes

Daily Life: Youth in the Roaring Twenties

Differentiating Instruction

Less Proficient Readers: Understanding Cause and Effect

Students Acquiring English/ESL

Integrate Technology

Electronic Teacher Tools

Test Generator

Electronic Library of Primary Sources

America’s Music CD

Using the Internet

RESOURCES

PE, p. 440

PE, pp. 440–445

Unit 3 In-Depth Resources: Guided Reading, p. 21

Building Vocabulary, p. 24

TE, pp. 440, 441, 445

PE, p. 440

PE, p. 442

TE, pp. 441, 442, 444, 445

TE, p. 443

PE, pp. 444–445

TE, p. 441

Reading Study Guide, pp. 133–134

Access for Students Acquiring English, p. 152

Spanish Reading Study Guide, pp. 133–134

Section 2 Quiz

Bruce Bliver, from Flapper Jane, 1925

classzone.com
### Assess & Reteach
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

### Block Scheduling Options
- Cooperative Learning: Analyzing Changes in Women’s Roles

### Resources
- PE, p. 443
- Formal Assessment, p. 247
- TE, p. 443
- Unit 3 In-Depth Resources, p. 27
- TE, p. 442
- Integrated Assessment Book

### Homework Assignments

### Other Teaching Materials
CHAPTER 13 Section 3 (pages 446–451) Lesson Plan

Education and Popular Culture

Section 3 Objectives
1. Describe the popular culture of the 1920s.
2. Explain why the youth-dominated decade came to be called the Roaring Twenties.

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Infographic: Radio Broadcasts of the 1920s
- Infographic: Sports Heroes of the 1920s
- Map: Historic Flights, 1919–1932
- Key Player: F. Scott Fitzgerald
- Skillbuilder Lesson: Drawing Conclusions

- More About: Helen Wills; Charles A. Lindbergh; Georgia O’Keeffe; Writers of the 1920s
- Tracing Themes
- American Lives: Georgia O’Keeffe

Cross-Curricular Links
- Mathematics: Graph: High School Enrollment, 1910–1940
- Geography: From Coast to Coast by Train or by Plane

RESOURCES
- PE, p. 446
- PE, pp. 446–451
- Unit 3 In-Depth Resources: Guided Reading, p. 22
- Building Vocabulary, p. 24
- TE, pp. 446, 448
- PE, p. 447
- PE, p. 448
- PE, p. 449
- PE, p. 451
- TE, p. 449
- Unit 3 In-Depth Resources: Skillbuilder Practice, p. 25
- TE, pp. 448–450
- Unit 3 In-Depth Resources: Primary Source: Interview with Charles Lindbergh, p. 34
- TE, p. 447
- Unit 3 In-Depth Resources, p. 39

- PE, p. 447
- Unit 3 In-Depth Resources, pp. 30–31
Lesson Plan for Education and Popular Culture continued

**Differentiating Instruction**
- Less Proficient Readers: Finding Main Ideas
- Gifted and Talented Students: Radio Broadcasts of the 1920s
- Students Acquiring English/ESL

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**Assess & Reteach**
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

**Block Scheduling Options**
- Art: Automat
- Cooperative Learning: Presenting Art

**Homework Assignments**

**Other Teaching Materials**

**RESOURCES**
- TE, p. 448
- Reading Study Guide, pp. 135–136
- TE, p. 447
- Integrated Assessment Book
- Spanish Reading Study Guide, pp. 135–136
- Section 3 Quiz
- Heywood Brown, The Sultan of Swat Steals a World Series Show, 1923
- classzone.com
- PE, p. 451
- Formal Assessment, p. 248
- TE, p. 451
- Unit 3 In-Depth Resources, p. 28
- Humanities Transparency HT20
- TE, p. 450
- Integrated Assessment Book
The Harlem Renaissance

Section 4 Objectives
1. Identify the causes and results of the migration of African Americans to Northern cities in the early 1900s.
2. Describe the prolific African-American artistic activity that became known as the Harlem Renaissance.

Focus & Motivate
Discuss Main Idea and Terms & Names

Instruct
Read the section
Discuss key questions
One American’s Story: Zora Neale Hurston
Key Player: James Weldon Johnson
Infographic: Harlem in the 1920s
Key Player: Duke Ellington
More About: The Harlem Renaissance; African-American Artists; Paul Robeson; Louis Armstrong; Langston Hughes; Edna St. Vincent Millay
Tracing Themes
Connections Across Time
American Literature: Literature in the Jazz Age

Cross-Curricular Links
Music: All That Jazz
**Differentiating Instruction**
- Less Proficient Readers: Identifying Important Details; Exploring Themes
- Students Acquiring English/ESL

**Integrate Technology**
- American Stories video series: “Jump at the Sun”
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**Assess & Reteach**
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 13 Assessment
- Chapter Test, Forms A, B, and C

**Block Scheduling Options**
- Cooperative Learning: Celebrating African-American Culture

**Homework Assignments**
- 
- 
- 
- 
- 
- 

**Other Teaching Materials**
- 
- 
- 
- 
- 
- 

**RESOURCES**
- TE, pp. 453, 454
- Access for Students Acquiring English, p. 154
- Spanish Reading Study Guide, pp. 137–138
- Videocassette Volume 2
- Section 4 Quiz
- Chapter Test
- classzone.com
- PE, p. 457
- Formal Assessment, p. 249
- TE, p. 457
- Unit 4 In-Depth Resources, p. 29
- PE, pp. 460–461
- Formal Assessment, pp. 250–261
- TE, p. 455
- Integrated Assessment Book
CHAPTER 14
Chapter Opener; Section 1 (pages 462–471)

The Nation’s Sick Economy

Section 1 Objectives
1. Summarize the critical problems threatening the American economy in the late 1920s.
2. Describe the causes of the stock market crash and Great Depression.
3. Explain how the Great Depression affected the economy in the United States and throughout the world.

RESOURCES

Introduce the Chapter
Interpreting the Photograph: Food line
Chapter Time Line
Interact with History

Focus & Motivate
Discuss Main Idea and Terms & Names

Instruct
Read the section
Discuss key questions
Economic Background: Uneven Income Distribution, 1929
Analyzing Political Cartoons
Now & Then: New York Stock Exchange
Infographic: Depression Indicators
World Stage: Global Effects of the Depression
Tracing Themes
Skillbuilder Lesson: Interpreting Graphs
Primary Sources: The Stock Market Crash; Political Cartoon

□ PE, pp. 462–463
□ PE, pp. 462–463
□ PE, pp. 462–463
□ TE, p. 462 Time Line Discussion
□ PE, p. 463

□ PE, p. 464

□ PE, pp. 464–471
□ Unit 4 In-Depth Resources: Guided Reading, p. 41
□ Building Vocabulary, p. 44
□ TE, pp. 464, 467, 469
□ PE, p. 466
□ PE, p. 467
□ PE, p. 468
□ PE, p. 470
□ PE, p. 471
□ TE, p. 465
□ TE, p. 470
□ Unit 4 In-Depth Resources: Skillbuilder Practice, p. 52
□ Unit 4 In-Depth Resources, pp. 51–52
Lesson Plan for The Nation’s Sick Economy  continued

### Cross-Curricular Links
- Economics: Economic Research or Depression; Creating a TV Special
- Geography: Growth of Electricity

### Differentiating Instruction
- Less Proficient Readers: Analyzing Causes and Effects
- Gifted and Talented Students: Creating a Political Cartoon
- Students Acquiring English/ESL

### Integrate Technology
- Electronic Teacher Tools
  - Test Generator
  - Electronic Library of Primary Sources
  - America’s Music CD
  - Using the Internet

### Assess & Reteach
- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

### Block Scheduling Options
- Cooperative Learning: Popular Music of the 1930s
- Critical Thinking: The Great Depression

### RESOURCES
- TE, pp. 466, 469
- Integrated Assessment Book
- Geography Transparency GT22
- TE, p. 465
- Reading Study Guide, pp. 141–142
- TE, p. 467
- Integrated Assessment Book
- Access for Students Acquiring English, pp. 160, 163
- Spanish Reading Study Guide, pp. 141–142
- Track 22, “Backwater Blues,” 1927
- Track 23, “Brother, Can You Spare a Dime?” 1932
- classzone.com
- PE, p. 471
- Formal Assessment, p. 262
- TE, p. 471
- Unit 4 In-Depth Resources, p. 46
- TE, p. 468
- Integrated Assessment Book
- Critical Thinking Transparency CT22
Hardship and Suffering During the Depression

Section 2 Objectives
1. Describe how people struggled to survive during the Depression.
2. Explain how the Depression affected men, women, and children.

RESOURCES

Focus & Motivate
- Discuss Main Idea and Terms & Names
  □ PE, p. 472

Instruct
- Read the section
- Discuss key questions
  □ PE, pp. 472–477
- Another Perspective: An African-American View of the Depression
  □ Unit 4 In-Depth Resources: Guided Reading, p. 42
- Map: The Dust Bowl, 1933–1936
  □ Building Vocabulary, p. 44
- Historical Spotlight: Hobo Symbols
  □ TE, pp. 472, 474
- More About: Mexican Americans and the Depression; Women in the Depression; Hardships of the Depression; Health Problems Caused by the Depression
  □ PE, p. 473
- Skillbuilder Lesson: Formulating Historical Questions
  □ PE, p. 474
- Tracing Themes
  □ PE, pp. 472–477
  □ TE, pp. 473, 475, 476
- Primary Source: Letter from a Dust Bowl Survivor
  □ Unit 4 In-Depth Resources: Skillbuilder Practice, p. 45
- Literature: from “In the Beginning”
  □ TE, pp. 474, 477
  □ Unit 4 In-Depth Resources, p. 53
  □ Unit 4 In-Depth Resources, pp. 55–57

Cross-Curricular Links
- Literature: The Grapes of Wrath
  □ TE, p. 474
- Geography: The Great Depression Takes Its Toll
  □ Integrated Assessment Book
  □ Unit 4 In-Depth Resources, pp. 49–50
### RESOURCES

**Differentiating Instruction**
- Less Proficient Readers
  - Reading Study Guide, pp. 143–144
  - TE, p. 465
  - Access for Students Acquiring English, pp. 161, 164–165
  - Spanish Reading Study Guide, pp. 143–144

**Integrate Technology**
- Electronic Teacher Tools
  - Section 2 Quiz
  - Anonymous, Beans, Bacon, and Gravy, 1930s
  - Cesar Chavez, Childhood During the Depression, 1930s
- Test Generator
- Electronic Library of Primary Sources
  - Videocassette Volume 2
  - classzone.com
- America’s Music CD
- American Stories Videos
- Using the Internet

**Assess & Reteach**
- Section 2 Assessment
  - PE, p. 477
  - Formal Assessment, p. 263
  - TE, p. 477
  - Unit 4 In-Depth Resources, p. 47
- Section 2 Quiz
- Reteaching Activity

**Block Scheduling Options**
- Cooperative Learning: Oral History
  - TE, p. 476

---

### Homework Assignments

---

### Other Teaching Materials

---
# Chapter 14
## Section 3 (pages 478–483)

### Lesson Plan

## Hoover Struggles with the Depression

### Section 3 Objectives
1. Explain Hoover’s initial response to the Depression.
2. Summarize the actions Hoover took to help the economy and the hardship suffered by Americans.
3. Describe the Bonus Army and Hoover’s actions toward it.

### RESOURCES

- **Focus & Motivate**
  - Discuss Main Idea and Terms & Names
  - PE, p. 478

- **Instruct**
  - Read the section
  - PE, pp. 478–483
  - Unit 4 In-Depth Resources: Guided Reading, p. 43
  - Building Vocabulary, p. 44
  - TE, pp. 478, 481, 482
  - PE, p. 479
  - PE, p. 481
  - PE, p. 482

- **Differentiating Instruction**
  - Less Proficient Readers: Clarifying
  - TE, p. 480
  - TE, p. 481
  - Access for Students Acquiring English, p. 162
  - Spanish Reading Study Guide, pp. 145–146

- **Integrate Technology**
  - Electronic Teacher Tools
    - Test Generator
  - Electronic Library of Primary Sources
  - America’s Music CD
  - Using the Internet

- **Primary Source:** Attack on the Bonus Army
  - Unit 4 In-Depth Resources, p. 54

---

**TE, p. 480**

**Section 3 Quiz**
- **Chapter Test**
- General Douglas MacArthur, from *A Report on the Employment of Federal Troops, 1932*
- W. W. Waters, from *B. E. F.: The Whole Story of the Bonus Army, 1932*

**classzone.com**
Lesson Plan for Hoover Struggles with the Depression  continued

### Assess & Reteach
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity
- Chapter 14 Assessment
- Chapter Test, Forms A, B, and C

### Block Scheduling Options
- Cooperative Learning: Debating the Bonus Army March

### RESOURCES
- PE, p. 483
- Formal Assessment, p. 264
- TE, p. 483
- Unit 4 In-Depth Resources, p. 48
- PE, pp. 484–485
- Formal Assessment, pp. 265–282
- TE, p. 482
- Integrated Assessment Book

### Homework Assignments

### Other Teaching Materials

---

114  Chapter 14, Section 3
### A New Deal Fights the Depression

#### Section 1 Objectives

1. Summarize the initial steps Roosevelt took to reform banking and finance.
2. Describe New Deal work programs.
3. Identify critics of FDR’s New Deal.

#### RESOURCES

<table>
<thead>
<tr>
<th>Introduce the Chapter</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Interpreting the Photograph: Civilian Conservation Corps</em></td>
<td>☐ PE, pp. 486–487</td>
</tr>
<tr>
<td><em>Chapter Time Line</em></td>
<td>☐ PE, pp. 486–487</td>
</tr>
<tr>
<td><em>Interact with History</em></td>
<td>☐ TE, p. 486 Time Line Discussion</td>
</tr>
<tr>
<td>☐ PE, p. 487</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Discuss Main Idea and Terms &amp; Names</em></td>
<td>☐ PE, p. 488</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruct</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Read the section</em></td>
<td>☐ PE, pp. 488–494</td>
</tr>
<tr>
<td><em>Discuss key questions</em></td>
<td>☐ Unit 4 In-Depth Resources: Guided Reading, p. 60</td>
</tr>
<tr>
<td><em>Key Players: Franklin D. Roosevelt, Eleanor Roosevelt</em></td>
<td>☐ Building Vocabulary, p. 65</td>
</tr>
<tr>
<td><em>Chart: Civilian Conservation Corps</em></td>
<td>☐ TE, pp. 488, 491, 492</td>
</tr>
<tr>
<td><em>Economic Background: Deficit Spending</em></td>
<td>☐ PE, p. 489</td>
</tr>
<tr>
<td><em>Analyzing Political Cartoons</em></td>
<td>☐ PE, p. 491</td>
</tr>
<tr>
<td><em>More About: Election of 1932; FDR’s Leadership; FDR’s Disability; Roosevelt and the Supreme Court; Huey Long</em></td>
<td>☐ PE, p. 492</td>
</tr>
<tr>
<td><em>Tracing Themes</em></td>
<td>☐ PE, p. 493</td>
</tr>
<tr>
<td><em>Skillbuilder Lesson: Analyzing Issues</em></td>
<td>☐ TE, pp. 489, 490, 493, 494</td>
</tr>
<tr>
<td><em>Primary Source: Father Coughlin’s Anti-New Deal</em></td>
<td>☐ TE, p. 491</td>
</tr>
<tr>
<td><em>American Lives: Huey Long</em></td>
<td>☐ TE, p. 493</td>
</tr>
<tr>
<td>☐ Unit 4 In-Depth Resources: Skillbuilder Practice, p. 66</td>
<td></td>
</tr>
<tr>
<td>☐ Unit 4 In-Depth Resources, p. 76</td>
<td></td>
</tr>
<tr>
<td>☐ Unit 4 In-Depth Resources, p. 83</td>
<td></td>
</tr>
</tbody>
</table>
### RESOURCES

<table>
<thead>
<tr>
<th>Critical Thinking: The New Deal; U.S. Economic Indicators</th>
<th>Critical Thinking Transparencies CT23, CT57</th>
</tr>
</thead>
</table>

### Cross-Curricular Links

<table>
<thead>
<tr>
<th>Government: The Role of the First Lady</th>
<th>TE, p. 489</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics: National Debt</td>
<td>TE, p. 492</td>
</tr>
<tr>
<td>Geography: PWA in Action</td>
<td>Integrated Assessment Book</td>
</tr>
<tr>
<td></td>
<td>Geography Transparency GT23</td>
</tr>
</tbody>
</table>

### Differentiating Instruction

<table>
<thead>
<tr>
<th>Less Proficient Readers: New Deal Programs</th>
<th>TE, p. 491</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Acquiring English/ESL</td>
<td>Reading Study Guide, pp. 149–150</td>
</tr>
<tr>
<td></td>
<td>Access for Students Acquiring English, pp. 168, 173</td>
</tr>
<tr>
<td></td>
<td>Spanish Reading Study Guide, pp. 149–150</td>
</tr>
</tbody>
</table>

### Integrate Technology

<table>
<thead>
<tr>
<th>Electronic Teacher Tools</th>
<th>Section 1 Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Generator</td>
<td>Franklin Delano Roosevelt, from Acceptance Speech, 1932</td>
</tr>
<tr>
<td>Electronic Library of Primary Sources</td>
<td>Franklin Delano Roosevelt, from First Inaugural Address, 1933</td>
</tr>
</tbody>
</table>

| America’s Music CD                         | Track 24, “In the Mood,” 1939 |
| Using the Internet                         | classzone.com |

### Assess & Reteach

| Section 1 Assessment                       | PE, p. 494 |
| Section 1 Quiz                            | Formal Assessment, p. 283 |
| Reteaching Activity                       | TE, p. 494  |
|                                          | Unit 4 In-Depth Resources, p. 67 |

### Block Scheduling Options

| Cooperative Learning: Delivering a Fireside Chat | TE, p. 490  |
| Art: Nine Old Men                               | Integrated Assessment Book |
|                                               | Humanities Transparency HT40 |
The Second New Deal Takes Hold

Section 2 Objectives
1. Describe the purpose of the Second New Deal.
2. Summarize New Deal programs for farmers.
3. Identify the Second New Deal programs aimed at assisting young people and professionals.
4. Summarize labor and economic reforms carried out under the Second New Deal.

RESOURCES

Focus & Motivate
— Discuss Main Idea and Terms & Names

Instruct
— Read the section
— Discuss key questions
— One American’s Story: Dorothea Lange
— History Through Photojournalism
— Chart: New Deal Programs
— Historic Decisions of the Supreme Court: NLRB v. Jones and Laughlin Steel Corp. (1937)
— More About: The Grapes of Wrath; Dorothea Lange; The WPA; The Wagner Act; Social Security; Charles Evans Hughes; Taft-Hartley Act
— Tracing Themes
— Art: A relief center in Louisville, Kentucky
— Critical Thinking: The New Deal

Cross-Curricular Links
— Local History: The Legacy of the New Deal and WPA
— Economics: The Wagner Act
### RESOURCES
- TE, p. 496
- Reading Study Guide, pp. 151–152
- TE, p. 497
- Integrated Assessment Book
- Access for Students Acquiring English, p. 169
- Spanish Reading Study Guide, pp. 151–152

### Differentiating Instruction
- Less Proficient Readers: Clarifying Ideas
- Gifted and Talented Students: Essay on Photojournalism
- Students Acquiring English/ESL

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- America’s Music CD
- Using the Internet

### Assess & Reteach
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity
- PE, p. 501
- Formal Assessment, p. 284
- TE, p. 501
- Unit 4 In-Depth Resources, p. 68

### Block Scheduling Options
- Cooperative Learning: Ongoing New Deal Agencies
- TE, p. 500
- Integrated Assessment Book

### Homework Assignments

### Other Teaching Materials
# The New Deal Affects Many Groups

### Section 3 Objectives
1. Analyze the effects of the New Deal programs on women.
2. Describe Roosevelt’s attitude toward African Americans.
3. Identify the groups that formed the New Deal coalition.

### RESOURCES

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss Main Idea and Terms &amp; Names</td>
<td>PE, p. 504</td>
</tr>
<tr>
<td></td>
<td>PE, pp. 504–509</td>
</tr>
<tr>
<td></td>
<td>Unit 4 In-Depth Resources: Guided Reading, p. 62</td>
</tr>
<tr>
<td></td>
<td>Building Vocabulary, p. 65</td>
</tr>
<tr>
<td></td>
<td>TE, pp. 504–507</td>
</tr>
</tbody>
</table>

### Instruct

<table>
<thead>
<tr>
<th>Instruct</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the section</td>
<td>PE, p. 505</td>
</tr>
<tr>
<td></td>
<td>PE, pp. 504–509</td>
</tr>
<tr>
<td></td>
<td>TE, pp. 504–507</td>
</tr>
</tbody>
</table>

| Discuss key questions                                 | PE, p. 505                                   |
| Key Player: Frances Perkins                           | PE, p. 505                                   |
|                                                      | PE, p. 506                                   |
|                                                      | PE, p. 508                                   |
|                                                      | TE, pp. 505–509                              |

### Key Player: Frances Perkins

### Historical Spotlight: Deportation of Mexican Americans

### Graph: The Growing Labor Movement

### More About: Mary McLeod Bethune; Marian Anderson; The New Deal Coalition; General Motors Sit-Down Strike of 1937; Republic Steel Strike of 1937; Election of 1936

### Tracing Themes

### Primary Source: The Memorial Day Massacre

### American Lives: Mary McLeod Bethune

### Cross-Curricular Links

<table>
<thead>
<tr>
<th>Cross-Curricular Links</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government: Women in Government</td>
<td>TE, p. 505</td>
</tr>
</tbody>
</table>

|                                                      | Unit 4 In-Depth Resources, p. 77              |
|                                                      | Unit 4 In-Depth Resources, p. 84              |

### Differentiating Instruction

<table>
<thead>
<tr>
<th>Differentiating Instruction</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted and Talented Students: Politics and Policy; Two Memorable Strikes</td>
<td>TE, pp. 506, 508</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Acquiring English/ESL: Understanding Idioms and Complex Constructions</th>
<th>TE, p. 507</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access for Students Acquiring English, p. 000</td>
<td></td>
</tr>
<tr>
<td>Spanish Reading Study Guide, pp. 153–154</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan for The New Deal Affects Many Groups  continued

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- American Stories Video
- Using the Internet

**RESOURCES**
- Section 3 Quiz
- Eleanor Roosevelt, from Women Must Learn to Play the Game as Men Do, 1928
- Mary McLeod Bethune, How Bethune-Cookman College Began, 1900
- Videocassette Volume 2
- classzone.com

**Assess & Reteach**
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity
- PE, p. 509
- Formal Assessment, p. 285
- TE, p. 509
- Unit 4 In-Depth Resources, p. 69

**Block Scheduling Options**
- Literature: *Waiting for Lefty*

**Homework Assignments**

**Other Teaching Materials**

Unit 4 In-Depth Resources, pp. 80–82
Culture in the 1930s

Section 4 Objectives
1. Describe the entertainment provided by motion pictures and radio.
2. Identify some of the artists and writers of the New Deal era.

RESOURCES

Focus & Motivate
— Discuss Main Idea and Terms & Names
□ PE, p. 510

Instruct
— Read the section
□ PE, pp. 510–514
□ Unit 4 In-Depth Resources: Guided Reading, p. 63
□ Building Vocabulary, p. 65
□ TE, pp. 510, 512
□ PE, p. 510
□ PE, p. 511
□ PE, p. 513
□ TE, p. 511
□ TE, pp. 512–514
□ Unit 4 In-Depth Resources, pp. 78–79

Cross-Curricular Links
— Humanities: Realism and Escape
□ TE, p. 511
— Popular Culture: Create a Radio Show
□ TE, p. 512
□ Integrated Assessment

Differentiating Instruction
— Less Proficient Readers
□ Reading Study Guide, pp. 155–156
— Students Acquiring English/ESL
□ Access for Students Acquiring English, p. 171
□ Spanish Reading Study Guide, pp. 155–156

Integrate Technology
— Electronic Teacher Tools
□ Section 4 Quiz
— Test Generator
□ classzone.com
— America’s Music CD
□ classzone.com
— Using the Internet
**Lesson Plan for Culture in the 1930s continued**

### RESOURCES

<table>
<thead>
<tr>
<th><strong>Assess &amp; Reteach</strong></th>
<th><strong>Homework Assignments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Section 4 Assessment</em></td>
<td>_ PE, p. 514_</td>
</tr>
<tr>
<td><em>Section 4 Quiz</em></td>
<td>_ Formal Assessment, p. 286_</td>
</tr>
<tr>
<td><em>Reteaching Activity</em></td>
<td>_ TE, p. 514_</td>
</tr>
<tr>
<td></td>
<td>_ Unit 4 In-Depth Resources, p. 70_</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Block Scheduling Options</strong></th>
<th><strong>Other Teaching Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Cooperative Learning: Class Mural</em></td>
<td></td>
</tr>
</tbody>
</table>
The Impact of the New Deal

Section 5 Objectives
1. Summarize opinions about the effectiveness of the New Deal.
2. Describe the legacies of the New Deal.

**Focus & Motivate**
- Discuss Main Idea and Terms & Names

**Instruct**
- Read the section
- Discuss key questions
- One American’s Story: George Dobbin
- Point/Counterpoint
- Graphs: Federal Deficit and Unemployment, 1933–1945
- Now & Then: Social Security
- Political Cartoons
- Geography Spotlight: The Tennessee Valley Authority
- More About: FDR’s Brain Trust; FDIC and SEC; Tennessee Valley Authority; The Tennessee River
- Tracing Themes

**Resources**
- PE, p. 515
- PE, pp. 515–521
- Unit 4 In-Depth Resources: Guided Reading, p. 64
- Building Vocabulary, p. 65
- TE, pp. 515, 518, 521
- PE, p. 515
- PE, p. 516
- PE, p. 517
- PE, p. 518
- PE, pp. 520–521
- TE, pp. 516, 517, 519, 520
- TE, p. 518

**Cross-Curricular Links**
- Geography: Decade of Democrats

**Differentiating Instruction**
- Less Proficient Readers: Clarifying Ideas
- Students Acquiring English/ESL

- TE, p. 518
- Reading Study Guide, pp. 157–158
- Access for Students Acquiring English, p. 172, 174–175, 176–177
- Spanish Reading Study Guide, pp. 157–158
## Integrate Technology
- Electronic Teacher Tools
- Test Generator
- America’s Music CD
- Using the Internet

## Assess & Reteach
- Section 5 Assessment
- Section 5 Quiz
- Reteaching Activity
- Chapter 15 Assessment
- Chapter Test, Forms A, B, and C

## Block Scheduling Options
- Cooperative Learning: Debating the New Deal
- Outline Map: Anatomy of the Tennessee Valley Authority

## Homework Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Assignments</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Other Teaching Materials

<table>
<thead>
<tr>
<th>Materials</th>
<th>Materials</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dictators Threaten World Peace

Section 1 Objectives
1. Identify the types of government that took power in Russia, Italy, Germany, and Japan after World War I.
2. Describe the details of America’s turn to isolationism in the 1930s.

RESOURCES

Introduce the Chapter
- Interpreting the Photograph: Nazi rally
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: Martha Gellhorn
- Map: The Rise of Nationalism, 1922–1941
- Chart: The Faces of Totalitarianism
- Maps: Japan Invades Manchuria, 1931; Italy Invades Ethiopia, 1935–1936
- Historical Spotlight: African Americans Stand by Ethiopians
- Analyzing Political Cartoons
- More About: Stalin’s Show Trials; Benito Mussolini; The Election of Adolf Hitler; The League of Nations; Spanish Civil War; Aggressor Nations
- Tracing Themes
- Primary Source: Quarantine Speech

□ PE, pp. 526–527
□ PE, pp. 526–527
□ TE, p. 526 Time Line Discussion
□ PE, p. 527
□ PE, pp. 527–528
□ PE, p. 527
□ PE, pp. 527–535
□ Unit 5 In-Depth Resources: Guided Reading, p. 1
□ Building Vocabulary, p. 5
□ TE, pp. 528, 534
□ PE, p. 528
□ PE, p. 530
□ PE, p. 531
□ PE, p. 532
□ PE, p. 533
□ PE, p. 534
□ TE, pp. 529–533, 535
□ TE, p. 534
□ Unit 5 In-Depth Resources, p. 13

Copyright © McDougal Littell Inc.
### Cross-Curricular Links
- Art: German Nazi Party poster
- Humanities Transparency HT23

### Differentiating Instruction
- Less Proficient Readers: Organizing Information; Supporting Details
- Gifted and Talented Students: Roosevelt and Hitler
- Students Acquiring English/ESL: Previewing Foreign Terms

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet
- Section 1 Quiz

### Assess & Reteach
- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity
- PE, p. 535
- Formal Assessment, p. 300
- TE, p. 535
- Unit 5 In-Depth Resources, p. 7

### Block Scheduling Options
- Cooperative Learning: Debating League Action in Manchuria
- TE, p. 532
- Integrated Assessment Book
- TE, p. 534

### Homework Assignments
- (Blank)
- (Blank)
- (Blank)
- (Blank)

### Other Teaching Materials
- (Blank)
- (Blank)
- (Blank)
- (Blank)
CHAPTER 16 Section 2 (pages 536–541) Lesson Plan

War in Europe

Section 1 Objectives

1. Explain Hitler's motives for expansion and how Britain and France responded.
2. Describe the blitzkrieg tactics that Germany used against Poland.
3. Summarize the first battles of World War II.

RESOURCES

Focus & Motivate

- Discuss Main Idea and Terms & Names

Instruct

- Read the section
- Discuss key questions
- One American's Story: William Shirer
- Key Player: Adolf Hitler
- Map: German Advances, 1938–1941
- Key Player: Winston Churchill
- More About: Stalin and the Non-Aggression Pact; Blitzkrieg; The Phony War; Charles de Gaulle
- Skillbuilder Lesson: Developing Historical Perspective
- Connections Across Time
- Geography: Aggression in Europe, 1936–1939

Cross-Curricular Links

- Geography: Blitzkrieg and Geography

Differentiating Instruction

- Less Proficient Readers
- Students Acquiring English/ESL: Decoding a Speech

- PE, p. 536
- PE, pp. 536–541
- Unit 5 In-Depth Resources: Guided Reading, p. 2
- Building Vocabulary, p. 5
- TE, pp. 536, 538, 540
- PE, p. 536
- PE, p. 537
- PE, p. 538
- PE, p. 541
- TE, pp. 539, 540
- TE, p. 537
- Unit 5 In-Depth Resources: Skillbuilder Practice, p. 6
- TE, p. 537
- Geography Transparency GT24

- Reading Study Guide, pp. 163–164
- TE, p. 538
- Access for Students Acquiring English, pp. 181, 184
- Spanish Reading Study Guide, pp. 163–164

World War Looms 127
Lesson Plan for War in Europe  

## RESOURCES

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**Assess & Reteach**
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

**Block Scheduling Options**
- Cooperative Learning: Creating a Radio Broadcast

**Homework Assignments**

<table>
<thead>
<tr>
<th>Homework Assignment 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Other Teaching Materials**

<table>
<thead>
<tr>
<th>Other Teaching Material 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

- Section 2 Quiz
- Winston Churchill, A Letter to Roosevelt, 1940
- classzone.com
- PE, p. 541
- Formal Assessment, p. 301
- TE, p. 541
- Unit 5 In-Depth Resources, p. 8
- TE, p. 540
- Integrated Assessment Book
The Holocaust

Section 3 Objectives

1. Explain the reasons behind the Nazis’ persecution of the Jews and the problems facing Jewish refugees.
2. Describe the Nazis’ “final solution” to the Jewish problem and the horrors of the Holocaust.
3. Identify and describe the profound and lasting effects of the Holocaust on survivors.

**RESOURCES**

**Focus & Motivate**
- Discuss Main Idea and Terms & Names

**Instruct**
- Read the section
- Discuss key questions
- One American’s Story: Gerda Weissmann Klein
- Another Perspective: Denmark’s Resistance
- Chart: Estimated Jewish Losses
- World Stage: Righteous Persons of World War II
- More About: The Nuremberg Laws; Rudolf Reder; The Final Solution; Raoul Wallenberg; Nazi Atrocities; Elie Wiesel
- Tracing Themes
- American Lives: Elie Wiesel
- Cooperative Learning: Exploring Holocaust Literature

**Cross-Curricular Links**
- Literature: from Sophie’s Choice
- Art/Literature: Creative Response
**Differentiating Instruction**
- Less Proficient Readers: Main Ideas; Following Chronological Order
- Gifted and Talented Students: Investigative Report about the Warsaw Ghetto
- Students Acquiring English/ESL

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- American Stories Videos
- Using the Internet

**Assess & Reteach**
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

**Block Scheduling Options**
- Cooperative Learning: Debating Jewish Immigration
- TE, p. 544
- Integrated Assessment Book

**Homework Assignments**

**Other Teaching Materials**

**RESOURCES**
- TE, pp. 543, 547
- Reading Study Guide, pp. 165–166
- TE, p. 546
- Access for Students Acquiring English, p. 182
- Spanish Reading Study Guide, pp. 165–166
- Section 3 Quiz
- Videocassette Volume 3
- classzone.com
- PE, p. 549
- Formal Assessment, p. 302
- TE, p. 549
- Unit 5 In-Depth Resources, p. 9
CHAPTER 16 Section 4 (pages 550–557)

Lesson Plan

America Moves Toward War

Section 4 Objectives

1. Describe the U.S. response to the outbreak of war in Europe in 1939.
2. Explain how Roosevelt assisted the Allies without declaring war.
3. Summarize the events that brought the United States into armed conflict with Germany.
4. Describe the American response to the Japanese attack on Pearl Harbor.

Focus & Motivate

Discuss Main Idea and Terms & Names

Instruct

Read the section

Discuss key questions

Analyzing Political Cartoons

Point/Counterpoint

Science & Technology: German Wolf Packs

Key Player: Hideki Tojo

Map: Japanese Aggression, 1931–1941

Economic Background: War and the Depression

More About: The U-Boats; Science and Technology

Link to Geography: Mapping Attack Sites

Primary Sources: The Bombing of Pearl Harbor; War Poster

American Lives: Charles A. Lindbergh

Critical Thinking: World War II Breaks Out in Europe; Time Line of Events Leading to World War II

RESOURCES

PE, p. 550

PE, pp. 550–557

Unit 5 In-Depth Resources: Guided Reading, p. 4

Building Vocabulary, p. 5

TE, pp. 550, 552, 554

PE, p. 551

PE, p. 552

PE, p. 553

PE, p. 554

PE, p. 556

PE, p. 557

TE, p. 553

TE, p. 556

Unit 5 In-Depth Resources, pp. 14–16

Unit 5 In-Depth Resources, p. 21

Critical Thinking Transparencies CT24, CT58
Lesson Plan for America Moves Toward War  continued

Cross-Curricular Links
- Geography: Japanese Aggression
- Science: Radar
- Humanities (Music): World War II-Era Music

Differentiating Instruction
- Less Proficient Readers: Examining Causes and Effects
- Students Acquiring English/ESL

Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources

- America’s Music CD
- Using the Internet

Assess & Reteach
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 16 Assessment
- Chapter Test, Forms A, B, and C

Block Scheduling Options
- Link to World History: Pearl Harbor

Homework Assignments

Other Teaching Materials

132  Chapter 16, Section 4
Mobilizing for Defense

Section 1 Objectives
1. Explain how the United States expanded its armed forces in World War II.
2. Describe the wartime mobilization of industry, labor, scientists, and the media.
3. Trace the efforts of the U.S. government to control the economy and deal with alleged subversion.

Introduce the Chapter
- Interpreting the Photograph: Pearl Harbor
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Now & Then: Women in the Military
- History Through Film: Hollywood Helps Mobilization
- Chart: The Government Takes Control of the Economy, 1942–1945
- Tracing Themes
- More About: Henry J. Kaiser; Women in Defense Industries; A. Philip Randolph; Albert Einstein; Rationing
- Primary Sources: War Ration Stamps
- American Lives: Oveta Culp Hobby

RESOURCES
- PE, pp. 560–561
- PE, pp. 560–561
- TE, p. 560 Time Line Discussion
- PE, p. 561
- PE, p. 562
- PE, pp. 562–568
- Unit 5 In-Depth Resources: Guided Reading, p. 22
- Building Vocabulary, p. 26
- TE, pp. 562, 564, 567
- PE, p. 563
- PE, p. 566
- PE, p. 567
- TE, pp. 563, 564,
- TE, pp. 565–568
- Unit 5 In-Depth Resources, p. 37
- Unit 5 In-Depth Resources, p. 43
Lesson Plan for Mobilizing for Defense  continued

### Cross-Curricular Links

- **Mathematics:** Graph: The Production Miracle
- **Language Arts:** Eyewitness Testimony

### Differentiating Instruction

- **Less Proficient Readers:** Comparing; Government Regulations
- **Gifted and Talented Students:** Comparing Presidential Responses to Popular Pressure
- **Students Acquiring English/ESL**

### Integrate Technology

- **Electronic Teacher Tools**
- **Test Generator**
- **Electronic Library of Primary Sources**
- **America’s Music CD**
- **Using the Internet**

### Assess & Reteach

- **Section 1 Assessment**
- **Section 1 Quiz**
- **Reteaching Activity**

### Block Scheduling Options

- **Skillbuilder Lesson:** Analyzing Bias

### Homework Assignments

- 
- 
- 
- 
- 

### Other Teaching Materials

- 
- 
- 
- 
- 

---

**RESOURCES**

- **PE, p. 564**
- **TE, p. 563**
- **TE, pp. 565, 567**
- **Reading Study Guide, pp. 171–172**
- **TE, p. 566**
- **Integrated Assessment Book**
- **Access for Students Acquiring English, pp. 189, 193**
- **Spanish Reading Study Guide, pp. 171–172**
- **Section 1 Quiz**
- **Office of Civilian Defense, What Can I Do? 1942**
- **classzone.com**
- **PE, p. 568**
- **Formal Assessment, p. 316**
- **TE, p. 568**
- **Unit 5 In-Depth Resources, p. 28**
- **TE, p. 564**
- **Unit 5 In-Depth Resources: Skillbuilder Practice, p. 27**
The War for Europe and North Africa

Section 2 Objectives
1. Summarize the Allies’ plan for winning the war.
2. Identify events in the war in Europe.
3. Describe the liberation of Europe.

Focus & Motivate
Discuss Main Idea and Terms & Names

Instruct
Read the section
Discuss key questions
Map: World War II: Europe and Africa, 1942–1944
Key Player: Dwight G. “Ike” Eisenhower
Infographic: D-Day, June 6, 1944
Historical Spotlight: Audie Murphy
More About: Roosevelt and Churchill; Stalingrad; Erwin Rommel; Mussolini’s Last Days; The Tuskegee Airmen; George Patton; D-Day; Survivors of Concentration Camps
Geography: Thunderclap
Humanities: Flying Fortresses Taking Off
Critical Thinking: U.S. Joins the Allies in World War II

Cross-Curricular Links
Humanities/The Arts: Personal Response to War
World History: D-Day
Humanities: Eyewitness Journal

RESOURCES

PE, p. 569
PE, pp. 569–577
Unit 5 In-Depth Resources: Guided Reading, p. 23
Building Vocabulary, p. 26
TE, pp. 569, 571, 574
PE, p. 572
Unit 5 In-Depth Resources: Outline Map: Crisis in Europe, pp. 34–35
PE, p. 574
PE, p. 575
PE, p. 576
TE, pp. 570–576
Unit 5 In-Depth Resources: American Lives: George S. Patton, p. 44

Unit 5 In-Depth Resources, pp. 32–33
Humanities Transparency HT24
Critical Thinking Transparency CT25

TE, p. 571
Integrated Assessment Book
TE, p. 575
Integrated Assessment Book
TE, p. 576
Integrated Assessment Book
Lesson Plan for The War for Europe and North Africa  continued

**Differentiating Instruction**
- Less Proficient Readers: Sequencing
- Gifted and Talented Students: The Enigma Machine
- Students Acquiring English/ESL: Understanding Idioms

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**Assess & Reteach**
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

**Block Scheduling Options**
- Cooperative Learning: Combat Heroes
- Geography: Battle of the Bulge

**RESOURCES**
- TE, p. 574
- TE, p. 572
- TE, p. 570
- Access for Students Acquiring English, pp. 190, 194–197
- Section 2 Quiz
- General George S. Patton, Jr., From Instructions to the Third United States Army, 1944
- classzone.com
- PE, p. 577
- Formal Assessment, p. 317
- TE, p. 577
- Unit 5 In-Depth Resources, p. 29
- TE, p. 573
- Integrated Assessment Book
- Geography Transparency GT25

**Homework Assignments**
- 
- 
- 
- 

**Other Teaching Materials**
- 
- 
- 
- 

136  Chapter 17, Section 2
The War in the Pacific

Section 3 Objectives
1. Identify key turning points in the war in the Pacific.
2. Describe the Allied offensive against the Japanese.
3. Explain both the development of the atomic bomb and debates about its use.
4. Describe the challenges faced by the Allies in building a just and lasting peace.

RESOURCES

Focus & Motivate
- Discuss Main Idea and Terms & Names
- Discuss key questions
- Historical Spotlight: Navajo Code Talkers
- Map: World War II: The War in the Pacific, 1942–1945
- History Through Photojournalism: Raising the Flag on Iwo Jima
- Point/Counterpoint
- Infographic: War Criminals on Trial, 1945–1949
- More About: The Battle of Midway; Island Hopping; Guadalcanal; Japanese Kamikaze Pilots; First Atomic Bomb Test; Hiroshima and Nagasaki; The Firebombing of Tokyo; The Yalta Conference; The Nuremberg War Trials; Rudolf Hess; Emperor Hirohito; Supersonic Flight; Cellular Phones and Wireless Technology
- Primary Sources: Bombing of Nagasaki
- Tracing Themes: Science and Technology

Instruct
- Read the section
- Discuss key questions

Primary Sources: Bombing of Nagasaki
- Unit 5 In-Depth Resources, p. 39
- PE, pp. 588–589

TE, pp. 579–581, 583–585, 589
- PE, p. 578
- PE, pp. 578–589
- PE, pp. 579, 581, 583, 585, 589
- PE, p. 579
- PE, p. 580
- PE, p. 582
- PE, p. 585
- PE, p. 586
- TE, pp. 579–581, 583–589
- PE, p. 588
- PE, pp. 588–589
### Cross-Curricular Links
- Humanities: Iconic Images

### RESOURCES
- TE, p. 582

### Differentiating Instruction
- Less Proficient Readers: Map Reading; Sequencing
- Gifted and Talented Students: Application of Science; Human Rights Law
- Students Acquiring English/ESL

### RESOURCES
- ☐ TE, pp. 580–581
- ☐ Reading Study Guide, pp. 175–176
- ☐ TE, pp. 583, 586
- ☐ Integrated Assessment Book
- ☐ Access for Students Acquiring English, p. 191
- ☐ Spanish Reading Study Guide, pp. 175–176

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### RESOURCES
- ☐ Section 3 Quiz
- ☐ Harry S. Truman, Statement on the Atomic Bomb, 1945
- ☐ classzone.com

### Assess & Reteach
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

### RESOURCES
- ☐ PE, p. 587
- ☐ Formal Assessment, p. 318
- ☐ TE, p. 587
- ☐ Unit 5 In-Depth Resources, p. 30

### Block Scheduling Options
- Cooperative Learning: Creating a Code

### RESOURCES
- ☐ TE, p. 579
- ☐ TE, p. 584
- ☐ Integrated Assessment Book

### Homework Assignments

### Other Teaching Materials

---

138 Chapter 17, Section 3
The Home Front

Section 4 Objectives
1. Describe the economic and social changes that reshaped American life during World War II.
2. Summarize both the opportunities and the discrimination African Americans and other minorities experienced during the war.

<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ PE, p. 590</td>
</tr>
<tr>
<td>□ PE, pp. 590–597</td>
</tr>
<tr>
<td>□ Unit 5 In-Depth Resources: Guided Reading, p. 25</td>
</tr>
<tr>
<td>□ Building Vocabulary, p. 26</td>
</tr>
<tr>
<td>□ TE, pp. 590, 592, 597</td>
</tr>
<tr>
<td>□ PE, p. 591</td>
</tr>
<tr>
<td>□ PE, p. 594</td>
</tr>
<tr>
<td>□ TE, pp. 591–597</td>
</tr>
<tr>
<td>□ PE, pp. 596–597</td>
</tr>
<tr>
<td>□ TE, pp. 591–592</td>
</tr>
<tr>
<td>□ Unit 5 In-Depth Resources, p. 36</td>
</tr>
<tr>
<td>□ Critical Thinking Transparency CT59</td>
</tr>
<tr>
<td>□ Unit 5 In-Depth Resources, pp. 40–42</td>
</tr>
</tbody>
</table>

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Map: African-American Migration, 1940–1950
- Map: Japanese Relocation Camps, 1942
- More About: Women in the Postwar Workforce; GI Bill of Rights; Detroit Race Riot of 1943; Mexican Americans in Los Angeles; Japanese American Internment; Fred Korematsu; Military Necessity; Politics and the Court
- Historic Decisions of the Supreme Court: Korematsu v. United States
- Tracing Themes
- Primary Source: from Farewell to Manzanar
- Critical Thinking: Human Cost of World War II
- Literature: from Snow Falling on Cedars

Cross-Curricular Links
- Popular Culture: Changing Attitudes Toward Women
- Civics: Creating a Political Cartoon
**Lesson Plan for The Home Front continued**

### Differentiating Instruction
- Less Proficient Readers
- Gifted and Talented Students: Japanese Internment
- Students Acquiring English/ESL

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### Assess & Reteach
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 17 Assessment
- Chapter Test, Forms A, B, and C

### Block Scheduling Options
- Cooperative Learning: Effect of Demobilization

### Homework Assignments

### Other Teaching Materials

<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Study Guide, pp. 177–178</td>
</tr>
<tr>
<td>TE, p. 594</td>
</tr>
<tr>
<td>Integrated Assessment Book</td>
</tr>
<tr>
<td>Access for Students Acquiring English, pp. 192</td>
</tr>
<tr>
<td>Spanish Reading Study Guide, pp. 177–178</td>
</tr>
<tr>
<td>Section 4 Quiz</td>
</tr>
<tr>
<td>Chapter Test</td>
</tr>
<tr>
<td>classzone.com</td>
</tr>
<tr>
<td>PE, p. 595</td>
</tr>
<tr>
<td>Formal Assessment, p. 319</td>
</tr>
<tr>
<td>TE, p. 595</td>
</tr>
<tr>
<td>Unit 5 In-Depth Resources, p. 31</td>
</tr>
<tr>
<td>PE, pp. 598–599</td>
</tr>
<tr>
<td>Formal Assessment, pp. 320–337</td>
</tr>
<tr>
<td>TE, p. 592</td>
</tr>
</tbody>
</table>
Origins of the Cold War

Chapter 1 Objectives
1. Explain the breakdown in relations between the United States and the Soviet Union after World War II.
2. Summarize the steps taken to contain Soviet influence.
4. Explain how conflicts over Germany increased fear of Soviet aggression.

RESOURCES

Introduce the Chapter
- Interpreting the Photograph: McCarthy
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Key Players: Harry S. Truman, Joseph Stalin
- Chart: U.S. Aims Versus Soviet Aims in Europe
- Map: The Iron Curtain, 1949
- Graph: The Marshall Plan
- More About: Joseph Stalin; Eastern Europe; General George C. Marshall; The Berlin Airlift
- Tracing Themes
- Skillbuilder Lesson: Analyzing Motives
- Political Cartoon
- Primary Source: Letter to His Daughter

Name ___________________________ Date ___________________________
## RESOURCES

| Critical Thinking: The New Deal; U.S. Economic Indicators | Critical Thinking Transparencies CT23, CT57 |
| Cross-Curricular Links |  |
| World History: Analyzing Stalin and His Regime | TE, p. 603 |
| Economics: The Marshall Plan | TE, p. 606 |
|  | Unit 5 In-Depth Resources: Geography Application: The Marshall Plan, pp. 55–56 |
| Differentiating Instruction |  |
| Less Proficient Readers: Clarifying Ideas | TE, p. 604 |
| Students Acquiring English/ESL | Reading Study Guide, pp. 181–182 |
|  | Access for Students Acquiring English, pp. 200, 204 |
|  | Spanish Reading Study Guide, pp. 181–182 |
| Integrate Technology |  |
| Electronic Teacher Tools | Section 1 Quiz |
| Test Generator | Harry S. Truman, The Truman Doctrine, 1947 |
| Electronic Library of Primary Sources | classzone.com |
| America’s Music CD |  |
| Using the Internet |  |
| Assess & Reteach |  |
| Section 1 Assessment | PE, p. 608 |
| Section 1 Quiz | Formal Assessment, p. 338 |
| Reteaching Activity | TE, p. 608 |
| Block Scheduling Options |  |
| Cooperative Learning: Charting the Berlin Airlift | Unit 5 In-Depth Resources, p. 51 |
| Geography: The Berlin Airlift, 1948–1949 | TE, p. 607 |
| Geography Transparency GT26 |  |

### Homework Assignments

- Critical Thinking Transparencies CT23, CT57
- TE, p. 603
- TE, p. 606
- Unit 5 In-Depth Resources: Geography Application: The Marshall Plan, pp. 55–56
- TE, p. 604
- Reading Study Guide, pp. 181–182
- Access for Students Acquiring English, pp. 200, 204
- Spanish Reading Study Guide, pp. 181–182
- Section 1 Quiz
- Harry S. Truman, The Truman Doctrine, 1947
- classzone.com
- PE, p. 608
- Formal Assessment, p. 338
- TE, p. 608
- Unit 5 In-Depth Resources, p. 51
- TE, p. 607
- Geography Transparency GT26
The Cold War Heats Up

Section 2 Objectives
1. Explain how Communists came to power in China and how the United States reacted.
2. Summarize the events of the Korean War.
3. Explain the conflict between President Truman and General MacArthur.

RESOURCES

Focus & Motivate
— Discuss Main Idea and Terms & Names
□ PE, p. 609

Instruct
— Read the section
□ PE, pp. 609–615
□ Unit 5 In-Depth Resources: Guided Reading, p. 46
□ Building Vocabulary, p. 49
□ TE, pp. 609, 611, 612
□ PE, p. 609
□ PE, p. 610
□ PE, p. 611
□ PE, p. 613
□ TE, pp. 610–614

— Discuss key questions
— One American’s Story: Philip Day, Jr.
— Chart: Nationalists Versus Communists, 1945
— World Stage: Taiwan
— Maps: The Korean War, 1950–1953
— More About: Chiang Kai-shek; The North Korean Attack; U.S. Action in Korea; Beverly Scott; The Korean War; The Firing of MacArthur
— Another Perspective: India’s Viewpoint
— Now & Then: The Two Koreas
— American Lives: Douglas MacArthur

Cross-Curricular Links
— World History: Researching Mao Zedong
□ TE, p. 610
□ TE, p. 611
□ Integrated Assessment Book
□ TE, p. 613
— Geography: Taiwan and People’s Republic of China
— Government: The United Nations
### Differentiating Instruction

- **Less Proficient Readers**
- **Gifted and Talented Students: Assessing General MacArthur’s Actions**
- **Students Acquiring English/ESL: Clarifying Phrases and Terms**

### RESOURCES

- **Reading Study Guide, pp. 183–184**
- **TE, p. 613**
- **TE, p. 612**
- **Access for Students Acquiring English, p. 201**
- **Spanish Reading Study Guide, pp. 183–184**

### Integrate Technology

- **Electronic Teacher Tools**
- **Test Generator**
- **Electronic Library of Primary Sources**
- **America’s Music CD**
- **Using the Internet**

### Assess & Reteach

- **Section 2 Assessment**
- **Section 2 Quiz**
- **Reteaching Activity**

### Block Scheduling Options

- **Primary Source: Farewell to Congress**
- **Unit 5 In-Depth Resources, pp. 58–59**

---

### Homework Assignments

- (Blank)
- (Blank)
- (Blank)
- (Blank)
- (Blank)
- (Blank)
- (Blank)
- (Blank)
- (Blank)
- (Blank)

### Other Teaching Materials

- (Blank)
- (Blank)
- (Blank)
- (Blank)
- (Blank)
- (Blank)
- (Blank)
- (Blank)
- (Blank)
- (Blank)
The Cold War at Home

Section 3 Objectives

1. Describe government efforts to investigate the loyalty of U.S. citizens.
2. Explain the spy cases of Alger Hiss and Julius and Ethel Rosenberg.
3. Describe the efforts of Senator Joseph McCarthy to investigate alleged Communist influence in the United States.

RESOURCES

Focus & Motivate
_ Discuss Main Idea and Terms & Names

Instruct
_ Read the section
_ Discuss key questions
_ One American’s Story: Tony Kahn
_ Historical Spotlight: Paul Robeson
_ Now & Then: Television: Making News
_ More About: The Rosenbergs; Espionage; McCarthyism
_ Chart: Causes and Effects of McCarthyism
_ Tracing Themes
_ American Lives: Margaret Chase Smith
_ Cooperative Learning: Investigating Witch Hunts

Cross-Curricular Links
_ Humanities: The Arts and Politics

Differentiating Instruction
_ Less Proficient Readers:
_ Students Acquiring English/ESL: Clarifying Phrases and Terms

Reading Study Guide, pp. 185–186
TE, p. 619
Access for Students Acquiring English, p. 202
Spanish Reading Study Guide, pp. 185–186
Lesson Plan for The Cold War at Home  continued

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- American Stories Video
- Using the Internet

**Assess & Reteach**
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

**Block Scheduling Options**
- Cooperative Learning: Television and Public Opinion

**Homework Assignments**

**Other Teaching Materials**

**RESOURCES**
- Section 3 Quiz
- Videocassette Volume 3
- Paul Robeson, Statement on Civil Liberties in America, 1956
- classzone.com
- PE, p. 621
- Formal Assessment, p. 340
- TE, p. 621
- Unit 5 In-Depth Resources, p.53
- TE, p. 618
- Integrated Assessment Book
## Two Nations Live on the Edge

### Section 4 Objectives
1. Explain the policy of brinkmanship.
2. Describe American and Soviet actions that caused the Cold War to spread around the world.

### RESOURCES

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
<th>Instruct</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss Main Idea and Terms &amp; Names</td>
<td>Read the section</td>
<td>□ PE, p. 622</td>
</tr>
<tr>
<td>Discuss key questions</td>
<td></td>
<td>□ PE, pp. 622–629</td>
</tr>
<tr>
<td>One American’s Story: Annie Dillard</td>
<td></td>
<td>□ Unit 5 In-Depth Resources: Guided Reading, p. 48</td>
</tr>
<tr>
<td>Map: The Warsaw Pact and NATO, 1955</td>
<td></td>
<td>□ Building Vocabulary, p. 49</td>
</tr>
<tr>
<td>World Stage: Israel</td>
<td></td>
<td>□ TE, pp. 622, 623, 626, 629</td>
</tr>
<tr>
<td>Graph: U.S. Budget, 1940–2000</td>
<td></td>
<td>□ PE, p. 622</td>
</tr>
<tr>
<td>American Literature: Science Fiction Reflects Cold War Fears</td>
<td></td>
<td>□ PE, p. 624</td>
</tr>
<tr>
<td>More About: John Foster Dulles; Warsaw Pact; The Hungarian Uprising; The U-2 Incident; Ray Bradbury; A Canticle for Leibowitz</td>
<td></td>
<td>□ PE, p. 625</td>
</tr>
<tr>
<td>Tracing Themes</td>
<td></td>
<td>□ PE, p. 626</td>
</tr>
<tr>
<td>Literature: from The Nuclear Age</td>
<td></td>
<td>□ PE, pp. 628–629</td>
</tr>
<tr>
<td>Critical Thinking: The Cold War; The Space Race</td>
<td></td>
<td>□ TE, pp. 623–625, 627–629</td>
</tr>
</tbody>
</table>

### Cross-Curricular Links

<table>
<thead>
<tr>
<th>Science: Technology and Politics</th>
<th>Humanities: Bomb Shelter Under Construction; Wonder Why We’re Not Keeping Pace?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ TE, p. 626</td>
<td>□ Humanities Transparencies HT25, HT41</td>
</tr>
</tbody>
</table>
### Homework Assignments

- TE, p. 623
- Reading Study Guide, pp. 187–188
- TE, p. 624
- Access for Students Acquiring English, pp. 183, 185–186
- Spanish Reading Study Guide, pp. 167–168

### Other Teaching Materials

- PE, p. 627
- Formal Assessment, p. 341
- TE, p. 627
- Unit 5 In-Depth Resources, p. 54
- PE, pp. 630–631
- Formal Assessment, pp. 342–353

### Resouces

- Section 4 Quiz
- Chapter Test
- classzone.com

### Differentiating Instruction

- Less Proficient Readers: Clarifying Events
- Gifted and Talented Students: Researching and Analyzing Covert Action
- Students Acquiring English/ESL

### Integrate Technology

- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### Assess & Reteach

- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 18 Assessment
- Chapter Test, Forms A, B, and C

### Block Scheduling Options

- Cooperative Learning: Creating a Political Cartoon

---

### TE, p. 625
Postwar America

Section 1 Objectives

1. Identify economic and social problems Americans faced after World War II.
2. Explain how the desire for stability led to political conservatism.
3. Describe causes and effects of social unrest in the postwar period.
4. Contrast domestic policy under presidents Truman and Eisenhower.

**RESOURCES**

**Introduce the Chapter**
- Interpreting the Photograph: Suburban backyard
- Chapter Time Line
- Interact with History

**Focus & Motivate**
- Discuss Main Idea and Terms & Names

**Instruct**
- Read the section
- Discuss key questions
- One American’s Story: Donald Katz
- Graphs: A Dynamic Economy
- Historical Spotlight: Jackie Robinson
- Cooperative Learning: Researching the Negro Leagues
- Map: Presidential Election of 1948
- Primary Source: Political Cartoon
- More About: Levittown; Postwar Inflation; Harry S. Truman; Election of 1952; Eisenhower and Civil Rights
- American Lives: Jackie Robinson

- PE, pp. 632–633
- PE, pp. 632–633
- TE, p. 632 Time Line Discussion
- PE, p. 633
- PE, p. 634
- PE, pp. 634–640
- PE, pp. 634–640
- TE, pp. 634, 636–637, 639
- PE, p. 634
- PE, p. 636
- PE, p. 637
- TE, p. 637
- PE, p. 638
- Unit 5 In-Depth Resources, p. 78
- TE, pp. 635, 637, 639–640
- Unit 5 In-Depth Resources, p. 85
Lesson Plan for Postwar America  continued

## Cross-Curricular Links

- Civics: Examining the Role of Third Parties

## Differentiating Instruction

- Less Proficient Readers: Understanding Cause and Effect; Analyzing Issues
- Students Acquiring English/ESL

## Integrate Technology

- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

## Assess & Reteach

- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

## Block Scheduling Options

- Cooperative Learning: Exploring Postwar Life

### RESOURCES

- TE, p. 638
- Integrated Assessment Book
- TE, pp. 636, 639
- Reading Study Guide, pp. 191–192
- Access for Students Acquiring English, p. 209
- Spanish Reading Study Guide, pp. 191–192
- Section 1 Quiz
- PE, p. 640
- Formal Assessment, p. 354
- TE, p. 640
- Unit 5 In-Depth Resources, p. 72
- TE, p. 635
- Integrated Assessment Book

### Homework Assignments

- 
- 
- 
- 
- 
- 
- 
- 

### Other Teaching Materials

- 
- 
- 
- 
- 
- 
- 

CHAPTER 19 Section 2 (pages 641–651)
Lesson Plan

The American Dream in the Fifties

Section 2 Objectives
1. Explain how changes in business affected workers.
2. Describe the suburban lifestyle of the 1950s.
3. Identify causes and effects of the boom in the automobile industry.
4. Explain the increase in consumerism in the 1950s.

RESOURCES

Focus & Motivate
__ Discuss Main Idea and Terms & Names
☐ PE, p. 641

Instruct
__ Read the section

__ Discuss key questions

__ Now & Then: Franchises
__ Key Player: Jonas Salk
__ History Through Art: After the Prom
__ More About: The Suburban Lifestyle; Comic Books; The Interstate Highway System; Car Ads; Advertising and Alienation; Credit Cards; Advertising; Postwar Suburbs
__ Infographic: Americans Hit the Road
__ Tracing Themes
__ Now & Then: Southern California and the Automobile
__ Geography Spotlight: The Road to Suburbia
__ Highway Construction

Cross-Curricular Links
__ Economics: Franchising; Automobile Advertising
__ Literature: from The Man in the Gray Flannel Suit
__ Geography: The Baby Boom

☐ PE, pp. 641–651
☐ Unit 5 In-Depth Resources: Guided Reading, p. 67
☐ Building Vocabulary, p. 70
☐ TE, pp. 641, 643, 646, 648, 651
☐ PE, p. 642
☐ PE, p. 644
☐ PE, p. 645
☐ TE, pp. 643, 645–650
☐ PE, p. 647
☐ TE, pp. 644, 647
☐ PE, p. 646
☐ PE, pp. 650–651
☐ Humanities Transparency HT42
☐ Critical Thinking Transparency CT61
☐ TE, pp. 642, 647
☐ Integrated Assessment Book
☐ Unit 5 In-Depth Resources, pp. 82–83
☐ Unit 5 In-Depth Resources, pp. 76–77
**Differentiating Instruction**

- **Proficient Readers:** Understanding Main Ideas and Details
- **Gifted and Talented Students:** Analyzing *The Feminine Mystique*
- **Students Acquiring English/ESL:** Vocabulary

**Integrate Technology**

- **Electronic Teacher Tools**
  - Test Generator
  - Electronic Library of Primary Sources
  - America’s Music CD
  - Using the Internet

**Assess & Reteach**

- **Section 2 Assessment**
- **Section 2 Quiz**
- **Reteaching Activity**

**Block Scheduling Options**

- **Cooperative Learning:** Creating an Ad

**Homework Assignments**

- 
- 
- 
- 
- 
- 
- 
- 

**Other Teaching Materials**

- 
- 
- 
- 
- 
- 
- 
- 

**RESOURCES**

- TE, p. 646
- Reading Study Guide, pp. 193–194
- TE, p. 644
- TE, p. 643
- Spanish Reading Study Guide, pp. 193–194
- Section 2 Quiz
- Track 25, “Atotonilco,” 1958
- classzone.com
- PE, p. 649
- Formal Assessment, p. 355
- TE, p. 649
- Unit 5 In-Depth Resources, p. 73
- TE, p. 648
CHAPTER 19

Section 3 (pages 652–659)

Lesson Plan

Popular Culture

Section 3 Objectives

1. Explain how television programs in the 1950s reflected middle class values.
2. Explain how the beat movement and rock’n’roll music clashed with middle class values.
3. Describe ways that African-American entertainers integrated the media in the 1950s.

RESOURCES

Focus & Motivate

— Discuss Main Idea and Terms & Names

Instruct

— Read the section

— Discuss key questions

— Historical Spotlight: TV Quiz Shows

— Graphs: Glued to the Set

— Skillbuilder Lesson: Primary and Secondary Sources

— Tracing Themes

— More About: James Dean; Jack Kerouac; TV and Rock ‘n’ Roll; Nat “King” Cole; Rock ‘n’ Roll

— History Through Music: “Hound Dog”—A Rock ‘n’ Roll Crossover

— Daily Life: The Emergence of the Teenager

— American Lives: Milton Berle

Cross-Curricular Links

— Popular Culture: Analyzing 1950s Television Shows

— Music: Examining “Oldies But Goodies”

— Literature: from 1959
**Differentiating Instruction**
- Less Proficient Readers
- Students Acquiring English/ESL

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- America’s Music CD
- Using the Internet

**Assess & Reteach**
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

**Block Scheduling Options**
- Cooperative Learning: The Impact of Television on Family Life

**Homework Assignments**

**Other Teaching Materials**

- Reading Study Guide, pp. 195–196
- Access for Students Acquiring English, pp. 211, 213
- Spanish Reading Study Guide, pp. 195–196
- Section 3 Quiz
- classzone.com
- PE, p. 657
- Formal Assessment, p. 356
- TE, p. 657
- Unit 5 In-Depth Resources, p. 74
- TE, p. 653
- Integrated Assessment Book
The Other America

Section 4 Objectives

1. Explain how the white migration to the suburbs created an urban crisis.
2. Describe the efforts of minorities to gain equal rights and fight poverty.

RESOURCES

Focus & Motivate

__Discuss Main Idea and Terms & Names

Instruct

__Read the section

__Discuss key questions

__One American's Story: James Baldwin

__Graph: Income Gap in America

__More About: James Baldwin; Michael Harrington; Braceros

__Tracing Themes

__Primary Source: from The Other America

__Primary Source: The Voluntary Relocation Program

__Art: Her World

Differentiating Instruction

__Less Proficient Readers: Using Context Clues

__Gifted and Talented Students: Mexican Immigration

__Students Acquiring English/ESL

The Postwar Boom 155
**RESOURCES**

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America's Music CD
- Using the Internet

**Assess & Reteach**
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 19 Assessment
- Chapter Test, Forms A, B, and C

**Block Scheduling Options**
- Critical Thinking: The Postwar Boom

**Homework Assignments**

**Other Teaching Materials**

Copyright © McDougal Littell Inc.
Kennedy and the Cold War

Section 1 Objectives
1. Identify the factors that contributed to Kennedy’s election in 1960.
2. Describe the new military policy of the Kennedy administration.
3. Summarize the crises that developed over Cuba.
4. Explain the Cold War symbolism of Berlin in the early 1960s.

Introduce the Chapter
- Interpreting the Photograph: Gemini 6 spacewalk
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: John F. Kennedy
- Another Perspective: Eisenhower’s Warning
- Political Cartoon
- Map: Cuban Missile Crisis, October 1962
- Key Players: John F. Kennedy and Nikita Khrushchev
- World Stage: The Berlin Wall, 1961
- Infographic: The Berlin Wall
- More About: The Kennedy-Nixon Debates; The King Arrest; Kennedy’s Inaugural Address; The Bay of Pigs Invasion; The Cuban Missile Crisis; Nikita Khrushchev
- Kennedy and Berlin; The Berlin Wall

RESOURCES
☐ PE, pp. 668–669
☐ PE, pp. 668–669
☐ TE, p. 668 Time Line Discussion
☐ PE, p. 669
☐ PE, p. 670
☐ PE, pp. 670–678
☐ Unit 6 In-Depth Resources: Guided Reading, p. 1
☐ Building Vocabulary, p. 4
☐ TE, pp. 670, 673, 677
☐ PE, p. 670
☐ PE, p. 673
☐ PE, p. 674
☐ PE, p. 675
☐ PE, p. 676
☐ PE, p. 677
☐ PE, p. 677
☐ TE, pp. 671, 672, 674–678
☐ Unit 6 In-Depth Resources: Primary Source: JFK’s Inaugural Address, pp. 11–12
Lesson Plan for Kennedy and the Cold War  continued

### RESOURCES

<table>
<thead>
<tr>
<th>Skillbuilder Lesson: Predicting Effects</th>
<th>TE, p. 671</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tracing Themes</em></td>
<td>Unit 6 In-Depth Resources: Skillbuilder Practice, p. 5</td>
</tr>
<tr>
<td></td>
<td>TE, p. 674</td>
</tr>
</tbody>
</table>

### Cross-Curricular Links

<table>
<thead>
<tr>
<th>Government: The President’s Staff</th>
<th>TE, p. 672</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History: Gathering Cuban Missile Crisis Memories</td>
<td>TE, p. 675</td>
</tr>
<tr>
<td>Geography: Berlin and Germany</td>
<td>TE, p. 677</td>
</tr>
</tbody>
</table>

### Differentiating Instruction

<table>
<thead>
<tr>
<th>Less Proficient Readers: Chronological Order</th>
<th>TE, p. 673</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Acquiring English/ESL: Understanding Cold War Terminology</td>
<td>Reading Study Guide, pp. 201–202</td>
</tr>
</tbody>
</table>

### Integrate Technology

<table>
<thead>
<tr>
<th>Electronic Teacher Tools</th>
<th>TE, p. 676</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Generator</td>
<td>Access for Students Acquiring English, pp. 218, 221, 222–223</td>
</tr>
<tr>
<td>America’s Music CD</td>
<td>Spanish Reading Study Guide, pp. 201–202</td>
</tr>
<tr>
<td>Using the Internet</td>
<td>classzone.com</td>
</tr>
</tbody>
</table>

### Assess & Reteach

<table>
<thead>
<tr>
<th>Section 1 Assessment</th>
<th>PE, p. 678</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1 Quiz</td>
<td>Formal Assessment, p. 370</td>
</tr>
<tr>
<td>Reteaching Activity</td>
<td>TE, p. 678</td>
</tr>
<tr>
<td></td>
<td>Unit 6 In-Depth Resources, p. 6</td>
</tr>
</tbody>
</table>

### Block Scheduling Options

<table>
<thead>
<tr>
<th>Cooperative Learning: Debating the Bay of Pigs</th>
<th>TE, p. 674</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Integrated Assessment Book</td>
</tr>
</tbody>
</table>

### Homework Assignments

### Other Teaching Materials
The New Frontier

Section 2 Objectives
1. Summarize the New Frontier domestic and foreign agendas.
2. Describe the tragic chain of events surrounding Kennedy’s assassination.

RESOURCES

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: Alan Shepard
- Economic Background: What is a Recession?
- Historical Spotlight: Johnson and Mission Control
- More About: The Peace Corps; Kennedy and Civil Rights; Migrant Farm Workers
- Now & Then: Kennedy’s Assassination
- Geography Spotlight: The Movement of Migrant Workers
- Tracing Themes
- American Lives: Alan Shepard
- Art: The Nation Mourns

Cross-Curricular Links
- Science: The Continuing Commitment to Space Exploration
- Literature: from Paper Wings
Differentiating Instruction
- Less Proficient Readers
- Gifted and Talented Students: The Warren Report and Conspiracy Theories
- Students Acquiring English/ESL

Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

Assess & Reteach
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

Block Scheduling Options
- Cooperative Learning: Writing an Advertisement for the Peace Corps
- Geography: Influence of Alliance for Progress

Homework Assignments

Other Teaching Materials

RESOURCES
- Reading Study Guide, pp. 203–204
- TE, p. 682
- Access for Students Acquiring English, p. 219
- Spanish Reading Study Guide, pp. 203–204
- Section 2 Quiz
- Tom Wicker, from That Day in Dallas, 1963
- classzone.com
- PE, p. 683
- Formal Assessment, p. 371
- TE, p. 683
- Unit 6 In-Depth Resources, p. 7
- TE, p. 680
- Integrated Assessment Book
- Geography Transparency GT28
The Great Society

Section 3 Objectives

1. Describe the political path that led Johnson to the White House.
2. Explain Johnson’s efforts to enact a domestic agenda.
4. Identify the reforms of the Warren Court.
5. Evaluate the impact of Great Society programs.

RESOURCES

Focus & Motivate

- Discuss Main Idea and Terms & Names

Instruct

- Read the section
- Discuss key questions
- Key Player: Lyndon B. Johnson
- World Stage: The War in Vietnam
- Tracing Themes
- Chart: Great Society Programs, 1964–1967
- More About: Barry Goldwater; Education and Government; Medicare and Medicaid; Rights of the Accused; Warren’s Opinions; The Politics of Crime
- Now & Then: Medicare on the Line
- Point/Counterpoint
- Political Cartoon

Cross-Curricular Links

- Politics: Presidential Campaigns: Then and Now
- Government: Project Head Start
- Civics: Consumer Protection

The New Frontier and the Great Society 161
### Differentiating Instruction

- Less Proficient Readers: Finding Main Idea and Supporting Details
- Gifted and Talented Students: Mexican Immigration
- Students Acquiring English/ESL

### RESOURCES

- TE, p. 687
- Reading Study Guide, pp. 205–206
- TE, p. 662
- Access for Students Acquiring English, p. 220
- Spanish Reading Study Guide, pp. 205–206

### Integrate Technology

- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### Assess & Reteach

- Section 3 Quiz
- Chapter Test
- U.S. Government, from Civil Rights Act of 1964
- National Lawyers Guild, from *Citizens’ Guide to the Civil Rights Act of 1964*
- classzone.com

### Block Scheduling Options

- Cooperative Learning: Outlining Provisions for a Great Society Program

### Homework Assignments

- 
- 
- 
- 
- 

### Other Teaching Materials

- 
- 
- 
- 
- 

---

162 Chapter 20, Section 3
TAKING ON SEGREGATION

SECTION 1 OBJECTIVES

1. Explain how legalized segregation deprived African Americans of their rights as citizens.
2. Summarize civil rights legal activity and the response to the Plessy and Brown cases.
3. Trace Dr. Martin Luther King, Jr.’s, civil rights activities, beginning with the Montgomery Bus Boycott.
4. Describe the expansion of the civil rights movement.

RESOURCES

Introduce the Chapter

- Interpreting the Photograph: March from Selma to Montgomery
- Chapter Time Line
- Interact with History

Focus & Motivate

- Discuss Main Idea and Terms & Names

Instruct

- Read the section
- Discuss key questions
- Map: U.S. School Segregation, 1952
- World Stage: Apartheid—Segregation in South Africa
- Key Player: Thurgood Marshall
- Key Player: Rosa Parks
- Key Player: Martin Luther King, Jr.
- Primary Source: Crisis in Little Rock
- Geography: The Brown Decision, 10 Years Later
### RESOURCES

#### Cross-Curricular Links
- World History: Researching the Life of Nelson Mandela
- Civics: *Brown v. Board of Education*

#### Differentiating Instruction
- Less Proficient Readers: Activating Prior Knowledge
- Gifted and Talented Students: Researching the “Little Rock Nine”
- Students Acquiring English/ESL

#### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- American Stories Videos
- Using the Internet
- Martin Luther King, from *Stride Toward Freedom*, 1958
- Videocassette Volume 3
- classzone.com

#### Assess & Reteach
- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

#### Block Scheduling Options
- Cooperative Learning: Civil Rights Organizations
- Critical Thinking: The Civil Rights Movement

### Homework Assignments

### Other Teaching Materials
The Triumph of a Crusade

Section 2 Objectives
1. Identify the goal of the freedom riders.
2. Explain how civil rights activism forced President Kennedy to act against segregation.
4. Describe the tactics tried by civil rights organizations to secure passage of the Voting Rights Act.

RESOURCES
- Discuss Main Idea and Terms & Names
- Read the section
- Discuss key questions
- History Through Photojournalism: Ernest Withers
- Chart: Civil Rights Acts of the 1950s and 1960s
- Tracing Themes
- Historical Spotlight: Twenty-Fourth Amendment—Barring Poll Taxes
- Primary Sources: Civil Rights Song; “I Have a Dream”; Political Poster
- American Lives: A. Philip Randolph
- Humanities: March on Washington

Cross-Curricular Links
- Humanities: Presenting Images and Sounds of a Historic Time
- Literature: from And All Our Wounds Forgiven
<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography: Percentage of Registered African Americans of Voting Age</td>
</tr>
<tr>
<td>- Geography Transparency GT29</td>
</tr>
</tbody>
</table>

**Differentiating Instruction**

- Less Proficient Readers
- Gifted and Talented Students: Divergent Views Within the Movement
- Students Acquiring English/ESL: Understanding a Speech and Its Impact

**Integrate Technology**

- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**Assess & Reteach**

- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

**Block Scheduling Options**

- Cooperative Learning: Creating News Reports on the Birmingham Protests

**Homework Assignments**

<p>| Other Teaching Materials |</p>
<table>
<thead>
<tr>
<th>---</th>
<th>---</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Copyright © McDougal Littell Inc.**
Challenges and Changes in the Movement

Section 3 Objectives
1. Compare segregation in the North with segregation in the South.
2. Identify the leaders who shaped the Black Power movement.
3. Describe the reaction to the assassination of Martin Luther King, Jr.
4. Summarize the accomplishments of the civil rights movement.

RESOURCES

Focus & Motivate
___ Discuss Main Idea and Terms & Names

Instruct
___ Read the section

___ Discuss key questions
___ One American’s Story: Alice Walker
___ Tracing Themes
___ Key Player: Malcolm X
___ Historical Spotlight: Shirley Chisholm
___ Graphs: Changes in Poverty and Education
___ Tracing Themes: Civil Rights
___ More About: The Harlem Riot; Stokely Carmichael; The Black Panthers; Martin Luther King, Jr.; Civil Rights; Civil Rights and Persons With Disabilities

Cross-Curricular Links
___ Humanities: Researching Kwanzaa
___ Civics: Discussing Tolerance

Civil Rights 167
**Differentiating Instruction**
- Less Proficient Readers: Interpreting Photographs
- Gifted and Talented Students
- Students Acquiring English/ESL

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**Assess & Reteach**
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity
- Chapter 21 Assessment
- Chapter Test, Forms A, B, and C

**Block Scheduling Options**
- Cooperative Learning: Creating a Historical Atlas

**Homework Assignments**

**Other Teaching Materials**

**RESOURCES**

- TE, p. 718
- Reading Study Guide, pp. 213–214
- TE, p. 719
- Access for Students Acquiring English, p. 228
- Spanish Reading Study Guide, pp. 213–214
- Section 3 Quiz
- Chapter Test
- Malcolm X, from A Speech to Mississippi Youth, 1964
- classzone.com
- PE, p. 723
- Formal Assessment, p. 387
- TE, p. 723
- Unit 6 In-Depth Resources, p. 27
- PE, pp. 726–727
- Formal Assessment, pp. 388–405
- TE, p. 721
- Integrated Assessment Book
Moving Toward Conflict

Section 1 Objectives
1. Summarize Vietnam’s history as a French colony and its struggle for independence.
2. Examine how the United States became involved in the Vietnam conflict.
3. Describe the expansion of U.S. military involvement under President Johnson.

RESOURCES

Introduce the Chapter
- Interpreting the Photograph: Soldiers patrolling
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American Story: Lieutenant Colonel A. Peter Dewey
- Key Player: Ho Chi Minh
- Tracing Themes
- Map: Indochina, 1959
- History Through Photojournalism: Interpreting a Photograph
- More About: Vietcong; Ho Chi Minh Trail; Tonkin Gulf Resolution
- Critical Thinking: The War in Vietnam
- Geography: The Vietnam War, 1964–1975

- PE, pp. 728–729
- PE, pp. 728–729
- TE, p. 728 Time Line Discussion
- PE, p. 729
- PE, p. 730
- PE, pp. 730, 732, 734
- PE, p. 730
- PE, p. 731
- TE, pp. 731, 734
- PE, p. 733
- TE, p. 734
- TE, pp. 732, 733, 735
- Critical Thinking Transparency CT30
- Geography Transparency GT30
Lesson Plan for Moving Toward Conflict  continued

Cross-Curricular Links
- World History: Chinese Influence in Vietnam; Division of Vietnam
- Geography: Environmental Issues in Military Conflict

Differentiating Instruction
- Less Proficient Readers
- Students Acquiring English/ESL

Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

Assess & Reteach
- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

Block Scheduling Options
- Cooperative Learning: Researching Buddhism

Homework Assignments

Other Teaching Materials

RESOURCES
- TE, pp. 731, 732
- Integrated Assessment Book
- TE, p. 733
- Reading Study Guide, pp. 217–218
- Access for Students Acquiring English, p. 234
- Spanish Reading Study Guide, pp. 217–218
- Section 1 Quiz
- classzone.com
- PE, p. 735
- Formal Assessment, p. 406
- TE, p. 735
- Unit 6 In-Depth Resources, p. 46
- TE, p. 734
- Integrated Assessment Book
CHAPTER 22  
Section 2 (pages 736–741)  

Lesson Plan

U.S. Involvement and Escalation

Section 2 Objectives

1. Explain the reasons for the escalation of U.S. involvement in Vietnam.
2. Describe the military tactics and weapons used by U.S. forces and the Vietcong.
3. Explain the impact of the war on American society.

RESOURCES

Focus & Motivate

Discuss Main Idea and Terms & Names

Instruct

Read the section

Discuss key questions

Key Player: General William Westmoreland

Illustration: Tunnels of the Vietcong

Now & Then: Land Mines

More About: Army of the Republic of Vietnam; Agent Orange; Philip Caputo; J. William Fulbright

Skillbuilder Lesson: Distinguishing Fact From Opinion

Primary Source: Letters from a Vietnam Soldier

American Lives: Robert McNamara

Cross-Curricular Links

World History: Guerilla Warfare

Science: Agent Orange

Geography: The Vietnam War

Name __________________________  Date __________________________
### Lesson Plan for U.S. Involvement and Escalation continued

#### Resources

<table>
<thead>
<tr>
<th>Differentiating Instruction</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Less Proficient Readers</em></td>
<td>□ Reading Study Guide, pp. 219–220</td>
</tr>
<tr>
<td><em>Students Acquiring English/ESL</em></td>
<td>□ Access for Students Acquiring English, pp. 235, 239</td>
</tr>
<tr>
<td></td>
<td>□ Spanish Reading Study Guide, pp. 219–220</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrate Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Electronic Teacher Tools</em></td>
<td></td>
</tr>
<tr>
<td><em>Test Generator</em></td>
<td></td>
</tr>
<tr>
<td><em>Electronic Library of Primary Sources</em></td>
<td></td>
</tr>
<tr>
<td><em>America’s Music CD</em></td>
<td></td>
</tr>
<tr>
<td><em>Using the Internet</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Section 2 Quiz</td>
</tr>
<tr>
<td></td>
<td>□ Lyndon B. Johnson, From Peace Without Conquest, 1965</td>
</tr>
<tr>
<td></td>
<td>□ classzone.com</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assess &amp; Reteach</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Section 2 Assessment</em></td>
<td></td>
</tr>
<tr>
<td><em>Section 2 Quiz</em></td>
<td></td>
</tr>
<tr>
<td><em>Reteaching Activity</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ PE, p. 741</td>
</tr>
<tr>
<td></td>
<td>□ Formal Assessment, p. 407</td>
</tr>
<tr>
<td></td>
<td>□ TE, p. 741</td>
</tr>
<tr>
<td></td>
<td>□ Unit 6 In-Depth Resources, p. 47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block Scheduling Options</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Cooperative Learning: Simulating a TV Interview</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ TE, p. 740</td>
</tr>
</tbody>
</table>

#### Homework Assignments

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

#### Other Teaching Materials

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
A Nation Divided

Section 3 Objectives
1. Explain the draft policies that led to the Vietnam War becoming a working-class war.
2. Trace the roots of opposition to the war.
3. Describe the antiwar movement and the growing divisions in U.S. public opinion about the war.

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: Stephan Gubar
- Graph: U.S. Military Personnel in Vietnam
- Tracing Themes
- Historical Spotlight: “The Ballad of the Green Berets”
- Difficult Decisions: Resist the Draft or Serve Your Country?
- More About: The Draft; Women in Vietnam; Tom Hayden; Robert McNamara
- Primary Sources: Protest Buttons; The New Left

Cross-Curricular Links
- Humanities: Oral Readings and Response
- Civics: Which Side Were You On?

Differentiating Instruction
- Less Proficient Readers: Questioning Techniques
- Students Acquiring English/ESL

RESOURCES
- PE, p. 742
- PE, pp. 742–747
- Unit 6 In-Depth Resources: Guided Reading, p. 41
- Building Vocabulary, p. 44
- TE, pp. 742, 744, 745
- PE, p. 742
- PE, p. 743
- TE, p. 743
- PE, p. 745
- PE, p. 746
- TE, pp. 743, 744, 747
- Unit 6 In-Depth Resources, pp. 56, 57
- TE, p. 743
- TE, p. 746
### RESOURCES

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- America’s Music CD
- American Stories Video
- Using the Internet
- ☐ Section 3 Quiz
- ☐ Videocassette Volume 3
- ☐ classzone.com

**Assess & Reteach**
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity
- ☐ PE, p. 747
- ☐ Formal Assessment, p. 408
- ☐ TE, p. 747
- ☐ Unit 6 In-Depth Resources, p. 48

**Block Scheduling Options**
- Link to Music: Composing “Hawk” or “Dove” Lyrics
- ☐ TE, p. 745
- ☐ Integrated Assessment Book

### Homework Assignments

<table>
<thead>
<tr>
<th>Assignment 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 2</td>
</tr>
<tr>
<td>Assignment 3</td>
</tr>
<tr>
<td>Assignment 4</td>
</tr>
<tr>
<td>Assignment 5</td>
</tr>
</tbody>
</table>

### Other Teaching Materials

<table>
<thead>
<tr>
<th>Resource 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource 2</td>
</tr>
<tr>
<td>Resource 3</td>
</tr>
<tr>
<td>Resource 4</td>
</tr>
<tr>
<td>Resource 5</td>
</tr>
</tbody>
</table>
1968: A Tumultuous Year

Section 4 Objectives
1. Describe the Tet offensive and its effect on the American public.
2. Explain the domestic turbulence of 1968.
3. Describe the 1968 presidential election.

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: John Lewis
- Chart: Election of 1968
- More About: The Tet Offensive and Public Opinion; Robert Kennedy; 1968; Hubert Humphrey; TV Convention Coverage; Richard J. Daley
- Primary Source: LBJ on Vietnam and Reelection
- American Lives: John Lewis
- Geography: The Vietnam War
- Critical Thinking: The Impact of the Tet Offensive

RESOURCES

- PE, p. 748
- PE, pp. 748–753
- Unit 6 In-Depth Resources: Guided Reading, p. 42
- Building Vocabulary, p. 44
- TE, pp. 748, 750, 751
- PE, p. 748
- PE, p. 749
- PE, p. 753
- TE, pp. 749–752
- Unit 6 In-Depth Resources, p. 58
- Unit 6: In-Depth Resources, p. 63
- Geography Transparency GT30
- Critical Thinking Transparency CT64
- TE, p. 750
- Unit 6 In-Depth Resources, pp. 51–52

Cross-Curricular Links
- Politics: Writing Editorials
- Geography: The Ho Chi Minh Trail
### RESOURCES

<table>
<thead>
<tr>
<th>Differentiating Instruction</th>
<th>§ TE, p. 751</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Gifted and Talented Students: “The Chicago Seven”</td>
<td>§ TE, p. 752</td>
</tr>
<tr>
<td>· Students Acquiring English/ESL</td>
<td>§ Integrated Assessment Book</td>
</tr>
<tr>
<td></td>
<td>§ Access for Students Acquiring English, pp. 237, 241–242</td>
</tr>
<tr>
<td></td>
<td>§ Spanish Reading Study Guide, pp. 223–224</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrate Technology</th>
<th>§ Section 4 Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Electronic Teacher Tools</td>
<td>§ City of Chicago, from <em>The Strategy of Confrontation</em>, 1968</td>
</tr>
<tr>
<td>· Test Generator</td>
<td>§ classzone.com</td>
</tr>
<tr>
<td>· Electronic Library of Primary Sources</td>
<td></td>
</tr>
<tr>
<td>· America’s Music CD</td>
<td></td>
</tr>
<tr>
<td>· Using the Internet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assess &amp; Reteach</th>
<th>§ PE, p. 753</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Section 4 Assessment</td>
<td>§ Formal Assessment, p. 409</td>
</tr>
<tr>
<td>· Section 4 Quiz</td>
<td>§ TE, p. 753</td>
</tr>
<tr>
<td>· Reteaching Activity</td>
<td>§ Unit 6 In-Depth Resources, p. 49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block Scheduling Options</th>
<th>§ TE, p. 749</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Cooperative Learning: Images of War</td>
<td></td>
</tr>
</tbody>
</table>

### Homework Assignments

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

### Other Teaching Materials

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
CHAPTER 22 Section 5 (pages 754–763) Lesson Plan

The End of the War and Its Legacy

Section 5 Objectives
1. Describe Nixon’s policy of Vietnamization.
2. Explain the public’s reaction to the Vietnam War during Nixon’s presidency.
4. Examine the war’s painful legacy in the United States and Southeast Asia.

RESOURCES

Focus & Motivate
□ Discuss Main Idea and Terms & Names

Instruct
□ Read the section
□ Discuss key questions
□ One American’s Story: Alfred S. Bradford
□ Graphs: Federal Deficit and Unemployment, 1933–1945
□ History Through Photojournalism: Kent State
□ Key Player: Henry Kissinger
□ Historical Spotlight: Vietnam Veterans Memorial—The Wall
□ Now & Then: U.S. Recognition of Vietnam
□ More About: Vietnamization; Kent State; The Pentagon Papers; Returning Veterans; Tim O’Brien; African-American Soldiers in Vietnam
□ Cooperative Learning: Honoring the Returning Vietnam Veteran
□ Critical Thinking: The War in Vietnam

□ PE, p. 754
□ PE, pp. 754–763
□ Unit 6 In-Depth Resources: Guided Reading, p. 43
□ Building Vocabulary, p. 44
□ TE, pp. 754, 756, 758, 759, 763
□ PE, p. 754
□ PE, p. 755
□ PE, p. 517
□ PE, p. 757
□ PE, p. 758
□ PE, p. 760
□ PE, p. 761
□ TE, pp. 755–757, 759, 762, 763
□ Critical Thinking Transparency CT30
### Cross-Curricular Links
- Politics: MIA's
- Geography: The Vietnam War

### Differentiating Instruction
- Less Proficient Readers: Chronological Order
- Gifted and Talented Students: Violence on Campus
- Students Acquiring English/ESL: Understanding Idioms

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America's Music CD
- Using the Internet

### Assess & Reteach
- Section 5 Assessment
- Section 5 Quiz
- Reteaching Activity
- Chapter 22 Assessment
- Chapter Test, Forms A, B, and C

### Block Scheduling Options
- Cooperative Learning: Creating a Vietnam War Poster
- Humanities: Fall of Saigon; The Blind Leading the Blind

### Homework Assignments

### Other Teaching Materials

### RESOURCES
- TE, p. 759
- Geography Transparency GT30
- TE, p. 755
- Reading Study Guide, pp. 225–226
- TE, p. 756
- Integrated Assessment Book
- TE, p. 757
- Spanish Reading Study Guide, pp. 225–226
- Section 5 Quiz
- Chapter Test
- Presidential Commission on Campus Unrest, on the Kent State Tragedy, 1970
- PE, p. 761
- Formal Assessment, p. 410
- TE, p. 761
- Unit 6 In-Depth Resources, p. 50
- PE, pp. 764–765
- Formal Assessment, pp. 411–422
- TE, p. 758
- Integrated Assessment Book
- Humanities Transparencies HT28, HT45
Latinos and Native Americans Seek Equality

Section 1 Objectives
1. Describe the growth and diversity of the Latino population in the United States during the 1960s.
2. Summarize the efforts of Latinos to secure civil rights and respect for their cultural heritage.
3. Explain the efforts of Native Americans to secure reforms in government policies.

Introduce the Chapter
- Interpreting the Photograph: Hippies
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Historical Spotlight: Desperate Journeys
- Tracing Themes
- Key Player: Cesar Chavez
- Time Line: Native American Legal Victories
- Historic Decisions of the Supreme Court: Reynolds v. Sims (1964)
- More About: Jessie Lopez de la Cruz; Union Organizer; The Trail of Broken Treaties; Warren’s Majority Opinion; Population Disparities
- Primary Sources: The Farm Workers Movement; United Farm Workers Poster
- Geography: Latino and Native American Population Centers, 1970

RESOURCES
- PE, pp. 766–767
- PE, pp. 766–767
- PE, pp. 766–767
- PE, p. 766 Time Line Discussion
- PE, p. 767
- PE, p. 768
- PE, p. 768
- PE, p. 769
- PE, pp. 769, 771, 775
- PE, p. 769
- PE, pp. 769, 771
- PE, p. 770
- PE, p. 773
- PE, pp. 774–775
- PE, pp. 770, 772, 774, 775
- Unit 6 In-Depth Resources, pp. 74–75
- Geography Transparency GT31
Lesson Plan for Latinos and Native Americans Seek Equality  continued

| RESOURCES |
|------------------|------------------|
| • American Lives: Cesar Chavez                      | □ Unit 6 In-Depth Resources, p. 81 |

**Cross-Curricular Links**
- Economics: Researching Boycotts and Consumer Power
- Literature: from *Les Vendidos*

**Differentiating Instruction**
- Gifted and Talented Students: Researching AIM
- Students Acquiring English/ESL

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**Assess & Reteach**
- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

**Block Scheduling Options**
- Cooperative Learning: Listing Native American Demands
- Humanities: Mural in Los Angeles

**Homework Assignments**

**Other Teaching Materials**

180  CHAPTER 23, SECTION 1
Women Fight for Equality

Section 2 Objectives
1. Identify factors that led to the rise of the women’s movement in the 1960s.
2. Describe some of the early gains and losses of the women’s movement.
3. Summarize the legacy of the women’s movement in employment, education, and politics.

Focus & Motivate
- Discuss Main Idea and Terms & Names
- Read the section
- Discuss key questions
- One American’s Story: Betty Friedan
- Graph: Women in the Workplace, 1950–2000
- Key Player: Gloria Steinem
- Tracing Themes
- More About: The Feminine Mystique; Phyllis Schlafly
- Connections Across Time
- Primary Source: from The Feminine Mystique
- American Lives: Betty Friedan

Cross-Curricular Links
- Government: Equal Rights Amendment
- Geography: The Equal Rights Amendment
### Differentiating Instruction
- Less Proficient Readers
- Students Acquiring English/ESL: Decoding Idioms

### RESOURCES
- Reading Study Guide, pp. 231–232
- TE, p. 778
- Access for Students Acquiring English, pp. 247, 250–251
- Spanish Reading Study Guide, pp. 231–232

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### Assess & Reteach
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

### Block Scheduling Options
- Cooperative Learning: Surveying the Workplace

### Homework Assignments

### Other Teaching Materials
Culture and Counterculture

Section 3 Objectives
1. Describe the flowering and decline of the counterculture in the 1960s.
2. Summarize the impact of the counterculture on art, fashion, music, and attitudes.
3. Explain the conservative response to the counterculture.

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Discuss Main Idea and Terms &amp; Names</em></td>
<td>□ PE, p. 781</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruct</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Read the section</em></td>
<td>□ PE, pp. 781–787</td>
</tr>
<tr>
<td><em>Discuss key questions</em></td>
<td>□ Unit 6 In-Depth Resources: Guided Reading, p. 66</td>
</tr>
<tr>
<td><em>One American’s Story: Alex Forman</em></td>
<td>□ Building Vocabulary, p. 67</td>
</tr>
<tr>
<td><em>Tracing Themes</em></td>
<td>□ TE, pp. 781, 783, 785</td>
</tr>
<tr>
<td><em>History Through Music: Protest Songs of the Sixties</em></td>
<td>□ PE, p. 781</td>
</tr>
<tr>
<td><em>Daily Life: Signs of the Sixties</em></td>
<td>□ TE, p. 783</td>
</tr>
<tr>
<td><em>More About: Hippie Speak; Communes; Woodstock; Baez and Dylan; Conservative Backlash; Music of the 1960s; Popular Movies</em></td>
<td>□ PE, p. 784</td>
</tr>
<tr>
<td><em>Skillbuilder Lesson: Comparing and Contrasting</em></td>
<td>□ PE, pp. 786–787</td>
</tr>
<tr>
<td><em>TE, pp. 782–785, 786, 787</em></td>
<td></td>
</tr>
<tr>
<td><em>Cross-Curricular Links</em></td>
<td></td>
</tr>
<tr>
<td><em>Music: Classic Rock</em></td>
<td>□ TE, p. 782</td>
</tr>
<tr>
<td><em>Popular Culture: Changing Attitudes</em></td>
<td>□ Unit 6 In-Depth Resources: Skillbuilder Practice, p. 68</td>
</tr>
</tbody>
</table>

RESOURCES

□ PE, pp. 781–787
□ Unit 6 In-Depth Resources: Guided Reading, p. 66
□ Building Vocabulary, p. 67
□ TE, pp. 781, 783, 785
□ PE, p. 781
□ TE, p. 783
□ PE, p. 784
□ PE, pp. 786–787
□ TE, pp. 782–785, 786, 787
□ TE, p. 782
□ Unit 6 In-Depth Resources: Skillbuilder Practice, p. 68

An Era of Social Change 183
### Differentiating Instruction
- Less Proficient Readers
- Students Acquiring English/ESL

### RESOURCES
- Reading Study Guide, pp. 233–234
- Access for Students Acquiring English, pp. 248–249
- Spanish Reading Study Guide, pp. 233–234

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- America’s Music CD
- Using the Internet

### RESOURCES
- Section 3 Quiz
- Chapter Test
- Track 26, “We Shall Overcome,” 1960
- classzone.com

### Assess & Reteach
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity
- Chapter 23 Assessment
- Chapter Test, Forms A, B, and C

### RESOURCES
- PE, p. 785
- Formal Assessment, p. 425
- TE, p. 785
- Unit 6 In-Depth Resources, p. 71
- PE, pp. 788–789
- Formal Assessment, pp. 426–437

### Block Scheduling Options
- Primary Source: Popular Song

### RESOURCES
- Unit 6 In-Depth Resources, p. 77

### Homework Assignments

<table>
<thead>
<tr>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Teaching Materials

<table>
<thead>
<tr>
<th>Material 1</th>
<th>Material 2</th>
<th>Material 3</th>
<th>Material 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Nixon Administration

Section 1 Objectives
1. Summarize Nixon’s plans to lead the nation on a more conservative course.
2. Analyze Nixon’s efforts to win the support of Southern Democrats.
3. Describe the steps Nixon took to battle stagflation.
4. Examine the importance of Nixon’s visits to China and the Soviet Union.

RESOURCES

Introduce the Chapter
- Interpreting the Photograph: Nixon leaves the White House
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: Henry Kissinger
- Analyzing Political Cartoons: “Domestic Life”
- Historical Spotlight: Americans Walk on the Moon
- Historical Spotlight: The Twenty-Sixth Amendment
- World Stage: The Yom Kippur War
- Key Player: Richard M. Nixon
- More About: Nixon’s Legislative Accomplishments; Neil Armstrong; George C. Wallace; Busing; Warren Burger; Nixon in China; SALT I

□ PE, pp. 792–793
□ PE, pp. 792–793
□ PE, p. 793
□ PE, p. 794
□ PE, p. 794
□ PE, p. 795
□ PE, p. 796
□ PE, p. 798
□ TE, p. 799
□ PE, p. 800
□ TE, pp. 795–798, 800, 801
Lesson Plan for The Nixon Administration continued

---

** Resources**

- Tracing Themes
  - Primary Source: Newspaper Front Page

**Cross-Curricular Links**

- Government: Confirming a Supreme Court Justice; Mao Zedong Rule

**Differentiating Instruction**

- Less Proficient Readers: Summarizing
- Gifted and Talented Students: Evaluating an Autobiographic Source
- Students Acquiring English/ESL: Understanding Idioms

**Integrate Technology**

- Electronic Teacher Tools
- Test Generator
- America’s Music CD
- Using the Internet

**Assess & Reteach**

- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

**Block Scheduling Options**

- Cooperative Learning: Walk on the Moon

**Homework Assignments**

---

**Other Teaching Materials**

---
Watergate: Nixon’s Downfall

Section 2 Objectives
1. Analyze how Nixon and his advisors sought to increase the power of the presidency.
2. Summarize the details of the Watergate burglary.
3. Describe how the Watergate scandal was uncovered.
4. Explain why the House Judiciary Committee voted to impeach Nixon and analyze the impact of Watergate on American politics.

RESOURCES

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: Barbara Jordan
- Historical Spotlight: Woodward and Bernstein
- Analyzing Political Cartoons: The White House Tapes
- More About: The Imperial Presidency; Senate Watergate Hearings; Spiro T. Agnew; The Tapes; Nixon’s Resignation
- Cooperative Learning: Writing an Editorial about the Saturday Night Massacre
- Primary Source: from All the President’s Men
- American Lives: Barbara Jordan

Cross-Curricular Links
- Government: Gerald Ford’s Succession to the Presidency
- Art: “I Am the Law”
### Lesson Plan for Watergate: Nixon's Downfall continued

#### Differentiating Instruction
- Less Proficient Readers: Creating a Time Line
- Students Acquiring English/ESL

#### RESOURCES
- TE, p. 804
- Reading Study Guide, pp. 239–240
- Access for Students Acquiring English, p. 255
- Spanish Reading Study Guide, pp. 239–240

#### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

- Section 2 Quiz
- House Judiciary Committee, Articles of Impeachment, 1973
- classzone.com

#### Assess & Reteach
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

- PE, p. 807
- Formal Assessment, p. 439
- TE, p. 807
- Unit 7 In-Depth Resources, p. 8

#### Block Scheduling Options
- Cooperative Learning: Loyalty and Ethics

- TE, p. 803
- Integrated Assessment Book

#### Homework Assignments

<table>
<thead>
<tr>
<th>Homework Assignment 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assignment 2</td>
</tr>
<tr>
<td>Homework Assignment 3</td>
</tr>
<tr>
<td>Homework Assignment 4</td>
</tr>
<tr>
<td>Homework Assignment 5</td>
</tr>
<tr>
<td>Homework Assignment 6</td>
</tr>
<tr>
<td>Homework Assignment 7</td>
</tr>
</tbody>
</table>

#### Other Teaching Materials

<table>
<thead>
<tr>
<th>Other Teaching Material 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Teaching Material 2</td>
</tr>
<tr>
<td>Other Teaching Material 3</td>
</tr>
<tr>
<td>Other Teaching Material 4</td>
</tr>
<tr>
<td>Other Teaching Material 5</td>
</tr>
<tr>
<td>Other Teaching Material 6</td>
</tr>
<tr>
<td>Other Teaching Material 7</td>
</tr>
</tbody>
</table>
The Ford and Carter Years

Section 3 Objectives
1. Summarize Gerald Ford’s efforts to confront economic problems and handle foreign policy.
3. Identify Jimmy Carter’s approach to solving economic problems.
4. Describe Carter’s foreign policy.
5. Analyze Carter’s achievement and failures in foreign policy matters.

RESOURCES

Focus & Motivate

- Discuss Main Idea and Terms & Names

Instruct

- Read the section
- Discuss key questions
- Difficult Decisions: Pardoning President Nixon
- Key Player: Jimmy Carter
- World Stage: Soviet-Afghanistan War
- Map: Middle East, 1978–1982
- More About: Ford and Presidential Vetoes; Andrew Young; Anwar el-Sadat; A Crisis and a TV Show; The Politics of Affirmative Action; Affirmative Action and the Supreme Court
- Tracing Themes
- Geography: Oil Consumption in the 1970s
- Literature: from *Memories of the Ford Administration*

- PE, p. 810
- PE, pp. 810–819
- Unit 7 In-Depth Resources: Guided Reading, p. 3
- Building Vocabulary, p. 5
- TE, pp. 810, 812, 815, 816, 819
- PE, p. 811
- PE, p. 812
- PE, pp. 813, 814
- PE, p. 815
- PE, p. 816
- PE, pp. 818–819
- TE, pp. 811, 814, 816–819
- TE, pp. 814, 815
- Unit 7 In-Depth Resources, pp. 11–12
- Unit 7 In-Depth Resources, pp. 17–19
Cross-Curricular Links

- Civics: Debating the Nixon Pardon
- Economics: Unemployment and Inflation
- Government: Human Rights and Foreign Policy
- World History: Creation of the State of Israel

Differentiating Instruction

- Less Proficient Readers: Clarifying Inflation
- Gifted and Talented Students: Economics and Society
- Students Acquiring English/ESL

Integrate Technology

- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

Assess & Reteach

- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

Block Scheduling Options

- Geography: OPEC (Organization of Petroleum Exporting Countries)
- Humanities: Bicentennial Celebration

Homework Assignments

Other Teaching Materials
# Environmental Activism

## Section 4 Objectives
1. Summarize the origins of the environmental movement.
2. Identify key environmental issues of the 1970s.
3. Explain the goals of the continuing environmental movement.

### RESOURCES

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
<th>Instruct</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss Main Idea and Terms &amp; Names</td>
<td>Read the section</td>
<td>PE, p. 820</td>
</tr>
<tr>
<td>Discuss key questions</td>
<td></td>
<td>PE, pp. 820–825</td>
</tr>
<tr>
<td>One American’s Story: Lois Gibbs</td>
<td></td>
<td>Unit 7 In-Depth Resources: Guided Reading, p. 4</td>
</tr>
<tr>
<td>Key Player: Rachel Carson</td>
<td></td>
<td>Building Vocabulary, p. 5</td>
</tr>
<tr>
<td>Tracing Themes</td>
<td></td>
<td>TE, pp. 820, 821, 825</td>
</tr>
<tr>
<td>Science &amp; Technology: The Accident at Three Mile Island</td>
<td></td>
<td>TE, p. 820</td>
</tr>
<tr>
<td>More About: The Environmental Protection Agency; Trans-Alaska Pipeline; Nuclear Accidents</td>
<td></td>
<td>PE, p. 821</td>
</tr>
<tr>
<td>History Through Film: Hollywood and Nuclear Fears</td>
<td></td>
<td>TE, p. 821</td>
</tr>
<tr>
<td>Now &amp; Then: Air Pollution in California</td>
<td></td>
<td>PE, p. 823</td>
</tr>
<tr>
<td>Skillbuilder Lesson: Analyzing Assumptions</td>
<td></td>
<td>TE, pp. 822, 823</td>
</tr>
</tbody>
</table>

### Cross-Curricular Links

<table>
<thead>
<tr>
<th>Science: Earth Day Activities</th>
<th>Science: Researching Chernobyl</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE, p. 824</td>
<td>PE, p. 821</td>
</tr>
<tr>
<td>PE, p. 824</td>
<td>Integrated Assessment Book</td>
</tr>
</tbody>
</table>

---

*An Age of Limits* 191
### RESOURCES

**Differentiating Instruction**
- Less Proficient Readers
- Students Acquiring English/ ESL

- Reading Study Guide, pp. 243–244
- Access for Students Acquiring English, pp. 257, 258
- Spanish Reading Study Guide, pp. 243–244

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- American Stories Video
- Using the Internet

- Section 4 Quiz
- Chapter Test
- Videocassette Volume 3
- People of Color Environmental Leadership, Principles of Environmental Justice, 1991
- classzone.com

**Assess & Reteach**
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 24 Assessment
- Chapter Test, Forms A, B, and C

- PE, p. 825
- Formal Assessment, p. 441
- TE, p. 825
- Unit 7 In-Depth Resources, p. 10
- PE, pp. 826–827
- Formal Assessment, pp. 442–453

**Block Scheduling Options**
- Link to Science: Nuclear Energy Pro and Con

- TE, p. 823
- Integrated Assessment Book

### Homework Assignments

<table>
<thead>
<tr>
<th>Assignment 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 2</td>
</tr>
<tr>
<td>Assignment 3</td>
</tr>
<tr>
<td>Assignment 4</td>
</tr>
<tr>
<td>Assignment 5</td>
</tr>
</tbody>
</table>

### Other Teaching Materials

<table>
<thead>
<tr>
<th>Material 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material 2</td>
</tr>
<tr>
<td>Material 3</td>
</tr>
<tr>
<td>Material 4</td>
</tr>
</tbody>
</table>
A Conservative Movement Emerges

Section 1 Objectives
1. Identify the reasons for the resurgence of conservative values, and list the major goals of the New Right.
2. Analyze the emergence of Reagan and Bush as conservative leaders.

Introduce the Chapter
- Interpreting the Photograph: Ronald Reagan
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section

Discuss key questions
- One American’s Story: Peggy Noonan
- Chart: Goals of the Conservative Movement
- Key Player: Ronald Reagan
- Map: Presidential Election of 1980
- More About: Peggy Noonan; Liberals v. Conservatives

Cross-Curricular Links
- Politics: Shifts to Conservatism

Differentiating Instruction
- Less Proficient Readers: Clarifying Conservation
- Students Acquiring English/ESL

RESOURCES

- PE, pp. 828–829
- PE, pp. 828–829
- TE, p. 828 Time Line Discussion
- PE, p. 829
- PE, p. 830
- PE, pp. 830–833
- Unit 7 In-Depth Resources: Guided Reading, p. 22
- Building Vocabulary, p. 26
- TE, pp. 830, 832
- PE, p. 830
- PE, p. 831
- PE, p. 832
- PE, p. 833
- TE, p. 831
- TE, p. 832
- TE, p. 831
- Reading Study Guide, pp. 247–248
- Access for Students Acquiring English, p. 263
- Spanish Reading Study Guide, pp. 247–248
Lesson Plan for A Conservative Movement Emerges  continued

Integrate Technology

- Electronic Teacher Tools
- Test Generator
- America’s Music CD
- Using the Internet

Assess & Reteach

- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

Homework Assignments

Other Teaching Materials

Resources

- Section 1 Quiz
- classzone.com
- PE, p. 833
- Formal Assessment, p. 454
- TE, p. 833
- Unit 7 In-Depth Resources, p. 28
 Conservative Policies Under Reagan and Bush

Section 2 Objectives
1. Summarize Reagan’s economic programs.
2. Describe the changes that occurred in the makeup and decisions of the Supreme Court.
3. Identify results of deregulation of the savings and loan industry and of cutting the budget of the Environmental Protection Agency.

Focus & Motivate
___ Discuss Main Idea and Terms & Names

Instruct
___ Read the section
___ Discuss key questions
___ Economic Background: The “Trickle-Down” Theory
___ Tracing Themes
___ More About: The Laffer Curve
___ Skillbuilder Lesson: Analyzing Political Cartoons

___ Historical Spotlight: An Assassination Attempt
___ Primary Sources: Political Cartoon; from Ronald Reagan’s Farewell Address
___ Connections Across Time
___ Critical Thinking: The Conservative 1980s; Theory of Supply-Side Economics

Cross-Curricular Links
___ Literature: from The Bonfire of the Vanities

RESOURCES

☐ PE, p. 834
☐ PE, pp. 834–838
☐ Unit 7 In-Depth Resources: Guided Reading, p. 23
☐ Building Vocabulary, p. 26
☐ TE, pp. 834, 836, 837
☐ PE, p. 835
☐ PE, p. 836
☐ TE, p. 835
☐ TE, p. 836
☐ Unit 7 In-Depth Resources: Skillbuilder Practice, p. 27
☐ PE, p. 837
☐ Unit 7 In-Depth Resources, pp. 36–37
☐ PE, p. 838
☐ Critical Thinking Transparencies CT33, CT67
☐ Unit 7 In-Depth Resources, pp. 40–41
Lesson Plan for Conservative Policies Under Reagan and Bush  continued

### Differentiating Instruction
- Less Proficient Readers: Charting Reaganomics
- Students Acquiring English/ESL:

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### Assess & Reteach
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

### Block Scheduling Options
- Cooperative Learning: Researching Supreme Court Cases

### Homework Assignments

### Other Teaching Materials

![Image](https://example.com/image.png)
### Social Concerns in the 1980s

#### Section 3 Objectives

1. Identify national concerns about education, drug use, health issues, and urban problems.
2. Summarize political, economic, and social gains achieved by women.
3. Describe how conservative policies affected minority groups.

<table>
<thead>
<tr>
<th>Focus &amp; Motivate</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss Main Idea and Terms &amp; Names</td>
<td>PE, p. 839</td>
</tr>
<tr>
<td>Instruct</td>
<td>PE, pp. 839–847</td>
</tr>
<tr>
<td>Read the section</td>
<td>Unit 7 In-Depth Resources: Guided Reading, p. 24</td>
</tr>
<tr>
<td>Discuss key questions</td>
<td>Building Vocabulary, p. 26</td>
</tr>
<tr>
<td>One American's Story: Trevor Ferrell</td>
<td>TE, pp. 839, 843, 846</td>
</tr>
<tr>
<td>Now &amp; Then: AIDS Worldwide</td>
<td>TE, p. 841</td>
</tr>
<tr>
<td>Difficult Decisions: Sending Money into Space</td>
<td>PE, p. 842</td>
</tr>
<tr>
<td>Connections Across Time</td>
<td>TE, pp. 840, 842, 843, 846</td>
</tr>
<tr>
<td>Chart: Women’s and Men’s Average Yearly Earnings in Selected Careers, 1982</td>
<td></td>
</tr>
<tr>
<td>More About: AIDS Memorial Quilt; Geraldine Ferraro; Jesse Jackson’s Campaign; Richmond v. J.A. Croson Company; Las Vegas; Nevada</td>
<td>TE, pp. 844, 845</td>
</tr>
<tr>
<td>Tracing Themes</td>
<td>TE, p. 844</td>
</tr>
<tr>
<td>Cooperative Learning: Minority Population Growth and Distribution</td>
<td>Integrated Assessment Book</td>
</tr>
<tr>
<td>Primary Source: Civil Rights in 1980s</td>
<td>Unit 7 In-Depth Resources, p. 38</td>
</tr>
<tr>
<td>Geography Spotlight: Sunbelt, Rustbelt, Ecotopia</td>
<td>PE, pp. 846–847</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross-Curricular Links</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography: Latino Population in the 1980s</td>
<td>Unit 7 In-Depth Resources, pp. 32–33</td>
</tr>
<tr>
<td>Literature: “Salvador Late or Early”</td>
<td>Unit 7 In-Depth Resources, p. 42</td>
</tr>
</tbody>
</table>
**Lesson Plan for Social Concern in the 1980s continued**

### Homework Assignments

- TE, pp. 840, 842
- Reading Study Guide, pp. 251–252
- TE, p. 843
- Access for Students Acquiring English, pp. 265, 268–269
- Spanish Reading Study Guide, pp. 251–252
- classzone.com

### Other Teaching Materials

- PE, p. 845
- Formal Assessment, p. 456
- TE, p. 845
- Unit 7 In-Depth Resources, p. 30

### Differentiating Instruction

- **Less Proficient Readers:** Outlining Social Issues; Identifying Main Ideas and Supporting Details
- **Students Acquiring English/ESL:** Understanding Vocabulary

### Integrate Technology

- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### Assess & Reteach

- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

### Block Scheduling Options

- Cooperative Learning: Developing a Plan for Better Schools

### RESOURCES

- TE, pp. 840, 842
- Reading Study Guide, pp. 251–252
- TE, p. 843
- Access for Students Acquiring English, pp. 265, 268–269
- Spanish Reading Study Guide, pp. 251–252
- classzone.com
CHAPTER 25 Section 4 (pages 848–855)

Foreign Policy After the Cold War

Section 4 Objectives
1. Identify changes in the Communist world that ended the Cold War.
3. Describe the events leading up to the Iran-Contra scandal.

Focus & Motivate
__Discuss Main Idea and Terms & Names

Instruct
__Read the section
__Discuss key questions
__One American’s Story: Colin Powell
__World Stage: Democratic Elections in Russia
__More About: Perestroika; Eastern Europe and the Treaty of Versailles; Tiananmen Square; Iran-Contra Affair; Persian Gulf War
__Map: Central America and the Caribbean, 1981–1992
__Point/Counterpoint
__Cooperative Learning: Gulf War Veterans, Experiences and Problems
__Primary Source: The First Day of Desert Storm
__American Lives: Daniel Inouye

RESOURCES
__PE, p. 848
__PE, pp. 848–855
__Unit 7 In-Depth Resources: Guided Reading, p. 25
__Building Vocabulary, p. 26
__TE, pp. 848, 851, 852
__PE, p. 848
__PE, p. 849
__TE, pp. 849, 850, 852, 853
__PE, p. 851
__PE, p. 853
__TE, p. 854
__Integrated Assessment Book
__Unit 7 In-Depth Resources, p. 39
__Unit 7 In-Depth Resources, p. 44
__TE, p. 852
__Integrated Assessment
__Geography Transparency GT33
__Humanities Transparency HT47

Cross-Curricular Links
__Government: The Iran-Contra Affair and the U.S. Constitution
__Humanities: “Jobs That May Be Lost”
Lesson Plan for Foreign Policy After the Cold War continued

**Differentiating Instruction**
- Less Proficient Readers: Locating Place Names on a Map
- Gifted and Talented Students: Nicaragua and the United States
- Students Acquiring English/ESL

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

**Assess & Reteach**
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 25 Assessment
- Chapter Test, Forms A, B, and C

**Block Scheduling Options**
- Cooperative Learning: Creating a Foreign Affairs Time Line
- Outline Map: U.S. Attention on the Middle East

**RESOURCES**
- TE, p. 849
- Reading Study Guide, pp. 253–254
- TE, p. 851
- Access for Students Acquiring English, pp. 266, 270–271
- Spanish Reading Study Guide, pp. 253–254
- Section 4 Quiz
- Chapter Test
- Jeane J. Kirkpatrick, from *The United States and the World: Setting Limits*, 1986
- classzone.com
- PE, p. 855
- Formal Assessment, p. 457
- TE, p. 855
- Unit 7 In-Depth Resources, p. 31
- PE, pp. 856–857
- Formal Assessment, pp. 458–469
- TE, p. 850
- Integrated Assessment Book
- Unit 7 In-Depth Resources, pp. 34–35

**Homework Assignments**
- 
- 
- 

**Other Teaching Materials**
- 
- 
- 

200 Chapter 25, Section 4
The 1990s and the New Millennium

Section 1 Objectives
1. Summarize the issues of the 1992 presidential campaign.
2. Describe Clinton’s stand on domestic issues.
3. Analyze Clinton’s approach to foreign policy.
4. Explain the political events surrounding Clinton’s impeachment trial.
5. Analyze the events of the 2000 election.
6. Describe the first months of the Bush administration.

RESOURCES

Introduce the Chapter
- Interpreting the Photograph: Walk for Hunger
- Chapter Time Line
- Interact with History

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- One American’s Story: Maya Angelou
- Key Player: Bill Clinton
- Map: Election of 2000
- Another Perspective: Nader and Third Party Impact
- More About: Hillary Rodham Clinton; Crime Rate; The Conflict in Kosovo; Opposition to NAFTA; Newt Gingrich; Impeachment; Bill Clinton; Elections and Accuracy; Election Controversy Fallout
- Cooperative Learning: Graphing Election Results
## Cross-Curricular Links

<table>
<thead>
<tr>
<th>Course</th>
<th>Resource Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics: School Policies</td>
<td>TE, p. 862, Integrated Assessment Book</td>
</tr>
<tr>
<td>Journalism: Examining Television News and Elections</td>
<td>TE, p. 866, Integrated Assessment Book</td>
</tr>
</tbody>
</table>

## Differentiating Instruction

<table>
<thead>
<tr>
<th>Type</th>
<th>Resource Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted and Talented Students: Researching the Roots of the Struggle in Yugoslavia</td>
<td>TE, p. 863</td>
</tr>
</tbody>
</table>

## Integrate Technology

<table>
<thead>
<tr>
<th>Technology</th>
<th>Resource Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Teacher Tools</td>
<td>Section 1 Quiz, Bill Clinton, from First Inaugural Address, 1993, classzone.com</td>
</tr>
<tr>
<td>Test Generator</td>
<td>PE, p. 868, Formal Assessment, p. 470, TE, p. 868, Unit 7 In-Depth Resources, p. 51</td>
</tr>
<tr>
<td>Electronic Library of Primary Sources</td>
<td>America’s Music CD, Using the Internet</td>
</tr>
<tr>
<td>America’s Music CD</td>
<td></td>
</tr>
<tr>
<td>Using the Internet</td>
<td></td>
</tr>
</tbody>
</table>

## Assess & Reteach

<table>
<thead>
<tr>
<th>Type</th>
<th>Resource Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1 Assessment</td>
<td>TE, p. 867, Integrated Assessment Book</td>
</tr>
<tr>
<td>Section 1 Quiz</td>
<td>Geography Transparency GT34</td>
</tr>
<tr>
<td>Reteaching Activity</td>
<td></td>
</tr>
</tbody>
</table>

## Block Scheduling Options

<table>
<thead>
<tr>
<th>Option</th>
<th>Resource Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link to Civics: Third Party Politics</td>
<td>TE, p. 867, Integrated Assessment Book</td>
</tr>
<tr>
<td>Geography: Percentage of Eligible Votes Cast, 1996 Presidential Election</td>
<td>Geography Transparency GT34</td>
</tr>
</tbody>
</table>

## Homework Assignments

- [ ]
- [ ]
- [ ]

## Other Teaching Materials

- [ ]
- [ ]
- [ ]
The New Global Economy

Section 2 Objectives
1. Describe changes in the American workplace.
2. Explain increased competition for domestic and international markets.

Focus & Motivate
- Discuss Main Idea and Terms & Names

Instruct
- Read the section
- Discuss key questions
- Economic Background: Greenspan and the Fed
- Chart: Persons Employed in Three Economic Sectors
- Map: World Trading Blocs, 2000
- American Literature: Women Writers Reflect American Diversity
- Tracing Themes
- More About: Decline of Manufacturing; International Competition; Nikki Giovanni; Amy Tan
- Primary Source: from The Road Ahead
- American Lives: Bill Gates

RESOURCES
- PE, p. 869
- PE, pp. 869–875
- Unit 7 In-Depth Resources: Guided Reading, p. 46
- Building Vocabulary, p. 49
- TE, pp. 869, 872, 875
- PE, p. 870
- PE, p. 871
- TE, p. 872
- PE, pp. 874–875
- TE, p. 870
- TE, pp. 871, 873–875
- Unit 7 In-Depth Resources, p. 59
- Unit 7 In-Depth Resources, p. 63

Cross-Curricular Links
- Economics: Analyzing Foreign Trade
- Geography: The U.S. Trade in Goods

- TE, p. 872
- Integrated Assessment Book
- Unit 7 In-Depth Resources, p. 55–56
### Differentiating Instruction
- Less Proficient Readers
- Students Acquiring English/ESL: Understanding Expressions

### Resources
- Reading Study Guide, pp. 259–260
- TE, p. 870
- Access for Students Acquiring English, pp. 275, 279–280
- Spanish Reading Study Guide, pp. 259–260

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- America’s Music CD
- Using the Internet

### Assess & Reteach
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

### Block Scheduling Options
- Cooperative Learning: Examining Job Availability

### Homework Assignments
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

### Other Teaching Materials
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

---

Copyright © McDougal Littell Inc.
Technology and Modern Life

Section 3 Objectives
1. Describe the explosive growth of communications technology and subsequent industry regulations.
2. Identify the specific application of technological advances.

Focus & Motivate
__Discuss Main Idea and Terms & Names

RESOURCES
☐ PE, p. 876

Instruct
__Read the section

___Discuss key questions
__One American’s Story: Rudy Garcia-Tolson
__Analyzing Political Cartoons: “Vacation, 2000”
__Science & Technology: Alternative Cars
__More About: Internet Access; Telecommunications Act of 1996; Virtual Reality; Dr. Ellen Ochoa; Genetic Engineering; Hybrid Cars
__Tracing Themes

☐ PE, pp. 876–881
☐ Unit 7 In-Depth Resources: Guided Reading, p. 47
☐ Building Vocabulary, p. 49
☐ TE, pp. 876, 878
☐ PE, p. 876
☐ PE, p. 877
☐ PE, p. 881
☐ TE, pp. 877–881
☐ TE, p. 880

Cross-Curricular Links
__Science: Analyzing Advances in Science and Medicine

☐ TE, p. 878
☐ Integrated Assessment Book

Differentiating Instruction
__Less Proficient Readers: Outlining
__Gifted and Talented Students: Researching the Human Genome
__Students Acquiring English/ESL

☐ TE, p. 877
☐ Reading Study Guide, pp. 261–262
☐ TE, p. 879
☐ Integrated Assessment Book
☐ Access for Students Acquiring English, p. 276
☐ Spanish Reading Study Guide, pp. 261–262
Lesson Plan for Technology and Modern Life  continued

**Integrate Technology**
- Electronic Teacher Tools
  - Test Generator
  - Electronic Library of Primary Sources
  - America’s Music CD
  - Using the Internet

**Assess & Reteach**
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

**Block Scheduling Options**
- Cooperative Learning: Analyzing the Digital World

**Homework Assignments**

**Other Teaching Materials**

- Section 3 Quiz
- Nicholas Negroponte, from *Being Digital*, 1995
- classzone.com
- PE, p. 881
- Formal Assessment, p. 472
- TE, p. 881
- Unit 7 In-Depth Resources, p. 53
- TE, p. 880
CHAPTER 26  Section 4 (pages 882–889)  

Lesson Plan

The Changing Face of America

Section 4 Objectives
1. Identify causes of urban flight.
2. Analyze the impact of the aging of America.
3. Explain challenges and opportunities Americans may face in the 21st century.

RESOURCES

Focus & Motivate
_ Discuss Main Idea and Terms & Names

Instruct
_ Read the section
_ Discuss key questions
_ One American’s Story: Antonia Hernandez
_ History Through Architecture: Rebuilding the Riverfronts
_ Graph: The Graying of America, 1990–2030
_ Map: Change in U.S. Immigration, 2000
_ Tracing Themes
_ More About: Gentrification; Senior Power; Proposition 187; Anti-Immigration Feelings; Vietnamese Refugees
_ Tracing Themes: Immigration and Migration
_ Skillbuilder Lesson: Hypothesizing
_ Primary Source: Road Sign
_ American Lives: Wilma Mankiller

Cross-Curricular Links
_ Geography: Mapping the Immigrant Population
_ Civics: Conducting an Immigration Debate

Name ___________________________ Date ___________________________
### Differentiating Instruction
- Less Proficient Readers
- Students Acquiring English/ESL

### RESOURCES
- Reading Study Guide, pp. 263–264
- Access for Students Acquiring English, pp. 277, 278
- Spanish Reading Study Guide, pp. 263–264

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet

### RESOURCES
- Section 4 Quiz
- Chapter Test
- Studs Terke, from *My American Century*, 1997
- classzone.com

### Assess & Reteach
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity

### RESOURCES
- PE, p. 887
- Formal Assessment, p. 473
- TE, p. 887
- Unit 7 In-Depth Resources, p. 54
- PE, pp. 890–891
- Formal Assessment, pp. 474–491

### Block Scheduling Options
- Cooperative Learning: Predicting Local Demographic Changes
- Humanities: “This Isn’t Exactly the Sort of Active Retirement I Hoped For…”

### RESOURCES
- TE, p. 883
- Humanities Transparency HT48

### Homework Assignments
- 
- 
- 
- 
- 

### Other Teaching Materials
- 
- 
- 
- 
- 

---

Copyright © McDougal Littell Inc.