

Contemporary's American History 1: Before 1865  
 McGraw Hill Wright Group 2006  
 Alignment to Arizona Social Studies Standards  
 Strand 1: American History

**Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Text Page #	Grade 6	Text Page #	Grade 7
	<b>PO 1.</b> Construct charts, graphs, and narratives using historical data.		<b>PO 1.</b> Construct charts, graphs, and narratives using historical data.
	<b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.		<b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.
	<b>PO 3.</b> Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).		<b>PO 3.</b> Construct timelines (e.g., presidents/world leaders, key events, people.)
	<b>PO 4.</b> Formulate questions that can be answered by historical study and research.		<b>PO 4.</b> Formulate questions that can be answered by historical study and research.
	<b>PO 5.</b> Describe the difference between primary and secondary sources.		<b>PO 5.</b> Describe the relationship between a primary source document and a secondary source document.
	<b>PO 6.</b> Determine the credibility and bias of primary and secondary sources.		<b>PO 6.</b> Determine the credibility and bias of primary and secondary sources.

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	<b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.		<b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.
6	<b>PO 8.</b> Describe how archaeological research adds to our understanding of the past.		<b>PO 8.</b> Describe two points of view on the same historical event.

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Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Text:	Grade 8
a)	<b>PO 1.</b> Construct charts, graphs, and narratives using historical data.
	<b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.
	<b>PO 3.</b> Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied.
	<b>PO 4.</b> Formulate questions that can be answered by historical study and

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<b>Text:</b>	<b>Grade 8</b>
	<i>research.</i>
	<b>PO 5.</b> Describe the difference between a primary source document and a secondary source document and the relationships between them.
	<b>PO 6.</b> <i>Determine the credibility and bias of primary and secondary sources.</i>
	<b>PO 7.</b> <i>Analyze cause and effect relationships between and among individuals and/or historical events.</i>

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<b>Concept 2: Early Civilizations</b> The geographic, political, economic, and cultural characteristics of early civilizations made significant contributions to the later development of the United States.		<b>Pre 1500</b>	
<b>Text Page #</b>	<b>Grade 6</b>	<b>Text Page #</b>	<b>Grade 7</b>
<b>Early People &amp; Cultures, 2-19</b>	<b>PO 1.</b> Describe the characteristics of hunting and gathering societies in the Americas.		
<b>Early Farmers, 6</b>	<b>PO 2.</b> Describe how farming methods and domestication of animals led to the development of cultures and civilizations from hunting and gathering societies.		
<b>Map, 7</b> <b>Peoples of the Southwest, 16</b>	<b>PO 3.</b> Describe the cultures of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam: a. location, agriculture, housing, arts, and trade networks b. how these cultures adapted to and altered their environment		
<b>Early Peoples &amp; Cultures, 4-8</b> <b>Map, 7</b>	<b>PO 4.</b> Describe the Adena, Hopewell, and Mississippian mound-building cultures: a. location, agriculture, housing, arts, and trade networks		

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	b. how these cultures adapted to and altered their environment		
<b>Aztecs, 40</b>	<b>PO 5.</b> Describe the Mayan, Aztec, and Incan/Inkan civilizations: a. location, agriculture, housing, and trade networks b. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts) c. how these cultures adapted to and altered their environment		

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<b>Concept 4: Revolution &amp; a New Nation</b> The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.		<b>1700s – 1820</b>	
<b>Text, Page#</b>	<b>Grade 7</b>	<b>Text, Page#</b>	<b>Grade 8</b>
		<b>Conflict with Britain, 104 - 119</b> <b>The War for Independence, 121-137</b>	<b>(Note: The American Revolution was taught in Grade 5. The Foundations and Structure of American Government are taught in Grade 8, Strand 3.)</b> <b>PO 1.</b> Analyze the following events which led to the American Revolution: a. Tea Act b. Stamp Act c. Boston Massacre d. Intolerable Acts e. Declaration of Independence
		<b>Conflict with Britain, 104 - 119</b> <b>The War for Independence, 121-137</b>	<b>PO 2.</b> Describe the significance of key events of the Revolutionary War: a. major battles (e.g., Lexington, Saratoga, Trenton) b. aid from France c. surrender at Yorktown
		<b>Franklin, Benjamin, 98-151</b> <b>Jefferson, Thomas, 127-128</b> <b>Washington, George, 132</b> <b>Henry, Patrick, 117</b> <b>Paine, Thomas, 126-127</b> <b>King George III, 120, 127</b>	<b>PO 3.</b> Describe the impact of the following key individuals on the Revolutionary War: a. Benjamin Franklin b. Thomas Jefferson c. George Washington d. Patrick Henry

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			e. Thomas Paine f. King George III
		<b>Declaration of Independence, 127-128</b> <b>Articles of Confederation, 136,140</b> <b>Constitution, 139</b> <b>Bill of Rights, 140,160</b>	<b>PO 4.</b> Describe the significance of the following documents: a. Declaration of Independence b. Articles of Confederation c. Constitution d. Bill of Rights
		<b>Jefferson, Thomas, 127-128</b> <b>Madison, James, 144, 175</b> <b>Adams, John, 117, 127, 129</b> <b>Franklin, Benjamin, 98, 151</b>	<b>PO 5.</b> Explain the influence of the following individuals in the establishment of a new government: a. Thomas Jefferson b. James Madison c. John Adams d. Benjamin Franklin
		<b>Constitutional Convention, 136. 147-149</b> <b>Washington, George, 132</b> <b>Federalists, 149</b> <b>Whigs, 301</b> <b>Democratic-Republicans, 225</b>	<b>PO 6.</b> Describe how one nation evolved from thirteen colonies: a. Constitutional Convention b. George Washington's presidency c. creation of political parties (e.g., Federalists, Whigs, Democratic-Republicans)

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<b>Concept 6: Civil War &amp; Reconstruction</b> Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.			<b>1850 – 1877</b>
<b>Text</b>	<b>Grade 6</b>		<b>Grade 7</b>
(Note: The Civil War was introduced in Grade 3 and the Civil War in Arizona was taught in Grade 4.)		<b>Events leading to Civil War, 292-293</b> <b>Abolitionists, 233, 253, 254</b> <b>Railroad in Civil War, 317</b> <b>North vs. South, 325</b> <b>Statehood for Missouri, 221</b> <b>Missouri Compromise, 286, 300</b> <b>Dred Scott Decision, 304</b> <b>Kansas-Nebraska Act, 299-301</b>	<b>(Note: The Civil War was introduced in Grade 5.)</b> <b>PO 1.</b> Analyze the factors leading to the Civil War: a. role of abolitionists Railroad and Underground b. Sectionalism and States' Rights c. Westward expansion d. Missouri and 1850 Compromises e. Dred Scott Decision f. Kansas-Nebraska Act
		<b>Frontlines in Civil War, 316</b> <b>Gettysburg, Battle of, 321</b> <b>Antietam, Battle of, 313</b> <b>Vicksburg, Battle of 321</b> <b>Bull Run, Battle of 312-313</b> <b>Emancipation Proclamation, 320</b> <b>Sherman's March, 322</b> <b>Appomattox Court House,</b>	<b>PO 2.</b> Determine the significance of the following events of the Civil War: a. firing on Fort Sumter b. major battles – Bull Run, Antietam, Vicksburg, Gettysburg c. enactment of the Emancipation Proclamation d. Sherman's march

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<b>Text</b>	<b>Grade 6</b>		<b>Grade 7</b>
		Lee's surrender at, 322-323	e. surrender at Appomattox
		Lincoln, Abraham, 292 Debates with Douglas, 304 Election of 1860, 306 Election of 1864, 321-322 Davis, Jefferson, 311-312 Lee, Robert E. 313-321 Grant, Ulysses S., 313, 314, 320 Tecumseh, 178, 196 African Americans during Civil War, 320 Cumming, Kate, 315	<b>PO 3.</b> Describe significance of the following individuals or groups in the Civil War: a. political leaders (i.e., Abraham Lincoln, Jefferson Davis) b. military leaders (e.g., Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, Thomas "Stonewall" Jackson) c. role of African-Americans d. role of Women
		Homefront of Civil War, 318-319 Casualties of Civil War, 310, 323 Front lines of Civil War, 316 Emancipation of Slaves, 320 Railroads in Civil War, 317 Industry during Civil War,	<b>PO 4.</b> Analyze the impact of the Civil War on the following personal, social, and economic aspects of American life: a. Americans fighting Americans b. high casualties caused by disease and the type of warfare

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		317-319	<ul style="list-style-type: none"> <li>c. widespread destruction of American property</li> <li>d. change in status of freed slaves</li> <li>e. value of railroads and industry</li> </ul>
		<i>*see Contemporary's American History 2: After 1865</i>	<b>PO 5.</b> Describe the impact of various events and movements that influenced Reconstruction: <ul style="list-style-type: none"> <li>a. Lincoln's assassination</li> <li>b. Ku Klux Klan and the development of Jim Crow laws</li> <li>c. Freedmen's Bureau</li> <li>d. Civil War Constitutional Amendments</li> <li>e. industrialization</li> </ul>
		<i>*see Contemporary's American History 2: After 1865</i>	<b>PO 6.</b> Describe the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.