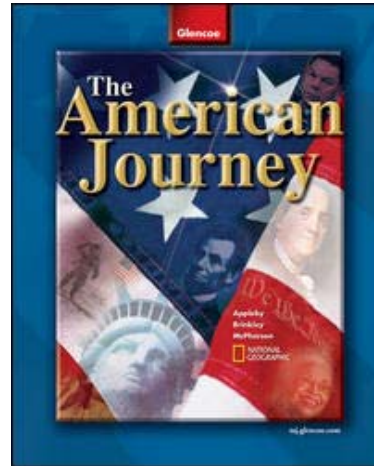
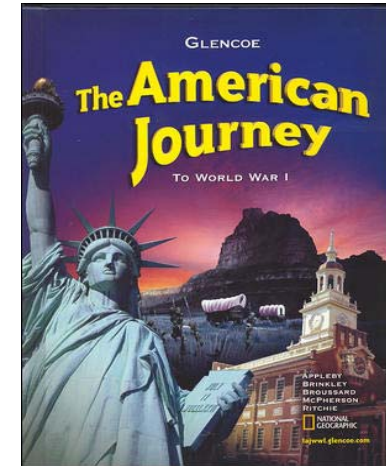


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**American  
Journey**  
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Journey**  
TO WORLD WAR I  
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STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<p><b>Civics-Government Standard:</b> The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.</p> <p><b>Benchmark 1:</b> The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.</p>		

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
The student:		
1. (K) understands the difference between criminal and civil law as it applies to individual <i>citizens</i> (e.g., criminal: felony, misdemeanor, crimes against people, crimes against property, white-collar crimes, victimless crimes; civil: contracts, property settlements, child custody).	<b>Student Edition:</b> 228, 244, 998, 1000 <b>Teacher Wraparound Edition:</b> EC 247	<b>Student Edition:</b> 233, 237, 311, 413
2. ▲(A) compares how juveniles and adults are treated differently under law (e.g., due process, trial, age restrictions, punishment, rehabilitation, <i>diversion</i> )	<b>Student Edition:</b> 228, 1000 <b>Teacher Wraparound Edition:</b> BR 228	<b>Student Edition:</b> 235-236
3. (A) evaluates the importance of the <i>rule of law</i> in protecting individual <i>rights</i> and promoting the <i>common good</i> .	<b>Student Edition:</b> 228, 229, 244, 245, 247, 447, 506, 999 <b>Teacher Wraparound Edition:</b> BR 228; CLA 229; CTA 245	<b>Student Edition:</b> 99, 100, 223, 235-236

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<b>Benchmark 2:</b> The student understands the shared ideals and diversity of American society and political culture.		
The student:		
1. ▲ (K) defines the <i>rights</i> guaranteed, granted, and protected by the <i>Kansas Constitution</i> and its amendments.	<p>The following references list rights provided by the U.S. Constitution, and may be applicable to the Kansas Constitution.</p> <p><b>Student Edition:</b> 228-230 <i>Citizenship Cooperative Activity</i> 159, 231 #15, 275 <i>Alternative Assessment</i> 231 #17</p> <p><b>Teacher Wraparound Edition:</b> BR 228; C 230; CLA 229; T 229</p>	<p>The following references list rights provided by the U.S. Constitution, and may be applicable to the Kansas Constitution.</p> <p><b>Student Edition:</b> 179, 235-236 <i>Critical Thinking</i> 239 #3</p> <p><b>Teacher Wraparound Edition:</b> C 239; T 235; UA 236</p>
<b>Benchmark 3:</b> The student understands how the United States Constitution allocates power and responsibility in the government.		
The student:		
1. (K) explains the three branches of Kansas <i>government</i> .	<p>The following references are for the U.S. government and may be applicable to the Kansas government.</p> <p><b>Student Edition:</b> 208-210, 223-227 <i>Chart</i> 224 <i>Critical Thinking</i> 227 #4 <i>Reviewing Themes</i> 227</p> <p><b>Teacher Wraparound Edition:</b> BR 223; C 227; CC 225; T 224</p>	<p>The following references are for the U.S. government and may be applicable to the Kansas government.</p> <p><b>Student Edition:</b> 205, 227-231, 233</p> <p><b>Teacher Wraparound Edition:</b> RS 205, 230</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
2. (K) explains how authority and <i>responsibility</i> are balanced and divided between national and state governments in a federal system (e.g., federal: postage regulation, coinage of money, federal highways, national defense; state: state highways, state parks, education).	<p><b>Student Edition:</b> 208-209, 219, 223-227, 238, 241-242, 245, 260, 322-323 <i>Chart</i> 219</p> <p><b>Teacher Wraparound Edition:</b> CC 20; RS 220</p>	<p><b>Student Edition:</b> 233, 257-258, 261, 450, 811</p>
3. (K) explains why separation of powers and a system of checks and balances are important to limit government.	<p><b>Student Edition:</b> 210-211, 219-220 <i>Chart</i> 218, 223 <i>Critical Thinking</i> 231 #14 <i>Reviewing Themes</i> 213 <i>Standardized Test Practice</i> 231</p> <p><b>Teacher Wraparound Edition:</b> C 222; CLA 218</p>	<p><b>Student Edition:</b> 221-223 <i>Chart</i> 221, 228 <i>Critical Thinking</i> 225 #3, #6</p> <p><b>Teacher Wraparound Edition:</b> CT 221 UA 223</p>
4. (K) describes how <i>citizens</i> , legislators, and interest groups are involved in a bill becoming a law at the state level.	<p><b>Student Edition:</b> 223-225, 230 <i>Analyzing Visuals</i> 227 <i>Chart</i> 224 <i>Citizenship Cooperative Activity</i> 95, 189 <i>Critical Thinking</i> 226 #5, 231 #12</p> <p><b>Teacher Wraparound Edition:</b> C 227</p>	<p><b>Student Edition:</b> 228 <i>Chart</i> 229</p> <p><b>Teacher Wraparound Edition:</b> C 233</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<b>Benchmark 4:</b> The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.		
The student:		
1. (A) designs, researches and completes a civic project related to a public issue at the state or local level (e.g., designs and carries out a civic-oriented project).	<b>Student Edition:</b> <i>Skillbuilder</i> 206, 340, 429, 484, 521, 655, 682, 781, 827, 861, 909 <b>Teacher Wraparound Edition:</b> T 206, 340, 429, 484, 521, 655, 682, 781, 827, 861, 909	The following references are for any type of research project, and may be used for civics projects. <b>Student Edition:</b> <i>Skillbuilder</i> 823, 827, 828, 830, 831, 832, 835, 836 <b>Teacher Wraparound Edition:</b> T 823, 827, 828, 830, 831, 832, 835, 836
2. (K) knows various procedures for contacting appropriate representatives for the purpose of expressing ideas or asking for help at the state or local level (e.g., public hearing, open meeting, phone, email, letter, personal interview).	<b>Student Edition:</b> 230 <i>Citizenship Cooperative Activity</i> 353, 409, 523	<b>Student Edition:</b> 238-239 <i>Building Citizenship</i> 245 #17 <i>Critical Thinking</i> 239 #5
<b>Benchmark 5:</b> The student understands various systems of governments and how nations and international organizations interact.		
The student:		
1. (K) recognizes that cities are formed through a process of <i>incorporation</i> , establishing boundaries, creating a <i>government</i> , levying taxes.	<b>Student Edition:</b> 23-25, 590-595 <b>Teacher Wraparound Edition:</b> C 595; CL 591	<b>Student Edition:</b> 387, 398, 751-752 <i>Linking Past &amp; Present</i> 237 <b>Teacher Wraparound Edition:</b> CT 23; SP 398; UA 751

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
2. (K) identifies the types of local government (e.g., cities, townships, counties)	<b>Student Edition:</b> 193-197, 610-611 <i>Analyzing Visuals</i> 614 <i>Cartoon</i> 611 <i>Why It Matters</i> 194-195 <b>Teacher Wraparound Edition:</b> F 610; RS 193	<b>Student Edition:</b> 179, 450 <i>Linking Past and Present</i> 237 <b>Teacher Wraparound Edition:</b> CT 237; CT 237
3. ▲(K) identifies the <i>goods</i> and <i>services</i> provided by local government in the <i>community</i> (e.g., education, health agency, fire department, police, care for local community property, parks and recreation).	<b>Student Edition:</b> 407, 413-415, 512, 598, 600, 734 <i>Reviewing Themes</i> 512 <i>What Life Was Like</i> 414, 598-599 <b>Teacher Wraparound Edition:</b> C 415; RS 601	<b>Student Edition:</b> 758-759, 811 <i>The Way It Was</i> 758-759
4. (A) researches the roles of people who make up local government (e.g., police, mayor/city manager, county commissioner, city council members, school board members).	<b>Student Edition:</b> 610-611 <i>Analyzing Visuals</i> 614 <i>Cartoon</i> 611 <b>Teacher Wraparound Edition:</b> C 614; RS 611	<b>Student Edition:</b> 765-766 <b>Teacher Wraparound Edition:</b> CT 765
5. (K) understands the role of school boards.	This standard can be met during teacher/class discussion specific to the role of school boards.	This standard can be met during teacher/class discussion specific to the role of school boards.

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<b>Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.</b>		
<b>Benchmark 1: The student understands how limited resources require choices.</b>		
The student:		
1. (K) identifies substitutes and <i>complements</i> for selected <i>goods</i> and <i>services</i> (e.g., substitutes: sod houses vs. wood houses, wagons vs. railroads; complements: trains and rails, wagons and wheels).	<b>Student Edition:</b> 72-73, 101-102, 306-311, 386-387, 389-390, 538-539, 558-559 <i>Economic Activity</i> 409 <b>Teacher Wraparound Edition:</b> C 390; CLA 307; DI 558; ICA 103; RS 310, 387; T 387	<b>Student Edition:</b> 385, 389, 669, 678, 710-711, 716-717 <i>Critical Thinking</i> 387 #4 <i>Technology and History</i> 314, 390, 424 <b>Teacher Wraparound Edition:</b> RS 669; UA 384
2. (K) explains that how people choose to use <i>resources</i> has both present and future consequences.	<b>Student Edition:</b> 74-75 <i>Fact Fiction Folklore</i> 393 <i>Geography &amp; History</i> 74-75, 626-627, 740-741 <b>Teacher Wraparound Edition:</b> C 75, 627; F 626, 740; T 74	<b>Student Edition:</b> 668, 805 <i>Geography &amp; History</i> 488-489, 772-773 <b>Teacher Wraparound Edition:</b> C 489, 773; CT 503, 805; F 488
<b>Benchmark 2: The student understands how the market economy works in the United States.</b>		
The student:		
1. (A) - (\$) analyzes the impact of <i>inflation</i> or <i>deflation</i> on the value of money and people's purchasing power (e.g., cattle towns, mining towns, time of "boom", time of <i>depression</i> ).	<b>Student Edition:</b> 483, 515, 529, 534-536, 796-797, 902, 908 <i>Critical Thinking</i> 532 #4 <b>Teacher Wraparound Edition:</b> T 529, 797	<b>Student Edition:</b> 194, 460, 503, 603, 668, 674 <b>Teacher Wraparound Edition:</b> RS 194, 460, 603; WS 668

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<p><b>Benchmark 3:</b> The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.</p>		
The student:		
<p>1. ▲ (A) describes examples of factors that might influence <i>international trade</i> (e.g., United States <i>economic sanctions</i>, weather, <i>exchange rates</i>, war, boycotts, <i>embargos</i>).</p>	<p><b>Student Edition:</b> 288-291, 639, 641, 647, 672-673, 677-678, 755 <i>Geography &amp; History</i> 934-935 <i>Graph</i> 289 <b>Teacher Wraparound Edition:</b> C 641, 648; F 934</p>	<p><b>Student Edition:</b> 95-96, 126, 131, 136, 194, 340 <b>Teacher Wraparound Edition:</b> CT 340; RS 136, 340</p>
<p>2. (K) explains the <i>costs</i> and <i>benefits</i> of <i>trade</i> between people across nations (e.g., job loss vs. cheaper prices, environmental costs vs. wider selection of <i>goods</i> and <i>services</i>).</p>	<p><b>Student Edition:</b> 288-291, 639, 641, 647, 672-673, 677-678, 755 <i>Geography &amp; History</i> 934-935 <i>Graph</i> 289 <b>Teacher Wraparound Edition:</b> C 641, 648; F 934</p>	<p><b>Student Edition:</b> 95-96, 126, 131, 136, 194, 340 <b>Teacher Wraparound Edition:</b> CT 340; RS 136, 340</p>
<p>3. (A) gives examples of factors that might influence international trade (e.g., United States economic sanctions, weather, exchange rate, war, boycotts, embargos).</p>	<p><b>Student Edition:</b> 288-291, 639, 641, 647, 672-673, 677-678, 755 <i>Geography &amp; History</i> 934-935 <i>Graph</i> 289 <b>Teacher Wraparound Edition:</b> C 641, 648; F 934</p>	<p><b>Student Edition:</b> 95-96, 126, 131, 136, 194, 340 <b>Teacher Wraparound Edition:</b> CT 340; RS 136, 340</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
4. (A) gives examples of how <i>tariffs, quotas,</i> and other <i>trade barriers</i> affect <i>consumers</i> and the prices of goods (e.g., a country fearful of purchasing Kansas beef for fear of disease, tariffs on Kansas wheat).	<b>Student Edition:</b> 290, 323, 324, 612, 622, 624, 645, 706	<b>Student Edition:</b> 95, 282, 284, 340, 450, 537, 766 <b>Teacher Wraparound Edition:</b> CT 340; MSP 537, RS 282, 537
<b>Benchmark 4:</b> The student analyzes the role of the government in the economy.		
The student:		
1. (K) identifies <i>goods</i> and <i>services</i> provided by local, state, and national <i>governments</i> (e.g., transportation, education, defense).	<b>Student Edition:</b> 407, 413-415, 512, 598, 600, 734 <i>Reviewing Themes</i> 512 <i>What Life Was Like</i> 414, 598-599 <b>Teacher Wraparound Edition:</b> C 415, RS 601	<b>Student Edition:</b> 389, 669-670, 758-759, 760, 810-811 <i>The Way It Was</i> 758-759 <b>Teacher Wraparound Edition:</b> MSP 759; RS 669; TH 669
2. (A) examines relationship between local and state <i>revenues</i> and <i>expenditures</i> (e.g., school bonds, sales tax, property tax, teacher salaries, curbs and gutters, police force).	<b>Student Edition:</b> 184, 248, 324-325, 483, 550, 551, 622, 744, 745, 746, 943-944 <i>Critical Thinking</i> 483 #5 <b>Teacher Wraparound Edition:</b> C 745; ICA 745	<b>Student Edition:</b> 812-813 <i>The Way It Was</i> 758-759 <b>Teacher Wraparound Edition:</b> CT 813; F 812; MAP 812; RS 813; SP 812
<b>Benchmark 5:</b> The student makes effective decisions as a consumer, producer, saver, investor, and citizen.		
The student:		
1. ▲ (A) - (\$) compares the <i>benefits</i> and <i>costs</i> of <i>spending, saving, or borrowing</i> decisions based on information about products and <i>services</i> .	<b>Student Edition:</b> 311, 824 <b>Teacher Wraparound Edition:</b> RS 825	<b>Student Edition:</b> 91, 93, 719 <b>Teacher Wraparound Edition:</b> RS 719; T 719

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
2. (K) explains how an individual's <i>income</i> will differ in the labor <i>market</i> depending on <i>supply</i> of and <i>demand</i> for his/her <i>human capital</i> (e.g., skills, abilities, and/or education level).	<b>Student Edition:</b> 392-393, 395, 573 <b>Teacher Wraparound Edition:</b> DYK 393; ICA 309; RS 392	<b>Student Edition:</b> 728, 807, 808, 809, 811 <b>Teacher Wraparound Edition:</b> SP 811, WS 725
<b>Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.</b>		
<b>Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.</b>		
The student:		
1. (K) locates major political and <i>physical features</i> of Earth from memory and describes the <i>relative location</i> of those features (e.g., see Appendix 2 for list of items).	<b>Student Edition:</b> RA2-RA13 <i>Practicing Skills</i> 35, 553 <i>Skillbuilder</i> 27, 533 <b>Teacher Wraparound Edition:</b> T 27, 533	<b>Student Edition:</b> 26-35, 39, 42, 54 <b>Teacher Wraparound Edition:</b> MSP 42; RS 42; UA 39
2. (A) develops and uses different kinds of maps, globes, graphs, charts, <i>databases</i> , and models.	<b>Student Edition:</b> RA2-RA13, 4-5 <i>Skillbuilder</i> 27, 81, 169, 273, 361, 396, 533, 560, 596 <b>Teacher Wraparound Edition:</b> CLA 5; DI 4; T 27, 81, 169, 273, 361, 396, 533, 560, 596	<b>Student Edition:</b> 41-45 <i>Chart</i> 181, 222 <i>Graph</i> 340, 572 <i>Skillbuilder</i> 825 <b>Teacher Wraparound Edition:</b> CT 44; MSP 42, 45; RS 43

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
3. (A) uses <i>mental maps</i> of Kansas to answer questions about the <i>location</i> of physical and human features (e.g., drier in the West; major rivers; population centers; major cities: Topeka, Wichita, Hays, Dodge City, Kansas City; major interstates and highways: I-70, US 56).	<b>Student Edition:</b> <i>Applying the Skill</i> 27 <i>Interdisciplinary Activity</i> 532 <b>Teacher Wraparound Edition:</b> CLA 1, 44	<b>Student Edition:</b> 42 <b>Teacher Wraparound Edition:</b> C 59; MSP 42; RS 42
4. (A) selects and explains reasons for using different <i>geographic tools</i> , graphic representation, and/or technologies to analyze selected geographic problems (e.g., <i>map projections</i> , aerial photographs, <i>satellite images</i> , <i>geographic information systems</i> ).	<b>Student Edition:</b> 4-5 <i>Skillbuilder</i> 169, 533, 560 <b>Teacher Wraparound Edition:</b> GH 5; T 169, 533, 560	<b>Student Edition:</b> 44-45, 54, 58-59 <b>Teacher Wraparound Edition:</b> CT 44; EC 54, 55; MSP 45
5. (A) uses geographic tools, graphic representation, and/or technologies to pose and answer questions about past and present <i>spatial distributions</i> and patterns (e.g., mountain ranges, river systems, field patterns, settlements, transportation routes).	<b>Student Edition:</b> <i>Applying the Skill</i> 169, 533, 560 <i>National Geographic</i> 18, 72, 310 <i>Practicing Skills</i> 189, 553, 577 <b>Teacher Wraparound Edition:</b> T 169, 533, 560	<b>Student Edition:</b> 43-45, 54-59 <i>National Geographic</i> 119, 341, 710 <b>Teacher Wraparound Edition:</b> CT 341; SP 45, 54, 56, 59

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<b>Benchmark 2: Places and Regions:</b> The student analyzes the human and physical features that give places and regions their distinctive character.		
The student:		
1. (A) identifies and compares the physical characteristics of world <i>regions</i> (e.g., <i>locations</i> , landscape, climate, vegetation, <i>resources</i> ).	<b>Student Edition:</b> 3, 307-308, 397-399, 538, 736-737 <i>Critical Thinking</i> 400 #5 <b>Teacher Wraparound Edition:</b> EC 3; GH 2	<b>Student Edition:</b> 39, 57 <i>Graph</i> 572 <i>National Geographic</i> 43 <b>Teacher Wraparound Edition:</b> A 57; C 57; CT 57; DYK 40; SP 39, 43
2. (A) identifies and compares the human characteristics of world regions (e.g., people, <i>religion</i> , language, customs, <i>government</i> , agriculture, industry, architecture, arts, education).	<b>Student Edition:</b> 391-395, 401-407, 534-539, 542-543 <b>Teacher Wraparound Edition:</b> CLA 402, 535, 543; EC 406; ICA 404; RS 392; T 402	<b>Student Edition:</b> 40, 55-56, 107, 121, 123, 13, 325, 433-434, 754-755 <b>Teacher Wraparound Edition:</b> C 107; CT 121; RS 123; SP 40
3. (K) identifies and explains how Kansas, United States, and world regions are interdependent (e.g., through <i>trade</i> , <i>diffusion</i> of ideas, human <i>migration</i> , international conflicts and cooperation).	<b>Student Edition:</b> 288-289, 357-358, 639, 677-678, 997-998 <b>Teacher Wraparound Edition:</b> T 678	<b>Student Edition:</b> 126, 194, 340, 641, 751, 794-795 <b>Teacher Wraparound Edition:</b> CT 340, 751, 794; SP 39; WS 795
4. ▲(K) identifies the various physical and human criteria that can be used to define a region (e.g., physical: mountain, coastal, climate; human: religion, ethnicity, language, economic, government).	<b>Student Edition:</b> 3, 307-308, 397-399, 538, 736-737 <i>Critical Thinking</i> 400 #5 <b>Teacher Wraparound Edition:</b> EC 3; GH 2	<b>Student Edition:</b> 39, 57 <i>Graph</i> 572 <i>National Geographic</i> 43 <b>Teacher Wraparound Edition:</b> A 57; C 57; CT 57; DYK 40; SP 39, 43

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
5. (K) identifies ways <i>technology or culture</i> has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development).	<b>Student Edition:</b> 308-311, 315-316, 318, 386-387, 389, 539, 562-563 <i>National Geographic</i> 388 <i>Why It Matters</i> 316-317, 562-563 <b>Teacher Wraparound Edition:</b> C 319; RS 310; T 387	<b>Student Edition:</b> 82, 426, 710-711, 713-717, 761, 807, 810 <i>History Makers</i> 578 <i>Technology &amp; History</i> 424 <b>Teacher Wraparound Edition:</b> CT 710; MSP 83, 423; RS 714
6. (A) explains the effects of a label on the image of a region (e.g., Tornado Alley, Sun Belt, The Great "American" Desert).	<b>Student Edition:</b> 322-324, 538, 922 <i>Interdisciplinary Activity</i> 327 <b>Teacher Wraparound Edition:</b> RS 325	<b>Student Edition:</b> 676, 678-679 <i>Critical Thinking</i> 679 #6 <b>Teacher Wraparound Edition:</b> C 679; DYK 676
<b>Benchmark 3: Physical Systems:</b> The student understands Earth's physical systems and how physical processes shape Earth's surface.		
The student:		
1. (K) explains how earth-sun relationships affect earth's <i>physical processes</i> and create physical patterns (e.g., latitude regions, climate <i>regions</i> , distribution of solar energy, ocean currents).	<b>Student Edition:</b> 2, 538 <i>National Geographic</i> 5	<b>Student Edition:</b> 39, 42 <i>National Geographic</i> 43
2. (K) explains patterns in the physical environment in terms of <i>physical processes</i> (e.g., tectonic plates, <i>glaciation</i> , erosion and deposition, <i>hydrologic cycle</i> , ocean and atmospheric circulation).	<b>Student Edition:</b> 2 <b>Teacher Wraparound Edition:</b> F 740	<b>Student Edition:</b> 39

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
3. (K) describes the characteristics of ecosystems in terms of their <i>biodiversity</i> (e.g., biodiversity: food chains, plant and animal communities; ecosystems: grasslands, temperate forests, tropical rainforests, deserts, tundra, wetlands, and marine environments).	<b>Student Edition:</b> 538, 736-747 <i>Geography &amp; History</i> 740-741 <b>Teacher Wraparound Edition:</b> F 740; RS 738	<b>Student Edition:</b> 67, 676, 678-679 <b>Teacher Wraparound Edition:</b> CT 57; MSP 678; RBI 678
4. (K) explains the challenges faced by ecosystems (e.g., effects of shifting cultivation, contamination of coastal waters, rainforest destruction, desertification, deforestation, overpopulation, natural disasters).	<b>Student Edition:</b> 538, 736-747 <i>Geography &amp; History</i> 740-741 <b>Teacher Wraparound Edition:</b> F 740; RS 738	<b>Student Edition:</b> 67, 676, 678-679 <b>Teacher Wraparound Edition:</b> CT 57; MSP 678; RBI 678
<b>Benchmark 4: Human Systems:</b> The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.		
The student:		
1. (A) describes and analyzes population characteristics through the use of demographic concepts (e.g., <i>population pyramids</i> , birth/death rates, population growth rates, <i>migration</i> patterns).	<b>Student Edition:</b> 79, 314-315, 319, 591 <i>Analyzing Visuals</i> 311, 595 <i>Geography &amp; History</i> 740-741 <i>Graph</i> 310, 591 <i>National Geographic</i> 18, 291, 310 <i>Skillbuilder</i> 81 <b>Teacher Wraparound Edition:</b> C 311; T 81, 740	<b>Student Edition:</b> 505 <i>Chart</i> 686 <i>Geography Skills</i> 734 <i>Graph</i> 428, 751, 803 <i>More About...</i> 399, 778 <i>National Geographic</i> 386 <b>Teacher Wraparound Edition:</b> SP 778; UA 386, 399, 686

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
2. (K) explains how the spread of cultural elements results in distinctive <i>cultural landscapes</i> (e.g., <i>religion</i> , language, customs, ethnic neighborhoods, foods).	<b>Student Edition:</b> 106, 394-395, 403-405, 546-547, 585, 586, 632-633 <b>Teacher Wraparound Edition:</b> C 587; CLA 402, 543; ICA 585	<b>Student Edition:</b> 745, 747 <i>Critical Thinking</i> 747 #5 <i>History Makers</i> 709 <b>Teacher Wraparound Edition:</b> CT 745; RS 745
3. ▲(K) identifies the geographic factors that influence world <i>trade</i> and <i>interdependence</i> (e.g., <i>location</i> advantage, <i>resource distribution</i> , labor cost, <i>technology</i> , trade networks and organizations).	<b>Student Edition:</b> 288-289, 335, 364, 566, 612 <i>Chart</i> 289 <b>Teacher Wraparound Edition:</b> C 614	<b>Student Edition:</b> 95-96, 126, 131, 136, 194, 340 <i>History Makers</i> 423 <b>Teacher Wraparound Edition:</b> CT 340; RS 136, 340
<b>Benchmark 5: Human-Environment Interactions:</b> The student understands the effects of interactions between human and physical systems.		
The student:		
1. ▲(K) identifies ways in which technologies have modified the physical environment of various world <i>cultures</i> (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow).	<b>Student Edition:</b> 315, 317-318, 387, 539, 595 <i>Technology &amp; History</i> 307, 399, 531 <i>Why It Matters</i> 316-317 <b>Teacher Wraparound Edition:</b> C 595; CLA 307; DI 316; ICA 537	<b>Student Edition:</b> 386, 389, 678-679, 756 <i>Critical Thinking</i> 756 #6 <i>What Did You Learn?</i> 679 #2 <b>Teacher Wraparound Edition:</b> DYK 389; RS 756
2. (K) describes the consequences of having or not having particular <i>resources</i> (e.g., resource movement and <i>consumption</i> , relationship between access to resources and living standards, relationship between competition for resources and world conflicts).	<b>Student Edition:</b> 726-727, 735-739, 753, 765-766 <b>Teacher Wraparound Edition:</b> C 728; DI 766	<b>Student Edition:</b> 387, 572-573, 678 <i>Graph</i> 572 <b>Teacher Wraparound Edition:</b> C 387; MSP 572; SP 572

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<b>Kansas, United States, and World History</b> <b>History Standard:</b> The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.		
<b>Benchmark 1:</b> The student understands individuals, groups, ideas, events, and developments during the period before settlement in pre-territorial Kansas (pre 1854).		
The student:		
1. (A) compares and contrasts nomadic and sedentary tribes in Kansas (e.g., food, housing, art, customs).	The following references cover the United States in general and may be applied to the State of Kansas. <b>Student Edition:</b> 16-19, 28-33 <i>National Geographic</i> 30, 31 <b>Teacher Wraparound Edition:</b> C 33; CLA 17, 29; ICA 30; T 29	See <i>The American Journey</i> © 2007.
2. (A) describes the social and economic impact of Spanish, French and American explorers and traders on the Indian tribes in Kansas.	The following references cover the United States in general and may be applied to the State of Kansas. <b>Student Edition:</b> 52-53, 55, 62 <i>America's Literature</i> 50 <i>More About...</i> 60 <b>Teacher Wraparound Edition:</b> C 55; EC 56; ICA 61; MA 60; RS 54; T 52	The following references cover the United States in general and may be applied to the State of Kansas. <b>Student Edition:</b> 86-88, 95-97 <i>Critical Thinking</i> 97 #4 <b>Teacher Wraparound Edition:</b> CT 86, 88; DYK 95; MSP 95; WS 96

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
3. (K) explains how Stephen H. Long’s classification of Kansas as the “Great American Desert” influenced later United States <i>government</i> policy on American Indian relocation.	<b>Student Edition:</b> 537-539, 542-547 <i>Critical Thinking</i> 547 #4-#5 <i>People in History</i> 546 <b>Teacher Wraparound Edition:</b> DI 544; RS 546	<b>Student Edition:</b> 329, 453-454, 463, 687, 689 <i>National Geographic</i> 454, 689
4. ▲(A) analyzes the impact of the Indian Removal Act of 1830 on the way of life for <i>emigrant</i> Indian tribes relocated to Kansas (e.g., loss of land and customary <i>resources</i> , disease and starvation, assimilation, inter-tribal conflict).	<b>Student Edition:</b> 342-345 <i>Critical Thinking</i> 345 #4-#5 <i>National Geographic</i> 342 <b>Teacher Wraparound Edition:</b> DI 345; ICA 344; RS 342	<b>Student Edition:</b> 453-455 <i>National Geographic</i> 454 <b>Teacher Wraparound Edition:</b> CT 565; WS 453
5. (K) describes the role of early Kansas forts in carrying out the United States government’s policies in regards to relocated Indian tribes and travel on the Santa Fe and Oregon-California trails (e.g., Fort Leavenworth, Fort Scott, Fort Larned, and Fort Riley).	<b>Student Edition:</b> 358, 359, 369-370, 371, 373, 376 <i>National Geographic</i> 372 <b>Teacher Wraparound Edition:</b> DI 358; T 370	<b>Student Edition:</b> <i>Biography</i> 677 <i>National Geographic</i> 454

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<p><b>Benchmark 2:</b> The student understands individuals, groups, ideas, events, and developments during Kansas territory and the Civil War (1854- 1865).</p>		
The student:		
<p>1. (A) describes the concept of popular <i>sovereignty</i> under the Kansas-Nebraska Act and its impact on developing a state <i>constitution</i>.</p>	<p><b>Student Edition:</b> 442-443, 447, 448 <i>National Geographic</i> 443 <i>Reviewing Themes</i> 444 <b>Teacher Wraparound Edition:</b> C 444; RS 442; T 442, 446</p>	<p><b>Student Edition:</b> 544, 546-547 <i>National Geographic</i> 546-547 <i>Critical Thinking</i> 547 #4 <b>Teacher Wraparound Edition:</b> RS 544; WS 544</p>
<p>2. ▲(K) describes how the dispute over slavery shaped life in Kansas Territory (e.g., border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-staters, abolitionists).</p>	<p><b>Student Edition:</b> 441-444 <i>Analyzing Visuals</i> 444 <i>Critical Thinking</i> 444 #4-#5 <i>National Geographic</i> 442 <i>Reviewing Themes</i> 444 <b>Teacher Wraparound Edition:</b> RS 442; T 442</p>	<p><b>Student Edition:</b> 546-547 <i>Critical Thinking</i> 547 #3 <b>Teacher Wraparound Edition:</b> C 547; RS 546; UA 547; WS 546</p>
<p>3. (A) analyzes the importance of “Bleeding Kansas” to the rest of the United States in the years leading up to the Civil War (e.g., national media attention, caning of Senator Charles Sumner, Emigrant Aid Societies, Beecher Bible and Rifle Colony, poems of John Greenleaf Whittier, John Brown).</p>	<p><b>Student Edition:</b> 443-444, 445, 448 <i>Critical Thinking</i> 444 #4-#5 <i>Reviewing Themes</i> 444 <b>Teacher Wraparound Edition:</b> C 444</p>	<p><b>Student Edition:</b> 546-547 <i>Critical Thinking</i> 547 #3 <b>Teacher Wraparound Edition:</b> DYK 546; UA 547</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
4. (K) describes the role of important individuals during the territorial period (e.g., Charles Robinson, James Lane, John Brown, Clarina Nichols, Samuel Jones, David Atchison, Andrew H. Reeder).	<b>Student Edition:</b> 444, 445, 448 <i>An American Story</i> 445	<b>Student Edition:</b> 547, 553 <i>An American Story</i> 549 <i>Critical Thinking</i> 553 #6 <b>Teacher Wraparound Edition:</b> UA 547
5. (A) analyzes the Wyandotte Constitution with respect to the civil <i>rights</i> of women and African Americans.	This standard can be met during teacher/class discussion specific to the Wyandotte Constitution.	This standard can be met during teacher/class discussion specific to the Wyandotte Constitution.
6. (K) describes important events in Kansas during the Civil War (e.g., Quantrill's Raid on Lawrence, the Battle of Mine Creek, recruitment of volunteer regiments).	These page references refer to all western events in the Civil War. <b>Student Edition:</b> 468-469 <i>National Geographic</i> 470, 484 <i>Reviewing Themes</i> 472	These page references refer to all western events in the Civil War. <b>Student Edition:</b> 579 <i>National Geographic</i> 581, 606, 609 <b>Teacher Wraparound Edition:</b> CT 579

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<p><b>Benchmark 3:</b> The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860s - 1870s).</p>		
The student:		
<p>1. ▲ (K) describes the reasons for tension between the American Indians and the United States <i>government</i> over land in Kansas (e.g., encroachment on Indian lands, <i>depletion</i> of the buffalo and other <i>natural resources</i>, the Sand Creek massacre, broken promises).</p>	<p><b>Student Edition:</b> 542-547 <i>Critical Thinking</i> 547 #4-5 <i>Graph</i> 543 <i>National Geographic</i> 544 <i>People in History</i> 546 <b>Teacher Wraparound Edition:</b> DI 544; RS 546</p>	<p><b>Student Edition:</b> 686-689, 691-692 <i>Biography</i> 690 <i>Critical Thinking</i> 392 #7 <b>Teacher Wraparound Edition:</b> C 692; RS 688</p>
<p>2. (K) describes the United States government's purpose for establishing frontier military forts in Kansas (e.g., protection of people, land, <i>resources</i>).</p>	<p><b>Student Edition:</b> 358, 359, 369-370, 371, 373, 376 <i>National Geographic</i> 372 <b>Teacher Wraparound Edition:</b> DI 358; T 370</p>	<p><b>Student Edition:</b> 687-689 <b>Teacher Wraparound Edition:</b> RBI 687</p>
<p>3. (A) determines the significance of the cattle drives in post-Civil War Kansas and their impact on the American identity (e.g., Chisholm Trail, cowboys, cattle towns).</p>	<p><b>Student Edition:</b> 534-536 <i>Reviewing Themes</i> 539 <b>Teacher Wraparound Edition:</b> C 538; DI 536; RS 538</p>	<p><b>Student Edition:</b> 673-675 <b>Teacher Wraparound Edition:</b> RS 673, 674</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
4. (A) traces the <i>migration</i> patterns of at least one European <i>ethnic group</i> to Kansas (e.g., English, French, Germans, German-Russians, Swedes).	<b>Student Edition:</b> 537-538 <i>Critical Thinking</i> 539 #4-#5 <i>Interdisciplinary Activity</i> 539 <b>Teacher Wraparound Edition:</b> CLA 315	<b>Student Edition:</b> 676 <b>Teacher Wraparound Edition:</b> CT 676
5. ▲(K) describes the reasons for the Exoduster movement from the South to Kansas (e.g., relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin “Pap” Singleton).	<b>Student Edition:</b> 519, 538 <i>Critical Thinking</i> 539 #4 <i>Reviewing Key Facts</i> 552 #10 <b>Teacher Wraparound Edition:</b> YDS 518	<b>Student Edition:</b> 676 <i>Critical Thinking</i> 679 #4
6. (K) explains the impact of government policies and the expansion of the railroad on settlement and town development (e.g., preemption, Homestead Act, Timber Claim Act, railroad lands).	<b>Student Edition:</b> 530-532, 537 <i>Critical Thinking</i> 532 #5, 539 #5 <i>National Geographic</i> 558 <b>Teacher Wraparound Edition:</b> TH 531	<b>Student Edition:</b> 676, 673-674, 707, 710-711, 751
7. (A) uses <i>primary source</i> documents to determine the challenges faced by settlers and their means of adaptations (e.g., drought, <i>depression</i> , grasshoppers, lack of some natural resources, isolation).	<b>Student Edition:</b> 537-539 <i>Analyzing Visuals</i> 539 <b>Teacher Wraparound Edition:</b> RS 538; W 538	<b>Student Edition:</b> 678-679 <i>America’s Literature</i> 680-683 <i>Analyzing Primary Sources</i> 699 <b>Teacher Wraparound Edition:</b> MSP 678; P 680

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<b>Benchmark 4:</b> The student understands individuals, groups, ideas, events, and developments during the period of reform in Kansas (1880s - 1920s).		
The student:		
1. (A) describes the <i>movement</i> for women’s suffrage and its effect on Kansas politics (e.g., the fight for universal suffrage, impact of women on local elections).	<b>Student Edition:</b> 615-619 <i>Critical Thinking</i> 619 #4-#5 <i>National Geographic</i> 617 <b>Teacher Wraparound Edition:</b> C 619; DI 617; RS 618; W 617	<b>Student Edition:</b> 770 <i>Picturing History</i> 769 <b>Teacher Wraparound Edition:</b> PH 769; WS 770
2. ▲(K) describes the development of Populism in Kansas (e.g., disillusionment with big Eastern business, railroads, <i>government</i> corruption, high <i>debts</i> and low prices for farmers).	<b>Student Edition:</b> 548-551 <i>An American Story</i> 548 <i>Critical Thinking</i> 541 #4-#5 <i>Interdisciplinary Activity</i> 551 <b>Teacher Wraparound Edition:</b> C 551; RS 549	<b>Student Edition:</b> 694-697 <i>Critical Thinking</i> 697 #5-#7 <b>Teacher Wraparound Edition:</b> C 697; CT 695; RS 696
3. (K) explains the accomplishments of the Progressive movement in Kansas (e.g. election and government reforms, labor reforms, public health campaigns, regulation of some businesses).	<b>Student Edition:</b> 610-614, 631-633 <i>Reviewing Themes</i> 614, 633 <b>Teacher Wraparound Edition:</b> C 614, 633; RS 611	<b>Student Edition:</b> 765-767, 769-771 <i>Critical Thinking</i> 771 #6 <b>Teacher Wraparound Edition:</b> C 771; CT 769; RS 769

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
4. (K) analyzes the impact of Kansas reformers on the nation (e.g., Populists: Mary E. Lease, Annie Diggs, William Peffer, “Sockless” Jerry Simpson; Progressives: Carry A. Nation, Samuel Crumbine, William Allen White, Socialists: J.A. Wayland, Kate Richards O’Hare, Emanuel and Marcet Haldeman-Julius).	The following references cover the United States in general and may be applied to the State of Kansas. <b>Student Edition:</b> 610-614, 619, 631-633 <i>Reviewing Themes</i> 614, 633 <b>Teacher Wraparound Edition:</b> C 614, 633; DI 617; RS 611	The following references cover the United States in general and may be applied to the State of Kansas. <b>Student Edition:</b> 765-767, 769-771 <i>Critical Thinking</i> 771 #6 <b>Teacher Wraparound Edition:</b> C 771; CT 769; RS 769
5. (K) describes the significance of farm mechanization in Kansas (e.g., increased farm size and <i>production</i> , specialized crops, population redistribution).	<b>Student Edition:</b> 538-539 <i>Interdisciplinary Activity</i> 539 <b>Teacher Wraparound Edition:</b> ICA 537	<b>Student Edition:</b> 678-679 <b>Teacher Wraparound Edition:</b> CT 679; UA 678
6. (A) explains the significance of the work of entrepreneurial Kansans in the aviation industry (e.g., Alvin Longren, Clyde Cessna, Walter and Olive Beech, Lloyd Stearman).	This standard can be met during teacher/class discussion specific to Kansas aviators.	This standard can be met during teacher/class discussion specific to Kansas aviators.
7. (A) describes the contributions made by Mexican <i>immigrants</i> to agriculture and the railroad industry.	<b>Student Edition:</b> 633, 660, 718, 737, 858-859 <i>People in History</i> 660 <b>Teacher Wraparound Edition:</b> C 860; W 858	<b>Student Edition:</b> 782 <i>Critical Thinking</i> 783 #6 <b>Teacher Wraparound Edition:</b> DYK 782; RS 782

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<p><b>Benchmark 5:</b> The student understands individuals, groups, ideas, events, and developments in Kansas during the Great Depression and World War II. (1930s - 1940s).</p>		
The student:		
<p>1. ▲(A) compares agricultural practices before and after the dust storms of the 1930s (e.g., rotation of crops, shelter belts, irrigation, terracing, stubble mulch).</p>	<p><b>Student Edition:</b> 538-839, 733, 736-737 <i>Geography &amp; History</i> 740-741 <b>Teacher Wraparound Edition:</b> F 740; ICA 537; RS 738; T 736</p>	<p><b>Student Edition:</b> 126, 678-679 <b>Teacher Wraparound Edition:</b> C 679; MSP 678</p>
<p>2. (A) uses local <i>resources</i> to describe conditions in his/her <i>community</i> during the <i>Great Depression</i>.</p>	<p>The following references cover the United States in general and may be applied to the State of Kansas. <b>Student Edition:</b> 725-728, 735-739 <i>More About...</i> 727 <i>What Life Was Like</i> 738 <b>Teacher Wraparound Edition:</b> C 728; CLA 736; DI 726, 737</p>	<p>The following references cover the United States in general and may be applied to the State of Kansas. <b>Student Edition:</b> 794-795 <b>Teacher Wraparound Edition:</b> DYK 794</p>
<p>3. (A) researches the contributions of Kansans during the 1930s &amp; 1940s (e.g., Amelia Earhart, Osa and Martin Johnson, Glenn Cunningham, Walter Chrysler, Langston Hughes, John Steuart Curry, Dwight Eisenhower, Alf Landon, Arthur Capper, Birger Sandzen).</p>	<p><b>Student Edition:</b> 715, 728, 745, 767</p>	<p>This standard can be met during teacher/class discussion specific to important Kansans.</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
4. (K) summarizes the effects of New Deal programs on Kansas life.	The following references cover the United States in general and may be applied to the State of Kansas. <b>Student Edition:</b> 731-734, 743-744 <i>Interdisciplinary Activity</i> 734, 746 <b>Teacher Wraparound Edition:</b> CTA 733; ICA 732	See <i>The American Journey</i> © 2007.
5. (K) explains how World War II acted as a catalyst for change in Kansas (e.g., women entering work force, increased mobility, changing manufacturing practices).	<b>Student Edition:</b> 764-768 <i>Graph</i> 766 <i>Interdisciplinary Activity</i> 768 <b>Teacher Wraparound Edition:</b> CLA 765; DI 766; W 765	<b>Student Edition:</b> 795
<b>Benchmark 6:</b> The student understands individuals, groups, ideas, events, and developments in contemporary Kansas (since 1950).		
The student:		
1. (K) analyzes the concept of “separate but equal is inherently unequal” in regards to the Supreme Court case <i>Brown vs. Topeka Board of Education</i> and how it continues to impact the nation.	<b>Student Edition:</b> 831, 839-40, 863, 994, 997 <i>Critical Thinking</i> 862 #17 <i>Standardized Test Practice</i> 863 <b>Teacher Wraparound Edition:</b> RS 839	<b>Student Edition:</b> 800-801 <b>Teacher Wraparound Edition:</b> SP 801; WS 801
2. (K) describes major flood control projects in the 1950s.	This standard can be met during teacher/class discussion specific to flood control projects.	This standard can be met during teacher/class discussion specific to flood control projects.

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
3. (A) describes the role of Kansas <i>culture</i> in the dramas of Pulitzer prize-winning playwright William Inge and the writings, photos, and films of Gordon Parks.	This standard can be met during teacher/class discussion specific to the works of William Inge and Gordon Parks.	This standard can be met during teacher/class discussion specific to the works of William Inge and Gordon Parks.
4. (A) analyzes the effect of rural depopulation and increased <i>urbanization</i> and suburbanization on Kansas.	The following references cover the United States in general and may be applied to the State of Kansas. <b>Student Edition:</b> 592, 595, 712, 823-824 <i>Graph 822</i> <b>Teacher Wraparound Edition:</b> C 595; DI 592	The following references cover the United States in general and may be applied to the State of Kansas. <b>Student Edition:</b> 752, 756 <b>Teacher Wraparound Edition:</b> C 756; CT 752; MSP 752
5. (K) explains the reasons Southeast Asians immigrated to Kansas after 1975 (e.g., church, <i>community</i> , organizations, jobs, the fall of Southeast Asian <i>governments</i> ).	This standard can be met during teacher/class discussion specific to Southeast Asians in Kansas.	This standard can be met during teacher/class discussion specific to Southeast Asians in Kansas.
6. (K) identifies issues facing Kansas state government in the 2000s (e.g., economic diversity, global <i>economy</i> , water issues, school funding).	The following references cover the United States in general and may be applied to the State of Kansas. <b>Student Edition:</b> 936-944, 945-951 <i>Interdisciplinary Activity 944</i> <i>People in History 943</i> <b>Teacher Wraparound Edition:</b> C 951; CTA 940; ICA 939, 948	This standard can be met during teacher/class discussion specific to current events.

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<b>Benchmark 7:</b> The student engages in historical thinking skills.		
The student:		
1. (A) analyzes changes over time to make logical inferences concerning cause and effect by examining a topic in Kansas history.	<b>Student Edition:</b> RH8 <i>Causes and Effects</i> 17, 44, 268, 377, 684, 807 <i>Critical Thinking</i> 113 #5 <i>Practicing Skills</i> 127 <i>Skillbuilder</i> 120 <b>Teacher Wraparound Edition:</b> T 120	<b>Student Edition:</b> 20, 64-65 <i>Reading Skills</i> 336-337, 526-527 <i>Skillbuilder</i> 826 <b>Teacher Wraparound Edition:</b> CT 65; RS 336, 337, 526, 527; T 826; UA 65
2. ▲ (A) examines different types of <i>primary sources</i> in Kansas history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, <i>government</i> documents).	<b>Student Edition:</b> RH7 <i>Practicing Skills</i> 353, 429, 635, 748 <i>Skillbuilder</i> 340, 429, 625, 747 <b>Teacher Wraparound Edition:</b> CLA 303; T 340, 429, 625, 747	<b>Student Edition:</b> <i>Reading Skills</i> 276-277, 568-569 <i>Reviewing Skills</i> 301 #18, 619 #22 <i>Skillbuilder</i> 836 <b>Teacher Wraparound Edition:</b> AI 569, LI 276; PI 277; T 836
3. (A) uses at least three primary sources to interpret the impact of a person or event from Kansas history to develop an historical narrative.	<b>Student Edition:</b> RH7 <i>Practicing Skills</i> 353, 429, 635, 748 <i>Skillbuilder</i> 340, 429, 625, 747 <b>Teacher Wraparound Edition:</b> T 340, 429, 625, 747	<b>Student Edition:</b> <i>Reading Skills</i> 276-277, 568-569 <i>Reviewing Skills</i> 301 #18, 619 #22 <i>Skillbuilder</i> 836 <b>Teacher Wraparound Edition:</b> AI 569, LI 276; PI 277; T 836

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
4. (A) compares contrasting descriptions of the same event in Kansas history to understand how people differ in their interpretations of historical events.	<b>Student Edition:</b> <i>Skillbuilder</i> 146, 206, 440 <i>Two Viewpoints</i> 47, 118, 420, 586, 653, 754, 880, 939 <b>Teacher Wraparound Edition:</b> T 146, 206, 440	<b>Student Edition:</b> <i>You Decide</i> 158-159, 208-209, 476-477, 560-561, 748-749 <b>Teacher Wraparound Edition:</b> A 477, 561, 749; CT 209; RS 159