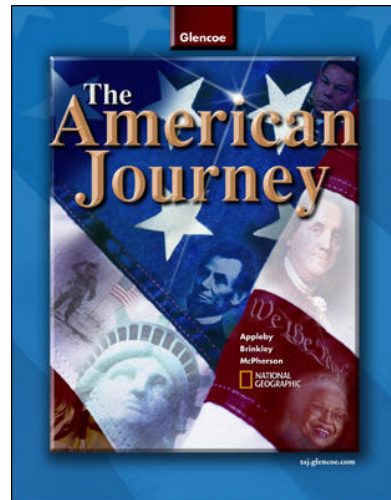


The American Journey

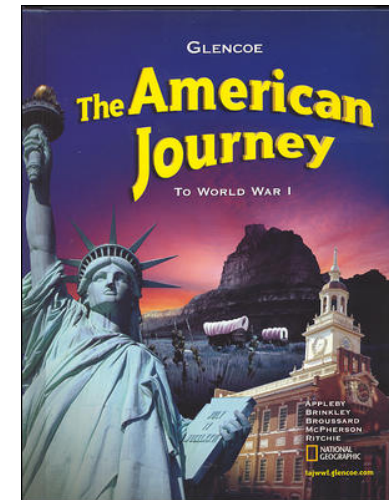
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The American Journey

TO WORLD WAR I

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STANDARDS

PAGE REFERENCES

The American Journey

*The American Journey
To World War I*

Civics-Government Standard: 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.

Benchmark 1: The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

This benchmark will be taught at another grade level.

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.		
The student:		
1. (K) explains the recurring problems and solutions involving minority <i>rights</i> (e.g., Title IX, job discrimination, <i>affirmative action</i>).	Student Edition: 392, 395, 426, 629, 630-633, 652, 676, 685-686, 703 <i>Interdisciplinary Activity</i> 633 Teacher Wraparound Edition: CLA 629; ICA 631; RS 392, 426	Student Edition: 397, 401, 675, 778-779, 800-801 <i>Analyzing Primary Sources</i> 515 <i>Connecting to the Constitution</i> 651 Teacher Wraparound Edition: MSP 397; RS 297, 778, 779
Benchmark 3: The student understands how the United States Constitution allocates power and responsibility in the government.		
The student:		
1. (K) understands that the United States <i>Constitution</i> is written by and for the people and it defines the authority and power given to the <i>government</i> as well as recognizes the rights retained by the state governments and the people (e.g., separation of power, limited government, state's rights, the concept "by and for the people")	Student Edition: 207-213, 217-222, 223-227, 228-230, 233-253 <i>Chart</i> 218, 224 <i>Critical Thinking</i> 213 #4 Teacher Wraparound Edition: CLA 208, 218; CTA 221; T 224	Student Edition: 199, 203-205, 221-225 <i>Chart</i> 221, 222 <i>Critical Thinking</i> 225 #3 <i>Primary Sources</i> 106 Teacher Wraparound Edition: RS 199, 205; UA 204
2. (A) researches historical examples of how legislative, executive, and judicial powers have been challenged at the national level (e.g., secession, appointment of officials, <i>Marbury v Madison</i>).	Student Edition: 222, 281, 338, 339, 451-452, 612, 614, 998 <i>Critical Thinking</i> 281 #5, 453 #4 Teacher Wraparound Edition: C 453, 614; W 222	Student Edition: 225, 231, 233, 309, 450, 541, 556, 847 <i>Biography</i> 232 <i>Connecting to the Constitution</i> 310-311 Teacher Wraparound Edition: C 309; CT 451; RS 450; US 233

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
3. ▲ (K) explains how the United States Constitution can be changed through amendments.	Student Edition: 221, 242 <i>Chart 220</i> <i>Reviewing Key Facts 231 #7</i> Teacher Wraparound Edition: GOS 220; RC 243; T 242	Student Edition: 224, 258 <i>Chart 224</i> <i>Critical Thinking 225 #5</i> Teacher Wraparound Edition: C 225; RS 258; WS 224
4. ▲ (A) analyzes the Declaration of Independence and the United States Constitution to identify essential ideas of American constitutional government.	Student Edition: 150-151, 154-157, 217-222, 233-253 <i>Critical Thinking 151 #4</i> Teacher Wraparound Edition: BR 232; C 151, 157; CLA 218; ICA 150; T 155, 218	Student Edition: 152, 164-167, 179, 204-205, 219, 221-225 <i>Chart 221</i> Teacher Wraparound Edition: CT 221; RS 205; WS 165
Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.		
The student:		
1. (K) compares the popular vote with the Electoral College as a means to elect <i>government</i> officials.	Student Edition: 210, 239, 246, 251, 337, 614-614 Teacher Wraparound Edition: C 614; CYK 239; IA 246	Student Edition: 254, 307 <i>Linking Past and Present 280</i> Teacher Wraparound Edition: DYK 225
2. (A) researches and analyzes a current issue involving <i>rights</i> from an historical perspective (e.g., civil rights, native Americans, organized labor).	Student Edition: 572-575, 838-842, 848-853, 856-860 <i>America's Literature 843</i> <i>What If... 850</i> Teacher Wraparound Edition: C 842, 860; DI 574, 858; ICA 851, 859; RS 573, 852	Student Edition: 780, 782-783, 796 <i>Critical Thinking 783</i> <i>Why It Matters 410-411, 592-593</i> Teacher Wraparound Edition: RS 796; SP 782; UA 410

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.		
The student:		
1. (A) examines government responses to international affairs from an historical perspective (e.g., <i>immigration</i> , Spanish-American war).	Student Edition: 587, 630, 647-648, 649-653, 657-658, 718 <i>Two Viewpoints</i> 586, 653 Teacher Wraparound Edition: C 648, 654; CLA 650; T 650	Student Edition: 354-356, 358-359, 398-401, 746-747, 775-777 <i>You Decide</i> 748-749 Teacher Wraparound Edition: C 359; CT 354, 399, 746; RS 749, 776; WS 358
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.		
Benchmark 1: The student understands how limited resources require choices.		
The student:		
1. ▲(A) analyzes the effect of <i>scarcity</i> on the <i>price, production, consumption and distribution of goods and services</i> (e.g., price goes up and production goes down, consumption goes down and distribution is limited).	Student Edition: 389, 725-726, 746, 765-766 <i>Critical Thinking</i> 522 #18 <i>Interdisciplinary Activity</i> 728 <i>More About...</i> 727 Teacher Wraparound Edition: DI 766; W 309	Student Edition: 91, 93, 94-95, 386-387, 504, 675, 719 Teacher Wraparound Edition: SP 504, 675

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
Benchmark 2: The student understands how the market economy works in the United States.		
The student:		
1. ▲ (K) explains how relative <i>price</i> , people’s economic decisions, and innovations influence the <i>market</i> system (e.g., cotton gin led to increased <i>productivity</i> , more cotton produced, higher <i>profits</i> , and lower prices; steamboat led to increased <i>distribution of goods</i> , which brought down prices of goods and allowed goods to be more affordable to people across the United States; development of railroad led to transportation of cattle to eastern markets, price was decreased and profit was increased, timely access to beef).	Student Edition: 308, 315, 318, 387, 389, 398, 530, 532, 535, 556, 557-558 <i>Interdisciplinary Activity</i> 319 <i>Technology & History</i> 399 Teacher Wraparound Edition: C 319; RS 557; T 387; TH 531	Student Edition: 91, 390, 392-393, 423, 424, 671, 709 <i>Critical Thinking</i> 387 #5 <i>History Makers</i> 707 Teacher Wraparound Edition: C 671; CT 390; SP 393, 709; TH 424; US 392
2. (K) - (\$) describes the four basic types of earned <i>income</i> (e.g., <i>wages</i> and salaries, rent, <i>interests</i> , and profit).	Student Edition: 392, 568, 573, 624, 822 Teacher Wraparound Edition: ICA 309; RS 392	Student Edition: 397, 719, 725, 808, 809 Teacher Wraparound Edition: MSP 397; RS 719; WS 725
3. (K) - (\$) explains the factors that cause unemployment (e.g., seasonal demand for jobs, changes in skills needed by employers, other economic influences, downsizing, <i>outsourcing</i>).	Student Edition: 350, 726-727, 734, 737, 744 <i>Geography & History</i> 740-741 Teacher Wraparound Edition: DI 737; MA 727	Student Edition: 396, 727, 782 <i>Critical Thinking</i> 783 #6

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
4. ▲(K) - (\$) describes the positive and negative <i>incentives</i> to which employees respond (e.g., wage levels, <i>benefits</i> , work hours, working conditions).	Student Edition: 393, 573-574, 618, 744-745 Teacher Wraparound Edition: DI 574; RS 392, 573	Student Edition: 396-397, 725-727 <i>Connecting to the Constitution</i> 730-731 <i>Critical Thinking</i> 729 #6 Teacher Wraparound Edition: RS 719
Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.		
The student:		
1. (K) describes examples of specialized economic institutions found in <i>market economies</i> (e.g., corporations, partnerships, proprietorships, labor unions, banks, and non-profit organizations).	Student Edition: 311, 393, 568-569, 573-574, 618, 731-732, 744-745, 932 <i>Reviewing Themes</i> 734 Teacher Wraparound Edition: DI 574; RS 392, 573; T 568	Student Edition: 719, 722-723, 726-727, 771 <i>Critical Thinking</i> 723 #3 Teacher Wraparound Edition: RS 719
Benchmark 4: The student analyzes the role of the government in the economy.		
The student:		
1. (K) gives examples of how monopolies affect <i>consumers</i> , the <i>prices</i> of <i>goods</i> , laborers, and their <i>wages</i> (e.g., monopolistic employers and development of labor unions; oil, steel, and railroad monopolies; anti-trust laws).	Student Edition: 569, 570, 571, 573-575, 612, 621, 624 <i>Critical Thinking</i> 624 #4 <i>Reviewing Themes</i> 571 Teacher Wraparound Edition: C 571; DI 622; T 568	Student Edition: 720-723, 766 <i>Critical Thinking</i> 723 #3 <i>Picture</i> 720 <i>Reviewing the Main Idea</i> 734 #9 Teacher Wraparound Edition: CT 766; RS 720, 766

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.		
The student:		
1. (K) - (\$) explains how saving accumulation is influenced by the amount saved, the rate of return and time.	Student Edition: 311	Student Edition: 91, 93, 719 <i>Critical Thinking</i> 97 #6
2. (A) - (\$) determines the <i>opportunity cost</i> of decisions related to a personal finance plan or <i>budget</i> .	Student Edition: 568	Student Edition: 719
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.		
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.		
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., Atlanta, New Orleans, Salt Lake City, San Antonio, Columbia River, St. Louis, Rio Grande, Black Hills, Continental Divide).	Student Edition: RA2-RA13 <i>Practicing Skills</i> 35, 553 <i>Skillbuilder</i> 27, 533 Teacher Wraparound Edition: T 27, 533	Student Edition: 26-35, 39, 42, 54 Teacher Wraparound Edition: MSP 42; RS 42; UA 39

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
2. (A) creates maps, graphs, charts, <i>databases</i> and/or models to support historical research.	Student Edition: <i>Applying the Skill</i> 27 <i>Critical Thinking</i> 113 #5, 571 #4, 809 #5, 820 #5 <i>Interdisciplinary Activity</i> 532 Teacher Wraparound Edition: CLA 2; T 44	Student Edition: <i>Critical Thinking</i> 201 #31, 329 #3, 575 #3, 603 #3, 674 #3 Teacher Wraparound Edition: C 319; MSP 572; RS 199; SP 83; UA 399
Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.		
The student:		
1. (K) identifies and explain the changing criteria that can be used to define a <i>region</i> (e.g., North, South, Border States, Northwest Territory).	Student Edition: 2, 195-196, 322-324, 391-395, 401-407, 461 <i>Interdisciplinary Activity</i> 327, 407 <i>National Geographic</i> 1 Teacher Wraparound Edition: EC 3; RS 325, 461	Student Edition: 39, 57, 313, 326-327, 423-424, 571-572 <i>Why It Matters</i> 182-183 Teacher Wraparound Edition: CT 57; DYK 40
2. (A) explain why labels are put on regions to create an identity (e.g., Coal/Iron/Rust Belt, North-Yankee/ South-Dixie).	Student Edition: 322-324, 538, 922 <i>Interdisciplinary Activity</i> 327 Teacher Wraparound Edition: RS 325	Student Edition: 39 Teacher Wraparound Edition: DYK 40

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<p>Benchmark 3: Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.</p>		
<p><i>This benchmark will be taught at another grade level.</i></p>		
<p>Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</p>		
<p>The student:</p>		
<p>1. ▲(A) evaluates demographic data to analyze population characteristics in the United States over time (e.g., birth/death rates, population growth rates, <i>migration</i> patterns: rural, urban).</p>	<p>Student Edition: 79, 314-315, 319, 491 <i>Analyzing Visuals</i> 311, 595 <i>Geography & History</i> 740-741 <i>Graph</i> 310, 591 <i>National Geographic</i> 18, 291, 310 <i>Skillbuilder</i> 92 Teacher Wraparound Edition: C 311; T 81, 740</p>	<p>Student Edition: 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 Teacher Wraparound Edition: SP 778; UA 386, 399, 686</p>
<p>2. ▲(A) analyzes <i>push-pull factors</i> including economic, political, and social factors that contribute to human migration and settlement in United States (e.g., economic: availability of <i>natural resources</i>, job opportunities created by <i>technology</i>; political: Jim Crow laws, free-staters; social factors: religious, ethnic discrimination).</p>	<p>Student Edition: 79, 314-315, 583, 584-585, 891 <i>Geography & History</i> 588-589 Teacher Wraparound Edition: C 589; CLA 315; F 588; T 583</p>	<p>Student Edition: 127, 313, 329, 393-394, 453-454, 641, 679, 751 <i>Analyzing Primary Sources</i> 463 <i>Critical Thinking</i> 747 #3 Teacher Wraparound Edition: CT 399, 751; SP 328</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
3. (K) compares cultural elements that created the distinctive <i>cultural landscapes</i> during the Civil War (e.g., technology, crops, housing types, agricultural methods, settlement patterns).	Student Edition: 460-464, 468, 473-477, 478-483 <i>Critical Thinking</i> 464 #5 Teacher Wraparound Edition: C 477; CLA 479; ICA 463, 469; RS 470, 482	Student Edition: 571-575, 598-600, 602-603 Teacher Wraparound Edition: CT 573, 600; MSP 574, SP 572; UA 572
4. (K) identifies the geographic factors that influenced United States-world <i>interdependence</i> in the 19 th century (e.g., <i>location advantage, resource distribution, labor cost, technology, trade networks</i>).	Student Edition: 288-289, 335, 364, 566, 612 <i>Chart</i> 289 Teacher Wraparound Edition: C 614	Student Edition: 95-96, 126, 131, 136, 194, 340 <i>History Makers</i> 423 Teacher Wraparound Edition: CT 340, RS 136, 340
Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.		
The student:		
1. (A) examines how human beings removed barriers to settlement by moving needed <i>resources</i> across the United States	Student Edition: 314-319, 389, 390, 400, 530, 532, 556, 557-558 <i>Interdisciplinary Activity</i> 319 <i>Why It Matters</i> 316-317 Teacher Wraparound Edition: ICA 317; RS 387	Student Edition: 328, 389-390, 392-394, 491, 671, 676 Teacher Wraparound Edition: C 671; CT 392

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<p>Kansas, United States, and World History History Standard: 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.</p> <p>Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the early years of the United States.</p> <p>The student:</p>		
<p>1. (K) explains the major compromises made to create the <i>Constitution</i> (e.g., Three-Fifth's Compromise, Great Compromise, Bill of <i>Rights</i>).</p>	<p>Student Edition: 204-205, 208, 212, 213, 220, 244-245, 260 <i>Critical Thinking</i> 205 #4 <i>Interdisciplinary Activity</i> 213 <i>Reviewing Themes</i> 205 Teacher Wraparound Edition: C 205; EC 244</p>	<p>Student Edition: 571-575, 598-600, 602-603 Teacher Wraparound Edition: CT 573, 600; MSP 574; SP 572; UA 572</p>
<p>2. (K) describes how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., Alien and Sedition Act, National Bank, view on foreign policy).</p>	<p>Student Edition: 261-262, 268-269, 271, 280, 335-336 <i>Causes & Effects</i> 268 <i>Chart</i> 269 <i>Critical Thinking</i> 262 #5 <i>More About...</i> 271 Teacher Wraparound Edition: RS 271</p>	<p>Student Edition: 282, 284, 291-293, 295-296 <i>Biography</i> 283 <i>Chart</i> 292 <i>Critical Thinking</i> 284 #3; 297 #5 Teacher Wraparound Edition: CT 292; WS 291</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
3. (A) describes the impact of the War of 1812 (e.g., <i>nationalism</i> , political parties, foreign relations).	<p>Student Edition: 288-294, 296-300 <i>Critical Thinking</i> 294 #5, 300 #5, 302 #14 <i>Interdisciplinary Activity</i> 294 <i>National Geographic</i> 298</p> <p>Teacher Wraparound Edition: CLA 289, 297; RS 292</p>	<p>Student Edition: 339-343, 345, 354-356, 358-359</p> <p>Teacher Wraparound Edition: C 359; CT 354; WS 355, 358</p>
4. ▲ (A) explains the impact of constitutional interpretation during the <i>era</i> (e.g., Alien and Sedition Act, Louisiana Purchase, Marshall Court - <i>Marbury vs. Madison</i> , <i>McCullough vs. Maryland</i> (1819)).	<p>Student Edition: 222, 237, 271, 281, 283, 286-287, 325 <i>Critical Thinking</i> 281 #5</p> <p>Teacher Wraparound Edition: C 285, F 286</p>	<p>Student Edition: 295-296, 309, 314, 459, 847-848 <i>Critical Thinking</i> 309 #3, 317 #6</p> <p>Teacher Wraparound Edition: C 309; MSP 296</p>
5. ▲ (A) analyzes how territorial expansion of the United States affected relations with external powers and American Indians (e.g., Louisiana Purchase, concept of Manifest Destiny, previous land policies- Northwest Ordinance, Mexican-American War, Gold Rush).	<p>Student Edition: 196-197, 284-285, 314-319, 371-374, 375-377 <i>Critical Thinking</i> 198 #4 <i>National Geographic</i> 284</p> <p>Teacher Wraparound Edition: C 374; CTA 373; MSN 284</p>	<p>Student Edition: 314-316, 328-329, 341-342, 474, 475, 487, 491, 495-497</p> <p>Teacher Wraparound Edition: C 317, 329, 497; CT 341, 487; RS 329; WS 342</p>
6. ▲ (A) explains how the Industrial Revolution and technological developments impacted different parts of American <i>society</i> (e.g., interchangeable parts, cotton gin, railroads, steamboats, canals).	<p>Student Edition: 306-311, 315-318, 398 <i>Critical Thinking</i> 311 #5 <i>Technology & History</i> 307 <i>What Life Was Like</i> 308-309</p> <p>Teacher Wraparound Edition: C 319, CLA 307; ICA 317; RS 310</p>	<p>Student Edition: 383-387, 389-390, 392-394, 423, 424 <i>Primary Sources</i> 385 <i>Technology & History</i> 424</p> <p>Teacher Wraparound Edition: CT 390; MSP 383; RS 385; WS 394; UA 384</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
7. (K) defines and gives examples of issues during Andrew Jackson’s presidency (e.g., expansion of suffrage, appeal to the common man, justification of spoils system, opposition to elitism, opposition to Bank of the U.S., Indian Removal of 1830).	<p>Student Edition: 334-339, 341-345, 348-350 <i>Critical Thinking</i> 339 #5 <i>Geography & History</i> 346-347 <i>Interdisciplinary Activity</i> 345 <i>National Geographic</i> 342</p> <p>Teacher Wraparound Edition: C 351; ICA 337; RS 338, 349</p>	<p>Student Edition: 447-451, 453-455, 457, 459-461 <i>Analyzing Primary Sources</i> 462-463 <i>Critical Thinking</i> 457 #5</p> <p>Teacher Wraparound Edition: C 461, CT 447; DYK 448; SP 449; WS 448</p>
8. (K) analyzes the development of nativism as a reaction to waves of Irish and German immigrants.	<p>Student Edition: 393-395, 586-587 <i>Critical Thinking</i> 395 #4, 587 #5 <i>More About...</i> 394 <i>Two Viewpoints</i> 586</p> <p>Teacher Wraparound Edition: C 395</p>	<p>Student Edition: 398-400, 746-747 <i>Critical Thinking</i> 401 #5 <i>More About...</i> 399</p> <p>Teacher Wraparound Edition: MSP 400</p>
9. (A) explains the impact on American society of religious, social, and philosophical reform <i>movements</i> of the early 19 th century (e.g., abolition, education, mental health, women’s rights, temperance).	<p>Student Edition: 412-415, 418-424, 425-428 <i>Critical Thinking</i> 415 #5, 424 #5 <i>Two Viewpoints</i> 420 <i>Why It Matters</i> 426-427</p> <p>Teacher Wraparound Edition: C 415, 424, 428; DI 427; RS 413; T 419</p>	<p>Student Edition: 403, 405-407, 409-413, 529-534 <i>History Makers</i> 409 <i>Primary Sources</i> 412</p> <p>Teacher Wraparound Edition: C 407, 413; CT 409; RS 405, 531; SP 403</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<p>Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and the causes and effects of the Civil War.</p>		
The student:		
1. (K) explains the issues of <i>nationalism</i> and sectionalism (e.g., expansion of slavery, <i>tariffs</i> , westward expansion, internal improvements, nullification).	<p>Student Edition: 300, 321-327, 436-437, 449-450 <i>Critical Thinking</i> 439 #5 <i>Two Viewpoints</i> 450 Teacher Wraparound Edition: RS 413; T 419</p>	<p>Student Edition: 450-451, 536-540, 544, 546-547 Teacher Wraparound Edition: C 542, 547; CT 451; RS 450, 537</p>
2. (A) discusses the impact of constitutional interpretation during the <i>era</i> (e.g., <i>Dred Scott vs. Sanford</i> , <i>Plessy vs. Ferguson</i> , Lincoln’s suspension of Habeas Corpus).	<p>Student Edition: 446-447, 481, 482, 505, 519, 630, 997, 999 <i>Citizenship Cooperative Activity</i> 495 <i>Reviewing Themes</i> 448 #3 Teacher Wraparound Edition: DI 447</p>	<p>Student Edition: 549-550, 600, 648 <i>Connecting to the Constitution</i> 651 <i>Critical Thinking</i> 553 #6 Teacher Wraparound Edition: C 553; RS 600; UA 550</p>
3. ▲(K) retraces events that led to sectionalism and secession prior to the Civil War (e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act-Popular Sovereignty, <i>Uncle Tom’s Cabin</i>).	<p>Student Edition: 323-324, 415, 436-437, 439, 442-443, 447, 448 <i>Critical Thinking</i> 439 #5 <i>National Geographic</i> 443 Teacher Wraparound Edition: DI 442; RS 437, 441; T 442</p>	<p>Student Edition: 407, 536, 542, 544, 549, 550, 556 <i>Biography</i> 545 <i>Critical Thinking</i> 542 #3, 559 #4 Teacher Wraparound Edition: CT 536; RS 544; WS 544</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
4. (A) explains the issues that led to the Civil War (e.g., slavery, economics, and state's rights).	<p>Student Edition: 436-439, 441-444, 445-448, 449-453 <i>Citizenship Cooperative Activity</i> 457 <i>Two Viewpoints</i> 450</p> <p>Teacher Wraparound Edition: C 439; RS 442, 446; T 437</p>	<p>Student Edition: 536-542, 544, 546-547, 549-550, 552-553, 555-559</p> <p>Teacher Wraparound Edition: C 542, 547; CT 544, 557; RS 537</p>
5. ▲(K) describes the turning points of the Civil War (e.g., Antietam, Gettysburg, Emancipation Proclamation, and Sherman's March to the Sea).	<p>Student Edition: 466-472, 473-477, 485-491 <i>National Geographic</i> 470, 488-489 <i>Why It Matters</i> 474-475</p> <p>Teacher Wraparound Edition: C 477; DI 468; T 474, 486</p>	<p>Student Edition: 577-583, 592-594, 605-610, 612-613 <i>Geography & History</i> 614-615 <i>National Geographic</i> 581</p> <p>Teacher Wraparound Edition: C 583, 613; CT 579; RS 607; SP 605; WS 594</p>
6. (A) compares and contrasts various points of views during the Civil War era (e.g., abolitionists vs. slaveholders, Robert E. Lee vs. Ulysses S. Grant, Abraham Lincoln vs. Jefferson Davis, and Harriett Beecher Stowe vs. Mary Chestnut).	<p>Student Edition: 460-464, 476-477, 478-483 <i>America's Literature</i> 465 <i>Critical Thinking</i> 491 #5 <i>Interdisciplinary Activity</i> 464 <i>People in History</i> 480</p> <p>Teacher Wraparound Edition: C 483; ICA 463; RS 461, 470, 476, 782; T 479</p>	<p>Student Edition: 571-575, 595-596, 598-600, 602-603 <i>Biography</i> 611 <i>National Geographic</i> 606</p> <p>Teacher Wraparound Edition: CT 575, 596; DYK 573; MSP 599; UA 580; WS 600, 602</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
7. (A) compares and contrasts different plans for Reconstruction (e.g., plans advocated by President Lincoln, congressional leaders, President Johnson).	Student Edition: 500-503, 504-508, 509-512 <i>Critical Thinking</i> 503 #4-#5 <i>Interdisciplinary Activity</i> 508 <i>National Geographic</i> 507 Teacher Wraparound Edition: C 503; RS 501, 505; T 501, 505, 510	Student Edition: 625-626, 628, 631-632 <i>Critical Thinking</i> 628 #3-#5 Teacher Wraparound Edition: C 628; RS 625, 631; SP 630; T 632; UA 632
8. (K) discusses the impeachment and trial of President Andrew Johnson (e.g., <i>constitutional powers</i> and Edmund G. Ross).	Student Edition: 507-508 <i>Critical Thinking</i> 508 #4	Student Edition: 633-634 <i>What If...</i> 642 Teacher Wraparound Edition: SP 633; WS 633
9. ▲(A) analyzes the impact of the end of slavery on African Americans (e.g., Black Codes; sharecropping; Jim Crow; Amendments 13, 14, and 15; Frederick Douglass; Ku Klux Klan; Exodusters).	Student Edition: 503, 505-507, 508, 509-512, 513-520 <i>Critical Thinking</i> 520 #5 <i>Interdisciplinary Activity</i> 512 Teacher Wraparound Edition: CLA 514; DI 511; EC 518, 519	Student Edition: 636, 638-639, 641-649 <i>Primary Sources</i> 647 Teacher Wraparound Edition: C 639, 649; CT 638, 641; MSP 638; RS 647

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
<p>Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and turning points in the era of the Industrial era.</p>		
The student:		
1. (A) interprets the impact of the romance of the west on American <i>culture</i> (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody's Wild West Show, Frederick Remington, the cowboy).	<p>Student Edition: 535-536, 543, 601 <i>Time Notebook</i> 540-541, 643</p> <p>Teacher Wraparound Edition: CC 536; DI 536</p>	<p>Student Edition: 674, 675 <i>Critical Thinking</i> 679 #6 <i>Reading Skills</i> 665 <i>Time Notebook</i> 785</p> <p>Teacher Wraparound Edition: RS 674; SP 674</p>
2. ▲(K) explains the impact of the railroad on the settlement and development of the West (e.g., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, <i>immigrant</i> agents).	<p>Student Edition: 530-531, 535, 543, 556-559 <i>Critical Thinking</i> 559 #5 <i>National Geographic</i> 558</p> <p>Teacher Wraparound Edition: DI 558; RS 557</p>	<p>Student Edition: 671, 676, 707, 710-711, 751</p> <p>Teacher Wraparound Edition: C 671</p>
3. (K) describes federal American Indian policy after the Civil War (e.g., Dawes Act, boarding schools, forced assimilation).	<p>Student Edition: 542-547, 600, 632-633 <i>Critical Thinking</i> 547 #4-#5 <i>National Geographic</i> 544 <i>People in History</i> 546</p> <p>Teacher Wraparound Edition: C 547; RS 546</p>	<p>Student Edition: 691, 692, 760-761 <i>Analyzing Primary Sources</i> 699</p> <p>Teacher Wraparound Edition: C 692; CT 691, 699, 760; RS 691</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
4. (K) explains American Indians' reactions to encroachment on their lands and the <i>government</i> response (e.g., Chief Joseph, Helen Hunt Jackson, Crazy Horse, Sitting Bull, Geronimo, Sand Creek, Washita, Little Big Horn, and Wounded Knee).	<p>Student Edition: 542-547 <i>An American Story</i> 542 <i>Critical Thinking</i> 547 #4-#5 <i>National Geographic</i> 544 <i>People in History</i> 546</p> <p>Teacher Wraparound Edition: C 547; DI 544; RS 546</p>	<p>Student Edition: 686-689, 691-692 <i>Biography</i> 690 <i>Critical Thinking</i> 692 #7</p> <p>Teacher Wraparound Edition: C 692; RS 688</p>
5. (K) explains how the rise of big business, heavy industry, and mechanized farming transformed American <i>society</i> .	<p>Student Edition: 539, 567-571, 572-575 <i>Critical Thinking</i> 571 #4, 576 #14 <i>Interdisciplinary Activity</i> 575</p> <p>Teacher Wraparound Edition: C 571; DI 574; T 568</p>	<p>Student Edition: 679, 719-723, 725-727 <i>Critical Thinking</i> 723 #3 <i>Read to Write</i> 735 #16</p> <p>Teacher Wraparound Edition: C 723, 679; RS 720</p>
6. (A) interprets data from primary sources to describe the experiences of immigrants and native-born Americans of the late 19 th century.	<p>Student Edition: 582-587 <i>Geography & History</i> 588-589 <i>Interdisciplinary Activity</i> 587 <i>Two Viewpoints</i> 586</p> <p>Teacher Wraparound Edition: C 587; DI 584; ICA 585; T 583</p>	<p>Student Edition: 741-747 <i>History Makers</i> 744 <i>You Decide</i> 748-749</p> <p>Teacher Wraparound Edition: CT 743, 745; MSP 742; RS 745; UA 743</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey To World War I</i>
7. (A) compares and contrasts the experiences of immigrants in urban versus rural settings.	Student Edition: 582-587 <i>Geography & History</i> 588-589 <i>Interdisciplinary Activity</i> 587 <i>Two Viewpoints</i> 586 Teacher Wraparound Edition: C 587; DI 584; ICA 585; T 583	Student Edition: 741-747 <i>History Makers</i> 744 <i>You Decide</i> 748-749 Teacher Wraparound Edition: CT 743, 745; MSP 742; RS 745; UA 743
Benchmark 4: The student engages in historical thinking skills.		
The student:		
1. (A) examines a topic in United States history to analyze changes over time and makes logical inferences concerning cause and effect.	Student Edition: 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 Teacher Wraparound Edition: T 120	Student Edition: 20, 64-65 <i>Reading Skills</i> 336-337, 526-527 <i>Skillbuilder</i> 826 Teacher Wraparound Edition: CT 65; RS 336, 337, 526, 527; T 826; UA 65
2. (A) examines a variety of different types of <i>primary sources</i> in United States history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, <i>government</i> documents).	Student Edition: RH7 <i>Practicing Skills</i> 353, 429, 635, 748 <i>Skillbuilder</i> 340, 429, 625, 747 Teacher Wraparound Edition: T 340, 429, 625, 747	Student Edition: <i>Reading Skills</i> 276-277, 568-569 <i>Reviewing Skills</i> 301 #18, 619 #22 <i>Skillbuilder</i> 836 Teacher Wraparound Edition: 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>
3. (A) uses at least three primary sources to interpret a person or event from United States history to develop a historical narrative.	Student Edition: RH7 <i>Practicing Skills</i> 353, 429, 635, 748 <i>Skillbuilder</i> 340, 429, 625, 747 Teacher Wraparound Edition: T 340, 429, 625, 747	Student Edition: <i>Reading Skills</i> 276-277, 568-569 <i>Reviewing Skills</i> 301 #18, 619 #22 <i>Skillbuilder</i> 836 Teacher Wraparound Edition: AI 569; LI 276; PI 277; T 836
4. ▲(A) compares contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events.	Student Edition: <i>Skillbuilder</i> 146, 206, 440 <i>Two Viewpoints</i> 47, 118, 420, 586, 653, 754, 880, 939 Teacher Wraparound Edition: T 146, 206, 440	Student Edition: <i>You Decide</i> 158-159, 208-209, 476-477, 560-561, 748-749 Teacher Wraparound Edition: A 477, 561, 749; CT 209; RS 159