



The American Republic

To 1877
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STANDARDS	PAGE REFERENCES
History	
<i>Chronology</i>	
<p>1. Select events and construct a multiple-tier time line to show relationships among events.</p>	<p>Student Edition: <i>Causes and Effects</i> 44, 110, 142, 174, 268, 377 <i>Social Studies Skillbuilder</i> 63 <i>Interdisciplinary Activity</i> 570</p> <p>Teacher Wraparound Edition: ICA 469; RS 450; T 63</p> <p>Note: Teachers may ask students to use Cause and Effect charts in the classroom setting to create timelines.</p>

STANDARDS	PAGE REFERENCES
<i>The First Global Age</i>	
<p>2. Describe the political, religious and economic aspects of North American colonization including:</p> <ul style="list-style-type: none"> a. Reasons for colonization, including religion, desire for land and economic opportunity; b. Key differences among the Spanish, French and British colonies; c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts; d. Indentured servitude and the introduction and institutionalization of slavery; e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies; f. Conflicts among colonial powers for control of North America. 	<p>Student Edition: 51-55, 59-62, 70-73, 76-80, 82-85, 86-93, 100-106 <i>Two Viewpoints</i> 47 <i>Geography & History</i> 74-75</p> <p>Teacher Wraparound Edition: C 62; DI 84; ETC 74</p>
<i>Revolution</i>	
<p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:</p> <ul style="list-style-type: none"> a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts; b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament. 	<p>Student Edition: 132-135, 136-139, 141-145 <i>Interdisciplinary Activity</i> 135, 139 <i>More About...</i> 138 <i>Causes and Effects of the Revolutionary War</i> 142</p> <p>Teacher Wraparound Edition: CLA 142; DI 134, 138; RS 133, 137</p>
<p>4. Explain the results of important developments of the American Revolution including:</p> <ul style="list-style-type: none"> a. A declaration of American independence; b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779; c. Creation of state constitutions; d. Impacts on women, African-Americans and American Indians. 	<p>Student Edition: 147-151, 154-157, 172-176, 177-182 <i>People in History</i> 149 <i>Linking Past & Present</i> 164 <i>National Geographic</i> 165, 181</p> <p>Teacher Wraparound Edition: CLA 163; DI 149; ICA 150, 180</p>

STANDARDS	PAGE REFERENCES
A New Nation	
<p>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:</p> <ul style="list-style-type: none"> a. Maintaining national security; b. Creating a stable economic system; c. Dealing with war debts; d. Collecting revenue; e. Defining the authority of the central government. 	<p>Student Edition: 192-195, 197-198, 199-201 <i>Reading Check</i> 195 <i>More About...</i> 196 <i>Interdisciplinary Activity</i> 198 <i>Section Assessment</i> 198 #2, 198 #5</p> <p>Teacher Wraparound Edition: C 198; CTA 196; ETC 197</p>
<p>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</p> <ul style="list-style-type: none"> a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade); b. The Federalist/Anti-Federalist debate c. The debate over a Bill of Rights. 	<p>Student Edition: 202-205, 207-213, 217-222, 613-615 <i>Reading Check</i> 201, 203 <i>People in History</i> 203 <i>Section Assessment</i> 205 #4 <i>Interdisciplinary Activity</i> 205</p> <p>Teacher Wraparound Edition: C 205; DI 201; RS 203</p>
<p>7. Describe the actions taken to build one country from 13 states including:</p> <ul style="list-style-type: none"> a. The precedents established by George Washington, including the cabinet and a two-term presidency; b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank; c. The establishment of an independent federal court system. 	<p>Student Edition: 258-262, 263-266, 267-270, 281, 625 <i>Reading Check</i> 261 <i>Section Assessment</i> 262 #2, 262 #3 <i>Interdisciplinary Activity</i> 262</p> <p>Teacher Wraparound Edition: C 262; ICA 261</p>

STANDARDS	PAGE REFERENCES
Civil War and Reconstruction	
<p>8. Describe and analyze the territorial expansion of the United States including:</p> <ul style="list-style-type: none"> a. Northwest Ordinance; b. The Louisiana Purchase and the Lewis and Clark expedition; c. Westward movement including Manifest Destiny; d. The Texas War for Independence and the Mexican-American War. 	<p>Student Edition: 282-285, 314-319, 356-360, 362-368, 369-374 <i>National Geographic</i> 284 <i>Reading Check</i> 285 <i>Section Assessment</i> 285 #5, 360 #4 <i>Geography & History</i> 286-287 <i>Why It Matters</i> 316-317</p> <p>Teacher Wraparound Edition: C 285</p>
<p>9. Explain causes of the Civil War with emphasis on:</p> <ul style="list-style-type: none"> a. Slavery; b. States' rights; c. The different economies of the North and South d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; e. The abolitionist movement and the roles of Frederick Douglass and John Brown; f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850; g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession. 	<p>Student Edition: 403-406, 418-424, 436-439, 441-444, 445-448 <i>More About...</i> 404, 422 <i>People in History</i> 406 <i>National Geographic</i> 423 <i>Interdisciplinary Activity</i> 424</p> <p>Teacher Wraparound Edition: C 407; FCO 434D; RS 422</p>

STANDARDS	PAGE REFERENCES
<p>10. Explain the course and consequences of the Civil War with emphasis on</p> <ul style="list-style-type: none"> a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant; b. The Emancipation Proclamation; c. The Battle of Gettysburg. 	<p>Student Edition: 449-453, 460-464, 466-472, 473-477, 478-483, 485-491 <i>Two Viewpoints</i> 450 <i>Interdisciplinary Activity</i> 464 <i>National Geographic</i> 470 <i>Why It Matters</i> 474-475 <i>Section Assessment</i> 477 #5</p> <p>Teacher Wraparound Edition: DYK 469</p>
<p>11. Analyze the consequences of Reconstruction with emphasis on:</p> <ul style="list-style-type: none"> a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson; b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution c. The Ku Klux Klan and the enactment of black codes. 	<p>Student Edition: 500-503, 504-508, 509-512, 513-520 <i>National Geographic</i> 507 <i>What If...</i> 516-517</p> <p>Teacher Wraparound Edition: C 520; DI 506; HTA 505; ICA 507, 516; RS 501</p>
<p>People in Societies</p>	
<p><i>Interaction</i></p>	
<p>1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.</p>	<p>Student Edition: 54, 58-59, 76-77, 83-84 <i>People in History</i> 54, 79 <i>Section Assessment</i> 55 #4 <i>Geography & History</i> 56-57 <i>Picturing History</i> 59 <i>Reading Check</i> 59 <i>Interdisciplinary Activity</i> 80</p> <p>Teacher Wraparound Edition: DI 84</p>

STANDARDS	PAGE REFERENCES
<p>2. Describe and explain the social, economic and political effects of:</p> <ul style="list-style-type: none"> a. Stereotyping and prejudice; b. Racism and discrimination; c. Institutionalized racism and institutionalized discrimination. 	<p>Student Edition: 55, 392-393, 510-511, 514, 519-520, 543 <i>History Through Art</i> 392 <i>Reading Check</i> 520 <i>Section Assessment</i> 520 #5, 545 #2, 545 #4</p> <p>Teacher Wraparound Edition: ETC 56</p>
<p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.</p>	<p>Student Edition: 264, 341-345, 531-532 <i>National Geographic</i> 265, 342, 531 <i>Section Assessment</i> 533 #4, 533 #6</p> <p>Teacher Wraparound Edition: CP 531; CTA 532; ICA 344, 531</p>
<p>4. Analyze the economic, geographic, religious and political factors that contributed to:</p> <ul style="list-style-type: none"> a. The enslavement of Africans in North America; b. Resistance to slavery. 	<p>Student Edition: 104-105, 310, 415, 441-444, 445-448 <i>Section Assessment</i> 106 #5 <i>People in History</i> 442, 511 <i>National Geographic</i> 443</p> <p>Teacher Wraparound Edition: C 106; ETC 105; RS 310</p>
<p>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.</p>	<p>Student Edition: 415, 425-428, 542 <i>People in History</i> 54, 79 <i>National Geographic</i> 542 <i>Section Assessment</i> 545 #3, 545 #6 <i>Interdisciplinary Activity</i> 545</p> <p>Teacher Wraparound Edition: C 428; ICA 543; WWW 543</p>

STANDARDS	PAGE REFERENCES
Diffusion	
<p>6. Explain how the diverse peoples of the United States developed a common national identity.</p>	<p>Student Edition: 300, 321-322 <i>Section Assessment</i> 300 #5 <i>An American Story</i> 321 Teacher Wraparound Edition: DI 298; RC 322</p>
Geography	
Places and Regions	
<p>1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.</p>	<p>Student Edition: <i>National Geographic</i> 310, 452, 531, 542 <i>Why It Matters</i> 316-317 <i>Section Assessment</i> 319 #5, 539 #6 <i>Agricultural Production in the South, 1850-1890</i> 519 <i>Graph Skills</i> 538 Teacher Wraparound Edition: WIM 316 Note: Teachers may use these references to do place/region comparison in the classroom setting.</p>
Human Environmental Interaction	
<p>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p>	<p>Student Edition: <i>Why It Matters</i> 316-317 <i>National Geographic</i> 318 <i>Section Assessment</i> 319 #2, 319 #4, 533 #5 <i>Interdisciplinary Activity</i> 319 Teacher Wraparound Edition: C 319; CLA 315; DI 530; ICA 317; RC 311; RS 318</p>

STANDARDS	PAGE REFERENCES
Movement	
<p>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</p>	<p>Student Edition: 195-196, 314-319, 528-529, 534, 537-539 <i>Graph Skills</i> 538 <i>Section Assessment</i> 539 #5</p> <p>Teacher Wraparound Edition: C 311; ICA 317; MAP 527</p>
Economics	
Scarcity and Resource Allocation	
<p>1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</p>	<p>Student Edition: 104-105, 386-390, 391-394, 397-400, 401-403, 462-463 <i>Interdisciplinary Activity</i> 407 <i>Comparing Resources</i> 462</p> <p>Teacher Wraparound Edition: ETC 406; ICA 463</p>
Markets	
<p>2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.</p>	<p>Student Edition: 59, 60-62, 103, 108-109 <i>More About...</i> 60 <i>Section Assessment</i> 62 #4, 62 #5 <i>National Geographic</i> 103 <i>Reading Check</i> 109</p> <p>Teacher Wraparound Edition: CC 60; ICA 61</p>
<p>3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.</p>	<p>Student Edition: 323, 338-339</p> <p>Teacher Wraparound Edition: RC 339</p>

STANDARDS	PAGE REFERENCES
Government and the Economy	
<p>4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of the U.S. Constitution.</p>	<p>Student Edition: 197-198, 199-200, 201 <i>More About...</i> 196 <i>Section Assessment</i> 198 #5 Teacher Wraparound Edition: C 198; CTA 196; ETC 197</p>
<p>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.</p>	<p>Student Edition: 308, 310-311, 536, 557-558 <i>Section Assessment</i> 311 #4 Teacher Wraparound Edition: WWWW 558</p>
Government	
Role of Government	
<p>1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.</p>	<p>Student Edition: 113, 150-151, 154-157, 208 <i>Reading Check</i> 151 <i>Section Assessment</i> 151 #4 Teacher Wraparound Edition: A 156; C 151, 157</p>
<p>2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:</p> <ol style="list-style-type: none"> a. Payment of debt; b. Establishment of a national bank; c. Strict or loose interpretation of the Constitution; d. Support for England or France. 	<p>Student Edition: 335-336 <i>Causes and Effects of Political Parties</i> 268 <i>Differences Between the First Political Parties</i> 269 <i>Section Assessment</i> 339 #4 Teacher Wraparound Edition: CLA 268; DI 269; ICA 270, 337; RS 271; WWWW 270</p>

STANDARDS	PAGE REFERENCES
<i>Rules and Laws</i>	
<p>3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:</p> <ul style="list-style-type: none"> a. Shays' Rebellion b. Economic instability; c. Government under the Articles of Confederation. 	<p>Student Edition: 192-195, 197-198, 199-201 <i>Reading Check</i> 195 <i>More About...</i> 196 <i>Interdisciplinary Activity</i> 198 <i>Section Assessment</i> 198 #2, 198 #5 <i>Picturing History</i> 200</p> <p>Teacher Wraparound Edition: C 198; CTA 196; ETC 197</p>
<p>4. Explain the political concepts expressed in the U.S. Constitution:</p> <ul style="list-style-type: none"> a. Representative democracy; b. Federalism; c. Bicameralism; d. Separation of powers; e. Checks and balances. 	<p>Student Edition: 208-211, 217-220, 232-253 <i>Reading Check</i> 211 <i>Section Assessment</i> 213 #3, 222 #3 <i>Major Principles of the Constitution</i> 218 <i>The American System of Checks and Balances</i> 224</p> <p>Teacher Wraparound Edition: CLA 218; RS 220</p>
<p>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.</p>	<p>Student Edition: 217-218 <i>Reading Check</i> 212 <i>The Federal System</i> 219 <i>The Bill of Rights</i> 221 <i>Interdisciplinary Activity</i> 222 <i>Section Assessment</i> 222 #4, 230 #4 <i>The American System of Checks and Balances</i> 224 <i>Reviewing Key Facts</i> 231 #9</p> <p>Teacher Wraparound Edition: CTA 221</p>

STANDARDS	PAGE REFERENCES
<p>6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:</p> <ul style="list-style-type: none"> a. Freedom of religion, speech, press, assembly and petition; b. Right to trial by jury and the right to counsel; c. Due process and equal protection of the laws. 	<p>Student Edition: 208, 228 <i>Reading Check</i> 220 <i>Interdisciplinary Activity</i> 222 <i>Section Assessment</i> 222 #4, 230 #3, 230 #4, 230 #5 <i>Reviewing Key Facts</i> 231 #9 Teacher Wraparound Edition: CC 220; CTA 221</p>
<p>7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.</p>	<p>Student Edition: 195-196, 446 <i>Why It Matters</i> 194-195 <i>Section Assessment</i> 198 #4, 198 #6 Teacher Wraparound Edition: RC 196; WIM 194</p>
<p>8. Describe the process by which a bill becomes a law.</p>	<p>Student Edition: 223-225 <i>How a Bill Becomes a Law</i> 225 <i>Interdisciplinary Activity</i> 227 Teacher Wraparound Edition: C 227; RC 225</p>
<p>Citizenship Rights and Responsibilities</p>	
<p><i>Participation</i></p>	
<p>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:</p> <ul style="list-style-type: none"> a. The Sons of Liberty and Committees of Correspondence/American independence; b. The Underground Railroad and the abolitionist movement/Abolition of slavery. 	<p>Student Edition: 134, 138-139, 229-230, 418-424 <i>Interdisciplinary Activity</i> 230 <i>More About...</i> 422 <i>Section Assessment</i> 424 #2, 424 #5 Teacher Wraparound Edition: C 424; DI 420; ICA 421; RS 422</p>

STANDARDS	PAGE REFERENCES
<p>2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:</p> <ul style="list-style-type: none"> a. Nominating conventions; b. Expansion of the franchise; c. Active campaigning. 	<p>Student Edition: 334-337, 349-350, 448 <i>Reading Check</i> 336, 337 <i>Section Assessment</i> 339 #3, 339 #5 <i>Interdisciplinary Activity</i> 351</p> <p>Teacher Wraparound Edition: CLA 335; ICA 337</p>
<p><i>Rights and Responsibilities</i></p>	
<p>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:</p> <ul style="list-style-type: none"> a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner; b. State constitutional conventions and the disenfranchisement of free blacks; c. Jackson and his role in Indian removal; d. Frederick Douglass and the abolitionist movement; e. Elizabeth Cady Stanton and women's rights. 	<p>Student Edition: 343, 406, 418, 426 <i>Section Assessment</i> 345 #2 <i>Interdisciplinary Activity</i> 345, 424 <i>Two Viewpoints</i> 420 <i>Why It Matters</i> 426-427</p> <p>Teacher Wraparound Edition: RS 422; WWW 155, 451</p>
<p>4. Show connections between the rights and responsibilities of citizenship including:</p> <ul style="list-style-type: none"> a. Voting and staying informed on issues; b. Being tried by a jury and serving on juries; c. Having rights and respecting the rights of others. 	<p>Student Edition: 228, 229-230 <i>Reading Check</i> 220 <i>Interdisciplinary Activity</i> 222, 230 <i>Section Assessment</i> 230 #3, 230 #4, 230 #5 <i>Reviewing Key Facts</i> 231 #9</p> <p>Teacher Wraparound Edition: CTA 221</p>

STANDARDS	PAGE REFERENCES
Social Studies Skills and Methods	
<i>Obtaining Information</i>	
<p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p>	<p>Student Edition: <i>America’s Literature</i> 50, 140, 465</p> <p>Teacher Wraparound Edition: BI 50, 140, 465; CLA 419; ICA 344, 359, 421</p> <p>Note: Teachers may use these references to conduct comparisons in the classroom setting.</p>
<i>Communicating Information</i>	
<p>2. Construct a historical narrative using primary and secondary sources.</p>	<p>Student Edition: <i>Interdisciplinary Activity</i> 151, 424 <i>Study & Writing Skillbuilder</i> 340</p> <p>Teacher Wraparound Edition: CLA 208, 402, 419; ICA 309, 324, 337, 359, 421; T 340</p> <p>Note: Teachers may use these references as a basis to have students construct historical narratives.</p>
<p>3. Write a position paper or give an oral presentation that includes citation of sources.</p>	<p>Student Edition: <i>Interdisciplinary Activity</i> 222 <i>Alternative Assessment</i> 231</p> <p>Teacher Wraparound Edition: CLA 218; CP 531; CTA 221; DI 209, 558; ICA 150, 337; RS 271</p> <p>Note: Teachers may use these references to meet this standard, adding additional requirements as necessary.</p>

STANDARDS	PAGE REFERENCES
<i>Problem Solving</i>	
<p>4. Organize and lead a discussion.</p>	<p>Student Edition: <i>Critical Thinking Skillbuilder 146</i></p> <p>Teacher Wraparound Edition: C 151, 339, 570; CLA 52, 218; DI 149, 427; RS 104, 292</p> <p>Note: Teachers may use these task references in the classroom setting to encourage students to organize, participate in, and lead better discussions.</p>
<p>5. Identify ways to manage conflict within a group.</p>	<p>Student Edition: <i>Critical Thinking Skillbuilder 571</i></p> <p>Teacher Wraparound Edition: CLA 156, 208, 218, 335, 419; DI 225; RS 193, 224; T 571</p> <p>Note: Teachers may use these task references in the classroom setting to instruct students in conflict management.</p>