



# The American Republic

To 1877  
© 2007

## STANDARDS

## PAGE REFERENCES

### Course Description

United States History for grade 8 covers events and issues from the Age of Exploration through Reconstruction and the western movement, emphasizing the 18th and 19th centuries. Topics covered will include, but are not limited to: exploration, colonization, Revolutionary War, constitutional issues, nation building, Civil War, Reconstruction, and western movement. Standards 1 and 2 should be integrated throughout the course rather than taught independently. The remaining standards can be taught either chronologically or thematically. Although the emphasis of this course is on the 18th and 19th centuries, additional content may be covered as time permits.

### Standard 1

Students will interpret the role of geography in shaping United States history.

#### Objective 1

Determine how geography affected the development of the United States.

- Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.
- Apply the five themes of geography as they relate to the development of the United States.

#### Student Edition:

2-3, 16-19, 48-49, 178, 264, 284-285

*Geography & History* 286-287

*National Geographic* 18, 48, 265, 284

#### Teacher Wraparound Edition:

C 287; CLA 17; EC 3; MSN 284; T 286

STANDARDS	PAGE REFERENCES
<p>Objective 2</p> <p>Utilize geographic skills as they relate to the study of the United States.</p> <ul style="list-style-type: none"> <li>• Locate the major physical features, including the plains, major rivers, bodies of water, mountain ranges, and continents.</li> <li>• Locate the major political features, including countries, regions, and states.</li> <li>• Apply map and globe skills to the study of United States history; e.g., direction, legend, scale, grid coordinates.</li> </ul>	<p><b>Student Edition:</b></p> <p>RA2-RA13, 4-5</p> <p><i>Skillbuilder 27</i>, 169</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CLA 5; DI 4; T 27, 169</p>
<p><b>Standard 2</b> Students will investigate the relationship between events of different time periods.</p>	
<p>Objective 1</p> <p>Develop an awareness of current events.</p> <ul style="list-style-type: none"> <li>• Use print and broadcast media to acquire an awareness of current events.</li> <li>• Recognize the difference between fact and opinion, and discern bias in the media.</li> </ul>	<p><b>Student Edition:</b></p> <p><i>Practicing Skills</i> 159, 457</p> <p><i>Skillbuilder</i> 146, 440</p> <p><b>Teacher Wraparound Edition:</b></p> <p>T 146, 440</p>
<p>Objective 2</p> <p>Analyze how contemporary concerns and events affect and are affected by history.</p> <ul style="list-style-type: none"> <li>• Apply knowledge of historical events to recent major events.</li> <li>• Utilize contemporary news to discuss past events.</li> </ul>	<p><b>Student Edition:</b></p> <p><i>Skillbuilder</i> 120</p> <p><i>What If?</i> 516-517</p> <p><i>Why It Matters</i> 110-111, 316-317, 474-475</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 106; DI 110; T 120; WM 316</p>
<p><b>Standard 3</b> Students will understand the changes caused by European exploration in the Americas.</p>	
<p>Objective 1</p> <p>Explore life among the various American Indian nations prior to European exploration of the New World.</p> <ul style="list-style-type: none"> <li>• Identify the major regional American Indian nations of North America.</li> <li>• Examine the cultures of American Indian nations; e.g., languages, beliefs, traditions, and lifestyles.</li> </ul>	<p><b>Student Edition:</b></p> <p>16-19, 22-26, 28-33</p> <p><i>Critical Thinking</i> 19 #5, 26 #5</p> <p><i>Interdisciplinary Activity</i> 26, 33</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 26, 33; CLA 29; DI 30; RS 23; T 23, 29</p>

STANDARDS	PAGE REFERENCES
<p>Objective 2</p> <p>Analyze the reasons for European exploration.</p> <ul style="list-style-type: none"> <li>• Explain the economic reasons behind exploration; e.g., trade routes, discoveries of fine goods in the East, search for raw materials.</li> <li>• Examine the political reasons behind exploration; e.g., empire building, European rivalries.</li> <li>• Investigate the social reasons behind exploration; e.g., spreading ideas and beliefs, seeking religious freedoms.</li> <li>• Identify key individuals who contributed to European exploration; e.g. Columbus, Cartier, Cabot, Hudson.</li> </ul>	<p><b>Student Edition:</b></p> <p>40-41, 43-49, 51, 60-62</p> <p><i>Analyzing Visuals</i> 49</p> <p><i>Critical Thinking</i> 62 #4, 64 #17</p> <p><i>Geography &amp; History</i> 56-57</p> <p><i>National Geographic</i> 48</p> <p><i>Technology &amp; History</i> 45</p> <p><i>Two Viewpoints</i> 47</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 42, 49; CLA 44; RS 46; T 44, 52</p>
<p>Objective 3</p> <p>Assess the impact of European exploration on African slaves and American Indian nations.</p> <ul style="list-style-type: none"> <li>• Examine the reasons for slavery in the New World; e.g., cotton, sugar, tobacco.</li> <li>• Trace the beginnings of the slave trade in the Americas.</li> <li>• Investigate the transportation of African slaves to the Americas; i.e., triangular trade routes, the Middle Passage.</li> <li>• Explore the impact of the Europeans and the resulting destruction of American Indian cultures; e.g., the Spanish Conquistadors, disease brought by Europeans, European settlement.</li> </ul>	<p><b>Student Edition:</b></p> <p>51-55, 60, 73, 80, 102-103</p> <p><i>Critical Thinking</i> 55 #5, 62 #5, 80 #5</p> <p><i>Geography &amp; History</i> 56-57</p> <p><i>More About</i> 60</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 55; CLA 52; EC 56; F 56</p>
<p><b>Standard 4</b>  <b>Students will analyze European colonization and settlement of North America.</b></p>	
<p>Objective 1</p> <p>Explain where and why European countries colonized North America, e.g., the Netherlands, England, France, Spain.</p> <ul style="list-style-type: none"> <li>• Identify motives for exploration; e.g., religion, expansion, trade, wealth.</li> <li>• Locate the geographical regions of European settlement.</li> <li>• Investigate the contributions and influences of the major European powers.</li> </ul>	<p><b>Student Edition:</b></p> <p>53-55, 61-62, 92-93</p> <p><i>Critical Thinking</i> 93 #5, 94 #16</p> <p><i>Geography &amp; History</i> 56-57</p> <p><i>Geography and History Activity</i> 65</p> <p><i>National Geographic</i> 61</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 55; RS 54</p>

STANDARDS	PAGE REFERENCES
<p>Objective 2</p> <p>Assess the reasons for settlement of the English colonies.</p> <ul style="list-style-type: none"> <li>• Compare the reasons for settlement in the New England, Middle, and Southern colonies.</li> <li>• Explain the contributions of key individuals in the settling of the English colonies; e.g., John Smith, Lord Baltimore, William Bradford.</li> <li>• Identify key groups involved in the settlement of the English colonies; e.g., Virginia Company, Pilgrims, Puritans, Quakers.</li> <li>• Determine the reasons for conflict between the European powers in North America.</li> <li>• Examine the causes and outcomes of the French and Indian War.</li> </ul>	<p><b>Student Edition:</b></p> <p>70-73, 76-80, 82-85, 86-91, 116-119, 121-125</p> <p><i>Critical Thinking</i> 85 #4</p> <p><i>Interdisciplinary Activity</i> 80</p> <p><i>National Geographic</i> 72, 83</p> <p><i>People in History</i> 88</p> <p><i>Reviewing Themes</i> 85, 93</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 93; CTA 90; RS 77, 83; T 83, 87</p>
<p>Objective 3</p> <p>Examine the economic, political, and social patterns in the development of the 13 English colonies.</p> <ul style="list-style-type: none"> <li>• Contrast the economies of the three major Colonial regions: New England, Middle, and Southern.</li> <li>• Assess the impact of geography on the economies of the three major regions.</li> <li>• Explain the development of self-government in the colonies.</li> <li>• Investigate the lifestyles and cultures of the New England, Middle, and Southern colonies; e.g., education, slavery, religion.</li> </ul>	<p><b>Student Edition:</b></p> <p>72-73, 78-80, 84-85, 89-90, 100-106, 108-113</p> <p><i>Critical Thinking</i> 80 #4, 85 #5, 106 #4</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CLA 101; CTA 90; DI 88; RS 112; T 77</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 5</b>  <b>Students will understand the significance of the American Revolution in the development of the United States.</b></p>	
<p>Objective 1</p> <p>Analyze what ideas and events led to the Revolutionary movement.</p> <ul style="list-style-type: none"> <li>Explore the events leading to the outbreak of armed conflict between the American colonies and Great Britain.</li> <li>Analyze the origin of the ideas behind the revolutionary movement and the movement toward independence; e.g., social contract, natural rights, English traditions.</li> <li>Explain the major ideas expressed in the Declaration of Independence.</li> </ul>	<p><b>Student Edition:</b></p> <p>132-135, 136-139, 141-145, 147-151, 154-157  <i>Critical Thinking</i> 135 #5, 139 #5  <i>More About</i> 138  <i>Reviewing Themes</i> 135</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 135, 151; DI 134; RS 133, 142; T 133, 148</p>
<p>Objective 2</p> <p>Assess the factors affecting the course of the war and contributing to American victory.</p> <ul style="list-style-type: none"> <li>Examine how the Revolutionary War affected the colonists.</li> <li>Explain the events that brought European aid to the American cause.</li> <li>Examine the advantages and disadvantages of the Continental Army against British resources.</li> </ul>	<p><b>Student Edition:</b></p> <p>162-168, 172-176, 177-182, 183-187  <i>National Geographic</i> 165, 180, 181</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 168, 176; CLA 163, 478; DI 174; EC 167</p>
<p>Objective 3</p> <p>Evaluate the contributions of key people and groups to the Revolution.</p> <ul style="list-style-type: none"> <li>Identify the contributions of colonial leaders; e.g., George Washington, Thomas Paine, Alexander Hamilton, Sam Adams, John Adams</li> <li>Analyze the role various political groups played in the Revolutionary movement; e.g., Sons and Daughters of Liberty, Committees of Correspondence, 1st and 2nd Continental Congress.</li> <li>Examine the contributions of various social groups to the Revolutionary movement; e.g., women, free and enslaved blacks, American Indians.</li> </ul>	<p><b>Student Edition:</b></p> <p>135, 137, 139, 141-142  <i>Critical Thinking</i> 151 #5  <i>Linking Past and Present</i> 164  <i>People in History</i> 149, 166  <i>Reviewing Themes</i> 151</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CTA 166; ICA 175; RS 142, 148, 165, 173</p>

STANDARDS	PAGE REFERENCES
<p>Objective 4</p> <p>Examine the effects of the Revolution on the United States.</p> <ul style="list-style-type: none"> <li>Analyze the terms of the Treaty of Paris of 1783.</li> <li>Determine the weaknesses of the Articles of Confederation.</li> <li>Investigate the problems that faced the emerging nation; e.g., debt, lack of unified central government, international relations.</li> <li>Explain the effect the Revolution had on people; e.g., Native American Indians, slaves, European immigrants.</li> </ul>	<p><b>Student Edition:</b></p> <p>185-187, 192-198</p> <p><i>Cause and Effect</i> 142</p> <p><i>Critical Thinking</i> 187 #5, 198 #5</p> <p><i>More About</i> 196</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 198; CTA 196; EC 197; RS 193</p>
<p><b>Standard 6</b>  <b>Students will understand the structure and function of the United States government established by the Constitution.</b></p>	
<p>Objective 1</p> <p>Assess the foundations and principles that led to the development of the Constitution.</p> <ul style="list-style-type: none"> <li>Analyze the factors involved in convening the Constitutional Convention.</li> <li>Investigate the ideas and documents that became the foundation for the United States Constitution; e.g., Magna Carta, Iroquois Confederation, European philosophers.</li> </ul>	<p><b>Student Edition:</b></p> <p>110, 117-118, 199-205, 207-208</p> <p><i>Critical Thinking</i> 205</p> <p><i>People in History</i> 203</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 205; DI 201; RS 203</p>
<p>Objective 2</p> <p>Analyze the compromises that led to the ratification of the Constitution.</p> <ul style="list-style-type: none"> <li>Compare the Federalists and Anti-Federalist ratification debates.</li> <li>Examine the Constitution ratification compromises; i.e., 3/5 Compromise, Great Compromise, Bill of Rights.</li> </ul>	<p><b>Student Edition:</b></p> <p>203-205, 211-212</p> <p><i>Critical Thinking</i> 205 #5</p> <p><i>Practicing Skills</i> 215</p> <p><i>Reviewing Themes</i> 25</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 205, 213</p>

STANDARDS	PAGE REFERENCES
<p>Objective 3</p> <p>Examine the basic structure of the Constitution.</p> <ul style="list-style-type: none"> <li>Identify the major elements of the United States Constitution.</li> <li>Explain the purpose of the Constitution as outlined in the preamble.</li> <li>Explore the role and functions of the three branches of government.</li> <li>Examine the Constitutional principles of separation of powers and checks and balances.</li> <li>Determine the role of the Constitution as a living document.</li> </ul>	<p><b>Student Edition:</b>  208-210, 217-222, 223-227  <i>Chart 220, 224, 225</i>  <i>Critical Thinking 222 #5</i>  <i>Reviewing Themes 213</i></p> <p><b>Teacher Wraparound Edition:</b>  C 221; CLA 218; DI 219; RS 220; T 224</p>
<p>Objective 4</p> <p>Analyze the rights, liberties, and responsibilities of citizens.</p> <ul style="list-style-type: none"> <li>Identify the responsibilities of citizenship to secure liberties; e.g., vote, perform jury duty, obey laws.</li> <li>Examine the Bill of Rights and its specific guarantees.</li> </ul>	<p><b>Student Edition:</b>  228-230, 244-245  <i>Citizenship Cooperative Activity 231 #15</i>  <i>Critical Thinking 230</i>  <i>Interdisciplinary Activity 230</i>  <i>Reviewing Themes 230</i></p> <p><b>Teacher Wraparound Edition:</b>  BR 228; C 230; CLA 229; EC 244; T 229</p>
<p><b>Standard 7</b>  <b>Students will explore the territorial growth of the United States before the Civil War.</b></p>	
<p>Objective 1</p> <p>Describe the ideas and events that motivated the expansion of the United States.</p> <ul style="list-style-type: none"> <li>Explain Manifest Destiny and its role in American expansion; e.g., land acquisition, economy, immigration.</li> <li>Examine the background and consequences of the Louisiana Purchase.</li> <li>Investigate the role of explorers in the expansion of the United States; e.g., Lewis and Clark, Pike, Fremont.</li> <li>Examine the groups of people that came West; e.g., mountain men, Mormon pioneers, California 49ers, Asian and Irish immigrants.</li> </ul>	<p><b>Student Edition:</b>  282-285, 314-319, 341-345, 356-360, 375-378  <i>Critical Thinking 285 #5</i>  <i>Geography &amp; History 286-287</i>  <i>National Geographic 284</i></p> <p><b>Teacher Wraparound Edition:</b>  C 285, 360, 378; CLA 315; DI 377; ICA 359; MSN 284</p>

STANDARDS	PAGE REFERENCES
<p>Objective 2</p> <p>Examine the conflicts during the American expansion.</p> <ul style="list-style-type: none"> <li>Investigate the causes and results of the War of 1812.</li> <li>Analyze government policies toward and treaties with American Indian nations; e.g., relocation, removal, assimilation, and sovereignty.</li> <li>Investigate the impact of the Mexican War on the land and people of the American Southwest; e.g., Mexican Cession, Texas, Gadsden Purchase.</li> </ul>	<p><b>Student Edition:</b></p> <p>288-294, 296-300, 341-345, 369-374</p> <p><i>Critical Thinking</i> 295 #5, 300 #5</p> <p><i>Geography &amp; History</i> 346-347</p> <p><i>Interdisciplinary Activity</i> 345</p> <p><i>National Geographic</i> 298</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CLA 297; ICA 344; RS 342; T 342</p>
<p>Objective 3</p> <p>Analyze how new inventions and transportation methods stimulated western expansion.</p> <ul style="list-style-type: none"> <li>Research the impact of inventions on expansion; e.g., farming, industry, communication.</li> <li>Examine developments in transportation; e.g., expansion of roads and trails, steamboats, and railroads.</li> </ul>	<p><b>Student Edition:</b></p> <p>306-311, 315-318</p> <p><i>Critical Thinking</i> 311</p> <p><i>National Geographic</i> 318</p> <p><i>Why It Matters</i> 316-317</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 319; CLA 307; DI 316; ICA 317; RS 310</p>
<p>Objective 4</p> <p>Assess the impact of the Industrial Revolution on the United States.</p> <ul style="list-style-type: none"> <li>Examine the development of the factory system.</li> <li>Analyze the role of factories on the growth of northern cities.</li> <li>Determine how the Industrial Revolution affected the North, South, and West differently.</li> <li>Investigate the changes in working conditions caused by the Industrial Revolution.</li> </ul>	<p><b>Student Edition:</b></p> <p>306-311, 386-390, 399-400</p> <p><i>Critical Thinking</i> 311 #5</p> <p><i>Technology &amp; History</i> 307, 399</p> <p><i>What Life Was Like</i> 308-309</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 400; CLA 307; DI 309; RS 310; T 387; TH 307</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 8</b>  <b>Students will examine the expansion of the political system and social rights before the Civil War.</b></p>	
<p>Objective 1</p> <p>Investigate the development of the American political party system.</p> <ul style="list-style-type: none"> <li>Examine the differences between the Federalists and the Democratic-Republicans.</li> <li>Trace the development of new political parties throughout the 18<sup>th</sup> and 19<sup>th</sup> centuries; e.g., Whigs, Jacksonian Democrats, Republicans.</li> <li>Determine the role of third parties as an agent of reform.</li> <li>Investigate the role of political parties in the electoral process.</li> </ul>	<p><b>Student Edition:</b>  267-272, 321-322, 334-339, 351  <i>Cause and Effect</i> 268  <i>Critical Thinking</i> 272 #4, 339 #5, 351 #4</p> <p><b>Teacher Wraparound Edition:</b>  CLA 268, 335; ICA 270, 337</p>
<p>Objective 2</p> <p>Analyze the evolution of democracy and the extension of democratic principles.</p> <ul style="list-style-type: none"> <li>Examine how the Supreme Court strengthened the national government.</li> <li>Analyze how states' rights issues led to growing sectionalism.</li> <li>Investigate the relationship between national and state governments in expanding democracy.</li> <li>Appraise how the political process changed to involve more people.</li> </ul>	<p><b>Student Edition:</b>  208-209, 222, 281, 322-325, 335-336, 338-339  <i>Critical Thinking</i> 281 #5</p> <p><b>Teacher Wraparound Edition:</b>  RS 325</p>
<p>Objective 3</p> <p>Analyze the impact of social reforms on Americans during the 19<sup>th</sup> century.</p> <ul style="list-style-type: none"> <li>Examine the abolitionist movement; e.g., Sojourner Truth, William Lloyd Garrison, Frederick Douglass, the Grimke sisters.</li> <li>Investigate the impact of reform in education, religion, prisons and the treatment of the mentally ill during this period.</li> <li>Examine the extension of women's political and legal rights.</li> </ul>	<p><b>Student Edition:</b>  412-415, 418-424, 425-428  <i>Critical Thinking</i> 415 #4  <i>More About</i> 422  <i>Two Viewpoints</i> 420  <i>Why It Matters</i> 426-427</p> <p><b>Teacher Wraparound Edition:</b>  C 428; DI 414, 427; RS 413, 422; W 421</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 9</b>  <b>Students will understand the significance of the Civil War Era to the United States.</b></p>	
<p>Objective 1</p> <p>Analyze differences and events that led to the Civil War.</p> <ul style="list-style-type: none"> <li>Describe the cultural differences between the North and the South.</li> <li>Examine the sectional economic differences of the United States; e.g., slavery, industry, agriculture, geography.</li> <li>Analyze how states' rights led to conflict between the North and the South.</li> <li>Trace the failure of compromise to ease sectional differences; e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act.</li> <li>Investigate how the abolitionist movement increased sectional tensions between the Northern and Southern states; e.g., John Brown's raid, Dred Scott decision, <i>Uncle Tom's Cabin</i>, and Fugitive Slave Law.</li> <li>Assess how the election of 1860 led to secession.</li> </ul>	<p><b>Student Edition:</b>  418-424, 436-439, 441-444, 445-448, 449-453  <i>Critical Thinking</i> 439 #5  <i>Interdisciplinary Activity</i> 448  <i>National Geographic</i> 443  <i>Two Viewpoints</i> 450</p> <p><b>Teacher Wraparound Edition:</b>  C 439, 444, 453; DI 447; RS 422, 437, 442</p>
<p>Objective 2</p> <p>Determine the factors that affected the course of the war and contributed to Union victory.</p> <ul style="list-style-type: none"> <li>Compare the advantages and disadvantages of the Union and the Confederacy.</li> <li>Analyze the impact of the Emancipation Proclamation on the United States and the Confederacy.</li> <li>Identify the contributions of key individuals in the Civil War; e.g., Lincoln, Davis, Lee, Grant.</li> <li>Investigate how the Civil War affected all people in the United States land area.</li> </ul>	<p><b>Student Edition:</b>  460-464, 466-472, 473-477, 478-483, 485-491  <i>Critical Thinking</i> 464 #5  <i>Graph</i> 462  <i>Interdisciplinary Activity</i> 477  <i>National Geographic</i> 470, 487, 488-489  <i>Why It Matters</i> 474-475</p> <p><b>Teacher Wraparound Edition:</b>  C 477; ICA 463; RS 461; T 474</p>

STANDARDS	PAGE REFERENCES
<p>Objective 3</p> <p>Evaluate the Reconstruction period and how it affected the United States following the Civil War.</p> <ul style="list-style-type: none"> <li>• Explain the purpose of Reconstruction.</li> <li>• Analyze the social impact of Reconstruction; e.g., abolition of slavery, integration of races, fall of Southern society, education.</li> <li>• Determine the economic changes in the country caused by Reconstruction.</li> <li>• Explain the political changes brought about by the Reconstruction Era; e.g., 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, voting regulations, military districts.</li> </ul>	<p><b>Student Edition:</b></p> <p>500-503, 504-508, 509-512, 513-520</p> <p><i>Critical Thinking</i> 503 #5</p> <p><i>National Geographic</i> 507</p> <p><i>Reviewing Themes</i> 512</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 503, 508, 520; CLA 514; RS 501, 505; T 501</p>
<p><b>Standard 10</b>  <b>Students will understand the development of the American West following the Civil War.</b></p>	
<p>Objective 1</p> <p>Analyze the factors that brought people west.</p> <ul style="list-style-type: none"> <li>• Examine why peoples came to the West; e.g., farmers, ranchers, miners, American Indian nations, immigrants, adventurers.</li> <li>• Investigate the impact of mining and ranching on the land and people.</li> <li>• Assess the impact of the railroad on western development.</li> </ul>	<p><b>Student Edition:</b></p> <p>528-530</p> <p><i>Interdisciplinary Activity</i> 533</p> <p><i>Reviewing Themes</i> 533</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 533; CC 529, 530</p>
<p>Objective 2</p> <p>Analyze the settlement of the American West.</p> <ul style="list-style-type: none"> <li>• Examine the changes of the landscape due to settlement patterns.</li> <li>• Investigate the development of cities in the West.</li> <li>• Assess the impact western settlement patterns had on the Native American Indians.</li> </ul>	<p><b>Student Edition:</b></p> <p>530-532</p> <p><i>Critical Thinking</i> 533 #4-#5</p> <p><i>National Geographic</i> 531</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CTA 533; ICA 531; RS 526; W 531</p>

STANDARDS	PAGE REFERENCES
<p>Objective 3</p> <p>Investigate the conflict among various groups involved in the settlement of the West.</p> <ul style="list-style-type: none"> <li>• Determine the reasons and groups involved in conflict during the settlement of the West; e.g., ranchers, miners, farmers, American Indian nations, immigrants.</li> <li>• Examine the consequences of conflict in the settlement of the West.</li> </ul>	<p><b>Student Edition:</b></p> <p>530-533</p> <p><i>Analyzing Visuals</i> 533</p> <p><i>National Geographic</i> 531</p> <p><b>Teacher Wraparound Edition:</b></p> <p>Cr 531; CTA 532; F 528; ICA 531; W 531; WMA 526</p>