



The American Journey

Early Years

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| STANDARDS | PAGE REFERENCES |
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| 8. SOCIAL STUDIES | |
| 8.1 United States History | |
| 8.1.1 Students will analyze major cultures in the Americas before the 17th century. | |
| <ul style="list-style-type: none"> Describe the regional culture groups of early Native Americans in North America, e.g., the Northern, Northwestern, Plains, Mound Builders, Eastern Woodlands, and Southwestern Native Americans, etc. | <p>Student Edition: 16-22 <i>American Diary</i> 16 <i>Essential Question</i> 22 <i>National Geographic</i> 18-19, 20-21 <i>Primary Source</i> 17 <i>Short-Answer Questions</i> 24</p> <p>Teacher Wraparound Edition: Ac 20; C 22; CT 17, 18; RS 19, 22; WS 18</p> |
| <ul style="list-style-type: none"> Describe selected civilizations in Central and South Americas, e.g., the Mayan, Olmecs, Aztec, Incas, Chibchas, and Toltecs. | <p>Student Edition: 10-15 <i>American Diary</i> 10 <i>By the Numbers</i> 11 <i>Essential Question</i> 15 <i>National Geographic</i> 12-13, 14</p> <p>Teacher Wraparound Edition: C 15; DI 15; RS 11, 12; WS 12</p> |

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| <ul style="list-style-type: none"> Explain how geography and climate influenced the way Early American cultural groups lived. | <p>Student Edition: 11-15, 17-22 <i>Critical Thinking</i> 22 #5 <i>Essential Question</i> 22 <i>Reviewing Essential Questions</i> 24</p> <p>Teacher Wraparound Edition: Ac 20; C 22; CT 17, 20; DI 15; HO 18; RS 12; WS 18</p> |
| <p>8.1.2 Students will analyze major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.</p> | |
| <ul style="list-style-type: none"> Explain the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England. | <p>Student Edition: 34-41, 42-47 <i>American Diary</i> 34, 42 <i>The Caravel</i> 37 <i>National Geographic</i> 36, 40, 44 <i>People in History</i> 39 <i>Primary Source</i> 38, 43, 45, 46</p> <p>Teacher Wraparound Edition: C 41, 47; CT 35, 46; DI 38; RS 36; SP 35; WS 37</p> |
| <ul style="list-style-type: none"> Identify the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of the Americas. | <p>Student Edition: 34-41, 43-47, 49-52, 59-61, 65-69 <i>Critical Thinking</i> 61 #4 <i>Essential Question</i> 52 <i>People in History</i> 39</p> <p>Teacher Wraparound Edition: C 41 52; CT 46; SP 50, 61; WS 45</p> |
| <ul style="list-style-type: none"> Identify the political, economic, and social impact of the encounter between European and early cultures in the Americas. | <p>Student Edition: 43-47, 51, 60-61, 66, 69, 75 <i>Critical Thinking</i> 52 #5, 61 #6, 69 #5, 75 #5 <i>National Geographic</i> 50 <i>Primary Source</i> 46, 49</p> <p>Teacher Wraparound Edition: DI 38; SP 45; WS 45</p> |

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| <ul style="list-style-type: none"> Identify explorers, e.g., Columbus, Leif Ericsson, Amerigo Vespucci, Champlain, and Hudson. | <p>Student Edition: 36-41, 43-46, 51, 59 <i>Critical Thinking</i> 41 #6, 47 #5 <i>National Geographic</i> 36, 40, 44 <i>People in History</i> 39 <i>Primary Source</i> 38, 45</p> <p>Teacher Wraparound Edition: DI 38; SP 45; WS 45</p> |
| <ul style="list-style-type: none"> Describe Spanish, French, and English settlements. | <p>Student Edition: 46-47, 50-52, 59-61, 65-69, 73-75, 77-82 <i>Essential Question</i> 47, 52, 61 <i>Geography & History</i> 62-63 <i>National Geographic</i> 74, 78</p> <p>Teacher Wraparound Edition: C 47, 52, 61, 69; SP 50; WS 66</p> |
| <p>8.1.3 Students will describe key people, events, and ideas from colonial America.</p> | |
| <ul style="list-style-type: none"> Explain the factors that led to the founding of the colonies, e.g., the escape from religious persecution, economic opportunity, release from prison, and military adventure. | <p>Student Edition: 46-47, 50-52, 59-61, 65-69, 73-75, 77-82 <i>Essential Question</i> 47, 52, 61 <i>Geography & History</i> 62-63 <i>National Geographic</i> 74, 78</p> <p>Teacher Wraparound Edition: C 47, 52, 61, 69; SP 50; WS 66</p> |
| <ul style="list-style-type: none"> Describe geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South. | <p>Student Edition: 65-69, 73-75, 77-82 <i>America's Literature</i> 70-71 <i>Chart</i> 79 <i>Critical Thinking</i> 69 #5 <i>Essential Question</i> 75, 82</p> <p>Teacher Wraparound Edition: C 82; RS 65; ST 75; WS 66, 73</p> |

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| <ul style="list-style-type: none"> Describe life in the colonies in the 18th century from the perspectives of Native Americans, large landowners, farmers, artisans, women, and slaves. | <p>Student Edition: 65-69, 73-75, 77-82, 89-95 <i>American Diary</i> 76, 98 <i>By the Numbers</i> 77 <i>Critical Thinking</i> 69 #5, 75 #5 <i>If You Were There</i> 65 <i>People in History</i> 80-81 <i>Time Notebook</i> 96-97 <i>You Decide</i> 68</p> <p>Teacher Wraparound Edition: A 97; CT 77, 90; DI 91; RS 94; WS 102</p> |
| <ul style="list-style-type: none"> Explain the principal economic and political connections between the colonies and England. | <p>Student Edition: 90-91, 99-103, 123-125, 128-129 <i>Critical Thinking</i> 125 #6 <i>Economics & History</i> 91</p> <p>Teacher Wraparound Edition: Ac 99; WS 90, 100, 124</p> |
| <ul style="list-style-type: none"> Describe sources of dissatisfaction that led to the American Revolution. | <p>Student Edition: 123-125, 128-129, 133-137 <i>Critical Thinking</i> 129 #5 <i>Essential Question</i> 137 <i>National Geographic</i> 124 <i>Primary Source</i> 128</p> <p>Teacher Wraparound Edition: Ac 116; C 125, 129, 137; CT 124; RS 123; SP 128; WS 124</p> |
| <ul style="list-style-type: none"> Identify key individuals and events in the American Revolution, e.g., King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine. | <p>Student Edition: 134-135, 139-142 <i>American Diary</i> 138, 152 <i>Critical Thinking</i> 137 #4, 142 #5 <i>People in History</i> 136, 164 <i>Primary Source</i> 141 <i>You Decide</i> 140</p> <p>Teacher Wraparound Edition: C 142; DI 136, 139; FF 154; RS 134; SP 135; WS 141, 163, 172</p> |

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| <ul style="list-style-type: none"> Explain major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British. | <p>Student Edition: 134-137, 153-159, 161-165, 169-173, 175-178 <i>Essential Question</i> 156 <i>Geography & History</i> 180-181 <i>National Geographic</i> 134-135, 156-157, 158, 171 <i>Primary Source</i> 162-163</p> <p>Teacher Wraparound Edition: C 159, 165, 178; CT 156, 173; DI 158; RS 153, 156; SP 135, 162; WS 177</p> |
| <p>8.1.4 Students will analyze challenges faced by the new United States government.</p> | |
| <ul style="list-style-type: none"> Explain the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights. | <p>Student Edition: 195-201, 205-210, 255 <i>American Diary</i> 194 <i>Essential Question</i> 201 <i>People in History</i> 197 <i>Primary Source</i> 198-199, 209, 254 <i>Virginia and New Jersey Plans</i> 200 <i>You Decide</i> 202-203</p> <p>Teacher Wraparound Edition: C 201; CT 254; RS 198, 199, 206; WS 210</p> |
| <ul style="list-style-type: none"> Describe major issues facing Congress and the first four presidents. | <p>Student Edition: 253, 255-257, 261-263, 269-270, 278-279, 285, 287-293, 295-298 <i>Chart</i> 269 <i>Economics & History</i> 256 <i>Essential Question</i> 257, 263</p> <p>Teacher Wraparound Edition: Ac 269; C 257, 263, 279; CT 261; RS 253; WS 255, 262</p> |
| <ul style="list-style-type: none"> Explain conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties. | <p>Student Edition: 265-268 <i>Critical Thinking</i> 270 #4 <i>Essential Question</i> 270 <i>People in History</i> 267 <i>Primary Source</i> 265 <i>You Decide</i> 266</p> <p>Teacher Wraparound Edition: C 270; CT 265; DI 268; RS 267</p> |

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| <p>8.1.5 Students will describe growth and change in the United States from 1801-1861.</p> | |
| <ul style="list-style-type: none"> Describe territorial exploration, expansion, and settlement, e.g., Lewis and Clark, Louisiana Purchase, and acquisition of southern and western territories. | <p>Student Edition: 281-285, 313-317, 358-363, 379-382 <i>American Diary</i> 280 <i>Critical Thinking</i> 317 #5 <i>Essential Question</i> 363 <i>National Geographic</i> 283, 360, 362 <i>Primary Source</i> 281 <i>You Decide</i> 364-365 Teacher Wraparound Edition: C 317; CT 373; SP 364; WS 283, 284, 317</p> |
| <ul style="list-style-type: none"> Describe how the physical geography and various incentives influenced the movement of people, goods, and services. | <p>Student Edition: 313-317, 358-363, 379-382 <i>Critical Thinking</i> 363 #6 <i>Essential Question</i> 317, 382 <i>Linking Past to Present</i> 314-315 <i>National Geographic</i> 318 <i>Primary Source</i> 381 Teacher Wraparound Edition: C 317; RS 313, 314, 360</p> |
| <ul style="list-style-type: none"> Describe the political relationships between the Americas and Europe, which led to the Monroe Doctrine. | <p>Student Edition: 325-326 <i>Latin America and the Monroe Doctrine</i> 325 <i>Main Ideas</i> 326 #4 Teacher Wraparound Edition: CT 325, 326</p> |
| <ul style="list-style-type: none"> Describe the impact of inventions, e.g., the cotton gin, McCormick reaper, etc. | <p>Student Edition: 306, 308, 389-393, 400, 401 <i>American Diary</i> 400 <i>By the Numbers</i> 401 <i>Essential Question</i> 393 <i>Main Ideas</i> 309 #2 <i>Primary Source</i> 306-307 Teacher Wraparound Edition: C 309, 389, 393; CT 392; DI 306, 308; RS 308; TN 423; WS 306</p> |

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| <p>8.1.6 Students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.</p> | |
| <ul style="list-style-type: none"> Describe economic and philosophical differences between the North and South. | <p>Student Edition: 389-393, 394-399, 401-403, 406-412, 431 <i>American Diary</i> 394 <i>Economics & History</i> 402 <i>Essential Question</i> 399, 403</p> <p>Teacher Wraparound Edition: C 399; CT 389, 395; DI 401; RS 403</p> |
| <ul style="list-style-type: none"> Identify key events leading to secession and war. | <p>Student Edition: 449-451, 453-455, 457-461, 463-466 <i>American Diary</i> 448, 452 <i>By the Numbers</i> 449 <i>Essential Question</i> 451 <i>National Geographic</i> 454, 465 <i>Primary Source</i> 457, 459</p> <p>Teacher Wraparound Edition: C 451, 455, 461; CT 450; RS 454; WS 450, 453</p> |
| <ul style="list-style-type: none"> Identify key people during this period, e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, John Brown, Clara Barton, etc. | <p>Student Edition: 449-451, 453-455, 457-461, 463-466, 475-477, 481-487, 499-503 <i>American Diary</i> 456 <i>Critical Thinking</i> 451 #6 <i>Main Ideas</i> 461 #4 <i>People in History</i> 508-509 <i>Primary Source</i> 457, 499, 504 <i>You Decide</i> 468-469</p> <p>Teacher Wraparound Edition: DI 485; RS 450, 454, 486; WS 460, 475</p> |
| <ul style="list-style-type: none"> Identify key events during the Civil War, e.g., major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox. | <p>Student Edition: 475-477, 481-487, 499-503, 505, 507-512 <i>American Diary</i> 480 <i>Essential Question</i> 487 <i>Primary Source</i> 492 <i>You Decide</i> 502</p> <p>Teacher Wraparound Edition: CT 483, 503, 507; DI 476, 500; RS 510; SP 484; WS 512</p> |

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| <ul style="list-style-type: none"> Describe life on the battlefield and on the home front from multiple perspectives. | <p>Student Edition: 478-479, 491-497 <i>Critical Thinking</i> 497 #6 <i>Essential Question</i> 497 <i>Primary Source</i> 492-493, 496</p> <p>Teacher Wraparound Edition: C 479, 497; CT 492; DI 494; WS 478, 496</p> |
| <ul style="list-style-type: none"> Explain the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution. | <p>Student Edition: 238-240, 509, 521, 524-527 <i>Critical Thinking</i> 527 #5 <i>Primary Source</i> 524</p> <p>Teacher Wraparound Edition: RS 524, 525; SP 524</p> |
| <ul style="list-style-type: none"> Describe the impact of Reconstruction policies on the South. | <p>Student Edition: 519-521, 523-527, 529-531, 535-540 <i>American Diary</i> 528 <i>Essential Question</i> 521, 527, 531 <i>National Geographic</i> 525 <i>People in History</i> 530 <i>Primary Source</i> 520, 524, 538</p> <p>Teacher Wraparound Edition: C 521, 527, 531, 540; CT 519, 523; RS 519; SP 537</p> |
| <p>8.1.7 Students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.</p> | |
| <ul style="list-style-type: none"> Describe federal policies of expansion and how they affected various culture groups and individuals, e.g., Native Americans, Asian Americans, etc. | <p>Student Edition: 547-548 <i>Primary Source</i> 548</p> <p>Teacher Wraparound Edition: CP 548; CT 547; RS 548; SP 548</p> |
| <ul style="list-style-type: none"> Explain why people immigrated to the United States, describe their obstacles and contributions. | <p>Student Edition: 549</p> <p>Teacher Wraparound Edition: Ac 549; CT 549</p> |

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| <ul style="list-style-type: none"> Describe the growth of American cities and the impact on societies. | <p>Student Edition: 549-550 <i>By the Numbers</i> 551</p> <p>Teacher Wraparound Edition: WS 550</p> |
| <ul style="list-style-type: none"> Describe the United States participation in key world events, e.g., the Spanish American War, World War I, etc. | <p>Student Edition: 553-555 <i>By the Numbers</i> 554-555</p> <p>Teacher Wraparound Edition: Ac 554, 555; CT 554, 555; RS 554, 555</p> |
| <p>8.1.8 Students will describe key, social, economic and cultural developments from WWI through the Great Depression.</p> | |
| <ul style="list-style-type: none"> Describe the arts in the United States, e.g., the Harlem Renaissance, the works of F. Scott Fitzgerald, Louis Armstrong, etc. | <p>Student Edition: 556-557</p> <p>Teacher Wraparound Edition: Ac 557; DI 556; SP 557</p> |
| <ul style="list-style-type: none"> Describe the social changes, e.g., women's suffrage, prohibition, etc. | <p>Student Edition: 552-553, 557 <i>Timeline</i> 552-553</p> <p>Teacher Wraparound Edition: Ac 552; CT 553; SP 552; W 552</p> |
| <ul style="list-style-type: none"> Describe the economic factors that led to the Great Depression. | <p>Student Edition: 558</p> <p>Teacher Wraparound Edition: RS 558</p> |
| <ul style="list-style-type: none"> Describe the extent and depth of business and farm failures, unemployment, and poverty. | <p>Student Edition: 558-559 <i>Primary Source</i> 558-559</p> <p>Teacher Wraparound Edition: WS 558</p> |
| <ul style="list-style-type: none"> Describe the New Deal, the Depression, and the future role of government in the economy. | <p>Student Edition: 558-559</p> <p>Teacher Wraparound Edition: Ac 558; SP 558; WS 559</p> |
| <ul style="list-style-type: none"> Identify key people of the period, e.g., Eleanor and Franklin Roosevelt, Charles Lindbergh, etc. | <p>Student Edition: 557-559</p> <p>Teacher Wraparound Edition: Ac 559</p> |

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| 8.1.9 Students will describe key people, events, and ideas since World War II. | |
| <ul style="list-style-type: none"> Explain segregation, desegregation, and the Civil Rights Movement. | <p>Student Edition: 563-564 <i>Timeline</i> 564-565</p> <p>Teacher Wraparound Edition: FF 564; RS 564; SP 564</p> |
| <ul style="list-style-type: none"> Describe the changing role of women in America. | <p>Student Edition: 565</p> <p>Teacher Wraparound Edition: Ac 565; WS 565</p> |
| <ul style="list-style-type: none"> Describe the technology revolution and its impact on communication, transportation, and new industries. | <p>Student Edition: 572</p> <p>Teacher Wraparound Edition: DI 572</p> |
| <ul style="list-style-type: none"> Describe the consumer economy and increasing global markets. | <p>Student Edition: 570</p> <p>Teacher Wraparound Edition: CT 570</p> |
| <ul style="list-style-type: none"> Describe the increases in violent crime and illegal drugs. | <p>Student Edition: 571 <i>National Geographic</i> 570</p> <p>Teacher Wraparound Edition: SP 571</p> |
| <ul style="list-style-type: none"> Explain the effects of increased immigration. | <p>Student Edition: 572 <i>Graph</i> 571</p> |
| <ul style="list-style-type: none"> Describe political leaders of the period, trend in national elections, and differences between the two major political parties. | <p>Student Edition: 568-573 <i>Critical Thinking</i> 573 #6</p> <p>Teacher Wraparound Edition: Ac 569; CT 569</p> |