



The American Journey

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STANDARDS	PAGE REFERENCES
<p>8.1 Historical Analysis and Skills Development</p>	
<p><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i></p>	
<p>A. Analyze chronological thinking.</p> <ul style="list-style-type: none"> • Difference between past, present and future • Sequential order of historical narrative • Data presented in time lines • Continuity and change • Context for events 	<p>Student Edition: <i>Linking Past to Present</i> 30-31, 206-207, 408-409, 630-631, 796-797 <i>Skills Handbook</i> 1025 <i>Timeline</i> 4-5, 120-121, 250-251, 446-447, 640-641, 840-841 <i>Time Notebook</i> 96-97, 318-319, 532-533, 734-735, 924-925</p> <p>Teacher Wraparound Edition: A 97, 319, 533, 925; CT 1025; SP 293, 735; TLA 5, 121, 251, 447, 641, 841</p>
<p>B. Analyze and interpret historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs, and tables • Different historical perspectives • Data from maps, graphs and tables • Visual data presented in historical evidence 	<p>Student Edition: <i>National Geographic</i> 134-135, 344-345, 961 <i>Primary Source</i> 106, 290, 496, 616, 974 <i>Skills Handbook</i> 1019, 1020, 1026, 1027, 1028, 1029, 1030, 1032 <i>You Decide</i> 68, 266, 302, 784-785</p> <p>Teacher Wraparound Edition: Ac 616; CT 266, 784, 1019, 1020, 1027; DI 1029; RS 267; SP 135, 344, 1026</p>

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<p>C. Analyze the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> • Fact versus opinion • Reasons/causes for multiple points of view • Illustrations in historical documents and stories • Causes and results • Author or source used to develop historical narratives • Central issue 	<p>Student Edition: <i>Chance and Error in History</i> 176-177, 368-369, 526, 716, 908 <i>Skills Handbook</i> 1015, 1019, 1020, 1027 <i>You Decide</i> 140, 202-203, 364-365, 468-469, 600-601, 698-699, 916-917</p> <p>Teacher Wraparound Edition: CT 698; DI 369; RS 202, 364, 365, 601; TC 140; WS 203, 468, 916</p>
<p>D. Analyze and interpret historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., History Day projects, mock trials, speeches) • Credibility of evidence 	<p>Student Edition: <i>American Diary</i> 400 <i>America's Literature</i> 70-71, 310-311, 488-489, 648-649, 892-893 <i>Document Based Questions</i> 25 Doc. #1, 144 Doc. #2 <i>Primary Source</i> 124, 290, 306-307, 806, 974 <i>Reading History</i> 740 <i>Short Answer Questions</i> 212, 470 <i>Skills Handbook</i> 1020, 1024, 1029, 1032 <i>You Decide</i> 68</p> <p>Teacher Wraparound Edition: A 71, 311, 489; WS 124</p>
<p>8.2 Pennsylvania History</p>	
<p><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to. . .</i></p>	
<p>A. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin) • Military Leaders (e.g., George Meade, George McClellan, John Hartranft) • Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster) • Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott) 	<p>Student Edition: 435, 457-458, 465, 481, 485-486, 500, 503, 521, 535, 587, 591, 595-597 <i>Critical Thinking</i> 487 #7 <i>National Geographic</i> 458 <i>Primary Source</i> 499 <i>Time Notebook</i> 422</p> <p>Teacher Wraparound Edition: SP 520; WS 435</p>

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<p>B. Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Pennsylvania Constitutions of 1838 and 1874, The “Gettysburg Address”, <i>The Pittsburgh Survey</i>) • Artifacts, Architecture and Historic Places (e.g., Gettysburg, Eckley Miners’ Village, Drake’s Well) 	<p>Student Edition: 435, 483, 505, 598, 1052 <i>Critical Thinking</i> 505 #7 <i>Picture</i> 186-187 <i>Primary Source</i> 504, 589 <i>When and Where</i> 187</p> <p>Teacher Wraparound Edition: CT 483, 505; FF 503; SP 598</p>
<p>C. Identify and analyze how continuity and change have influenced Pennsylvania history from the 1787 to 1914.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., Ephrata Cloister, Harmonists, Amish, immigrant influences) • Commerce and Industry (e.g., mining coal, producing iron, harvesting timber) • Innovations (e.g., John Roebling’s steel cable, steel-tipped plow, improved techniques for making iron, steel and glass) • Politics (e.g., Fugitive Slave Act reaction, canal system legislation, The Free School Act of 1834) • Settlement Patterns (e.g., farms and growth of urban centers) • Social Organization (e.g., the Philadelphia Centennial Exposition of 1876, prohibition of racial discrimination in schools) • Transportation (e.g., canals, National Road, Thompson’s Horseshoe Curve) • Women’s Movement (e.g., work of the Equal Rights League of Pennsylvania) 	<p>Student Edition: 75, 106, 365, 390-393, 396, 398, 438, 595, 597, 598-599, 657-658 <i>Critical Thinking</i> 75 #5, #6 <i>Essential Question</i> 393 <i>People in History</i> 392 <i>Primary Source</i> 624</p> <p>Teacher Wraparound Edition: CT 75; RS 390, 598; WS 658</p>

STANDARDS	PAGE REFERENCES
<p>D. Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., impact of war, 1889 Johnstown Flood) • Ethnic and Racial Relations (e.g., Christiana riots, disenfranchisement and restoration of suffrage for African-Americans, Carlisle Indian School) • Labor Relations (e.g., National Trade Union, the “Molly Maguires,” Homestead steel strike) • Immigration (e.g., Anti-Irish Riot of 1844, new waves of immigrants) • Military Conflicts (e.g., Battle of Lake Erie, the Mexican War, the Civil War) 	<p>Student Edition: 196, 295, 315-316, 396, 398, 485, 502-503, 606, 657-658 <i>By the Numbers</i> 485 <i>Critical Thinking</i> 399 #4, 606 #4 <i>National Geographic</i> 296, 316, 503 Teacher Wraparound Edition: C 606; CT 310; DI 606; SP 316, 398</p>
<p>8.3 United States History</p>	
<p><i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to. . .</i></p>	
<p>A. Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Daniel Webster, Abraham Lincoln, Andrew Johnson) • Military Leaders (e.g., Andrew Jackson, Robert E. Lee, Ulysses S. Grant) • Cultural and Commercial Leaders (e.g., Jane Addams, Jacob Riis, Booker T. Washington) • Innovators and Reformers (e.g., Alexander G. Bell, Frances E. Willard, Frederick Douglass) 	<p>Student Edition: 323, 334-341, 345, 349-352, 428-429, 463, 481-482, 486-487, 500, 503, 507-508, 510-511, 523-524, 589-590, 622, 623, 628, 654, 655 <i>Critical Thinking</i> 352 #6, 487 #7 <i>People in History</i> 322-323, 508-509, 666-667 <i>Primary Source</i> 350, 622 Teacher Wraparound Edition: CT 349, 508; DI 349, 428; FF 303, 509; RS 510; WS 322, 487</p>

STANDARDS	PAGE REFERENCES
<p>B. Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> Documents (e.g., Fugitive Slave Law, Treaty of Guadalupe Hidalgo, Emancipation Proclamation) 19th Century Writings and Communications (e.g., Stowe’s <i>Uncle Tom’s Cabin</i>, Brown’s “Washed by Blood,” Key’s “Star Spangled Banner”) Historic Places (e.g., The Alamo, Underground Railroad sites, Erie Canal) 	<p>Student Edition: 296-297, 368, 369, 377, 379, 411, 421, 427, 430, 453-454, 455, 464, 496, 500, 1046-1057 <i>Geography & History</i> 432-433 <i>People in History</i> 427 <i>Primary Source</i> 218, 292, 340, 410, 436, 459, 460, 486, 504</p> <p>Teacher Wraparound Edition: Ac 297; C 431; DI 297; RS 432; SP 433; WS 411, 453, 487</p>
<p>C. Analyze how continuity and change has influenced United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> Belief Systems and Religions (e.g., 19th century trends and movements) Commerce and Industry (e.g., growth of manufacturing industries, economic nationalism) Innovations (e.g., Brooklyn Bridge, refrigerated shipping, telephone) Politics (e.g., election of 1860, impeachment of Andrew Johnson, Jim Crow laws) Settlement Patterns and Expansion (e.g., Manifest Destiny, successive waves of immigrants, purchase of Alaska and Hawaii) Social Organization (e.g., social class differences, women’s rights and antislavery movement, education reforms) Transportation and Trade (e.g., Pony Express, telegraph, Transcontinental Railroad) Women’s Movement (e.g., roles in the Civil War, medical college for women, Seneca Falls Conference) 	<p>Student Edition: 305, 306, 313-317, 389-393, 398-399, 419-421, 425-431, 435, 437-438, 463, 492-493, 527, 540, 589-593, 613-617, 632-638, 676-677, 680-681 <i>Essential Question</i> 317 <i>Linking Past to Present</i> 314-315 <i>Primary Source</i> 306-307, 389, 390-391, 436, 492, 589, 676 <i>Timeline</i> 435 <i>You Decide</i> 364-365</p> <p>Teacher Wraparound Edition: C 421, 431, 593; CT 389, 614, 680; DI 306, 307, 399; RS 314, 492; SP 398, 676</p>

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<p>D. Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., wartime confiscation of private property, abolitionist movement, Reconstruction) • Ethnic and Racial Relations (e.g., Cherokee Trail of Tears, slavery and the Underground Railroad, draft riots) • Labor Relations (e.g., female and child labor, trade unionism, strike breakers) • Immigration and Migration (e.g., Manifest Destiny, eastern and southern European immigration, Chinese Exclusion Act) • Military Conflicts (e.g., Native American opposition to expansion and settlement, Civil War, Spanish-American War) 	<p>Student Edition: 344-347, 359-363, 379, 397, 407-408, 410-411, 425-431, 435, 453, 463-466, 496, 499-505, 519-521, 535-540, 556, 567-571, 603, 617, 654, 685-689 <i>By the Numbers</i> 407, 535 <i>Critical Thinking</i> 521 #4 <i>Essential Question</i> 363, 466 <i>National Geographic</i> 344-345, 465, 686-687 <i>Primary Source</i> 361, 410, 568-569 <i>You Decide</i> 600-601 Teacher Wraparound Edition: Ac 429; C 347, 466, 540, 571, 655; CT 362, 504; DI 344; RS 346, 427; WS 397, 453, 496, 603</p>
<p>8.4 World History</p>	
<p><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to. . .</i></p>	
<p>A. Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500.</p> <ul style="list-style-type: none"> • Political and Military Leaders (e.g., King Ashoka, Montezuma I, Ghenghis Khan, William the Conqueror) • Cultural and Commercial Leaders (e.g., Mansa Musa, Yak Pac, Cheng Ho, Marco Polo) • Innovators and Reformers (e.g., Erastostenes, Tupac Inka Yupenqui, Johannes Gutenberg) 	<p>Student Edition: 11-15, 21-22, 29-33, 35-41 <i>American Diary</i> 10 <i>By the Numbers</i> 11 <i>Critical Thinking</i> 33 #6, 41 #6 <i>Main Ideas</i> 22 #3 <i>People in History</i> 39 Teacher Wraparound Edition: CT 51; DI 38; SP 29, 35; WS 18, 33</p>

STANDARDS	PAGE REFERENCES
<p>B. Analyze historical documents, material artifacts and historic sites important to world history before 1500.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Rosetta Stone, Aztec glyph writing, Dead Sea Scrolls, Magna Carta) • Artifacts, Architecture and Historic Places (e.g., Ethiopian rock churches, Mayan pyramids, Nok terra cotta figures, megaliths at Stonehenge) • Historic districts (e.g., Memphis and its Necropolis, Sanctuary of Machu Picchu, Old City of Jerusalem and its Walls, Centre of Rome and the Holy See) 	<p>Student Edition: 11-15, 17-22, 29-33, 35-41 <i>American Diary</i> 16 <i>Critical Thinking</i> 15 #6, 22 #5 <i>Main Ideas</i> 15 #2, 33 #4 <i>National Geographic</i> 14, 18-19 <i>Primary Source</i> 38</p> <p>Teacher Wraparound Edition: CT 20; DI 15</p>
<p>C. Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.</p> <ul style="list-style-type: none"> • Africa • Americas • Asia • Europe 	<p>Student Edition: 11-15, 17-22, 29-33, 35-41 <i>Critical Thinking</i> 15 #4, 22 #4 <i>Essential Question</i> 15, 33 <i>Linking Past to Present</i> 30-31 <i>Main Ideas</i> 15 #3 <i>National Geographic</i> 20-21 <i>Timeline</i> 12-13</p> <p>Teacher Wraparound Edition: Ac 20; C 15; CT 18; DI 32; RS 30; WS 12</p>
<p>D. Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe.</p> <ul style="list-style-type: none"> • Domestic Instability • Ethnic and Racial Relations • Labor Relations • Immigration and Migration • Military Conflicts 	<p>Student Edition: 11-15, 17-22, 29-33, 35-41 <i>Essential Question</i> 15 <i>Timeline</i> 12-13</p> <p>Teacher Wraparound Edition: C 15; CT 14; RS 22, 30; WS 40</p>