



ARIZONA
Social Studies Standards
Essentials (Grades 6-8)
The American Journey © 2005

| OBJECTIVES | PAGE REFERENCES |
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| STANDARD 1: HISTORY | |
| Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona, American, and world history. | |
| 1SS-E8. Demonstrate and apply the basic tools of historical research, including how to construct timelines, frame questions that can be answered by historical study and research, and analyze and evaluate historical materials offering varied perspectives, with emphasis on: | |
| PO 1. constructing and interpreting graphs and charts using historical data | SE: <i>Social Studies Skillbuilder</i> 63, 81, 273, 396, 596 <i>Chart Skills</i> 269, 289 <i>Geography Skills</i> 310 <i>Graph Skills</i> 394, 462 TWE: CS 269 |
| PO 2. constructing various timelines of key events, people, and periods of the historical era being studied | SE: 68-69, 76, 98-99, 130-131, 160-161 <i>Social Studies Skillbuilder</i> 63 <i>Why It Matters</i> 426-427 TWE: TLA 99, 131, 161 |
| PO 3. framing questions that can be answered by historical study and research | SE: <i>Critical Thinking Skillbuilder</i> 120, 861 <i>Study & Writing Skillbuilder</i> 340 <i>Alternative Assessment</i> 523 TWE: AA 523, 959 ICA 537, 545 DI 544 RS 549 |
| PO 4. describing the difference between a primary source document and a secondary source document and the relationships between them | SE: 956-957, 958-959, 960-961, 962-963 <i>Study & Writing Skillbuilder</i> 340 <i>Analyzing Primary Sources</i> 959, 961, 963 TWE: APS 959, 961, 963 |
| PO 5. assessing the credibility of primary and secondary sources and drawing sound conclusions from them | SE: 964-965 <i>Study & Writing Skillbuilder</i> 340 <i>Critical Thinking Skillbuilder</i> 440, 861 <i>Applying the Skill</i> 440 <i>Analyzing Primary Sources</i> 965 TWE: T 340, 440, 861 APS 965 |
| PO 6. analyzing a historical source and identifying the author's main points, purpose, opinions versus facts, and what other authors say about the same topic | SE: 212, 487-488, 986, 991 <i>Critical Thinking Skillbuilder</i> 146, 440, 521, 827 <i>Study & Writing Skillbuilder</i> 340 TWE: T 521, 827 |

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| PO 7. examining different points of view on the same historical events and determining the context in which the statements were made, including the questions asked, the sources used, and the author's perspectives | SE: 768 <i>Two Viewpoints</i> 163, 420, 450, 586 <i>Critical Thinking Skillbuilder</i> 206 <i>America's Literature</i> 769 TWE: TV 163, 420, 450, 586 |
| PO 8. recognizing the difference between cause and effect and a mere sequence of historical events | SE: <i>Causes and Effects</i> 17, 120, 142, 174, 377, 684, 807 <i>Critical Thinking Skillbuilder</i> 120 <i>Applying the Skill</i> 120 TWE: T 120 ANP 120 |
| FOCUS: United States and Arizona History (the American Revolution through Reconstruction) | |
| 1SS-E16. Explain the economic and political reasons for the American Revolution, with emphasis on: | |
| PO 1. the attempts to regulate colonial trade, including the Tea Act, Stamp Act, and Intolerable Acts | SE: 133-135 <i>Reading Check</i> 134, 135 <i>Section Assessment</i> 135 #2, 135 #4 <i>Causes and Effects</i> 142 TWE: RC 134, 135 SAA 135 #2, 135 #4 |
| PO 2. the colonists' reaction to British policy, including the boycotts, the Sons of Liberty, and petitions and appeals to Parliament | SE: 136-139 <i>Section Assessment</i> 135 #3, 135 #5 <i>Interdisciplinary Activity</i> 135 <i>More About</i> 138 TWE: RS 133 SAA 135 #3, 135 #5 C 135 DI 138 |
| PO 3. the ideas expressed in the Declaration of Independence | SE: 150-151, 154-157 <i>Fact Fiction Folklore</i> 151 <i>Reading Check</i> 151 <i>Section Assessment</i> 151 #4 <i>Interdisciplinary Activity</i> 151 <i>Primary Sources Library</i> 962 TWE: ICA 150 RC 151 C 151 WWW 154 |
| 1SS-E17. Describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government, with emphasis on: | |
| PO 1. the Articles of Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence | SE: 192-195 <i>Why It Matters</i> 190 <i>The Impact Today</i> 190 <i>Foldables Study Organizer</i> 191 <i>Reading Check</i> 195 <i>More About</i> 196 TWE: WMA 190 FSO 191 RC 195 CTA 196 ETC 196 |

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| PO 2. the major debates of the Constitutional Convention and their resolution | SE: 202-205 <i>Reading Check</i> 201 <i>Section Assessment</i> 205 #3, 205 #4 <i>Interdisciplinary Activity</i> 205 TWE: F 199 RC 201 RS 203 SAA 205 #3, 205 #4 C 205 |
| PO 3. the contributions and roles of major individuals in the writing and ratification of the Constitution, including George Washington, James Madison, Alexander Hamilton, and John Jay | SE: 202-203, 211-212 <i>Interdisciplinary Activity</i> 151 <i>An American Story</i> 199 <i>Reading Check</i> 201 <i>People In History</i> 203 <i>Section Assessment</i> 213 #5 TWE: RC 201 PIH 203 SAA 213 #5 |
| PO 4. struggles over ratification of the Constitution and the creation of the Bill of Rights | SE: 205, 211-212, 213 <i>Reading Check</i> 205, 212, 213 <i>Section Assessment</i> 205 #5 TWE: RC 205, 212, 213 SAA 205 #5 |
| 1SS-E18. Describe the actions taken to build one nation from thirteen states, with emphasis on: | |
| PO 1. the precedents established by George Washington, including the cabinet and two terms of the presidency | SE: 258-259 <i>Reading Strategy</i> 258 <i>Section Theme</i> 258 <i>Section Assessment</i> 262 #1, 262 #4 <i>Interdisciplinary Activity</i> 262 TWE: RP 258 ICA 261 SAA 262 #1, 262 #4 |
| PO 2. Alexander Hamilton's actions to create a financially strong nation, including the creation of a National Bank and payment of debts | SE: 260-261, 262, 263-264 <i>Reading Check</i> 261, 262 <i>Section Assessment</i> 262 #2, 262 #5 TWE: DI 260 RC 261, 262 SAA 262 #2, 262 #5 |
| PO 3. the creation of political parties, including the ideals of the Democratic Republicans and the Federalists | SE: 267-268 <i>Causes and Effects of Political Parties</i> 268 <i>Graphic Organizer Skills</i> 268 <i>Differences Between the First Political Parties</i> 269 <i>Chart Skills</i> 269 <i>Reading Check</i> 270 TWE: CP 268 GOS 268 CLA 268 CS 269 ICA 270 RC 270 |

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| 1SS-E19. Describe the successes and failures of the reforms during the Age of Jacksonian Democracy, with emphasis on: | |
| PO 1. the extension of the franchise to all white men | SE: 336-337 <i>Section Assessment</i> 339 #5 <i>Reviewing Key Facts</i> 352 #10 TWE: DYK 193 ICA 337 SAA 339 #5 RKF 352 #10 |
| PO 2. Indian removal, including the Trail of Tears | SE: 341-345, 988 <i>Study & Writing Skillbuilder</i> 340 <i>An American Story</i> 341 <i>National Geographic</i> 342 <i>History Through Art</i> 343 <i>Geography & History</i> 346-347 <i>Primary Sources Library</i> 966 TWE: F 341 RS 342 HTA 343 |
| PO 3. the abolition movement, including the role of the Quakers, Harriet Tubman, and the Underground Railroad | SE: 406, 418-424 <i>People In History</i> 406 <i>Two Viewpoints</i> 420 <i>More About</i> 422 <i>National Geographic</i> 423 <i>Interdisciplinary Activity</i> 424 TWE: PIH 406 F 418 ICA 421 RS 422 ETC 423 |
| PO 4. suffrage for women, including Seneca Falls and Elizabeth Cady Stanton | SE: 425-428, 989 <i>An American Story</i> 425 <i>Why It Matters</i> 426-427 <i>Section Assessment</i> 428 #3, 428 #4 TWE: F 425 RP 425 RS 426 WIM 426 DI 427 |
| 1SS-E20. Describe the aims and impact of the Western expansion and settlement of the United States, with emphasis on: | |
| PO 1. how and from whom the United States acquired the Northwest Territory, Louisiana Territory, Florida, Texas, Oregon Country, the Mexican Cession and the Gadsden Territory | SE: 195-196, 282-285, 326, 356-360, 367-368, 374 <i>Why It Matters</i> 194-195 <i>Reading Check</i> 196, 374 <i>National Geographic</i> 284 TWE: RC 196, 374 |

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| PO 2. how geography and economic incentives influenced early American explorations, including those of Lewis and Clark, James O. Pattie and the fur trade | SE: 284-285 <i>National Geographic</i> 284 <i>Geography Skills</i> 284 <i>Section Assessment 285 #4, 285 #6</i> <i>Geography & History</i> 286-287 TWE: GS 284 C 285, 287 F 286 T 286 |
| PO 3. the American belief in Manifest Destiny, including how it led to the Mexican War | SE: 359-360, 368, 370, 371, 372-374 <i>Reading Check</i> 360 <i>Chapter Summary</i> 380 TWE: RC 360 CC 372 CTA 373 |
| PO 4. reasons for, and destination of, the major westward migrations, including Oregon, California, and the Mormon settlements of Utah and Arizona | SE: 358-360, 370-371, 375-378 <i>More About</i> 359 <i>An American Story</i> 375 <i>Causes and Effects of Westward Movement</i> 377 <i>Graphic Organizer Skills</i> 377 <i>Hands-On History</i> 382-383 TWE: MA 359 ICA 359 GOS 377 |
| PO 5. the impact of westward expansion on American Indian nations, including broken treaties and the Long Walk of the Navajos | SE: 341-345, 542-547, 988 <i>Study & Writing Skillbuilder</i> 340 <i>An American Story</i> 341 <i>National Geographic</i> 342 <i>History Through Art</i> 343 <i>Geography & History</i> 346-347 <i>Primary Sources Library</i> 966 TWE: F 341 RS 342 HTA 343 |
| 1SS-E21. Explain how sectionalism caused the Civil War, with emphasis on: | |
| PO 1. the different natures of the economies of the North, South, and West | SE: 375-377, 386-390, 391-393, 397-400, 401-403 <i>Causes and Effects of Westward Movement</i> 377 <i>Reading Check</i> 400 TWE: C 390 RC 400 CL 402 |

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| PO 2. the addition of new states to the Union and the balance of power in the Senate, including the Missouri and 1850 Compromises | SE: 436-439 <i>An American Story</i> 436 <i>Reading Check</i> 437, 439 TWE: F 436 RP 436 CO 437 RC 437, 439 RS 437 |
| PO 3. the extension of slavery into the territories, including the Dred Scott Decision, the Kansas-Nebraska Act, and the role of abolitionists such as Frederick Douglass and John Brown | SE: 421, 442-444, 446-447 <i>Reading Check</i> 438 TWE: FCO 434D RC 438 CGO 442 RS 442 C 444 CD 446 DI 447 |
| PO 4. the emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates | SE: 447-448 <i>Section Assessment</i> 448 #4, 448 #5 <i>Interdisciplinary Activity</i> 448 <i>Chapter Summary</i> 456 <i>Reviewing Key Facts</i> 456 #14 TWE: SAA 448 #4, 448 #5 RKF 456 #14 |
| PO 5. the presidential election of 1860, Lincoln's victory, and the South's secession | SE: 449-453 <i>An American Story</i> 449 <i>Two Viewpoints</i> 450 <i>Learning From History</i> 450 <i>National Geographic</i> 452 <i>Geography Skills</i> 452 <i>Reading Check</i> 452 TWE: TV 450 WWW 451 GS 452 RC 452 |
| 1SS-E22. Explain the course and consequences of the Civil War and how it divided the American people, with emphasis on: | |
| PO 1. the unique nature of the Civil War, including the impact of Americans fighting Americans, the high casualties caused by disease and the type of warfare, and the widespread destruction of American property | SE: 460-464, 466-473, 478-483, 490, 969 TWE: ICA 452 FCO 458D RS 458 DYK 474, 481 |
| PO 2. contributions and significance of key individuals, including Abraham Lincoln, Robert E. Lee, William Tecumseh Sherman, and Ulysses S. Grant | SE: 461, 462, 463, 466-467, 468-469, 473-476, 485-486 <i>An American Story</i> 473 <i>Section Assessment</i> 477 #5 <i>People In History</i> 480 TWE: DYK 467 RS 486 |

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| PO 3. the major turning points of the Civil War, including Gettysburg | SE: 469, 471-472, 486-488 <i>Reading Check</i> 472 <i>National Geographic</i> 487, 488-489 <i>Geography Skills</i> 487 <i>Geography & History</i> 492-493 TWE: RS 461 RC 472 GS 487 |
| PO 4. the role of African-Americans | SE: 464, 476-477 <i>Union Forces</i> 475 <i>Reading Check</i> 477 <i>Section Assessment</i> 477 #3 TWE: CLA 474 WWW 476 RS 476 RC 477 SAA 477 #3 |
| PO 5. the purpose and effect of the Emancipation Proclamation | SE: 473-476, 990 <i>Read to Learn</i> 473 <i>An American Story</i> 473 <i>Why It Matters</i> 474-475 <i>Reading Check</i> 476 TWE: RP 473 DSM 474 WIM 475 DI 475 RC 476 C 477 |
| PO 6. the strategic importance of the Southwest as both sides attempted to secure a route to California | SE: 369-370, 371, 374, 437-439 <i>An American Story</i> 369 <i>Chapter Summary</i> 380 <i>National Geographic</i> 443 TWE: WMA 354 RS 366 DI 438 |
| 1SS-E23. Analyze the character and lasting consequences of Reconstruction, with emphasis on: | |
| PO 1. Lincoln's plans for reconstruction of the South | SE: 489, 501-502 <i>Reading Check</i> 502 <i>Section Assessment</i> 503 #3, 503 #5 TWE: DV 501 RS 501 RC 502 SAA 503 #3, 503 #5 |
| PO 2. Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of Andrew Johnson | SE: 502-503, 506-508 <i>Reading Check</i> 503, 508 <i>An American Story</i> 504 <i>People In History</i> 511 TWE: RC 503, 508 C 503 RS 505 |

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| PO 3. attempts to protect the rights of, and enhance opportunities for, the freedmen, including the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution | SE: 246-248, 476, 502, 504-506, 508 <i>Reading Check</i> 476, 506 <i>An American Story</i> 509 <i>People In History</i> 511 TWE: RC 476, 506 C 508 |
| PO 4. the rise of the Ku Klux Klan and the development of Jim Crow laws following Reconstruction | SE: 510-511, 519, 999 <i>Analyzing Political Cartoons</i> 520 <i>Section Assessment</i> 520 #1, 520 #5 TWE: YDS 518 ETC 519 APC 520 SAA 520 #1, 520 #5 |

Codes Used for TWE Pages

| | | | |
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| AA | Alternative Assessment | FSO | Foldables Study Organizer |
| ANP | Answers to Practicing the Skill | GOS | Graphic Organizer Skills |
| APC | Analyzing Political Cartoons | GS | Geography Skills |
| APS | Analyzing Primary Sources | HTA | History Through Art |
| C | Close | ICA | Interdisciplinary Connections Activity |
| CC | Curriculum Connection | MA | More About... |
| CD | Creating a Diagram | PIH | People in History |
| CGO | Creating a Graphic Organizer | RC | Reading Check |
| CL | Comparing Lifestyles | RKF | Reviewing Key Facts |
| CLA | Cooperative Learning Activity | RP | Reading Preview |
| CO | Compromising | RS | Reading Strategy |
| CP | Choosing a Party | SAA | Section Assessment Answers |
| CS | Chart Skills | T | Teach |
| CTA | Critical Thinking Activity | TLA | Timeline Activity |
| DI | Differentiated Instruction | TV | Two Viewpoints |
| DSM | Developing a Story Map | WIM | Why It Matters |
| DV | Debating Viewpoints | WMA | Why It Matters Activity |
| DYK | Did you know? | WWW | What?Who?Where?When? |
| ETC | Extending the Content | YDS | You don't say... |
| F | Focus | | |
| FCO | From the Classroom of... | | |