



ARIZONA
Social Studies Standards
Essentials (Grades 6-8)
***The American Republic To 1877* © 2005**

OBJECTIVES	PAGE REFERENCES
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>Skillbuilder</i> 81, 273, 320, 396 <i>More About...</i> 394 TWE: CC 44 B 82, 321
PO 2. constructing various timelines of key events, people, and periods of the historical era being studied	SE: 14-15, 36-37, 68-69, 98-99 <i>Skillbuilder</i> 63, 273 TWE: CLA 21, 363 T 273 RE 279 RT 450 CTL 505
PO 3. framing questions that can be answered by historical study and research	SE: T22-T23 <i>Skillbuilder</i> 340, 440 <i>Two Viewpoints</i> 47, 118, 163, 420, 450 <i>What Life Was Like</i> 309, 414 <i>What If...</i> 178-179, 364-365, 516-517
PO 4. describing the difference between a primary source document and a secondary source document and the relationships between them	SE: T22-T23, 406, 590-591, 602-603 <i>Citizenship Cooperative Activity</i> 303, 409 <i>Interdisciplinary Activity</i> 415 <i>More About...</i> 404 <i>Skillbuilder</i> 340 TWE: T 340 RT 405
PO 5. assessing the credibility of primary and secondary sources and drawing sound conclusions from them	SE: <i>Time Notebook</i> 20-23 <i>Skillbuilder</i> 146, 340, 440 TWE: RT 338
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: <i>Primary Sources Library</i> 596, 598, 600, 603 <i>Documents of America's Heritage</i> 619-623 <i>Skillbuilder</i> 340, 440

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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: 448, 510, 600-601 <i>Skillbuilder</i> 551 <i>Technology Activity</i> 35, 381, 409 <i>Time Notebook</i> 114-115, 454-455 <i>Two Viewpoints</i> 47, 118, 420 TWE: AA 595
PO 8. recognizing the difference between cause and effect and a mere sequence of historical events	SE: <i>Cause and Effects</i> 17, 44, 142, 174, 377 <i>Skillbuilders</i> 120 <i>Why It Matters</i> 24-25, 110-111, 194-195, 316-317, 426-427, 474-475
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: 132-135, 136-139 <i>More About...</i> 138 TWE: DI 134, 138 C 139
PO 2. the colonists' reaction to British policy, including the boycotts, the Sons of Liberty, and petitions and appeals to Parliament	SE: 132-135, 136-139, 141-145 TWE: RT 133 DI 138 ICA 144 CLA 142
PO 3. the ideas expressed in the Declaration of Independence	SE: 150-151, 154-157 TWE: B154 EC 154 WWWW 154, 155 T 155 CLA 156 DYK 157
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: 192-194, 201-205, 207-213, 217-222, 613 <i>Skillbuilders</i> 206 TWE: C 205 CLA 208, 218 CTA 211 T 218
PO 2. the major debates of the Constitutional Convention and their resolution	SE: 202-205, 418 <i>Skillbuilders</i> 206 <i>Interdisciplinary Activity</i> 205 TWE: RT 203 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: 199-205, 207-213 TWE: CLA 200 DYK 202 PIH 203 RT 203 DI 209
PO 4. struggles over ratification of the Constitution and the creation of the Bill of Rights	SE: 211-213, 217-222 <i>Interdisciplinary Activity</i> 222

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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: 258-262, 263-266 <i>Interdisciplinary Activity</i> 266 TWE: RP 258 WWWW 259 C 266
PO 2. Alexander Hamilton's actions to create a financially strong nation, including the creation of a National Bank and payment of debts	SE: 260-262 TWE: DI 260 RC 261
PO 3. the creation of political parties, including the ideals of the Democratic Republicans and the Federalists	SE: 267-270 <i>More About...</i> 271 TWE: B 267 RP 267 T 268 ICA 270 WWWW 270
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: 334-339 TWE: DYK 336 ICA 337 RT 338
PO 2. Indian removal, including the Trail of Tears	SE: 341-345 <i>Geography and History</i> 346-347 <i>Geography Skills</i> 294 <i>Graphic Organizer Skills</i> 377 TWE: CR 342 RT 342 DI 343 PIH 344 T 346
PO 3. the abolition movement, including the role of the Quakers, Harriet Tubman, and the Underground Railroad	SE: 418-424 <i>Two Viewpoints</i> 420 <i>More About...</i> 422 TWE: CLA 419 T 419 DI 420 WWWW 421, 422 EC 422 C 424
PO 4. suffrage for women, including Seneca Falls and Elizabeth Cady Stanton	SE: 425-428 TWE: RT 426 WIM 426 DI 427 C 428

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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: 326-327, 356-360, 362-368, 369-374 <i>Geography and History Activity</i> 329 TWE: C 285, 360, 374
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: 282-285, 288-289, 357-358 <i>Geography and History</i> 286-287 TWE: DI 284 C 287 WWW 357
PO 3. the American belief in Manifest Destiny, including how it led to the Mexican War	SE: 356-360, 362-368, 369-374, 375-378 <i>More About...</i> 359 <i>Geography Skills</i> 372 TWE: GT 354 CLA 363
PO 4. reasons for, and destination of, the major westward migrations, including Oregon, California, and the Mormon settlements of Utah and Arizona	SE: 356-360, 375-378 <i>More About...</i> 359 <i>Geography and History Activity</i> 381 <i>Thinking Critically You Decide</i> 382-383 TWE: RT 357 DI 358 ICA 359 EC 382
PO 5. the impact of westward expansion on American Indian nations, including broken treaties and the Long Walk of the Navajos	SE: 341-345 <i>Geography Skills</i> 294, 342 <i>Geography and History</i> 346-347 TWE: ICA 344 EC 346
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: 321-327 <i>Interdisciplinary Activity</i> 327
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: 321-327, 441-444 TWE: DYK 324 RP 441 CLA 442
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: 441-444, 445-448, 449-453 TWE: T 442, 446 CLA 442 C 444 DI 447
PO 4. the emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates	SE: 445-448

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PO 5. the presidential election of 1860, Lincoln's victory, and the South's secession	SE: 449-453 <i>Two Points of View</i> 450 TWE: RP 449 RT 450 T 450
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, 466-472, 473-477, 478-483, 485-491 TWE: DSM 474 RT 476 CLA 479 MC 479 ICA 481
PO 2. contributions and significance of key individuals, including Abraham Lincoln, Robert E. Lee, William Tecumseh Sherman, and Ulysses S. Grant	SE: 463-464, 474-477, 478-482, 485-491 TWE: CC 470 EC 471, 490 RS 486 WWWW 489
PO 3. the major turning points of the Civil War, including Gettysburg	SE: 460-464, 485-491 <i>Graphing Skills</i> 462 <i>Geography and History</i> 492-493 TWE: CLA 461 ICA 463 DYK 488
PO 4. the role of African-Americans	SE: 441-444, 473-477 TWE: RT 476 WWWW 476
PO 5. the purpose and effect of the Emancipation Proclamation	SE: 473-477 TWE: DI 475 WIM 475 C 477
PO 6. the strategic importance of the Southwest as both sides attempted to secure a route to California	SE: 375-378
1SS-E23. Analyze the character and lasting consequences of Reconstruction, with emphasis on:	
PO 1. Lincoln's plans for reconstruction of the South	SE: 500-503 TWE: RT 501 C 503 T 505
PO 2. Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of Andrew Johnson	SE: 500-503, 504-508, 509-512, 513-520 TWE: DI 487, 502 RP 504 RT 505 T 505, 510 ICA 507

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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: 503, 504-508, 519-520 TWE: EC 246, 248 CC 247
PO 4. the rise of the Ku Klux Klan and the development of Jim Crow laws following Reconstruction	SE: 510-511, 514-515, 517-520 TWE: YDS 518

Codes Used for TWE Pages

AA	Alternative Assessment
B	Bellringer
C	Close
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CR	Classifying Responses
CTA	Critical Thinking Activity
CTL	Creating a Time Line
DI	Differentiated Instruction
DYK	Did you know?
DSM	Develop a Story Map
EC	Extending the Content
GT	Glencoe Technology
ICA	Interdisciplinary Connections Activity
MC	Making a Chart
PIH	People In History
RC	Reading Check
RE	Ranking Events
RP	Reading Preview
RS	Reading Strategy
RT	Reading the Text
T	Teach
WIM	Why It Matters
WWWW	Who?What?Where?When?
YDS	You don't say...