



The American Journey

Early Years

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STANDARDS		PAGE REFERENCES
History		
<i>Chronology</i>		
1. Select events and construct a multiple-tier time line to show relationships among events.		This objective can be met through classroom assignments and activities.

STANDARDS	PAGE REFERENCES
<i>The First Global Age</i>	
<p>2. Describe the political, religious and economic aspects of North American colonization including:</p> <ul style="list-style-type: none"> a. Reasons for colonization, including religion, desire for land and economic opportunity; b. Key differences among the Spanish, French and British colonies; c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts; d. Indentured servitude and the introduction and institutionalization of slavery; e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies; f. Conflicts among colonial powers for control of North America. 	<p>Student Edition: 49-52, 59-61, 65-69, 81-82, 90-91, 93-95, 105-106 <i>The Columbian Exchange</i> 50-51 <i>Founding the Thirteen Colonies</i> 79 <i>Primary Source</i> 92-93 <i>Section 1 Review</i> 61 #7 <i>Section 3 Review</i> 107 #5 <i>Section 4 Review</i> 52 #2, #3, #4, #5, #7</p> <p>Teacher Wraparound Edition: C 52, 61, 69; CT 81, 106; HCP 49, 59,67, 106; WS 82</p>
<i>Revolution</i>	
<p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:</p> <ul style="list-style-type: none"> a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts; b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament. 	<p>Student Edition: 123-125, 127-129 <i>Primary Source</i> 127, 128 <i>The Proclamation of 1763</i> 124 <i>Section 1 Review</i> 125 #4, #5, #6, #8 <i>Section 2 Review</i> 129 #5, #7</p> <p>Teacher Wraparound Edition: C 125, 129; CT 124; DI 125; HCP 123, 127; RS 123; SP 128; WS 124, 127</p>

STANDARDS	PAGE REFERENCES
<p>4. Explain the results of important developments of the American Revolution including:</p> <ul style="list-style-type: none"> a. A declaration of American independence; b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779; c. Creation of state constitutions; d. Impacts on women, African-Americans and American Indians. 	<p>Student Edition: 141-142, 153-159, 164-165, 169-173, 187 <i>Linking Past to Present</i> 154-155 <i>Section 2 Review</i> 165 #3, #4 <i>Section 3 Review</i> 173 #2, #4, #6, #7 <i>Timeline</i> 169</p> <p>Teacher Wraparound Edition: C 173; CT 165, 173; HCP 171; RS 187</p>
A New Nation	
<p>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:</p> <ul style="list-style-type: none"> a. Maintaining national security; b. Creating a stable economic system; c. Dealing with war debts; d. Collecting revenue; e. Defining the authority of the central government. 	<p>Student Edition: 187-189, 191-193 <i>Primary Source</i> 188-189 <i>Section 1 Review</i> 193 #4, #6, #7</p> <p>Teacher Wraparound Edition: C 193; CT 188, 192, 193; HCP 189; RS 192</p>
<p>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</p> <ul style="list-style-type: none"> a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade); b. The Federalist/Anti-Federalist debate c. The debate over a Bill of Rights. 	<p>Student Edition: 197-201, 205-210, 255 <i>Primary Source</i> 209, 254 <i>Section 2 Review</i> 201 #3, #4, #5, #6 <i>Section 3 Review</i> 210 #4, #6, #7 <i>You Decide</i> 202-203</p> <p>Teacher Wraparound Edition: C 201, 210; CT 200; DI 206, 209; HCP 197, 211; WS 200, 206</p>
<p>7. Describe the actions taken to build one country from 13 states including:</p> <ul style="list-style-type: none"> a. The precedents established by George Washington, including the cabinet and a two-term presidency; b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank; c. The establishment of an independent federal court system. 	<p>Student Edition: 253-257 <i>Primary Source</i> 253 <i>Section 1 Review</i> 257 #2, #3, #4, #6, #7</p> <p>Teacher Wraparound Edition: C 257; CT 255; HCP 253; RS 257</p>

STANDARDS	PAGE REFERENCES
Civil War and Reconstruction	
<p>8. Describe and analyze the territorial expansion of the United States including:</p> <ul style="list-style-type: none"> a. Northwest Ordinance; b. The Louisiana Purchase and the Lewis and Clark expedition; c. Westward movement including Manifest Destiny; d. The Texas War for Independence and the Mexican-American War. 	<p>Student Edition: 190-191, 281-285, 313-317, 361-363, 369-371, 375-377</p> <p><i>Louisiana Purchase and Westward Expansion</i> 285 <i>The Northwest Territory</i> 190-191 <i>Section 1 Review</i> 363 #7 <i>Section 2 Review</i> 285 #4, #6, 317 4, #7 <i>Territorial Expansion, 1800-1820</i> 291</p> <p>Teacher Wraparound Edition: C 285, 317; HCP 282, 315; RS 313, 363</p>
<p>9. Explain causes of the Civil War with emphasis on:</p> <ul style="list-style-type: none"> a. Slavery; b. States' rights; c. The different economies of the North and South d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; e. The abolitionist movement and the roles of Frederick Douglass and John Brown; f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850; g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession. 	<p>Student Edition: 409-411, 425-431, 449-451, 453-455, 457-461, 463-465</p> <p><i>By the Numbers</i> 449 <i>Section 1 Review</i> 451 #5, #7 <i>Section 2 Review</i> 455 #3, #4 <i>Section 3 Review</i> 461 #5 <i>Slavery and Sectionalism</i> 454</p> <p>Teacher Wraparound Edition: C 451; CT450; HCP 449, 465; RS 454; SP 449, 454; WS 453</p>

STANDARDS	PAGE REFERENCES
<p>10. Explain the course and consequences of the Civil War with emphasis on</p> <ul style="list-style-type: none"> a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant; b. The Emancipation Proclamation; c. The Battle of Gettysburg. 	<p>Student Edition: 475, 482, 484-487, 499-500, 502-505 <i>The Battle of Gettysburg</i> 503 <i>Primary Source</i> 504 <i>Section 2 Review</i> 487 #4, #7 <i>Section 4 Review</i> 505 #6, #8</p> <p>Teacher Wraparound Edition: AS 486; CT 486; HCP 500; RS 486, 503; WS 487</p>
<p>11. Analyze the consequences of Reconstruction with emphasis on:</p> <ul style="list-style-type: none"> a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson; b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution c. The Ku Klux Klan and the enactment of black codes. 	<p>Student Edition: 519-521, 523-527, 539-540 <i>Primary Source</i> 524 <i>Section 1 Review</i> 521 #4, #7 <i>Section 2 Review</i> 527 #2, #4, #5 <i>Section 4 Review</i> 540 #4, #7</p> <p>Teacher Wraparound Edition: CT 523; DI 540</p>
<p>People in Societies</p>	
<p><i>Interaction</i></p>	
<p>1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.</p>	<p>Student Edition: 65-69, 75, 82, 102-103, 205-206, 381-382 <i>Primary Source</i> 254, 381 <i>Reading Strategy</i> 64 <i>Section 2 Review</i> 69 #7 <i>Section 3 Review</i> 75 #3 <i>Section 4 Review</i> 382 #3</p> <p>Teacher Wraparound Edition: C 69, CT 75; HCP 67; SP 381; WS 68</p>

STANDARDS	PAGE REFERENCES
<p>2. Describe and explain the social, economic and political effects of:</p> <ul style="list-style-type: none"> a. Stereotyping and prejudice; b. Racism and discrimination; c. Institutionalized racism and institutionalized discrimination. 	<p>Student Edition: 269-270, 381-382, 409-410, 523-525 <i>The Alien and Sedition Acts</i> 269 <i>Primary Source</i> 381, 397, 410 <i>Section 3 Review</i> 270 #3, #6 <i>Section 4 Review</i> 382 #3</p> <p>Teacher Wraparound Edition: SP 269; RS 396, 399</p>
<p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.</p>	<p>Student Edition: 261-262, 343-347 <i>By the Numbers</i> 343 <i>Removal of the Native Americans, 1820-1840</i> 344-345 <i>Section 2 Review</i> 263 #5, 347 #4, #6</p> <p>Teacher Wraparound Edition: C 347; HCP 345</p>
<p>4. Analyze the economic, geographic, religious and political factors that contributed to:</p> <ul style="list-style-type: none"> a. The enslavement of Africans in North America; b. Resistance to slavery. 	<p>Student Edition: 90-91, 93-95, 401-402, 409-411, 425-431 <i>Economics and History</i> 91, 402 <i>The Nat Turner Rebellion</i> 411 <i>Primary Source</i> 92-93, 94 <i>Time Line</i> 425</p> <p>Teacher Wraparound Edition: CT 90, 409; HCP 402, 428; RS 94, 411</p>
<p>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.</p>	<p>Student Edition: 102, 164-165, 397, 435-438 <i>Linking Past to Present</i> 154-155 <i>People in History</i> 80-81, 164 <i>Primary Source</i> 436 <i>Section 3 Review</i> 438 #6</p> <p>Teacher Wraparound Edition: CT 435; HCP 435; WS 102</p>

STANDARDS	PAGE REFERENCES
Diffusion	
6. Explain how the diverse peoples of the United States developed a common national identity.	Student Edition: 298 <i>Section 4 Review 298 #5, #7</i>
Geography	
Places and Regions	
1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.	Student Edition: <i>Linking Past to Present 314-315</i> Teacher Wraparound Edition: DI 315
Human Environmental Interaction	
2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18 th and 19 th centuries.	Student Edition: 281-285, 305-308, 313-317 <i>Canals, 1820-1860 316</i> <i>Geography & History 258-259</i> <i>Louisiana Purchase and Westward Expansion 283</i> <i>Primary Source 306-307</i> <i>Section 2 Review 285 #4, #6</i> Teacher Wraparound Edition: C 285, 317; DI 315; HCP 282, 313; RS 313; SP 283
Movement	
3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.	Student Edition: 281-285, 305-308, 313-317 <i>Canals, 1820-1860 316</i> <i>Geography & History 258-259</i> <i>Louisiana Purchase and Westward Expansion 283</i> <i>Primary Source 306-307</i> <i>Section 2 Review 285 #4, #6</i> Teacher Wraparound Edition: C 285, 317; DI 315; HCP 282, 313; RS 313; SP 283

STANDARDS	PAGE REFERENCES
Economics	
<i>Scarcity and Resource Allocation</i>	
<p>1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</p>	<p>Student Edition: 402-403, 476, 491, 494-495, 497 <i>Resources in the North and South</i> 476 <i>Section 1 Review</i> 479 #2, #5, #7 <i>Section 3 Review</i> 403 #4, #6</p> <p>Teacher Wraparound Edition: C 403, 479; CT 497; HCP 402; RS 403, 491; VS 413</p>
<i>Markets</i>	
<p>2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.</p>	<p>Student Edition: 50-51, 90-91, 93-94, 305-309 <i>The Columbian Exchange</i> 50-51 <i>Economics & History</i> 91 <i>Section 1 Review</i> 95 #3, #4 <i>Section 4 Review</i> 52 #5, #7 <i>The Southern Colonies</i> 78</p> <p>Teacher Wraparound Edition: CT 90; HCP 94; RS 94</p>
<p>3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.</p>	<p>Student Edition: 257, 290, 322-323, 341 <i>Economics & History</i> 256 <i>Section 3 Review</i> 293 #2</p> <p>Teacher Wraparound Edition: DI 323; SP 3411; WS 322</p>

STANDARDS	PAGE REFERENCES
Government and the Economy	
<p>4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of the U.S. Constitution.</p>	<p>Student Edition: 187-193, 200-201 <i>Economics & History</i> 192 <i>Primary Source</i> 188-189 <i>Section 1 Review</i> 193 #4 <i>Visual Summary</i> 211</p> <p>Teacher Wraparound Edition: CT 188; RS 187; WS 211</p>
<p>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.</p>	<p>The following references concerning the U.S. economy can be used in classroom discussion to meet this objective.</p> <p>Student Edition: 255-257, 304-307</p>
Government	
Role of Government	
<p>1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.</p>	<p>Student Edition: 141-142, 146-149, 205-206 <i>Reading Strategy</i> 138</p> <p>Teacher Wraparound Edition: C 142; CT 146, 205; WS 141</p>
<p>2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:</p> <ol style="list-style-type: none"> Payment of debt; Establishment of a national bank; Strict or loose interpretation of the Constitution; Support for England or France. 	<p>Student Edition: 265-268 <i>Reading Strategy</i> 264 <i>Standardized Test Practice</i> 273 #12 <i>Visual Summary</i> 271</p> <p>Teacher Wraparound Edition: C 270; CT 265; HCP 265; VS 27</p>
Rules and Laws	
<p>3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:</p> <ol style="list-style-type: none"> Shays' Rebellion Economic instability; Government under the Articles of Confederation. 	<p>Student Edition: 187-193, 195-196 <i>Primary Source</i> 188-189, 196 <i>Section 1 Review</i> 193 #4, #6</p> <p>Teacher Wraparound Edition: C 193; CT 188; HCP 189; RS 192</p>

STANDARDS	PAGE REFERENCES
<p>4. Explain the political concepts expressed in the U.S. Constitution:</p> <ul style="list-style-type: none"> a. Representative democracy; b. Federalism; c. Bicameralism; d. Separation of powers; e. Checks and balances. 	<p>Student Edition: 200-201, 205-210, 215-223, 225-245 <i>Constitutional Handbook Review 223 #4, #5</i> <i>Federal and State Powers 216</i> <i>Reading Strategy 214</i> <i>A System of Checks and Balances 217</i> <i>Virginia and New Jersey Plans 200</i></p> <p>Teacher Wraparound Edition: CT 216; DI 206; HCP 206</p>
<p>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.</p>	<p>Student Edition: 217, 222-223, 225-245 <i>Primary Source 218</i> <i>Rights, Duties, and Responsibilities 222</i></p> <p>Teacher Wraparound Edition: CT 222; DI 217; RS 222; SP 218</p>
<p>6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:</p> <ul style="list-style-type: none"> a. Freedom of religion, speech, press, assembly and petition; b. Right to trial by jury and the right to counsel; c. Due process and equal protection of the laws. 	<p>Student Edition: 207-208, 215-223, 236-245 <i>Federal Checks and Balances 217</i> <i>Primary Source 218</i> <i>Rights, Duties, and Responsibilities 222</i> <i>A System of Checks and Balances 217</i></p> <p>Teacher Wraparound Edition: CT 216, 236; DI 217; RS 236, 238; SP 236; WS 217, 237</p>
<p>7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.</p>	<p>Student Edition: 190-191 <i>Section 1 Review 193 #3</i> <i>Standardized Test Practice 213 #7</i></p> <p>Teacher Wraparound Edition: CT 191</p>

STANDARDS	PAGE REFERENCES
8. Describe the process by which a bill becomes a law.	<p>Student Edition: 219-221 <i>How a Bill Becomes a Law</i> 220</p> <p>Teacher Wraparound Edition: WS 220</p>
Citizenship Rights and Responsibilities	
Participation	
<p>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:</p> <ul style="list-style-type: none"> a. The Sons of Liberty and Committees of Correspondence/American independence; b. The Underground Railroad and the abolitionist movement/Abolition of slavery. 	<p>Student Edition: 125, 129, 139, 222-223, 411-412, 419-420, 425-431 <i>Constitution Handbook Review</i> 223 #7 <i>Geography & History</i> 432-433 <i>Rights, Duties, and Responsibilities</i> 222 <i>Section 4 Review</i> 412 #5 <i>Time Line</i> 425</p> <p>Teacher Wraparound Edition: CT 429; RS 411</p>
<p>2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:</p> <ul style="list-style-type: none"> a. Nominating conventions; b. Expansion of the franchise; c. Active campaigning. 	<p>Student Edition: 277-278, 337-339, 351-352, 457-458, 460-461, 524-525, 527 <i>Primary Source</i> 338-339, 351, 524 <i>Section 2 Review</i> 527 #5 <i>Section 3 Review</i> 352 #3. #6</p> <p>Teacher Wraparound Edition: DI 277</p>

STANDARDS	PAGE REFERENCES
Rights and Responsibilities	
<p>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:</p> <ul style="list-style-type: none"> a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner; b. State constitutional conventions and the disenfranchisement of free blacks; c. Jackson and his role in Indian removal; d. Frederick Douglass and the abolitionist movement; e. Elizabeth Cady Stanton and women's rights. 	<p>Student Edition: 200-201, 343-347, 411, 425-429, 435-437 <i>Section 2 Review</i> 347 #6, #7, 431 #7</p> <p>Teacher Wraparound Edition: C 347; CT 243, 429; HCP 345, 428; WS 435</p>
<p>4. Show connections between the rights and responsibilities of citizenship including:</p> <ul style="list-style-type: none"> a. Voting and staying informed on issues; b. Being tried by a jury and serving on juries; c. Having rights and respecting the rights of others. 	<p>Student Edition: 222-223, 236-245, 255 <i>Constitution Handbook Review</i> 223 #7 <i>Primary Source</i> 254 <i>Rights, Duties, and Responsibilities</i> 222</p> <p>Teacher Wraparound Edition: C 223; CT222; RS 222</p>
Social Studies Skills and Methods	
Obtaining Information	
<p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p>	<p>The following references can be expanded in classroom discussion, activities and assignments to meet this objective.</p> <p>Student Edition: <i>Skills Handbook</i> 579, 582, 583</p>
Communicating Information	
<p>2. Construct a historical narrative using primary and secondary sources.</p>	<p>The following references can be expanded in classroom discussion, activities and assignments to meet this objective.</p> <p>Student Edition: <i>Skills Handbook</i> 591</p>

STANDARDS	PAGE REFERENCES
<p>3. Write a position paper or give an oral presentation that includes citation of sources.</p>	<p>The following references can be expanded in classroom discussion, activities and assignments to meet this objective.</p> <p>Student Edition: <i>Skills Handbook</i> 579, 581, 582, 583, 584, 585</p> <p>Teacher Wraparound Edition: R 267; W 68, 141, 203</p>
<p>Problem Solving</p>	
<p>4. Organize and lead a discussion.</p>	<p>The following references can be used in classroom activities to meet this objective.</p> <p>Student Edition: You Decide 68, 140, 202, 266, 364, 468, 502</p>
<p>5. Identify ways to manage conflict within a group.</p>	<p>This objective can be met through classroom activities and role playing.</p>