Chapter 1: Beginnings

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 1 | xx–4 | 2–6 | 1–2 | Providence  Explain how the disciples carried out the Great Commission  List and evaluate Columbus’s goals in discovering a new route to the Indies  Explain the role of providence in the discovery of the Americas  Recognize who God used to discover the Americas |
| 2 | 5–9 | 7–10 | 3 | Challenges  Explain the difference between the modern conception and the Pilgrims’ conception of religious liberty  Explain the challenges the Pilgrims faced in Plymouth  Name the laws the Pilgrim leaders wrote for the government of Plymouth  Assess the significance of the Mayflower Compact |
| 3 | 10–13 | 11–14 | 4–6 | Dominion  Define barter as the means to trade goods for other goods  Explain how Indians used the ability God gave humans to rule over creation  Explain the difference in views of land ownership for the Indians and Europeans |
| 4 | 14–17 | 15–17 | 7–10 | Covenant  Explain the meaning of the covenant in Puritan communities  Explain the difference between primary and secondary sources |
| 5 | 17–18 | 18–19 | 11 | Activity: Primary and Secondary Sources  Explain why the European countries built colonies  Identify the main trade routes on a map  Identify what was traded and the trade flow |
| 6 | 19–22 | 20–23 | 12 | Tension  Evaluate the effects of the Great Awakening on American religious life  State the causes of the French and Indian War  Assess the impact of the French and Indian War in the colonies  Analyze the causes of tension between the colonies and Britain |
| 7 | 23–26 | 24–27 | 13 | Compare Maps  Trace the course of the Revolutionary War  Employ map skills by locating cities, comparing maps, and identifying the victors of battles  Understand the declining commitment to God and His Word |
| 8 | 27 | 2–27 | 14–16 | Chapter Review |
| 9 | 27 |  |  | Chapter Test |

Chapter 2: The Constitution

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 10 | 28–32 | 28–32 | 17–18 | Articles of Confederation  Identify the document under which the states agreed to work together  Assess the weaknesses of the Articles of Confederation  Explain that Shays’ Rebellion demonstrated the need for the Constitutional Convention |
| 11 | 33–36 | 33–36 | 19–20 | Constitutional Convention  Identify the original purpose of the Constitutional Convention  List the three branches of government and explain the importance of separating the powers  Identify the problems with representation and the compromise that was made  Practice using the compass rose to determine cardinal and intermediate directions |
| 12 | 37–39 | 37–39 | 21–22 | Slavery and Trade  Discuss the institution of slavery in the late eighteenth century  Understand that the delegates reached a compromise that allowed slaves to count as part of the population  Define the terms imports and exports |
| 13 | 40–43 | 40–42 | 23–24 | Activity: Understanding and Memorizing the Preamble  Memorize the Preamble to the Constitution  Determine the purposes of the Constitution |
| 14 | 44–45 | 43–44 | 25–26 | Bill of Rights  Compare and contrast the Anti-Federalist and Federalist views of the Constitution  Identify what the Anti-Federalists wanted added to the Constitution |
| 15 | 46–48 | 45–47 | 27–28 | Constitution Approved  Assess the religious concerns involved in ratifying the Constitution  Summarize the ratification process of the Constitution  List two reasons for the success of the Constitution |
| 16 | 49 | 28–47 | 29–30 | Chapter Review |
| 17 | 49 |  |  | Chapter Test |

Chapter 3: Presidents and Precedents

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 18 | 50–54 | 48–52 | 31–32 | Electoral College  Explain why Americans trusted George Washington  State the purpose of the Electoral College  Describe how the Electoral College works |
| 19 | 55–58 | 53–56 | 33 | Evangelical Christianity  Summarize the rise of Evangelical Christianity  Summarize the evangelical revival |
| 20 | 59–62 | 57–60 | 34–35 | Executive Branch  Identify the head of the executive branch of government  Describe the responsibilities of the president’s cabinet  Identify a budget as a plan for spending and saving money  Design a budget based on an income of ten dollars |
| 21 | 63–66 | 61–64 | 36–37 | State and Local Government  Summarize the conflict between American Indians and the Americans expanding into the Northwest Territory  List the effects of the United States’ victory over the Indians in the Northwest  Identify the parts of state and local government |
| 22 | 67–69 | 65–67 | 38–39 | Washington, DC  Identify Washington, DC, as the capital of the United States  Summarize the process of choosing the capital’s location and planning  Associate Pierre L’Enfant and Benjamin Banneker with the surveying and planning of the capital |
| 23 | 70–73 | 68–70 | 40 | Precedents of President Washington  Identify several important precedents set by President Washington  List the key lessons of Washington’s Farewell Address |
| 24 | 74–78 | 71–75 |  | Political Parties  Identify John Adams as the second president of the United States and the first president to live in Washington, DC  Discuss the two political parties that were formed |
| 25 | 79 | 48–75 | 41–42 | Chapter Review |
| 26 | 79 |  |  | Chapter Test |

Chapter 4: Jefferson and Moving West

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 27 | 80–84 | 76–80 | 43–45 | American Government  State the Federalists’ vision for American government and culture  State Jefferson’s vision for American government and culture |
| 28 | 85–87 | 81–83 | 46–47 | Natural Resources  Identify important natural resources  Classify natural resources as renewable or nonrenewable |
| 29 | 88–91 | 84–87 | 48–49 | Louisiana Territory  List the benefits of purchasing the Louisiana Territory  Trace the trade route down the Mississippi River  Explain why the US Navy fought the Barbary pirates |
| 30 | 92–96 | 88–91 | 50–51 | Lewis and Clark Expedition  Explain the significance of the Lewis and Clark expedition  Realize that Sacagawea helped establish relations with American Indians  Analyze a primary source  Analyze a map of the Lewis and Clark expedition  Identify what items and foods would be needed for an expedition |
| 31 | 97–99 | 92–94 | 52 | Branches of Government  Summarize the role of the judicial branch in the United States  Assess the significance of Marshall and judicial review  Understand how a law moves through the branches of government |
| 32 | 100–3 | 95–98 | 53 | Democracy  Discuss the effects of democratization on American life  Evaluate the role that people play in the political process  Distinguish the strengths and weaknesses of a move toward greater democracy |
| 33 | 104–6 | 99–101 | 54 | Thomas Jefferson  Describe Thomas Jefferson’s gardens and home  Understand the difference between Thomas Jefferson’s personal choices about slavery and his beliefs about slavery in society  Identify lines of latitude on a map |
| 34 | 107 | 76–101 | 55–56 | Chapter Review |
| 35 | 107 |  |  | Chapter Test |

Chapter 5: The War of 1812 and National Growth

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 36 | 108–12 | 102–6 | 57–58 | War of 1812  List several reasons for the War of 1812  Analyze why neither England nor the United States was ready for war |
| 37 | 113–16 | 107–10 | 59 | Navies in the War of 1812  Compare and contrast the American and British navies in the War of 1812  Describe America’s unsuccessful military action in Canada |
| 38 | 117–20 | 111–14 | 60–62 | Effects of the War of 1812  Understand why the Battle of New Orleans was fought even though the peace treaty had already been signed  Evaluate the effects of the War of 1812 on America  Explain how Dolley Madison and Francis Scott Key demonstrated patriotism |
| 39 | 121–24 | 115–18 | 63 | The American System  List the elements of the American System  Explain the reasons for Madison’s proposals |
| 40 | 125–29 | 119–23 | 64 | Monroe Doctrine and Missouri Compromise  Explain the basic tenets of the Monroe Doctrine  Present arguments from both sides of the debate that led to the Missouri Compromise |
| 41 | 130–33 | 124–27 | 65 | Transportation  Explain how the postal system, roads, steamboats, and canals helped communities  Locate canals on a map  Identify the importance of the railroad |
| 42 | 134–38 | 128–31 | 66–67 | Factories  Trace the development of factories in New England  Explain why Sunday schools were started |
| 43 | 138 | 102–31 | 68–70 | Chapter Review |
| 44 | 139 |  |  | Chapter Test |

Chapter 6: Andrew Jackson and American Democracy

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 45 | 140–45 | 132–36 | 71–72 | John Quincy Adams  Explain how a president is chosen when no candidate receives a majority of electoral votes  Identify John Quincy Adams as the sixth president of the United States  Analyze the conflict some people had with Adams’s plans |
| 46 | 145–48 | 137–40 | 73 | Election of 1828  Recognize that more interest was garnered for Jackson’s campaign than for Adams’s in the election of 1828  Compare the differences in Adams’s and Jackson’s views on hiring for government jobs |
| 47 | 149–52 | 141–44 | 74–75 | Democracy  Analyze the results of democracy and Christianity  Evaluate why Christian leaders wrote creeds |
| 48 | 153–55 | 145–47 | 76–78 | Activity: Understanding Hemispheres  Identify a famous missionary and a convert  Identify the four hemispheres |
| 49 | 156–60 | 148–51 | 79–80 | Indian Removal Bill  Summarize the post–Revolutionary War history of the Cherokees  Discuss the various provisions of the Indian Removal Bill |
| 50 | 161–64 | 152–55 | 81 | Political Parties  Identify the two major political parties  Discuss why South Carolina was not pleased with the new tariff |
| 51 | 165–68 | 156–59 | 82 | The Issue of Slavery  Identify Martin Van Buren as the eighth president of the United States  Recognize the increased attention to the issue of slavery during Van Buren’s presidency  Identify abolitionists as those who wanted to end slavery right away |
| 52 | 169 | 132–59 | 83–85 | Chapter Review |
| 53 | 169 |  |  | Chapter Test |

Chapter 7: Growth in the East

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 54 | 170–75 | 160–65 | 87–88 | Railroads and Canals  Discuss the importance of canals as a first step to connect the East to the West  Evaluate supply and demand, using steamboat companies as an example  Analyze how railroads caused cities to grow and connect |
| 55 | 176–79 | 166–69 | 89 | Cities and Farm Life  List advantages and disadvantages of city life  Associate agriculture primarily with the South  Differentiate between life on a plantation and a small farm  Understand the importance of ports and city jobs, such as blacksmithing, to farms |
| 56 | 180–83 | 170–72 | 90 | Technological Advances  Analyze why manufacturing developed primarily in the Northeast  Identify major technological advances that improved work in cities and on farms  Discuss the need for patents to protect inventors’ work |
| 57 | 184–87 | 173–76 | 91–92 | Immigrants  Locate the countries of origin for each group of immigrants and where they settled  Locate on a map the regions where immigrants settled  Understand why immigrants would choose to immigrate to the United States given the hardships they had to undergo  Recognize ways the United States changed immigrants and ways immigrants changed the United States |
| 58 | 188–90 | 177–79 | 93 | Post Office and the Telegraph  Trace the development of the United States Post Office  Describe how the telegraph works  List the kinds of businesses that used the telegraph |
| 59 | 191–94 | 180–83 | 94–95 | Reform Movements  Discuss the reasons for the temperance movement  Evaluate the reform movements from a Christian worldview  Define what a quilt is and describe its uses  Design a quilt square |
| 60 | 195–96 | 184–85 |  | Progress  Evaluate the costs and benefits of technology  Recognize God’s purpose for progress and our responsibility to use it wisely |
| 61 | 197 | 160–85 | 96–98 | Chapter Review |
| 62 | 197 |  |  | Chapter Test |

Chapter 8: The United States Spreads West

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 63 | 198–202 | 186–90 | 99–100 | Texas Gains Independence  List the laws established by Mexico for Texans  Recognize the reason why Texans decided to go to war with Mexico  Summarize the agreement made with Mexico for the independence of Texas |
| 64 | 203–8 | 191–95 | 101–2 | Missionaries  Evaluate the missionary work of the Whitmans and the Spaldings  Recognize the reasons that the Mormons decided to migrate to Utah  Describe the various parts of a covered wagon and items it carried |
| 65 | 209–11 | 196–98 |  | Three Presidents  List the factors that led to the election of William Henry Harrison  Recognize that John Tyler became president after the death of William Henry Harrison  Recognize the important issue that led to the election of James K. Polk |
| 66 | 212–13 | 199–200 | 103–4 | Manifest Destiny  Define Manifest Destiny as the belief that God wanted Americans to have all the lands between the Atlantic and Pacific Oceans  Recognize that the British and Americans agreed to split Oregon Country on the 49th parallel |
| 67 | 214–17 | 201–4 |  | Mexican-American War  Recognize the reasons that the United States wanted to annex California  Trace the events that led to a war between the United States and Mexico |
| 68 | 218–19 | 205–6 | 105–6 | United States Victory  Recognize the advantages of superior weapons during a war  Trace the events of the war that led to the victory of the United States |
| 69 | 220–21 | 207–8 | 107 | Results of the War  Recognize the differing positions held by Americans about the justification of the war with Mexico |
| 70 | 222–24 | 209–11 | 108 | California Gold Rush  Trace the events that led to the population explosion in California  Analyze the effect of the gold rush on the supply and demand of products in California  Describe the effects that sudden population growth had on law and order |
| 71 | 225 | 186–211 | 109–11 | Chapter Review |
| 72 | 225 |  |  | Chapter Test |

Chapter 9: A Nation Dividing

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 73 | 226–29 | 212–15 | 113–14 | Compromise of 1850  Compare Taylor’s, Calhoun’s, and Clay’s views on and actions related to the issue of slavery  Recognize Henry Clay and Stephen Douglas as the creators of the Compromise of 1850 |
| 74 | 230–33 | 216–19 | 115 | Runaway Slaves  Describe how Henry Brown gained his freedom  Recognize that Harriet Tubman was an important conductor for the Underground Railroad  Recognize that Anthony Burns escaped slavery but had to return to his master  Compare and contrast the two views on the problem of runaway slaves |
| 75 | 234–37 | 220–23 | 116–17 | Division over Slavery  Discuss Steven Douglas’s and Abraham Lincoln’s views of slavery  Relate why Kansas was called “Bleeding Kansas”  Recognize that the Supreme Court decision in the Dred Scott case further divided Americans |
| 76 | 238–41 | 224–27 | 118 | Points of View  Describe the differences between northerners’, southerners’, and slaves’ views of slavery  Express what the Bible teaches about slavery |
| 77 | 242–45 | 228–31 | 119 | Slavery  Describe slave homes and jobs  Describe how slaves were treated  Recognize that slaves understood their true value as human beings |
| 78 | 246–47 | 232–33 | 120 | Views of Slavery  Summarize the free states’ view of slavery  List Abraham Lincoln’s views of slavery  Define an abolitionist as a person who wanted to end slavery |
| 79 | 248–52 | 234–39 | 121 | Abraham Lincoln  Recognize that Abraham Lincoln was elected by only one part of the country  Recognize the concerns of the slave owners at the beginning of Abraham Lincoln’s presidency  Understand how the Democrats were divided in the election of 1860 |
| 80 | 253 | 212–39 | 122–23 | Chapter Review |
| 81 | 253 |  |  | Chapter Test |

Chapter 10: The Civil War

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 82 | 254–58 | 240–44 | 125–26 | Confederate States of America  Identify the seven states that initially formed the Confederate States of America  Identify the states that joined the Confederacy after the fall of Fort Sumter  Summarize the issues that led to the battle at Fort Sumter  Trace the events of the battle at Fort Sumter |
| 83 | 259–62 | 245–48 | 127 | The North vs. the South  Compare and contrast the strengths and weaknesses of the North and the South  Recognize the positions of General Robert E. Lee and General Winfield Scott on the war |
| 84 | 263–67 | 249–53 | 128 | Civil War  Recognize the key leaders from the North and the South  Trace and analyze the events and effects of the early battles of the war |
| 85 | 268–71 | 254–57 | 129–30 | Emancipation Proclamation  Identify that Lincoln’s Emancipation Proclamation freed slaves in the Confederate States  Discuss the impact of the Proclamation on the country  Describe the black regiments’ contribution to the war  Recognize that the Thirteenth Amendment ended slavery in all states |
| 86 | 272–75 | 258–61 | 131–32 | Blockade Runners and Inventions  Trace the efforts by the South to overcome the US Navy blockade  Trace the improvements made to guns during the Civil War  Discuss the use of railroads during the Civil War  Describe how the telegraph was used during the Civil War |
| 87 | 276–79 | 262–65 | 133 | Battles and Strategies  Recognize the history and contributions of the American Red Cross  Recognize the significance of the Battles of Gettysburg and Vicksburg  Evaluate the strategy used by General Sherman as he marched toward the seacoast |
| 88 | 280–84 | 266–69 | 134 | Gettysburg Address  Trace the events that led to General Lee’s surrender  Describe Lincoln’s plans to establish peace between the North and the South  Recognize the impact Lincoln’s assassination had on the nation |
| 89 | 285 | 240–69 | 135–36 | Chapter Review |
| 90 | 285 |  |  | Chapter Test |