Heritage 5 4th Edition Lesson Plan Overview

Chapter 1: America’s First People

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 1 | 2–6 | 2–6 | 1–4 | * Identify what the earliest American artifacts suggest
* Examine how Native Americans fulfilled the Creation Mandate
* Locate the early Native American cultural groups
 |
| 2 | 7–9 | 7–9 | 5 | * Examine the culture of the Pueblos and their ancestors
* Describe the Navajo way of life
* Identify characteristics of the Chumash culture
* Complete an organizer about the food, shelter, and crafts of the Pueblo, Navajo, and ­Chumash people
 |
| 3 | 10–12 | 10–12 | 6–8 | * Examine the culture of the Makah tribe
* Identify customs of the Inuit people
* Compare the cultures of the Makah and Inuit people
 |
| 4 | 13–15 | 13–15 | 9–10 | * Identify characteristics of the Nez Perces
* Examine the culture of the Sioux
* Compare the cultures of the Nez Perces and the Sioux
 |
| 5 | 16–18 | 16–18 | 11–13 | * Recognize the geographic area of the Northeast Woodland Indians and the Southeast Woodland Indians
* Identify the culture of the Iroquois people
* Examine Cherokee traditions and way of life
 |
| 6 | 19–21 | 19–21 | 14 | * Identify beliefs of several Indian culture groups
* Describe shamans and shamanism
* Use God’s Word to draw a biblical conclusion about spirits
 |
| 7 | 22 |  |  | * Complete an organizer for an Indian tribe
* Make a creative presentation about an Indian cultural group
 |
| 8 | 23 |  | 15–16 | Chapter Review |
| 9 | 23 |  |  | Chapter Test |

Chapter 2: European Exploration and Settlement

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| Lesson | Teacher’s Edition  | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 10 | 24–27 | 22–25 | 17–19 | * Identify the changes, challenges, and pressures that made Europeans want to explore the world
* Name some of the inventions and how they helped sailors navigate the new ships
* Identify the countries that could have explored but chose not to
 |
| 11 | 28–30 | 26–28 | 20 | * Explain how Prince Henry of Portugal helped his nation become skilled at exploration
* Recognize the accomplishments of explorers like Bartolomeu Dias and Vasco da Gama
* State Christopher Columbus’s idea about how to reach Asia
* Explain how Columbus was able to find the Americas
 |
| 12 | 31–33 | 29–31 | 21–23 | * State the ways Christopher Columbus did not understand true Christianity
* Explain how the Spanish treated the American Indians
* Recognize that Bartolomé de Las Casas opposed the sinful treatment of the Indians
 |
| 13 | 34–37 | 32–35 | 24–25 | * Name the things that Peter Stuyvesant thought were important for New Amsterdam
* List the reasons Roanoke failed
* Compare the first settlements in North America
 |
| 14 | 38–40 | 36–38 | 26 | * List reasons the English began to start new colonies in America
* Name several things Jamestown did right and wrong
* Explain what John Smith did to help the colony
* Compare and contrast what the colonial governors and the Virginia Company wanted for the colony
 |
| 15 | 41–44 | 39–42 | 27 | * Explain why the Separatists left England
* List the reasons the Pilgrims believed they had to leave the Netherlands
* Describe the Pilgrims’ voyage across the Atlantic
* Explain how the Lord provided for the Pilgrims at Plymouth
 |
| 16 | 45–46 | 43–45 | 28–30 | * Recognize John Winthrop’s vision for the Massachusetts Bay Colony
* Describe how the Puritans ran their churches in the New World
* Compare and contrast Virginia and the Massachusetts Bay Colony
 |
| 17 | 47 |  | 31–32 | Chapter Review |
| 18 | 47 |  |  | Chapter Test |

Chapter 3: The Thirteen Colonies

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 19 | 48–51 | 46–49 | 33–36 | * List reasons why Europeans came to America
* Name the three regions of the thirteen colonies
* Explain how some of the New England and middle colonies began
 |
| 20 | 52–54 | 50–52 | 37 | * Relate how Pennsylvania, Delaware, and the southern colonies started
* Identify Virginia’s House of Burgesses as the first representative government in America
* Explain how Charles I helped Catholics
* Recognize James Oglethorpe as the person who wanted to establish a colony for English people who could not pay their debts
 |
| 21 | 55–57 | 53–55 | 38–40 | * Describe local governments in the thirteen colonies
* Compare the social classes in the colonies
* Describe colonial family life
 |
| 22 | 58–60 | 56–58 | 41–42 | * Describe religion in the New England colonies
* Explain why Anne Hutchinson was expelled from Massachusetts
* Describe the education of the Puritan children
* Name the industries in the New England colonies
 |
| 23 | 61–63 | 59–61 | 43 | * Identify the many cultures that made up the middle colonies
* Name some industries of the middle colonies
* Describe education in the middle colonies
* Relate Benjamin Franklin’s influence on education
 |
| 24 | 64–66 | 62–64 | 44–45 | * Explain religion in the southern colonies
* Discuss education in the southern colonies
* Explain farming in the southern colonies
 |
| 25 | 67–69 | 65–67 | 46 | * Explain why people in the colonies began to turn away from God
* Name two leaders of the Great Awakening and what they did to bring revival to the colonies
* List the effects of the Great Awakening
 |
| 26 | 69 |  | 47–48 | Chapter Review |
| 27 | 69 |  |  | Chapter Test |

Chapter 4: American Independence

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 28 | 70–75 | 68–73 | 49–51 | * Identify the three groups that wanted to keep or expand their lands around the Ohio River
* Describe how the French and Indian War began
* Explain the consequences of the Proclamation of 1763
 |
| 29 | 76–78 | 74–76 | 52–53 | * Evaluate how colonists responded to Parliament’s laws
* Explain people’s reactions to the Townshend Acts in Massachusetts
 |
| 30 | 79–81 | 77–79 | 54–56 | * Identify decisions made by the Continental Congress
* Examine events leading to the Revolutionary War
* Recognize military leaders in the war
 |
| 31 | 82–84 | 80–82 | 57–58 | * Understand the purpose of the Declaration of Independence
* Identify British gains and losses in the North
 |
| 32 | 85–87 | 83–85 | 59 | * Examine how the war was supported financially
* Identify the role of foreign soldiers in the war
* Describe the impact of the war on civilian life
 |
| 33 | 88–90 | 86–88 | 60–61 | * Describe Revolutionary War fighting in different parts of the nation
* Examine how Patriots persisted in fighting for independence
 |
| 34 | 91–93 | 89–91 | 62 | * Describe the final conflict of the Revolutionary War
* Examine agreements after the war
 |
| 35 | 93 |  | 63–64 | Chapter Review |
| 36 | 93 |  |  | Chapter Test |

Chapter 5: The Early National Period

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 37 | 94–97 | 92–95 | 65–67 | * Assess the problems in American life after the revolution
* Detect the value of virtue and Christian principles
* Determine how Shays’ Rebellion confirmed the need for a more effective American government
* Explain the weaknesses of the Articles of Confederation
 |
| 38 | 98–101 | 96–99 | 68–69 | * State the goal of the the Constitutional Convention
* Explain compromises made during the convention
* Name the three branches of government and what each branch consists of
* Explain the process of ratifying the Constitution and the purpose of the Bill of Rights
 |
| 39 | 102–4 | 100–102 | 70–72 | * Describe the Electoral College and its purpose
* Identify precedents set by President Washington
* State the purpose of the president’s cabinet
* Summarize the conflict between American Indians and Americans moving westward
 |
| 40 | 105–7 | 103–5 | 73–75 | * Identify John Adams as the second president of the United States
* Compare and contrast the views of the two political parties that formed during Adams’s presidency
* Describe the events that almost brought the United States to the point of war with France
 |
| 41 | 108–11 | 106–9 | 76–77 | * Identify Thomas Jefferson as the third president of the United States
* Tell why Jefferson took action against the Barbary pirates
* Explain the significance of purchasing the Louisiana Territory
* Explain the significance of the Lewis and Clark expedition
 |
| 42 | 112–14 | 110–12 | 78 | * Identify James Madison as the fourth president of the United States
* State reasons for the War of 1812
* Explain why the United States and Great Britain were not ready for war
* Explain the reasons Madison adopted Federalist ideas after the war
 |
| 43 | 115–17 | 113–15 | 79–80 | * Identify James Monroe as the fifth president of the United States
* List the four points of the Monroe Doctrine
* Explain why the United States wanted to buy Florida
* Explain how the Missouri Compromise solved the argument between the free states and the slave states
 |
| 44 | 117 |  | 81–82 | Chapter Review |
| 45 | 117 |  |  | Chapter Test |

Chapter 6: The Young Nation Grows

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 46 | 118–21 | 116–19 | 83–86 | * Recognize how the Electoral College was put to the test in the election of 1824
* Identify characteristics of Andrew Jackson, John Quincy Adams, and Henry Clay
* Examine the presidency of John Quincy Adams
 |
| 47 | 122–24 | 120–22 | 87 | * Identify the political party that Andrew Jackson and his followers created
* Examine problems of Jackson’s presidency
 |
| 48 | 125–27 | 123–25 | 88–89 | * Identify what right the Indian Removal Act gave to the US military
* Examine events leading up to the Trail of Tears
 |
| 49 | 128–30 | 126–28 | 90–91 | * Define rationalism
* Identify what Christians did in response to rationalism
* Recognize aspects of the Second Great Awakening
* Identify problems that occurred along with revival
 |
| 50 | 131–33 | 129–31 | 92–93 | * Examine changes in transportation
* Identify changes in communication
* Compare historical maps
 |
| 51 | 134–36 | 132–34 | 94 | * Describe the factory system in America
* Identify inventions that changed American farming
 |
| 52 | 137–39 | 135–37 | 95–96 | * Examine events that led to the Mexican War
* Explain how the war ended
* Identify what America gained under the treaty as part of the Mexican Cession
* Recognize that not everyone agreed with how America gained land
 |
| 53 | 139 |  | 97–98 | Chapter Review |
| 54 | 139 |  |  | Chapter Test |

Chapter 7: The Civil War

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 55 | 140–44 | 138–42 | 99–101 | * Identify the history of slavery in the United States
* Examine how slavery affected the economy
* Explain the controversy surrounding states’ rights
 |
| 56 | 145–49 | 143–46 | 102–3 | * Identify the candidates and the results of the election of 1860
* Examine secession in the South
* Describe how the Civil War began
 |
| 57 | 149–51 | 147–49 | 104–6 | * Recognize strengths and weaknesses of the Confederacy and the Union
* Identify generals of the Confederacy and the Union
* Examine lessons the North and the South learned at Bull Run
 |
| 58 | 152–54 | 150–52 | 107 | * Relate the military advances on the eastern front and their results
* Identify the military advances on the western front and their results
 |
| 59 | 155–57 | 153–55 |  | * Explain Union advantages in supplying food and goods
* Relate how the South suffered great hardship during the war
* Discuss politics in the North and the South
 |
| 60 | 158–60 | 156–58 | 108–9 | * Recognize generals and battles on the eastern front
* Recognize generals and battles on the western front
 |
| 61 | 161–63 | 159–61 | 110 | * Examine Union campaigns in the East
* Identify the roles of Grant and Lee at the end of the war
* Relate how President Lincoln died
 |
| 62 | 163 |  | 111–12 | Chapter Review |
| 63 | 163 |  |  | Chapter Test |

Chapter 8: Reconstruction and the West

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 64 | 164–66 | 162–64 | 113–15 | * List three things Southern states would have to do under Reconstruction
* Identify the response Southerners had to the requirements placed on them
* Describe the Black Codes
 |
| 65 | 167–69 | 165–67 | 116–19 | * Identify the purpose of the Freedmen’s Bureau
* Understand the purpose of the Fourteenth Amendment
* Describe the Reconstruction Act of 1867
* Explain the impeachment of President Johnson
 |
| 66 | 170–73 | 168–71 | 120–21 | * Define *carpetbagger* and *scalawag*
* Relate what the Fifteenth Amendment did for black people
* Identify challenges black Americans faced
 |
| 67 | 174–76 | 172–74 | 122 | * Examine opposition to Reconstruction
* Relate the meaning of Southern “redemption”
 |
| 68 | 177–79 | 175–77 | 123 | * Identify the tribes that make up the Five Civilized Tribes
* Explain the impact of miners on the West
* Examine sodbusters and how they changed the Great Plains
 |
| 69 | 180–82 | 178–80 | 124–25 | * Describe the work of a cowboy
* Examine the role of railroads
 |
| 70 | 183–85 | 181–83 | 126 | * Identify the Indian conflicts that resulted as Americans moved west
* State the role of Christians during the Indian Wars
* Examine other kinds of conflict in the West
 |
| 71 | 185 |  | 127–28 | Chapter Review |
| 72 | 185 |  |  | Chapter Test |

Chapter 9: The Gilded Age

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 73 | 186–89 | 184–87 | 129–32 | * Explain why the late 1800s in America were called the Gilded Age
* Identify industries that experienced growth
* Identify important leaders in industry
* Explain why industry grew
 |
| 74 | 190–93 | 188–91 | 133–34 | * Identify new inventions and their inventors
* Examine how new inventions affected life in America
 |
| 75 | 194–96 | 192–94 | 135–36 | * Explain social Darwinism and why it is a dangerous belief
* Explain responses to problems created by social Darwinism
* Evaluate how wealthy Americans managed their money
 |
| 76 | 197–99 | 195–97 | 137–39 | * Explain why and how cities experienced growth
* Examine problems created by the urbanization of America
* Write an imaginative journal entry
 |
| 77 | 200–202 | 198–200 | 140 | * Identify social reforms that began during the Gilded Age
* Explain why social reform was needed
 |
| 78 | 203–5 | 201–3 | 141 | * Explain why Americans had more leisure time during the Gilded Age
* Identify forms of entertainment and the arts
* Evaluate the problems with newspapers
 |
| 79 | 206–7 | 204–5 | 142–44 | * Explain the two main problems that arose among Christians
* Describe the ministries of Christians who met spiritual needs
 |
| 80 | 208 |  | 145–46 | Chapter Review |
| 81 | 209 |  |  | Chapter Test |

Chapter 10: America’s Influence Spreads Abroad

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 82 | 210–13 | 206–9 | 147–49 | * Examine American involvement in foreign countries
* Analyze William Jennings Bryan’s and William McKinley’s 1896 campaign
 |
| 83 | 214–16 | 210–12 | 150–51 | * Describe events leading to the Spanish-American War
* Examine the course of the war
* Analyze the consequences of the war
 |
| 84 | 217–19 | 213–15 | 152–53 | * Examine changes that Roosevelt made during his presidency
 |
| 85 | 220–23 | 216–19 | 154–55 | * Discuss changes in the cities during the Progressive Era
* Identify changes in voting
 |
| 86 | 224–26 | 220–22 | 156–57 | * Examine William Taft’s presidency
* Identify the importance of the Panama Canal
 |
| 87 | 227–29 | 223–25 | 158 | * Recognize problems related to American workers during the Progressive Era
* Examine the struggle for equality by black Americans
 |
| 88 | 230–33 | 226–29 | 159–60 | * Examine education in the Progressive Era
* Evaluate Woodrow Wilson’s Progressive policies
 |
| 89 | 233 |  | 161–62 | Chapter Review |
| 90 | 233 |  |  | Chapter Test |

Chapter 11: The First World War

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 91 | 234–37 | 230–33 | 163–65 | * Identify the nations that made up the Triple Entente
* Recognize nations in the Triple Alliance
* Recognize events that led to war in Europe
 |
| 92 | 238–40 | 234–36 | 166 | * Identify the original plan of the Central Powers to conquer the Allies
* Recognize the significance of the Battle of the Marne
* Define the *western front*
* Relate what living and fighting from trenches was like
 |
| 93 | 241–43 | 237–39 | 167–69 | * Examine the war on the eastern front
* Describe weapons of World War I
* Evaluate Germany’s unrestricted submarine warfare
 |
| 94 | 244–46 | 240–42 | 170–71 | * Describe important European battles of World War I
* Recognize events that led to America’s declaration of war
* State what the United States did to get ready for war
 |
| 95 | 247–49 | 243–45 | 172 | * Identify the American Expeditionary Force (AEF)
* Recognize Allied military commanders
* Examine European battles
 |
| 96 | 250–52 | 246–48 | 173–74 | * Define the Committee on Public Information
* Examine ways that Americans supported the war
* Recognize the work of the Fuel Administration and the Food Administration
* Identify jobs American women filled
 |
| 97 | 253–55 | 249–51 | 175–76 | * Recognize November 11, 1918, as Armistice Day
* Examine the circumstances that led to the Treaty of Versailles
* Define the “lost generation”
 |
| 98 | 255 |  | 177–78 | Chapter Review |
| 99 | 255 |  |  | Chapter Test |

Chapter 12: Roaring 20s and Depressing 30s

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 100 | 256–59 | 252–55 | 179–81 | * Describe America’s consumer culture in the 1920s
* Explain the effects new technology had on American entertainment in the 1920s
 |
| 101 | 260–62 | 256–58 | 182–83 | * Examine challenges Christians faced in the 1920s
* Analyze the significance of the Scopes Trial
* Contrast Fundamentalists and modernists
* Write about kinds of entertainment that are personally acceptable based on Scripture
 |
| 102 | 263–65 | 259–61 | 184–86 | * Identify Warren Harding and Calvin Coolidge as America’s presidents in the 1920s
* Explain Andrew Mellon’s tax plan
 |
| 103 | 266–68 | 262–64 | 187–88 | * Identify Herbert Hoover and Franklin D. Roosevelt as the next two presidents of the United States after Calvin Coolidge
* Explain why the stock market crashed in 1929
* Explain why banks failed at the end of 1930
* Describe Hoover’s solutions to the Depression and their effects
 |
| 104 | 269–71 | 265–67 | 189–90 | * Recognize that the New Deal was proposed by Franklin D. Roosevelt
* Explain the purpose of the New Deal
* Identify the Civilian Conservation Corps and the National Recovery Administration as two jobs programs begun during Roosevelt’s term
 |
| 105 | 272–74 | 268–70 |  | * Examine the strategies Roosevelt used to get reelected to a second term
* Explain the purpose of the Social Security Act
 |
| 106 | 275–77 | 271–73 | 191–92 | * Examine the strategies Roosevelt used for keeping the New Deal in place
* Explain the effects of Roosevelt’s strategies
 |
| 107 | 277 |  | 193–94 | Chapter Review |
| 108 | 277 |  |  | Chapter Test |

Chapter 13: Rulers with Iron Fists

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 109 | 278–81 | 274–77 | 195–98 | * Examine Joseph Stalin’s early life
* Describe Stalin’s rise to power
* State characteristics of Stalin’s rule in the Soviet Union
 |
| 110 | 282–84 | 278–80 | 199–201 | * Examine collective farming under Joseph Stalin
* Identify restrictions Stalin placed on citizens
* Recognize how Stalin treated anyone who disagreed with him
* Examine Communism in light of what the Bible says
 |
| 111 | 285–87 | 281–83 | 202–3 | * Describe Benito Mussolini’s early life
* Examine Mussolini’s involvement in Socialism
* Relate Mussolini’s actions as the dictator of Italy
 |
| 112 | 288–90 | 284–86 | 204 | * Examine events leading to Hitler’s rise to power in Germany
* Recognize Hitler’s hatred of Jews and Communists
* Relate Hitler’s actions as chancellor of Germany
* Identify the treatment of the Jews after Hitler became the dictator of Germany
 |
| 113 | 291–93 | 287–89 | 205–6 | * Identify when it is right to have pride in one’s nation
* Realize that it is wrong to hate people of another nation
* Relate why Hitler’s hatred of the Jews was especially wicked
 |
| 114 | 294 | 290 | 207 | * Examine how the Japanese people treated Hirohito
* Identify what Hirohito was like
 |
| 115 | 295 | 291 | 208 | * Compare how the Japanese worshiped the Showa to what the Bible says about worshiping one God
* Tell why this period of history was a dark time for many people
 |
| 116 | 295 |  | 209–10 | Chapter Review |
| 117 | 295 |  |  | Chapter Test |

Chapter 14: The Second World War

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 118 | 296–99 | 292–95 | 211–14 | * Explain the state of countries around the world before World War II
* Identify the dictators of Russia, Germany, and Italy
* Analyze Germany’s aggression toward other nations
 |
| 119 | 300–302 | 296–98 | 215–16 | * Analyze efforts by the United States to remain neutral
* Identify the countries that formed the Axis Powers
* Explain why the United States declared war on Japan
 |
| 120 | 303–5 | 299–301 | 217–18 | * Describe what the United States did to mobilize for the war
* Analyze Roosevelt’s decision to make fighting Hitler the priority
* Explain how German troops were pushed out of North Africa and the USSR
 |
| 121 | 306–8 | 302–4 |  | * Recognize that Allied forces were simultaneously fighting the Axis powers in Europe and in the Pacific
* Analyze Japan’s dominance in the Pacific
* Explain the significance of the Allied victory at the Battle of Midway
* Analyze the Allied strategy for winning in the Pacific
 |
| 122 | 309–12 | 305–8 | 219 | * List ways in which Americans at home supported the war
* Explain why certain products were rationed
* Describe the role entertainment had in supporting the war
* Plan a victory garden
 |
| 123 | 313–16 | 309–12 | 220–21 | * Explain Eisenhower’s strategy for winning the war in Europe
* Explain how the Allied Powers defeated Hitler and Mussolini
* Analyze the Holocaust
 |
| 124 | 317–19 | 313–15 | 222 | * Explain the Allies’ strategy for fighting against Japan
* State reasons that the atomic bomb was developed
* Describe how the United States helped Japan and Europe after World War II ended
 |
| 125 | 319 |  | 223–24 | Chapter Review |
| 126 | 319 |  |  | Chapter Test |

Chapter 15: Postwar America

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 127 | 320–23 | 316–19 | 225–27 | * Explain postwar changes in America
* Analyze materialism
* Explain Truman’s Fair Deal
 |
| 128 | 324–26 | 320–22 | 228 | * Demonstrate an understanding of civil rights
* Relate acts of discrimination
* Explain how some Americans worked for civil rights
 |
| 129 | 327–29 | 323–25 | 229–30 | * Discuss the purpose of the United Nations
* Explain what the Cold War was and the reason for it
* Differentiate America’s foreign policy before and after Congress approved the Truman Doctrine
* Explain America’s involvement in the Korean War
 |
| 130 | 330–32 | 326–28 | 231–32 | * State benefits of the Saint Lawrence Seaway and the Federal Aid Highway Act
* Recognize that civil rights and the fight against Communism were ongoing struggles
* Identify Alaska and Hawaii as the states admitted to the United States during Eisenhower’s presidency
* Explain why the United States became involved in the Vietnam War
* Report on a state capital
 |
| 131 | 333–35 | 329–31 | 233 | * Explain how the space race was one way of fighting the Cold War
* Recognize changes in American culture during the 1950s
* Examine the role of Christianity in American culture in the 1950s
 |
| 132 | 336–38 | 332–34 | 234 | * Recognize that the election of 1960 was historically significant
* Identify the Peace Corps as a program to help people in other countries
* Identify the building of the Berlin Wall and the Cuban Missile Crisis as Cold War conflicts
 |
| 133 | 339–41 | 335–37 | 235–36 | * Identify Martin Luther King Jr. as a leader in the civil rights movement
* Explain why there were protests in Birmingham
* Describe Kennedy’s assassination and America’s reaction to it
 |
| 134 | 341 |  | 237–38 | Chapter Review |
| 135 | 341 |  |  | Chapter Test |

Chapter 16: The Rise of the Counterculture

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 136 | 342–45 | 338–41 | 239–42 | * Understand the meaning of the Civil Rights Act of 1964
* Examine the meaning of the Voting Rights Act of 1965
 |
| 137 | 346–48 | 342–44 | 243 | * Identify the national program led by President Johnson to eliminate poverty
* Recognize the informal name for Johnson’s program to end poverty
* Identify the name of the failed attack by the North Vietnamese on South Vietnam
 |
| 138 | 349–51 | 345–47 | 244–45 | * Identify groups that the liberals split between during the 1960s
* Identify who said that black people should use force to gain power over white people
* Identify how the New Left protested the establishment
* Identify the founder of the feminist movement
 |
| 139 | 352–55 | 348–51 | 246–47 | * Describe the economy under President Nixon
* Identify the purpose for the Environmental Protection Agency
* Evaluate the Roe v. Wade Supreme Court ruling
* Determine whether Nixon’s presidency was conservative
 |
| 140 | 356–59 | 352–55 | 248 | * Examine events that led to the end of the Vietnam War
* Identify the circumstances of the Cold War
* Relate events leading to Watergate and the end of Nixon’s presidency
 |
| 141 | 360–62 | 356–58 | 249 | * Relate how Gerald Ford became president
* Describe the economic challenges Ford faced as president
* Examine the Communist takeover of Vietnam and Cambodia
* Create a budget
 |
| 142 | 363–65 | 359–61 | 250 | * Identify who won the presidency in 1976
* Relate Carter’s handling of foreign affairs
* Recognize that Americans struggled with discouragement about their nation
 |
| 143 | 365 |  | 251–52 | Chapter Review |
| 144 | 365 |  |  | Chapter Test |

Chapter 17: A Time of Strength and Challenge

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 145 | 366–69 | 362–65 | 253–56 | * Recognize Soviet agression
* Name Ronald Reagan as the winner of the 1980 presidential election
* Identify the country that took Americans hostage
 |
| 146 | 370–72 | 366–68 | 257 | * Identify the name for Reagan’s economic goals
* Analyze whether Sandra Day O’Connor was a conservative
* Recognize who made the assassination attempt on President Reagan
 |
| 147 | 373–75 | 369–71 | 258–59 | * Identify President Reagan’s strategy for helping anti–Communist movements in other countries
* Examine the United States’ involvement with other countries
* Participate in a mock summit
 |
| 148 | 376–78 | 372–74 | 260 | * Recognize why the United States bombed Libya
* Examine the Iran-Contra Affair
* Identify ways Reagan supported Christians on moral issues
 |
| 149 | 379–81 | 375–77 | 261 | * Recognize the space shuttle program
* Acknowledge advances in medicine
 |
| 150 | 382–83 | 378–79 | 262 | * Identify what Reagan wanted Gorbachev to do when Reagan went to West Germany
* Explain what the Intermediate-Range Nuclear Forces (INF) Treaty did
 |
| 151 | 383 |  | 263–64 | Chapter Review |
| 152 | 383 |  |  | Chapter Test |

Chapter 18: Leader of the Free World

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 153 | 384–87 | 380–83 | 265–67 | * Identify experiences that prepared George H. W. Bush for the White House
* Examine legislation Congress passed
 |
| 154 | 388–91 | 384–86 | 268–70 | * Identify the leader in Panama who surrendered to US forces
* Recognize who opposed a Communist coup in the USSR
* Analyze the crisis in the Middle East and the US involvement
 |
| 155 | 391–93 | 387–89 | 271 | * Identify the meaning of NAFTA
* Recognize that Bill Clinton defeated Bush and Ross Perot in the presidential race
 |
| 156 | 394–96 | 390–92 | 272–73 | * Recognize the Republican leader who fought Clinton’s ideas
* Examine how Clinton promoted peace abroad
 |
| 157 | 397–400 | 393–96 | 274–75 | * Identify improvements in technology
* Evaluate the economy and crime during the 1990s
 |
| 158 | 401–3 | 397–99 | 276–77 | * Recognize scandals involving President Clinton
* Examine Clinton’s foreign accomplishments
* Relate how international trade grew during Clinton’s time in office
 |
| 159 | 404–7 | 400–403 | 278 | * Recognize the Clinton administration’s attitude toward the environment
* Relate domestic and international terrorist acts
 |
| 160 | 407 |  | 279–80 | Chapter Review |
| 161 | 407 |  |  | Chapter Test |

Chapter 19: A New Millennium

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 162 | 408–11 | 404–7 | 281–83 | * Identify who won the 2000 presidential election
* Recognize the issues of compassionate conservatism
 |
| 163 | 412–13 | 408–9 | 284 | * Examine Bush’s policies regarding embryonic stem cell research
 |
| 164 | 414 | 410 | 285 | * Identify Bush’s attitude toward faith-based initiatives
 |
| 165 | 415–18 | 411–14 | 286–87 | * Examine events of September 11, 2001
* Identify the forces behind the attacks on September 11
 |
| 166 | 419–21 | 415–17 | 288 | * Recognize why the United States dropped bombs in Afghanistan
* Examine events of the war in Afghanistan
* Identify a major goal President Bush achieved in regard to Afghanistan
 |
| 167 | 422–24 | 418–20 | 289 | * Understand events leading to the invasion of Iraq
* Recognize mistakes American leaders made while overseeing Iraq
* Identify the major groups of people in Iraq
* Examine opposition to the war in Iraq
 |
| 168 | 425–27 | 421–23 | 290–91 | * Recognize what caused the Iraqi people to give their support to the United States
* Explain the problem with Social Security and how Congress responded to the problem
* Identify what Bush wanted for Africa
* Make an infograph
 |
| 169 | 428–29 | 424–25 | 292 | * Recognize factors that hurt the American economy
* Explain Bush’s response to the financial crisis
 |
| 170 | 429 |  | 293–94 | Chapter Review |
| 171 | 429 |  |  | Chapter Test |

Chapter 20: Change Sweeps the Nation

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| Lesson | Teacher’s Edition  | Student Text  | Activity Manual | Content Objectives and Christian Worldview |
| 172 | 430–34 | 426–30 | 295–99 | * Name the presidential candidates in the 2008 general election
* Examine the political strengths of Barack Obama and John McCain
* State campaign promises made by Barack Obama
* Explain why the 2008 general election was historic
 |
| 173 | 435–37 | 431–33 | 300 | * Recognize that the economy was the most immediate domestic problem when Barack Obama assumed the presidency
* Describe government programs intended to improve the economy
* Explain why some Americans opposed Obama’s programs
 |
| 174 | 438–41 | 434–37 | 301–2 | * Relate Obama’s actions in Iraq and Afghanistan to promises he made while campaigning for president
* Recognize that Osama bin Laden’s death was a major victory for the United States
* Explain the Arab Spring and why Obama chose to support it
 |
| 175 | 442–44 | 438–40 | 303 | * Identify gun violence and racism as domestic issues during Obama’s presidency
* Explain why Americans could not agree on a solution for gun violence
* Recognize that African Americans suffered more disadvantages than other racial groups
* Relate that President Obama was reelected in 2012
 |
| 176 | 445–47 | 441–43 | 304 | * Explain the secularization of American life
* Relate positive and negative effects of the changing digital world
* Recognize information as possibly the most valuable resource in the early twenty–first century
 |
| 177 | 448–51 | 444–47 | 305 | * Identify the Middle East and Eastern Europe as regions where Obama faced serious problems
* Explain why the Middle East was important to the United States
* Describe the Islamic State
* Explain the problem Obama faced with Russia in Ukraine
 |
| 178 | 452–55 | 448–51 | 306 | * Recognize the environment, gay rights, and abortion as moral issues that separated Americans
* Evaluate environmental issues, gay rights, and abortion in light of God’s Word
* Present a speech about a moral issue
 |
| 179 | 455 |  | 307–8 | Chapter Review |
| 180 | 455 |  |  | Chapter Test |