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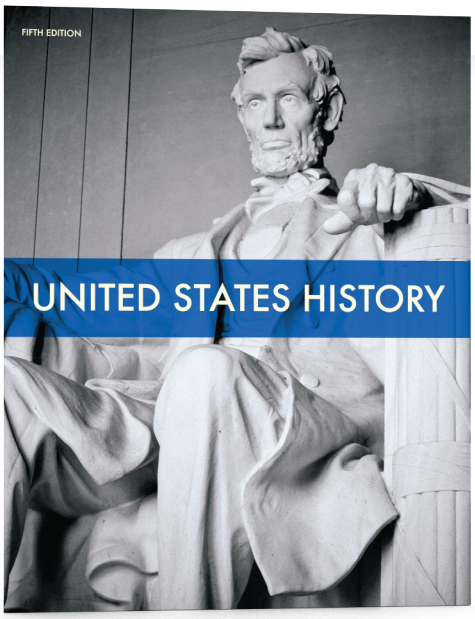


UNITED STATES HISTORY (5th Ed.)

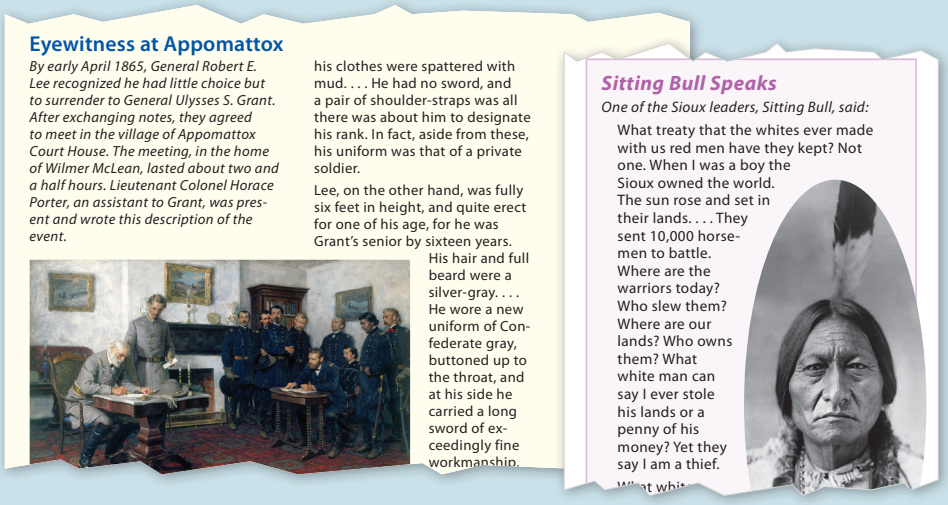
A chronological study of the major events in the history of the United States, from the culture of the Native Americans to the early days of the Trump presidency. The course helps students see the past through the corrective lens of a biblical worldview. It leads students to evaluate people, events, and movements from biblical teaching, giving special attention to the rise and growth of secularism. The course also leads students to propose solutions to social problems based on biblical teaching.

Essential items include a Teacher's Edition, Student Text, Student Activities Manual, Tests, and Tests Answer Key.

This product is supported by *TeacherToolsOnline.com*.

Analyzing Primary and Secondary Sources

Students are led to do history, not just read about it. The course will require them to interpret primary sources, drawing and combining reasonable inferences from both primary and secondary sources to build an understanding of complex issues.



Eyewitness at Appomattox

By early April 1865, General Robert E. Lee recognized he had little choice but to surrender to General Ulysses S. Grant. After exchanging notes, they agreed to meet in the village of Appomattox Court House. The meeting, in the home of Wilmer McLean, lasted about two and a half hours. Lieutenant Colonel Horace Porter, an assistant to Grant, was present and wrote this description of the event.

his clothes were spattered with mud. . . . He had no sword, and a pair of shoulder-straps was all there was about him to designate his rank. In fact, aside from these, his uniform was that of a private soldier.

Lee, on the other hand, was fully six feet in height, and quite erect for one of his age, for he was Grant's senior by sixteen years. His hair and full beard were a silver-gray. . . . He wore a new uniform of Confederate gray, buttoned up to the throat, and at his side he carried a long sword of exceedingly fine workmanship.

Sitting Bull Speaks

One of the Sioux leaders, Sitting Bull, said:

What treaty that the whites ever made with us red men have they kept? Not one. When I was a boy the Sioux owned the world. The sun rose and set in their lands. . . . They sent 10,000 horsemen to battle. Where are the warriors today? Who slew them? Where are our lands? Who owns them? What white man can say I ever stole his lands or a penny of his money? Yet they say I am a thief.

Taking Sides

Loyalists (Tories)

Some colonists were loyal to England for political, religious, and economic reasons. Many believed that they were fairly represented by Parliament and that taxes to fund the defense of the colonies were just. Others thought that Parliament had exceeded its bounds with various acts; however, they did not think that those mistakes justified war. Furthermore, many Loyalists feared that independence would lead to mob rule and tyranny.

cause they did not want to risk losing their property. To avoid trouble, some kept their opinions to themselves. Other Tories fought for Britain, especially when it seemed to be winning. These colonists also aided the British by selling them food and other supplies.

Patriots

The Patriots also had political, religious, and economic reasons for their cause. They believed that their political right to a representative government was at stake

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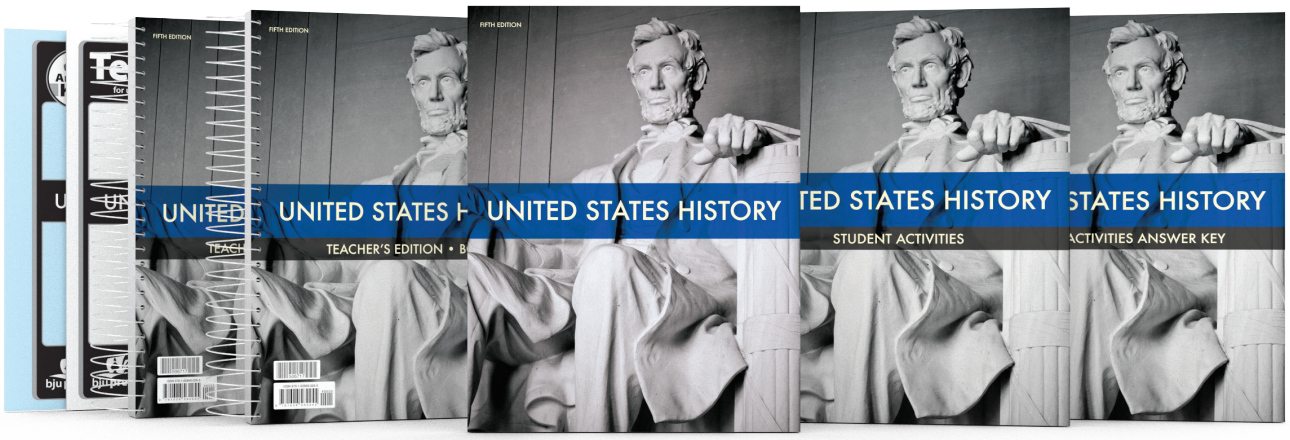
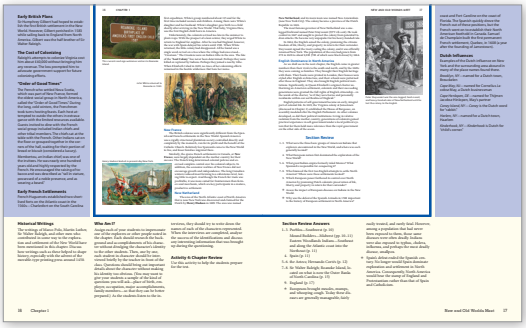
Evaluating Historical Perspectives

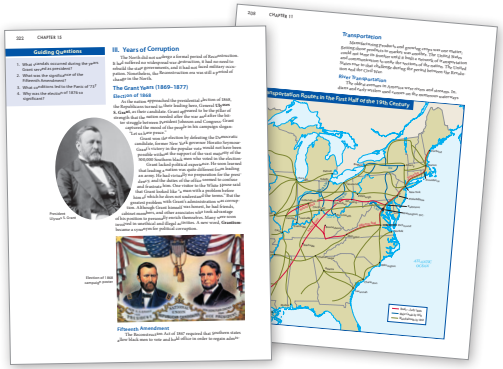
Students are confronted with multiple perspectives on significant events in U.S. history. They are required to compare and contrast these perspectives and then judge them based on the teachings of Scripture.



Teacher's Edition

The Teacher's Edition provides guidance for individual and group assessments that correct and strengthen students' historical thinking and supplements the teacher's instruction. It suggests methods and discussions for helping students understand historical debates and points of view from a biblical worldview and for grasping historical causation.



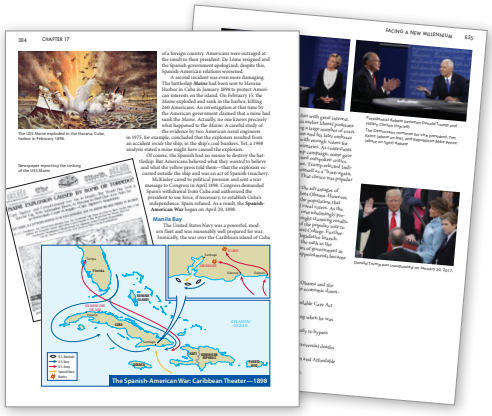


Student Text

The student edition analyzes U. S. history by events, themes, and periods. Sections include essential questions designed to help students read with purpose. Section reviews are divided into literal and high-order questions. Chapter reviews incorporate Bloom's taxonomy.

Student Activities Manual

The Student Activities Manual provides reviews, additional projects, and readings. The additional projects invite students to interact with documents from major figures throughout American history, such as letters, speeches, bills, and articles.



An Informed Understanding of United States History

The Teacher's Edition, Student Text, and Student Activities Manual work together to inform students so that they may wisely interpret the present through the knowledge of the past.