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 | ProvidenceExplain how the disciples carried out the Great CommissionList and evaluate Columbus’s goals in discovering a new route to the IndiesExplain the role of providence in the discovery of the AmericasRecognize who God used to discover the Americas |
| 2 | 5–9 | 7–10 | 3 | ChallengesExplain the difference between the modern conception and the Pilgrims’ conception of religious libertyExplain the challenges the Pilgrims faced in PlymouthName the laws the Pilgrim leaders wrote for the government of PlymouthAssess the significance of the Mayflower Compact |
| 3 | 10–13 | 11–14 | 4–6 | DominionDefine barter as the means to trade goods for other goodsExplain how Indians used the ability God gave humans to rule over creationExplain the difference in views of land ownership for the Indians and Europeans |
| 4 | 14–17 | 15–17 | 7–10 | CovenantExplain the meaning of the covenant in Puritan communitiesExplain the difference between primary and secondary sources |
| 5 | 17–18 | 18–19 | 11 | Activity: Primary and Secondary SourcesExplain why the European countries built coloniesIdentify the main trade routes on a mapIdentify what was traded and the trade flow |
| 6 | 19–22 | 20–23 | 12 | TensionEvaluate the effects of the Great Awakening on American religious lifeState the causes of the French and Indian WarAssess the impact of the French and Indian War in the coloniesAnalyze the causes of tension between the colonies and Britain |
| 7 | 23–26 | 24–27 | 13 | Compare MapsTrace the course of the Revolutionary WarEmploy map skills by locating cities, comparing maps, and identifying the victors of battlesUnderstand 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 ConfederationIdentify the document under which the states agreed to work togetherAssess the weaknesses of the Articles of ConfederationExplain that Shays’ Rebellion demonstrated the need for the Constitutional Convention |
| 11 | 33–36 | 33–36 | 19–20 | Constitutional ConventionIdentify the original purpose of the Constitutional ConventionList the three branches of government and explain the importance of separating the powersIdentify 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 centuryUnderstand that the delegates reached a compromise that allowed slaves to count as part of the populationDefine the terms imports and exports |
| 13 | 40–43 | 40–42 | 23–24 | Activity: Understanding and Memorizing the PreambleMemorize the Preamble to the ConstitutionDetermine the purposes of the Constitution |
| 14 | 44–45 | 43–44 | 25–26 | Bill of RightsCompare 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 ApprovedAssess the religious concerns involved in ratifying the ConstitutionSummarize the ratification process of the ConstitutionList 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 CollegeExplain why Americans trusted George Washington State the purpose of the Electoral CollegeDescribe how the Electoral College works |
| 19 | 55–58 | 53–56 | 33 | Evangelical ChristianitySummarize the rise of Evangelical ChristianitySummarize the evangelical revival |
| 20 | 59–62 | 57–60 | 34–35 | Executive BranchIdentify the head of the executive branch of governmentDescribe the responsibilities of the president’s cabinetIdentify a budget as a plan for spending and saving moneyDesign a budget based on an income of ten dollars |
| 21 | 63–66 | 61–64 | 36–37 | State and Local GovernmentSummarize the conflict between American Indians and the Americans expanding into the Northwest TerritoryList the effects of the United States’ victory over the Indians in the NorthwestIdentify the parts of state and local government |
| 22 | 67–69 | 65–67 | 38–39 | Washington, DCIdentify Washington, DC, as the capital of the United StatesSummarize the process of choosing the capital’s location and planningAssociate Pierre L’Enfant and Benjamin Banneker with the surveying and planning of the capital |
| 23 | 70–73 | 68–70 | 40 | Precedents of President WashingtonIdentify several important precedents set by President WashingtonList 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, DCDiscuss 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 GovernmentState the Federalists’ vision for American government and cultureState Jefferson’s vision for American government and culture |
| 28 | 85–87 | 81–83 | 46–47 | Natural ResourcesIdentify important natural resourcesClassify natural resources as renewable or nonrenewable |
| 29 | 88–91 | 84–87 | 48–49 | Louisiana TerritoryList the benefits of purchasing the Louisiana TerritoryTrace the trade route down the Mississippi RiverExplain why the US Navy fought the Barbary pirates |
| 30 | 92–96 | 88–91 | 50–51 | Lewis and Clark ExpeditionExplain the significance of the Lewis and Clark expeditionRealize that Sacagawea helped establish relations with American IndiansAnalyze a primary sourceAnalyze a map of the Lewis and Clark expeditionIdentify what items and foods would be needed for an expedition |
| 31 | 97–99 | 92–94 | 52 | Branches of GovernmentSummarize the role of the judicial branch in the United StatesAssess the significance of Marshall and judicial reviewUnderstand how a law moves through the branches of government |
| 32 | 100–3 | 95–98 | 53 | DemocracyDiscuss the effects of democratization on American lifeEvaluate the role that people play in the political processDistinguish the strengths and weaknesses of a move toward greater democracy |
| 33 | 104–6 | 99–101 | 54 | Thomas JeffersonDescribe Thomas Jefferson’s gardens and homeUnderstand 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 1812List several reasons for the War of 1812Analyze why neither England nor the United States was ready for war |
| 37 | 113–16 | 107–10 | 59 | Navies in the War of 1812Compare and contrast the American and British navies in the War of 1812Describe America’s unsuccessful military action in Canada |
| 38 | 117–20 | 111–14 | 60–62 | Effects of the War of 1812Understand 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 AmericaExplain how Dolley Madison and Francis Scott Key demonstrated patriotism |
| 39 | 121–24 | 115–18 | 63 | The American SystemList the elements of the American SystemExplain the reasons for Madison’s proposals |
| 40 | 125–29 | 119–23 | 64 | Monroe Doctrine and Missouri CompromiseExplain the basic tenets of the Monroe DoctrinePresent arguments from both sides of the debate that led to the Missouri Compromise |
| 41 | 130–33 | 124–27 | 65 | TransportationExplain how the postal system, roads, steamboats, and canals helped communitiesLocate canals on a mapIdentify the importance of the railroad |
| 42 | 134–38 | 128–31 | 66–67 | FactoriesTrace 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 AdamsExplain how a president is chosen when no candidate receives a majority of electoral votesIdentify John Quincy Adams as the sixth president of the United StatesAnalyze the conflict some people had with Adams’s plans |
| 46 | 145–48 | 137–40 | 73 | Election of 1828Recognize that more interest was garnered for Jackson’s campaign than for Adams’s in the election of 1828Compare the differences in Adams’s and Jackson’s views on hiring for government jobs |
| 47 | 149–52 | 141–44 | 74–75 | DemocracyAnalyze the results of democracy and ChristianityEvaluate why Christian leaders wrote creeds |
| 48 | 153–55 | 145–47 | 76–78 | Activity: Understanding HemispheresIdentify a famous missionary and a convertIdentify the four hemispheres |
| 49 | 156–60 | 148–51 | 79–80 | Indian Removal BillSummarize the post–Revolutionary War history of the CherokeesDiscuss the various provisions of the Indian Removal Bill |
| 50 | 161–64 | 152–55 | 81 | Political PartiesIdentify the two major political partiesDiscuss why South Carolina was not pleased with the new tariff |
| 51 | 165–68 | 156–59 | 82 | The Issue of SlaveryIdentify Martin Van Buren as the eighth president of the United StatesRecognize the increased attention to the issue of slavery during Van Buren’s presidencyIdentify 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 CanalsDiscuss the importance of canals as a first step to connect the East to the WestEvaluate supply and demand, using steamboat companies as an exampleAnalyze how railroads caused cities to grow and connect |
| 55 | 176–79 | 166–69 | 89 | Cities and Farm LifeList advantages and disadvantages of city lifeAssociate 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 AdvancesAnalyze why manufacturing developed primarily in the NortheastIdentify major technological advances that improved work in cities and on farmsDiscuss the need for patents to protect inventors’ work |
| 57 | 184–87 | 173–76 | 91–92 | ImmigrantsLocate the countries of origin for each group of immigrants and where they settledLocate on a map the regions where immigrants settledUnderstand why immigrants would choose to immigrate to the United States given the hardships they had to undergoRecognize ways the United States changed immigrants and ways immigrants changed the United States |
| 58 | 188–90 | 177–79 | 93 | Post Office and the TelegraphTrace the development of the United States Post OfficeDescribe how the telegraph worksList the kinds of businesses that used the telegraph |
| 59 | 191–94 | 180–83 | 94–95 | Reform MovementsDiscuss the reasons for the temperance movementEvaluate the reform movements from a Christian worldviewDefine what a quilt is and describe its usesDesign a quilt square |
| 60 | 195–96 | 184–85 |  | ProgressEvaluate the costs and benefits of technologyRecognize 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 IndependenceList the laws established by Mexico for TexansRecognize the reason why Texans decided to go to war with MexicoSummarize the agreement made with Mexico for the independence of Texas |
| 64 | 203–8 | 191–95 | 101–2 | MissionariesEvaluate the missionary work of the Whitmans and the SpaldingsRecognize the reasons that the Mormons decided to migrate to UtahDescribe the various parts of a covered wagon and items it carried |
| 65 | 209–11 | 196–98 |  | Three PresidentsList the factors that led to the election of William Henry HarrisonRecognize that John Tyler became president after the death of William Henry HarrisonRecognize the important issue that led to the election of James K. Polk |
| 66 | 212–13 | 199–200 | 103–4 | Manifest DestinyDefine Manifest Destiny as the belief that God wanted Americans to have all the lands between the Atlantic and Pacific OceansRecognize that the British and Americans agreed to split Oregon Country on the 49th parallel |
| 67 | 214–17 | 201–4 |  | Mexican-American WarRecognize the reasons that the United States wanted to annex CaliforniaTrace the events that led to a war between the United States and Mexico |
| 68 | 218–19 | 205–6 | 105–6 | United States VictoryRecognize the advantages of superior weapons during a warTrace the events of the war that led to the victory of the United States |
| 69 | 220–21 | 207–8 | 107 | Results of the WarRecognize the differing positions held by Americans about the justification of the war with Mexico |
| 70 | 222–24 | 209–11 | 108 | California Gold RushTrace the events that led to the population explosion in CaliforniaAnalyze the effect of the gold rush on the supply and demand of products in CaliforniaDescribe 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 1850Compare Taylor’s, Calhoun’s, and Clay’s views on and actions related to the issue of slaveryRecognize Henry Clay and Stephen Douglas as the creators of the Compromise of 1850 |
| 74 | 230–33 | 216–19 | 115 | Runaway SlavesDescribe how Henry Brown gained his freedomRecognize that Harriet Tubman was an important conductor for the Underground RailroadRecognize that Anthony Burns escaped slavery but had to return to his masterCompare and contrast the two views on the problem of runaway slaves |
| 75 | 234–37 | 220–23 | 116–17 | Division over SlaveryDiscuss Steven Douglas’s and Abraham Lincoln’s views of slaveryRelate 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 ViewDescribe the differences between northerners’, southerners’, and slaves’ views of slaveryExpress what the Bible teaches about slavery |
| 77 | 242–45 | 228–31 | 119 | SlaveryDescribe slave homes and jobsDescribe how slaves were treatedRecognize that slaves understood their true value as human beings |
| 78 | 246–47 | 232–33 | 120 | Views of SlaverySummarize the free states’ view of slaveryList Abraham Lincoln’s views of slaveryDefine an abolitionist as a person who wanted to end slavery |
| 79 | 248–52 | 234–39 | 121 | Abraham LincolnRecognize that Abraham Lincoln was elected by only one part of the countryRecognize the concerns of the slave owners at the beginning of Abraham Lincoln’s presidencyUnderstand 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 AmericaIdentify the seven states that initially formed the Confederate States of AmericaIdentify the states that joined the Confederacy after the fall of Fort SumterSummarize the issues that led to the battle at Fort SumterTrace the events of the battle at Fort Sumter |
| 83 | 259–62 | 245–48 | 127 | The North vs. the SouthCompare and contrast the strengths and weaknesses of the North and the SouthRecognize the positions of General Robert E. Lee and General Winfield Scott on the war |
| 84 | 263–67 | 249–53 | 128 | Civil WarRecognize the key leaders from the North and the SouthTrace and analyze the events and effects of the early battles of the war |
| 85 | 268–71 | 254–57 | 129–30 | Emancipation ProclamationIdentify that Lincoln’s Emancipation Proclamation freed slaves in the Confederate StatesDiscuss the impact of the Proclamation on the countryDescribe the black regiments’ contribution to the warRecognize that the Thirteenth Amendment ended slavery in all states |
| 86 | 272–75 | 258–61 | 131–32 | Blockade Runners and InventionsTrace the efforts by the South to overcome the US Navy blockadeTrace the improvements made to guns during the Civil WarDiscuss the use of railroads during the Civil WarDescribe how the telegraph was used during the Civil War |
| 87 | 276–79 | 262–65 | 133 | Battles and StrategiesRecognize the history and contributions of the American Red CrossRecognize the significance of the Battles of Gettysburg and VicksburgEvaluate the strategy used by General Sherman as he marched toward the seacoast |
| 88 | 280–84 | 266–69 | 134 | Gettysburg AddressTrace the events that led to General Lee’s surrenderDescribe Lincoln’s plans to establish peace between the North and the SouthRecognize the impact Lincoln’s assassination had on the nation |
| 89 | 285 | 240–69 | 135–36 | Chapter Review |
| 90 | 285 |  |  | Chapter Test |