Chapter 1: Justice and the Fear of God

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 1 | xxviii–3 | 2–5 | 1–2 | A Just Ruler   * Analyze what God’s Word says about rulers in 2 Samuel 23:3–4 * Identify characteristics of a just ruler * Explain the meaning of the “fear of God” |
| 2 | 4–6 | 6–8 | 3–4 | People Come to America   * Identify early Americans and how they were able to build civilizations * Understand man’s need for government and the type of government the Puritans and Pilgrims wanted * List ways the governments in the colonies displeased God |
| 3 | 7–9 | 9–11 | 5–7 | The Great Awakening   * Identify why some people in the colonies did not love and obey God * Identify the blessings of God in America during the Great Awakening * Identify the causes for the war with Britain * Examine how George Washington was a just ruler |
| 4 | 10–13 | 12–15 | 8 | Early Years as a Nation   * State what the Constitution gave the people of the United States power to do * Identify how the gospel spread during the Second Great Awakening * Examine the events that led to the War of 1812 * Examine Andrew Jackson’s role in the Battle of New ­Orleans and what he did that was unjust |
| 5 | 14–17 | 16–19 | 9 | America Grows   * Identify how American leaders are elected * Examine the ways that Andrew Jackson broke the law * List ways that the United States grew * Analyze the war between the United States and Mexico |
| 6 | 18–22 | 20–25 | 10 | Slavery and the Civil War   * Identify what the North and South believed about slavery * Analyze why South Carolina and other states left the United States * Identify strengths of the North and South during the Civil War * Create a timeline with photos to visualize how people grow and change |
| 7 | 23 | 2–25 | 11–12 | Chapter Review |
| 8 | 23 |  |  | Chapter Test |

Chapter 2: Rebuilding the Nation

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 9 | 24–28 | 26–30 | 13–14 | Looking to the Future   * Define Reconstruction and freedmen * Contrast three groups of Americans: freedmen, Southerners, Northerners * Examine the goals of three groups of people during Reconstruction * Judge whether all three groups of Americans during Reconstruction could have reached a mutually satisfying settlement |
| 10 | 29–31 | 31–33 | 15 | Healing the Nation   * Identify Lincoln’s goals for Reconstruction * Examine how Andrew Johnson handled Reconstruction after Lincoln’s assassination * Identify what Carl Schurz learned about Southern Reconstruction after touring the South |
| 11 | 32–34 | 34–36 | 16–18 | Congress Takes Over Reconstruction   * Assess treatment of freedmen in the South during Reconstruction * Analyze how Northerners felt about the situation in the South * Identify the two laws that Congress passed to make ­Reconstruction do more * Identify the role of the Radical Republicans |
| 12 | 35–37 | 37–39 | 19 | Congress Tries to Help   * Analyze how the Freedmen’s Bureau helped the South * Describe the role of the military during Reconstruction * State how the Constitutional Amendments ensured that Americans were treated fairly |
| 13 | 38–42 | 40–44 | 20 | Changes in Daily Life   * Examine the changes in education in the South * Evaluate the impact of the carpetbaggers and scalawags * Trace the social changes that took place in the South |
| 14 | 43–47 | 45–49 | 21 | Problems During Reconstruction   * Analyze the impact of corruption during Reconstruction * Describe the violence that developed during Reconstruction * Trace the development of the sharecropping system |
| 15 | 48–51 | 50–53 | 22 | The End of Northern Reconstruction   * Recognize the impact of the economic crash of 1873 * Trace the changes that led to the end of Reconstruction * Recognize the differences between the hopes and goals of the three groups of Americans and how they were ­realized at the end of Reconstruction |
| 16 | 51 | 26–53 | 23–24 | Chapter Review |
| 17 | 51 |  |  | Chapter Test |

Chapter 3: The Wild West

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 18 | 52–57 | 54–59 | 25–26 | The West Beckons   * List the challenges of building the transcontinental railroad * List some of the good qualities of the Chinese railway workers * Identify why the Native Americans were troubled by the building of the transcontinental railroad |
| 19 | 58–61 | 60–63 | 27 | Cowboys and Longhorns   * Recognize that when Americans began to settle the West, entire tribes of Indians were forced off their lands * List ways people used longhorns * List skills a cowboy needed * Describe the organization of a cattle drive * Explain why cattle brands were necessary |
| 20 | 62–64 | 64–66 | 28–29 | Cattle Trails and Cow Towns   * Analyze the reasons trails for the cattle drives were developed * Describe why cow towns became some of the roughest towns in the West * Relate how hired lawmen kept order in the cow towns |
| 21 | 65–67 | 67–69 | 30 | Miners and Missionaries   * Recognize that the discovery of gold and silver brought miners rushing to Nevada * Understand what caused boomtowns to grow so quickly * Define the term *ghost town* * Recognize Ezra Fisher as one of the most successful missionaries to the West |
| 22 | 68–70 | 70–72 | 31 | The Homesteaders   * Relate the stipulations of the Homestead Act * Relate what made the Great Plains come to be called “America’s Breadbasket” * Describe the challenges sodbusters faced |
| 23 | 71–74 | 73–76 | 32 | The Oklahoma Land Rush   * List reasons why the buffalo herds began to die out * Express why it was difficult for the Plains Indians to stay on reservations * Explain why Colonel George Custer lost the Battle of the Little Bighorn |
| 24 | 75–79 | 77–81 | 33–34, 209 | The Indians Surrender   * Recognize Chief Joseph as the Indian leader who led the Nez Perce * Recognize Wounded Knee Creek as the location of the last major battle between Indians and white men * State ways that white Americans were guilty of injustice toward the Indians |
| 25 | 79 | 54–81 | 35–36 | Chapter Review |
| 26 | 79 |  |  | Chapter Test |

Chapter 4: Busy Cities

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 27 | 80–83 | 82–85 | 37 | A Growing Nation   * State challenges that businesses faced after the Civil War * Compare education before and after the Civil War |
| 28 | 84–86 | 86–88 | 38 | Growth of Industry   * Identify the most important industry after the Civil War * Identify Andrew Carnegie’s role in the steel industry * Examine John D. Rockefeller’s role in the oil industry |
| 29 | 87–89 | 89–91 | 39–40 | The Wealthy and the Working Class   * State what Andrew Carnegie thought about how the wealthy should use their wealth * List difficulties workers faced as industry grew * Explain what the labor unions did when they got workers together |
| 30 | 90–94 | 92–96 | 41 | Cities   * Identify the reasons people moved to the cities * Examine the immigrant population in America’s cities * Recognize changes in transportation in the cities * List challenges caused by the growth of cities |
| 31 | 95–97 | 97–99 | 42 | Life in the City   * State problems of tenement housing * Describe apartments and row houses * Discuss reasons people moved to the suburbs * Give characteristics of department stores in the city |
| 32 | 98–101 | 100–103 | 43 | Religion   * State why Social Darwinism does not fit with Christian beliefs * Identify the beliefs of the Social Gospel * State ways Princeton Seminary’s professors defended the Bible |
| 33 | 102–5 | 104–7 | 44 | Rural America   * State the problems of businesses in small towns * Identify why farmers created the Granger movement * Discuss reasons rural Americans opposed changes to their roads and schools |
| 34 | 105 | 82–107 | 45–46 | Chapter Review |
| 35 | 105 |  |  | Chapter Test |

Chapter 5: All That Glitters

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 36 | 106–10 | 108–12 | 47–48 | People from Far Away   * Understand why the late 1800s in America were called the Gilded Age * State reasons that immigrants poured into the United States between 1870 and 1900 * Recognize the reasons that the US government opened Ellis Island * Recognize that the Chinese Exclusion Act kept working-class Chinese out of the United States |
| 37 | 111–14 | 113–16 | 49 | Bright Ideas   * Recognize Christopher Sholes as the inventor of the QWERTY keyboard * Recognize that Alexander Graham Bell was the first inventor to get a patent for the telephone * Understand that the phonograph was the first machine to record the ­human voice and play it back * Recognize that Jan Matzeliger’s lasting machine helped bring down the price of shoes |
| 38 | 115–17 | 117–19 | 50–51 | Men of Means   * Recognize how some of the wealthy Americans in the late 1800s obtained their wealth * Define capitalism and understand how it works * Express why wealthy people often forget to be thankful to God |
| 39 | 118–21 | 120–23 | 52 | The Arts and the Press   * Recognize why art, music, and writing flourished during the Gilded Age * Recognize the portrait as one of the most popular forms of art in the Gilded Age * List the different styles of music popular in the Gilded Age * Identify some of the most important writers in the Gilded Age * Recognize Joseph Pulitzer and William Randolph Hearst as the owners of two New York newspapers in the Gilded Age |
| 40 | 122–24 | 124–26 | 53 | Leisure Time   * Recognize the roles of William Cody and Annie Oakley in Buffalo Bill’s Wild West Show * Recognize Coney Island as the first amusement park * Explain changes that made riding a bicycle safe |
| 41 | 125–28 | 127–30 | 54–55 | Making Changes   * Explain what Jane Addams offered immigrant women at Hull-House * Understand how child-labor reform made life easier for children * Identify two women who spoke openly for women’s rights * Explain the importance of the pasteurization of milk to the health and nutrition of people in the late 1800s |
| 42 | 129–31 | 131–33 | 56, 210 | Falsehood and Faith   * Describe how true faith in God and His Word was mocked or questioned during the Gilded Age * Describe the ministry of D. L. Moody and Ira Sankey * Identify some of the problems in America in the 1800s |
| 43 | 131 | 108–33 | 57–58 | Chapter Review |
| 44 | 131 |  |  | Chapter Test |

Chapter 6: America Expands

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 45 | 132–37 | 134–39 | 59–60 | Spreading Across the World   * Evaluate why the Caribbean Islands were of special interest to the United States * Identify America’s reasons for wanting to expand * Trace the impact that steamship advancements had on world travel |
| 46 | 138 | 140 | 61 | Traveling with Maps   * Locate and interpret symbols on a map * Plan a road trip using a road map |
| 47 | 139–41 | 141–43 | 62–64 | Cuba   * Identify causes for war between Cuba and Spain * Evaluate Americans’ interest in Cuba * Examine Americans’ views about involvement in Cuba’s conflict |
| 48 | 142–45 | 144–47 | 65 | Joining the War   * Identify how a letter caused Americans to be angry at Spain * Analyze the result of the sinking of the Maine * Identify what finally caused Americans and Congress to support war against Spain |
| 49 | 146–48 | 148–50 | 66–67 | The Spanish-American War   * Identify how the US Army needed to get ready for war * Examine the impact the US Navy had on the outcome of the war * Identify how land war helped in the Spanish-American War * Analyze the events that led to a ceasefire |
| 50 | 149–53 | 151–55 | 68 | The Aftermath   * List the agreements of the Treaty of Paris * Evaluate how the outcomes of the Spanish-American War affected the future role of the United States in world affairs * Examine views on creating empires and views on freeing other countries * Identify the challenges new lands created for the United States |
| 51 | 153 | 134–55 | 69–70 | Chapter Review |
| 52 | 153 |  |  | Chapter Test |

Chapter 7: Progress and Problems

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 53 | 154–58 | 156–60 | 71–73, 211 | New Problems in America   * Identify progress in America up to 1900 * Examine problems in America during the Progressive Era * Explain what Populists believed * Describe American attitudes toward Progressives |
| 54 | 159–61 | 161–63 | 74 | From Providence to Progress   * Identify the most important leaders in America in the 1800s and the reasons for their importance * State how people’s belief in providence changed after the Civil War * Recognize why science was unable to solve America’s problems |
| 55 | 162–65 | 164–67 | 75–76 | Progressivism and Society   * Identify reasons many of the ideas of the Progressives may have failed * Explain the changes the Progressives wanted regarding how children were treated in the workplace * Identify changes Progressives wanted businesses and schools to make |
| 56 | 166–69 | 168–71 | 77 | Progressivism and Government   * Explain what Progressives wanted at the state and national level * State why the US Constitution provided for state legislatures to select senators * List William Howard Taft and Theodore Roosevelt’s views on Progressivism |
| 57 | 170–72 | 172–74 | 78 | Progressivism and Ethnic Groups in America   * Identify ways science contributed to racism during the Progressive Era * State how black Americans viewed racism * Explain the views of Booker T. Washington and W. E. B. Du Bois |
| 58 | 173–75 | 175–77 | 79 | Automobiles and Airplanes   * Examine how the automobile made the biggest change in America during the Progressive Era * Explain how Ford was able to make the automobile that most people bought * Give reasons why pastors were concerned that country people could travel to the city more often |
| 59 | 176–79 | 178–81 | 80 | Art, Literature, and Religion   * Identify benefits that new purchases gave people during the Progressive Era * Discuss the types of books Edward Stratemeyer hired groups of authors to write * Evaluate how Christians responded to changes during the Progressive Era |
| 60 | 179 | 156–81 | 81–82 | Chapter Review |
| 61 | 179 |  |  | Chapter Test |

Chapter 8: The Great War

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 62 | 180–83 | 182–85 | 83–85 | The World Goes to War   * Describe the conditions in Europe before the war * Identify the major alliances * Explain the “domino effect” * Examine the reasons that led to war |
| 63 | 184–87 | 186–89 | 86 | The War in Europe   * Trace the events that led to a stalemate * Describe life in the trenches * Recall the elements of Christmas truce agreements * List and describe the new weapons used in the war |
| 64 | 188–90 | 190–92 | 87 | America Watches the War   * Analyze the reasons why most Americans sided with the Allies * Describe the sinking of the Lusitania * Analyze the reasons Americans wanted to stay out of the war * Explain how Woodrow Wilson was able to be elected to a second term |
| 65 | 191–93 | 193–95 | 88–90, 212 | America Goes “Over There”   * Trace the events that led to Congress declaring war on Germany * Identify the offer the Germans made to Mexico to get the country to enter the war on their side * Explain the draft * Analyze the propaganda used to form American attitudes |
| 66 | 194–96 | 196–98 | 91 | Helping the War at Home   * List the ways women helped with the cause of the war * Analyze how saving resources helped to supply the US Army * Explain the ways Americans helped supply needed money for the war |
| 67 | 197–200 | 199–202 | 92–93 | Americans in the War   * Analyze how the American soldiers brought new hope to the Allies * Trace the battles fought by the Americans * Understand that many Americans became casualties of the war * Recall the events that led to Armistice Day and Veterans Day |
| 68 | 201–3 | 203–5 | 94 | Making Peace   * Explain President Wilson’s purpose in planning to create a League of Nations * Analyze the desire of several nations to punish Germany * List the reasons why the United States Congress did not sign the treaty * Analyze the lasting results of the Treaty of Versailles |
| 69 | 203 | 182–205 | 95–96 | Chapter Review |
| 70 | 203 |  |  | Chapter Test |

Chapter 9: Enjoying the Peace

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 71 | 204–7 | 206–9 | 97–98 | Returning to Normal   * Describe the presidents during the 1920s * Describe how businesses in America changed after World War I |
| 72 | 208–10 | 210–12 | 99 | Inventions and Everyday Life   * Identify some inventions that made housework easier in the 1920s * Describe how working life changed after World War I |
| 73 | 211–14 | 213–16 | 100 | Leisure in the Twenties   * Understand how the radio was used in the 1920s * Identify ways Americans used their free time in the 1920s * Understand why preachers in the 1920s were concerned about entertainment |
| 74 | 215–19 | 217–21 | 101 | Changes in the Cities   * Recognize the results of growth of urban populations * Express how the migration of black Americans from the South changed the culture in Northern cities * Recognize the importance of the life of James Weldon Johnson and the Harlem Renaissance * List reasons why some immigrants did not quickly fit into American society * Discuss examples of crime and violence in the cities in the 1920s |
| 75 | 220–23 | 222–25 | 102 | Reform and Science   * Recognize that the Eighteenth Amendment made it illegal to make, transport, or sell any alcoholic beverage * Recognize that the Nineteenth Amendment promised all women the right to vote * Understand Einstein’s contributions to science * Identify discoveries that directly improved people’s health in the Twenties |
| 76 | 224–27 | 226–29 | 103 | Religion in the Twenties   * Recognize that John Scopes was found guilty of teaching evolution in public schools in 1925 in the famous Scopes Trial * Compare the beliefs of the Modernists and Fundamentalists * Recognize Billy Sunday as one of the most famous Fundamentalist preachers * Recognize that J. Gresham Machen was one of the most respected Fundamentalist teachers |
| 77 | 228–30 | 230–33 | 104 | The End of the Twenties   * Recognize that Herbert Hoover was sworn into office on March 4, 1929 * Learn the meaning of the term bull market * List the reasons for the stock market crash in 1929 * Understand what made October 29, 1929, earn the nickname Black Tuesday |
| 78 | 231 | 206–33 | 105–6 | Chapter Review |
| 79 | 231 |  |  | Chapter Test |

Chapter 10: Living Through Hard Times

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 80 | 232–37 | 234–39 | 107–8 | The Great Depression   * Recognize that the American economy rises and falls over time * Examine reasons why people were optimistic about the growth of the economy in 1929 * Compare the positive and negative factors of investing and speculating in the stock market * Examine the factors that led to the Great Depression |
| 81 | 238–40 | 240–42 | 109 | Herbert Hoover   * Identify qualifications Herbert Hoover had for solving the problems of the Great Depression * Examine the effectiveness of Hoover’s attempts to solve the problems of the Great Depression * Compare the similarities and differences between President Hoover and Franklin D. Roosevelt |
| 82 | 241–44 | 243–46 | 110–12 | The New Deal   * Analyze Roosevelt’s assumptions of the causes of the Great Depression * Contrast the positive and negative factors of the Farm Bill * Identify the purpose of the bank holiday * Explain how the law regulating businesses made trading on the stock market more just |
| 83 | 245–48 | 247–50 | 113 | The New Deal Continued   * Assess the severity of unemployment during the Great Depression * Describe the New Deal programs * Examine life for many Americans during the Great Depression |
| 84 | 249–51 | 251–53 |  | Roosevelt’s Reelection   * Examine the strategies Roosevelt used to get reelected for a second term as president * Describe how Roosevelt worked to bring Republicans to his side * Analyze the purposes and effects of the Social Security Act |
| 85 | 252–55 | 254–57 | 114 | Roosevelt’s Second Term   * Assess the strategies Roosevelt used to keep the New Deal in place * Examine the reasons why many people opposed ­Roosevelt’s plans * Evaluate the debate over the causes of a second depression during Roosevelt’s second term * Assess the failures of Roosevelt’s plans to end the Great Depression |
| 86 | 255 | 234–57 | 115–16 | Chapter Review |
| 87 | 255 |  |  | Chapter Test |

Chapter 11: At War Again

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 88 | 256–61 | 258–63 | 117–18 | The World Before the War   * Evaluate the dictators in Russia, Italy, and Germany * Explain the state of democracy in France and Great Britain * Identify the political situations in China and Japan |
| 89 | 262–65 | 264–67 | 119–20 | The Battles Begin   * Analyze Germany’s aggression toward other nations * Identify countries that formed the Axis Powers * Recognize why the United States declared war on Japan |
| 90 | 266–68 | 268–70 | 121 | The European Powers Fight   * Identify the country President Roosevelt believed was a bigger problem than Japan * Explain how German troops were pushed back to free North Africa * Evaluate the important role Winston Churchill played in the war |
| 91 | 269–73 | 271–75 | 122–23 | War in the Pacific   * Analyze the situation in the Philippines * Explain Colonel Jimmy Doolittle’s plan * Identify the Battle of Midway as the turning point of the war in the Pacific |
| 92 | 274–77 | 276–79 | 124 | Life on the Home Front   * Identify how rationing was used to help the war effort * Recognize that women filled in at the workplace * Explain how Americans safeguarded the country |
| 93 | 278–81 | 280–83 | 125–27 | D-Day and Beyond   * Explain the strategy Dwight D. Eisenhower used to liberate France * Describe the Allied plan to bomb Tokyo * Explain how the United States used the atom bomb to end the war |
| 94 | 282–85 | 284–87 | 128 | The Aftermath   * Discover how much evil Hitler did * Explain how the United States helped rebuild Europe and Japan * Identify the new war that began after World War II ended |
| 95 | 285 | 258–87 | 129–30 | Chapter Review |
| 96 | 285 |  |  | Chapter Test |

Chapter 12: The Northeast

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 97 | 286–90 | 288–92 | 131–33 | The Northeast   * Recognize that the United States can be divided into six different areas called regions * Relate some of the important events that helped shape the Northeast * Understand the important religious background of the Northeast |
| 98 | 291–94 | 293–96 | 134 | All Things Bright and Beautiful   * Recognize that the state flowers, trees, and birds for the Northeast are part of its flora and fauna * Identify some wild animals that make their home in the Northeast |
| 99 | 295–97 | 297–99 | 135 | The Nature of the Place   * Recognize that the Northeast region is divided into two sections called New England and the Middle Atlantic * Describe the climate in the Northeast region * Identify some of the natural resources found in the Northeast region and the ways they are used |
| 100 | 298–300 | 300–302 | 136–38 | Making a Living   * Identify the ways people make a living in the Northeast * Define the term truck farms * Identify the kinds of fish that make up the fishing industry in the Northeast * Identify a place in New York City that is important to the money industry |
| 101 | 301–4 | 303–6 | 139 | Cities and Sites   * Identify New York City, New York, as the largest city in the country * Recognize that Philadelphia in Pennsylvania and Boston in Massachusetts are cities in the Northeast that are filled with history * Identify Fort McHenry as one of the most popular places to visit in Baltimore, Maryland * Describe some outstanding sites in the Northeast |
| 102 | 305–7 | 307–9 | 140 | Of the People, By the People, For the People   * Define demographics as the study of the people who live in a certain area * Understand the demographics of the Northeast * Understand how to find the demographics of a place |
| 103 | 308 | 288–309 | 141–42 | Chapter Review |
| 104 | 308 |  |  | Chapter Test |
| 105–7 | 309 |  |  | State/Territory Project   * Learn facts about the state in which he lives * Identify facts about the state in which the student lives * Choose a state project |

Chapter 13: The Southeast

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 108 | 310–15 | 310–15 | 143–45 | Shaped by Its Past   * Examine early American Indian peoples in the Southeast region * Recognize that colonies in the Southeast, including Virginia, North ­Carolina, South Carolina, and Georgia, fought in the Revolutionary War * Identify that religion in the Southeast shaped American religion * Understand the strengths and weaknesses of Southeastern culture |
| 109 | 316–18 | 316–18 | 146 | All Things Bright and Beautiful   * Identify flora and fauna of marshes and swamps in the Southeast * Examine plants and animals that thrive in Southeastern coastal areas, plains, mountains, and plateaus |
| 110 | 319–22 | 319–22 | 147–50 | The Nature of the Place   * Recognize the different kinds of land in the Southeast region * Describe the climate in the Southeast region * Identify some natural resources found in the Southeast region and ways they are used |
| 111 | 323–25 | 323–25 | 151 | Making a Living   * Discover the ways people make a living in the Southeast * Examine the types of agriculture and livestock raised in the Southeast region * Identify natural fuel sources in the Southeast * Explore industries in various Southeastern states |
| 112 | 326–29 | 326–29 | 152–53 | Cities and Sites   * Identify well-known cities in the Southeast * Examine why some cities in the Southeast are important to the entire nation * Recognize the history of cities in the Southeast region |
| 113 | 330–31 | 330–31 | 154 | Of the People, By the People, For the People   * Examine the religious emphasis in the Southeast * Identify why the Southeast has been called the Solid South * Evaluate the friendly culture of the Southeast region * Recognize the long heritage in the Southeast |
| 114 | 332 | 310–31 | 155–56 | Chapter Review |
| 115 | 332 |  |  | Chapter Test |
| 116–18 | 333 |  |  | State/Territory Project   * Identify facts about the geography and demographics for the state or territory the student lives in * Continue the state or territory project |

Chapter 14: The Midwest

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 119 | 334–39 | 332–37 | 157–58 | Shaped by Its Past   * Trace the events that led to the settling of the Midwest * Describe the resources that attracted settlers to the region * Describe the characteristics of Midwestern culture |
| 120 | 340–42 | 338–40 | 159 | All Things Bright and Beautiful   * Recognize the flora and fauna of the Midwestern states * Identify wild animals that make their homes in the Midwest |
| 121 | 343–46 | 341–44 | 160–62 | The Nature of the Place   * Describe the landscape, climate, weather conditions, and natural resources of the Midwest region |
| 122 | 347–49 | 345–47 | 163 | Making a Living   * List the jobs created by gathering raw materials * Identify Midwestern manufacturing jobs * Identify past and present service industries in the Midwest |
| 123 | 350–53 | 348–51 | 164–65 | Cities and Sites   * Examine the Midwestern cities of Chicago, Illinois; Detroit, Michigan; Minneapolis and Saint Paul, Minnesota; Saint Louis, Missouri; and Cleveland and Cincinnati, Ohio * Identify characteristics of important cities in the Midwest |
| 124 | 354–55 | 352–53 | 166 | Of the People, By the People, For the People   * Trace the historical development of religious beliefs in the Midwest * Appreciate the historical thinking of Midwestern politics |
| 125 | 356 | 332–53 | 167–68 | Chapter Review |
| 126 | 356 |  |  | Chapter Test |
| 127–29 | 357 |  |  | State/Territory Project   * Identify facts about the history and culture of the state or territory the student lives in * Continue the state or territory project |

Chapter 15: The Southwest

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 130 | 358–62 | 354–58 | 169–70 | Shaped by Its Past   * Describe how the Pueblo, Navajo, and Spanish helped shape the Southwest * Relate how the Dust Bowl affected the Southwest |
| 131 | 363–66 | 359–62 | 171 | All Things Bright and Beautiful   * Recognize that God specially designed the flora and fauna of the Southwest to be able to live in a dry climate * Identify and describe some of the wild animals, the unique birds, and the wide variety of insects that make their homes in the Southwest |
| 132 | 367–69 | 363–65 | 172 | The Nature of the Place   * Describe the climate in the Southwest region * Name some of the natural resources found in the Southwest region |
| 133 | 370–72 | 366–68 | 173 | Making a Living   * Identify the ways people make a living in the Southwest * List popular tourist destinations in the Southwest |
| 134 | 373–76 | 369–72 | 174 | Cities and Sites   * Identify facts about Houston, Texas; Phoenix, Arizona; Oklahoma City, Oklahoma; and Santa Fe, New Mexico * Identify other important sites in the Southwest |
| 135 | 377–79 | 373–75 | 175 | Of the People, By the People, For the People   * Identify the demographics of the Southwest |
| 136 | 380 | 354–75 | 176–78 | Chapter Review |
| 137 | 380 |  |  | Chapter Test |
| 138–40 | 381 |  |  | State/Territory Project   * Identify the economy and attractions of a state or territory * Complete the state or territory project * Present the state or territory project |

Chapter 16: The Rocky Mountain States

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 141 | 382–87 | 376–81 | 179–80 | Shaped by Its Past   * Identify the first American Indians that lived in the Rocky Mountain region * Discover explorers and pioneers of the region’s past * Discuss early territories * Recognize that much land is still owned by the United States government |
| 142 | 388–90 | 382–84 | 181 | All Things Bright and Beautiful   * Identify trees, flowers, and birds of the Rocky Mountain region * Examine plants and animals that live in the Rocky Mountain region |
| 143 | 391–94 | 385–88 | 182–84 | The Nature of the Place   * Examine the types of land found in the Rocky Mountain region * Describe the climate of the Rocky Mountain region * Name some of the natural resources found in the Rocky Mountain region |
| 144 | 395–97 | 389–91 | 185 | Making a Living   * Analyze the types of industries in the Rocky Mountain region * List outdoor activities that attract tourists to the Rocky Mountain region |
| 145 | 398–400 | 392–94 |  | Cities and Sites   * Identify facts about Denver, Colorado; Las Vegas, Nevada; and Salt Lake City, Utah * Examine the reasons behind the nicknames for Denver and Las Vegas |
| 146 | 401–3 | 395–97 | 186 | Of the People, By the People, For the People   * Identify the demographics of the Rocky Mountain region |
| 147 | 404 | 376–97 | 187–88 | Chapter Review |
| 148 | 404 |  |  | Chapter Test |
| 149–51 | 404–5 |  | 213–17 | State/Territory Report   * Identify the main topic and main ideas of a research report * Identify steps for writing a state or territory research report * Choose a topic for a research report * Prepare note cards for research * Take notes from nonfiction sources * Develop a list of sources for the research report * Write an outline using details from note cards |

Chapter 17: The Pacific States

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 152 | 406–9 | 398–401 | 189–90 | Shaped by Its Past   * Trace the early history of California, Oregon, and Washington * Recognize the contribution of Spanish settlers to California’s history * Trace the settling of Hawaii and Alaska |
| 153 | 410–13 | 402–5 | 191 | All Things Bright and Beautiful   * Examine the flora and fauna of the Pacific region * Identify state trees, flowers, and birds of the Pacific states |
| 154 | 414–17 | 406–9 | 192 | The Nature of the Place   * Examine some of the geographical features of the Pacific states * List several natural resources located in the Pacific states |
| 155 | 418–20 | 410–12 | 193 | Making a Living   * Identify ways people in the Pacific states make a living |
| 156 | 421–23 | 413–15 | 194 | Cities and Sites   * Identify interesting facts and sites of major cities in the Pacific states |
| 157 | 424–25 | 416–17 | 195 | Of the People, By the People, For the People   * Identify cultures found in the Pacific states * Describe the political views held by many people in the Pacific states * Examine the religious beliefs of people in the Pacific region |
| 158 | 426 | 398–417 | 196–98 | Chapter Review |
| 159 | 426 |  |  | Chapter Test |
| 160–62 | 426–27 |  | 217–23 | State/Territory Report   * Write the first draft of a research report from an outline * Revise and proofread the research report * Write the bibliography |

Chapter 18: Territories

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| Lesson | Teacher’s Edition | Student Text | Activity Manual | Content Objectives and Christian Worldview |
| 163 | 428–33 | 418–23 | 199–200 | Puerto Rico   * Recognize that the United States has other lands called territories in addition to the fifty states * Locate Puerto Rico on a map * Relate facts about Puerto Rico |
| 164 | 434–37 | 424–27 | 201 | US Virgin Islands   * Examine the history and culture of the Virgin Islands * Describe the climate, natural resources, flora, and fauna of the Virgin Islands |
| 165 | 438–41 | 428–31 | 202–3 | Northern Mariana Islands   * Summarize the history and culture of the Northern ­Mariana Islands * Describe the climate, flora, and fauna of the Northern Mariana Islands * Identify the industries of the Northern Mariana Islands |
| 166 | 442–45 | 432–35 | 204 | Guam   * Understand the history and culture of Guam * Describe Guam’s climate and flora and fauna * Identify Guam’s industries |
| 167 | 446–49 | 436–39 | 205 | American Samoa   * Find American Samoa on a map * Summarize the history and culture of American Samoa * Describe American Samoa’s climate, flora, and fauna * Identify the important industries in American Samoa |
| 168 | 450–51 | 440–41 | 206 | Being a Good Citizen   * State two things every good citizen should do |
| 169 | 452 | 418–41 | 207–8 | Chapter Review |
| 170 | 452 |  |  | Chapter Test |
| 171–73 | 453 |  |  | State/Territory Report   * Make a final copy of the research report (from Lesson 162) * Publish and present a research report |