## Chapter 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>TE Pages</th>
<th>ST Pages</th>
<th>AM Pages</th>
<th>CD Pages</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 1      | 1–4      | 1–4      | 1–2      | IA1, V1  | - Recognize God as Creator of the world  
- Explain the importance of studying the earth and wisely using the earth's resources  
- Describe differences between the views of Christian and non-Christian geographers |
| 2      | 5        | 3–4      | 4        | IA2      | - Objectives  
- Activity: Making a Globe  
- Recognize the differences between flat maps and globes  
- Follow directions  
- Construct a globe |
| 3      | 6–8      | 5–7      | 5        | Q1–V5    | - Explain differences between a flat map and a globe  
- Recognize the distortions of flat maps and globes  
- Describe two kinds of projections  
- Recall concepts and terms by using the Study Guide |
| 4      | 9–11     | 7–9      | 6        | IA4–IA5  | - Identify and label the continents, oceans, prime meridian, and equator  
- Identify the continents that form Eurasia  
- Recognize the lines of latitude and longitude |
| 5      | 12–14    | 10       | 7        | IA6, R2–R5 | - Learn How: Measuring with Latitude and Longitude  
- Use lines of latitude and longitude to locate places on maps |
| 6      | 15–19    | 11–15    | 8–11     | Q2       | - Identify and compare political maps  
- Identify political, cultural, and natural boundaries  
- Tell what time it is in different time zones  
- Recall concepts and terms by using the Study Guide |
| 7      | 20–21    | 16–17    | 12       | V1, V8   | - Compare amounts of rainfall on a map  
- Identify cardinal and intermediate directions  
- Compare maps using map scales  
- Interpret map keys |
| 8      | 22–23    |          | 13–16    |          | - Study Skill: PQ3R  
- Use the PQ3R method to read informational text |
| 9      | 24–26    | 18–20    | 17–19    | R2–R5, V9–V12 | - Learning How: Reading a Historical Map  
- Describe the Global Positioning System  
- Compare trail and road maps  
- Measure distances using map scales |
| 10     | 27       | 1–20     | 5, 9–10, 19–20 |          | - Chapter Review  
- Recall concepts and terms from Chapter 1 |
| 11     | 27       |          |          |          | - Test Day  
- Demonstrate knowledge of concepts from Chapter 1 by taking the test |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skills</th>
<th>Vocabulary</th>
<th>Cross-curricular Links &amp; Activities</th>
<th>Bible Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Describe the impact of geography on historical events</td>
<td>geography, cartography, cartographer, geographer</td>
<td>Science Link</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• Differentiate between flat maps and globes</td>
<td></td>
<td>History Link</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• Compare and contrast ancient maps to modern maps</td>
<td>distortions, map projection</td>
<td>Activity</td>
<td>Bible as final authority, Inerrancy of the Bible</td>
</tr>
<tr>
<td></td>
<td>• State valid generalizations concerning globes</td>
<td></td>
<td>Writing Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare and contrast Goode’s Interrupted Projection and Mercator Projection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>• Explain how latitude and longitude lines form a grid</td>
<td>line of latitude, line of longitude, prime meridian</td>
<td>History Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify and locate the seven continents and four oceans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>• Demonstrate how latitude and longitude lines show location</td>
<td>grid</td>
<td>Geography Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>• Compare the same place at different times from different perspectives to determine change</td>
<td>political map, culture, political boundaries, cultural map</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare political and cultural maps</td>
<td></td>
<td>Geography Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare and contrast natural, cultural, and political features on a map</td>
<td></td>
<td>History Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Draw a map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain the function of time zones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>• Interpret a key to determine rainfall on a given map</td>
<td>map key, intermediate directions, compass rose, map scale, cardinal directions</td>
<td>Science Link</td>
<td>God as source of all wisdom</td>
</tr>
<tr>
<td></td>
<td>• Determine cardinal direction by using a compass rose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Calculate distance on a map using a scale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>• Apply the PQ3R study skill to read informational text</td>
<td></td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>• Interpret a map key to recognize the interstate, highways, and other road lines</td>
<td>Global Positioning System, road map</td>
<td>History Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare historical and modern maps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Chapter 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>TE Pages</th>
<th>ST Pages</th>
<th>AM Pages</th>
<th>CD Pages</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 12     | 29–33    | 21–25    | 21       |          | • Identify key events of the chapter  
|        |          |          |          |          | • Name the various modes of transportation that people used  
|        |          |          |          |          | • Discuss the advantages and disadvantages of steam carriages  
|        |          |          |          |          | • Explain the importance of the development of the gasoline engine  
| 13     | 34–37    | 26–29    | 22       | V13      | • Explain how owning cars changed the lives of Americans  
|        |          |          |          |          | • Recognize that many people contributed to the growth of the automobile industry  
| 14     | 38–39    | 30–31    | 23–25    | IA16 Q3 V14–V15 | • Identify and describe the importance of the assembly line to industry  
|        |          |          |          |          | • Define antique  
|        |          |          |          |          | • Recall concepts and terms by using the Study Guide  
| 15     | 40–41    | 32       |          | IA17 R2–R5 | Learning How: Working on an Assembly Line  
|        |          |          |          |          | • Demonstrate the ability to follow directions and work in a group  
| 16     | 42–44    | 33–35    | 26–27    |          | • Identify the difference between a myth and reality  
|        |          |          |          |          | • Discuss developers of early flying machines  
|        |          |          |          |          | • Identify characteristics of early gliders  
|        |          |          |          |          | • Discuss the early lives of Orville and Wilbur Wright  
|        |          |          |          |          | • Complete a puzzle using terms and concepts about early flying machines  
| 17     | 45–47    | 36       | 28–29    | Q4 V16–17 | • Explain how an airplane flies  
|        |          |          |          |          | • Explain how the wind tunnel improved the airplane  
|        |          |          |          |          | • Describe the difference between a glider and an airplane  
|        |          |          |          |          | • Estimate distances on a map  
|        |          |          |          |          | • Recall concepts and terms by using the Study Guide  
| 18     | 48–50    | 37–39    |          |          | • Identify the two inventions that improved flight  
|        |          |          |          |          | • Describe the first flight  
| 19     | 51–53    | 40–42    | 30–31    | IA18     | • Realize that citizens have rights and responsibilities  
|        |          |          |          |          | • Realize that in the United States the interests of individuals are protected by the government  
|        |          |          |          |          | • Distinguish the elements of patents, copyrights, and trademarks  
| 20     | 54       | 21–42    | 24–25, 29, 31–32 | Chapter Review | • Recall concepts and terms from Chapter 2  
| 21     | 54       |          |          |          | Test Day  
|        |          |          |          |          | • Demonstrate knowledge of concepts from Chapter 2 by taking the test  


<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skills</th>
<th>Vocabulary</th>
<th>Cross-curricular Links &amp; Activities</th>
<th>Bible Connections</th>
</tr>
</thead>
</table>
| 12     | • Analyze information by using a timeline | mobility | History Link | Goal setting  
|        | • Draw conclusions and make generalizations concerning transportation in the early 1900s |            | Writing Link | Industriousness |
| 13     | • Relate requirements for drivers in the early 1900s with today’s requirements | horsepower | History Link | Authority  
|        | • Compare and contrast cars manufactured in the early 1900s | assembly line | Language Link | Goal setting  
|        | • Describe how the assembly line increased car production |            | Math Link | Immutability of God’s Word  
|        |                                          |            | Science Link | Unity of Christ and the church |
| 14     | • Analyze graphs and diagrams to determine car production and cost per car in a given year | antique | History Link | Bible study  
|        |                                          |            | Language Link | Goal setting  
|        |                                          |            | Writing Link | Humility  
|        |                                          |            |              | Industriousness  
|        |                                          |            |              | Spirit-filled life |
| 15     | • Demonstrate how an assembly line works | gliders | History Link | Faith in God’s promises  
|        | • Construct an assembly line project |            | Language Link | God as Father  
|        |                                          |            | Math Link | God as Master  
|        |                                          |            | Science Link | Identification in Christ |
| 16     | • Compare gliders and airplanes | wind tunnel | History Link | Authority  
|        | • Determine distance by reading a map |            | Language Link | Goal setting  
|        |                                          |            | Math Link | Humility  
|        |                                          |            | Science Link | Industriousness  
|        |                                          |            |              | Spirit-filled life |
| 17     | • Sequence a given event on a timeline | propeller | History Link | Exaltation of Christ  
|        |                                          |            | Technology Link | God as Father  
|        |                                          |            |              | Honesty  
|        |                                          |            |              | Purity |
| 18     | • Analyze information on a chart | patent | History Link | Activity  
|        | • Determine the number of hours different modes of transportation take to travel a certain distance |            | Technology Link | Goal setting  
| 19     |                                          |            |              | Industriousness  
| 20     |                                          |            |              | Spirit-filled life |
| 21     |                                          |            |              | Exaltation of Christ |
|        |                                          |            |              | God as Father |
|        |                                          |            |              | Honesty |
|        |                                          |            |              | Purity |
## Chapter 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>TE Pages</th>
<th>ST Pages</th>
<th>AM Pages</th>
<th>CD Pages</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 22     | 55–59    | 43–47, 296 | 33       | IA20–IA21| - Identify the key events of the chapter  
- Recognize that several European nations wanted to enlarge their boundaries, thus building tension for World War I  
- Recognize that the assassination of Austria's Archduke Ferdinand was the spark that ignited World War I  
- Identify the alliance systems that formed the two opposing sides of the war  
- Locate on a map the first countries involved in World War I  
- Identify the Central powers
- Recognize that after the failure of the Schlieffen Plan and an Allied victory at Ypres, the war was deadlocked  
- Identify the Race to the Sea and the western front  
- Sequence events for the autumn of 1914  
- Recall concepts and terms by using the Study Guide  
- Recognize that the trench systems were instrumental in keeping World War I in a deadlock  
- Describe trench warfare  
- Understand that the Christmas truce revealed that both sides shared some of the same values  
- Identify some of the weapons used in World War I |
| 23     | 60–62    | 48–50    | 34–36    | IA21–IA22| Q5 V18–V20 |
| 24     | 63–65    | 51–53    | 37       | IA23 V21–V23 |
| 25     | 66–68    | 54–56    | 38       | IA22     |
| 26     | 69–72    | 57–60    | 39       | IA24 Q6 V20, V24 |
| 27     | 73–74    | 61–62    | R2–R5    |          |
| 28     | 75–77    | 63–65    | 40–41    | V20      |
| 29     | 78–81    | 66–68, 282 | 42–43   | IA25 V20 |
| 30     | 82       | 43–68    | 35–36, 39, 43–44 | Chapter Review |
| 31     | 82       |          |          | Test Day  |

**Learning How: Conserving Food**

- Describe how life on the home fronts changed during the war  
- Give examples of meatless, sweetless, and heatless food  
- Plan three wartime menus  
- Summarize the events leading up to Russia’s signing a peace treaty with Germany  
- Identify the main countries in the Allies and Central powers in 1917  
- Identify the significance of the Second Battle of the Marne and the Germans' Hindenburg Line  
- Recognize Sergeant Alvin York as a Christian American hero  
- State the meaning of armistice  
- Recognize that the armistice ended the war but did not erase the bitter feelings between nations  
- Associate November 11, 1918, with the end of World War I  
- Recognize that the Treaty of Versailles placed sole responsibility for World War I on Germany  
- Recall concepts and terms by using the Study Guide

**Chapter Review**

- Recall concepts and terms from Chapter 3

**Test Day**

- Demonstrate knowledge of concepts from Chapter 3 by taking the test
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skills</th>
<th>Vocabulary</th>
<th>Cross-curricular Links &amp; Activities</th>
<th>Bible Connections</th>
</tr>
</thead>
</table>
| 22     | • Analyze information using a timeline  
       • Discriminate visually between an early 1900s plane and a modern plane  
       • Read a map using a key  
       • Draw conclusions  
       • Generalize based on chart information  
       • Label a map | nationalism  
       alliance  
       neutral country | | History Link |
| 23     | • Compare war posters  
       • Locate places on a map  
       • Sequence events | trenches  
       front  
       deadlocked | | Art Link  
       History Links |
|        |        | parapets  
       no man's land  
       truce  
       machine gun  
       gas | History Link  
       Writing Link | Forgiveness  
       Friendliness |
| 24     | • Identify the purpose and the parts of a trench  
       • Interpret a poem  
       • Identify war poems as a primary or secondary source  
       • Identify true statements and revise false statements | offensives  
       peninsula  
       U-boats | | History Links  
       Language Link  
       Writing Link |
| 25     | • Locate places on a map  
       • Interpret a poem  
       • Identify war poems as a primary or secondary source  
       • Identify true statements and revise false statements | tank | | History Link  
       Writing Link | Courage  
       Goal setting |
| 26     | • Construct a menu | | | Culture Link  
       History Link | Servanthood |
| 27     | • Compare information on a chart  
       • Locate places on a map  
       • Match flags to nations  
       • Identify a painting as a primary or secondary source | armistice | | History Link  
       Writing Link | Exaltation of Christ  
       Man's finite knowledge  
       Praise  
       Prayer  
       Servanthood |
| 28     | • Locate places on a map  
       • Compare maps | | | History Links  
       Writing Link | God as Master  
       Man's demonstration of God's love |
| 29     | • Locate places on a map  
       • Compare maps | | | | |
| 30     |        | | Activity | |
| 31     |        | | | |
# Chapter 4

<table>
<thead>
<tr>
<th>Lesson</th>
<th>TE Pages</th>
<th>ST Pages</th>
<th>AM Pages</th>
<th>CD Pages</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 32     | 83–85    | 69–71    | 45       |          | • Identify the divisions that historians use to study places: culture, history, and geography  
• Recognize that each person belongs to a unique culture  
• Discuss Hudson Taylor’s adaptation to a different culture  
• Identify the part of culture represented by a set of examples |
| 33     | 86–88    | 72–74    | 46–47    | Optional: V25–V29 | • Realize that every nation has a unique history that influences the events of the present  
• Demonstrate how historians rely on primary and secondary sources to learn about the past  
• Realize that the goal of most archaeologists is to learn about cultures of the past  
• Identify primary and secondary sources from examples and photographs |
| 34     | 89–91    | 75–77    | 48–50    | IA26 Q7  | • Realize that the geography of nations influences national characteristics and regional differences  
• Explain how landforms, climate, and resources influence individuals and society  
• Demonstrate how some maps show physical geography  
• Recall concepts and terms by using the Study Guide |
| 35     | 92–97    | 78–83    | 51–52    | IA27 V30–V32 | • Recognize that all nations have capitals  
• Recognize that a capital city is the place where the government is located and where laws are made  
• Realize that flags represent rulers, ideas, states, or countries  
• Identify the student’s state capital, its location, and some facts about it |
| 36     | 98       | 84       | 53–57    | R2–R5    | Learning How: Researching a Country  
• Draw a physical map and a map key  
• Research a country’s history, culture, and resources  
• Present an oral report from research  
• Recall concepts and terms by using the Study Guide |
| 37     | 99       | 69–84    | 49–50, 57–58 | Chapter Review  | • Recall concepts and terms from Chapter 4 |
|        |          |          |          | Test Day  | • Demonstrate knowledge of concepts from Chapter 4 by taking the test |

- **Optional:** V25–V29
- **Chapter Review:** Recall concepts and terms from Chapter 4
- **Test Day:** Demonstrate knowledge of concepts from Chapter 4 by taking the test
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skills</th>
<th>Vocabulary</th>
<th>Cross-curricular Links &amp; Activities</th>
<th>Bible Connections</th>
</tr>
</thead>
</table>
| 32     | • Infer similarities and differences from a market picture  
        • Write descriptions of celebrations | nation  
customs  
culture | Bible Link  
History Link | Bible as our source of moral guidance  
Evangelism and missions  
Love  
Man's demonstration of God's love  
Man's use of wisdom to serve his fellow man  
Separation from the world |
| 33     | • Differentiate between primary and secondary sources | history  
historian  
primary source  
artifact  
secondary source  
arachaeologist | Art Link  
Science Link | Faith in the power of the Word of God |
| 34     | • Read and compare maps  
• Compare graph information  
• Identify land features  
• Identify a physical map  
• Create a map key and physical map that includes landforms and natural resources | geography  
natural resources  
topography  
physical map  
sea level | Geography Links | God as Master  
God's design for the earth's resources  
Man as a steward of God's creation  
Man as God's special creation  
Praise  
Self-concept |
| 35     | • Identify land features on a map  
• Compare a photo with a map  
• Plan a city  
• Read a graph  
• Compare and contrast pictures  
• Differentiate between capital and capitol  
• Identify differences between countries  
• Match flags to their countries  
• Identify primary and secondary sources | capital  
national symbols  
national flags  
international  
national anthem | Activities  
History Link | Faith in God's promises  
God's Word as the only true source of guidance  
Identification in Christ  
Man's use of God's resources  
Servanthood |
| 36     | • Research a country  
• Construct a mobile |  |  | Bible study |
<p>| 37     |  |  | Activity |  |
| 38     |  |  |  |  |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>TE Pages</th>
<th>ST Pages</th>
<th>AM Pages</th>
<th>CD Pages</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 39     | 101–3    | 85–87    | 59       | IA28–IA32 V33–V39 | ▪ Recognize that the United States is divided into fifty states  
▪ Realize that each state contributes to the history of the United States  
▪ Identify which states belong to each region  
▪ Identify the capital of each state in the United States  
▪ Locate the six regions of the United States |
| 40     | 104–6    | 88–90    | 60       | IA27, IA29 V33, V39 | ▪ Recognize that the Northeast greatly contributed to the early history of the United States  
▪ Locate the states in the Northeast region  
▪ Realize that each state contributes to the history of the United States  
▪ Identify key events on a timeline  
▪ Match historical persons, documents, events, or objects to the corresponding Northeast state |
| 41     | 107–10   | 91–94    | 61       | IA33 V34, V39 | ▪ Identify the Confederate States of America as being made up of eleven Southeast states  
▪ Realize that every state has a unique history  
▪ Recognize that states in the Southeast have produced a variety of important historical figures  
▪ Label a map and match major events with the states in which they occurred |
| 42     | 111–12   | 95       | 62–64    | IA34 Q8 R2–R5 | Learning How: Interpreting and Graphing Data  
▪ Read an almanac chart  
▪ Graph data about population, precipitation, and temperature  
▪ Recognize that many of the Middle West states were obtained through the Louisiana Purchase  
▪ Realize that the issue of slavery marks times of strife in several Middle West states  
▪ Identify the contributions of the Middle West states as including gold, the first professional baseball team, and a leading medical research center  
▪ Match a person, place, or event to the proper Middle West state  
▪ Recognize that Native Americans are an important part of the history of the Southwest states  
▪ Realize that costume designers devote much time and effort to their work  
▪ Complete a graphic organizer with historical persons, documents, events, or objects corresponding to the Southwest states |
| 43     | 113–16   | 96–99    | 65       | IA34 V35, V39 | ▪ Identify land features of the Rocky Mountain region on a relief map  
▪ Recognize that Native Americans, fur trading, and exploration are important parts of the history of the Rocky Mountain region  
▪ Complete a graphic organizer with historical persons, documents, events, or objects corresponding to the Rocky Mountain states  
▪ Recognize that Native Americans are an important part of the history of the Pacific region  
▪ Identify Hawaii and Alaska as being the youngest states in the United States  
▪ Realize that fur trading and exploration were an important part of the history of the Pacific region  
▪ Complete a graphic organizer with historical persons, documents, events, or objects corresponding to the Pacific states  
▪ Recognize that histories of regions form a national heritage  
▪ Realize that homes change as values, needs, and lifestyles change  
▪ Associate major people, documents, or events with the appropriate region of the United States |
| 44     | 117–20   | 100–103  | 66–68    | IA36 Q9 V36, V39 | ▪ Recognize that Native Americans are an important part of the history of the Pacific region  
▪ Identify Hawaii and Alaska as being the youngest states in the United States  
▪ Realize that fur trading and exploration were an important part of the history of the Pacific region  
▪ Complete a graphic organizer with historical persons, documents, events, or objects corresponding to the Pacific states  
▪ Recognize that histories of regions form a national heritage  
▪ Realize that homes change as values, needs, and lifestyles change  
▪ Associate major people, documents, or events with the appropriate region of the United States |
| 45     | 121–23   | 104–5, 322–23 | 69–70 | IA37 V37, V39–V40 | ▪ Identify land features of the Rocky Mountain region on a relief map  
▪ Recognize that Native Americans, fur trading, and exploration are important parts of the history of the Rocky Mountain region  
▪ Complete a graphic organizer with historical persons, documents, events, or objects corresponding to the Rocky Mountain states  
▪ Recognize that Native Americans are an important part of the history of the Pacific region  
▪ Identify Hawaii and Alaska as being the youngest states in the United States  
▪ Realize that fur trading and exploration were an important part of the history of the Pacific region  
▪ Complete a graphic organizer with historical persons, documents, events, or objects corresponding to the Pacific states  
▪ Recognize that histories of regions form a national heritage  
▪ Realize that homes change as values, needs, and lifestyles change  
▪ Associate major people, documents, or events with the appropriate region of the United States |
| 46     | 124–26   | 106–7, 276, 314–19 | 71–72 | IA38 V38–V39 | ▪ Recognize that Native Americans are an important part of the history of the Pacific region  
▪ Identify Hawaii and Alaska as being the youngest states in the United States  
▪ Realize that fur trading and exploration were an important part of the history of the Pacific region  
▪ Complete a graphic organizer with historical persons, documents, events, or objects corresponding to the Pacific states  
▪ Recognize that histories of regions form a national heritage  
▪ Realize that homes change as values, needs, and lifestyles change  
▪ Associate major people, documents, or events with the appropriate region of the United States |
| 47     | 127–30   | 108, 286–88 | 73       | IA39 V39 | ▪ Recognize that Native Americans are an important part of the history of the Pacific region  
▪ Identify Hawaii and Alaska as being the youngest states in the United States  
▪ Realize that fur trading and exploration were an important part of the history of the Pacific region  
▪ Complete a graphic organizer with historical persons, documents, events, or objects corresponding to the Pacific states  
▪ Recognize that histories of regions form a national heritage  
▪ Realize that homes change as values, needs, and lifestyles change  
▪ Associate major people, documents, or events with the appropriate region of the United States |

48 | 131 | 85–108 | 64, 67–68, 73–74 | Chapter Review | ▪ Recall concepts and terms from Chapter 5 |

49 | 131 | | | Test Day | ▪ Demonstrate knowledge of concepts from Chapter 5 by taking the test |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skills</th>
<th>Vocabulary</th>
<th>Cross-curricular Links &amp; Activities</th>
<th>Bible Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>- Identify the six regions of the United States</td>
<td></td>
<td>History Link</td>
<td>Bond Christians share in Christ</td>
</tr>
<tr>
<td></td>
<td>- Locate your state on a map</td>
<td></td>
<td></td>
<td>Unity of Christ and the church</td>
</tr>
<tr>
<td></td>
<td>- Color a map according to the key</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>- Sequence a given event on a timeline</td>
<td>History Link</td>
<td></td>
<td>Christ as sacrifice</td>
</tr>
<tr>
<td></td>
<td>- Locate states in the Northeast region of the United States</td>
<td></td>
<td></td>
<td>Guiltless by the blood of Christ</td>
</tr>
<tr>
<td></td>
<td>- Identify historical people, events, and documents</td>
<td></td>
<td></td>
<td>Repentance and faith</td>
</tr>
<tr>
<td></td>
<td>- Locate states in the Southeast region of the United States</td>
<td>History Link</td>
<td></td>
<td>Understanding Jesus Christ</td>
</tr>
<tr>
<td></td>
<td>- Determine cardinal directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify historical people and events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>- Compare patterns of natural events using an almanac</td>
<td>Activity</td>
<td></td>
<td>Contentment</td>
</tr>
<tr>
<td></td>
<td>- Interpret and graph data</td>
<td>History Link</td>
<td></td>
<td>Cooperativeness</td>
</tr>
<tr>
<td></td>
<td>- Locate states in the Middle West region of the United States</td>
<td></td>
<td></td>
<td>Courage</td>
</tr>
<tr>
<td></td>
<td>- Determine cardinal directions</td>
<td></td>
<td></td>
<td>Faith in God's promises</td>
</tr>
<tr>
<td></td>
<td>- Sequence a given event on a timeline</td>
<td></td>
<td></td>
<td>Goal setting</td>
</tr>
<tr>
<td></td>
<td>- Read a physical map and a relief map</td>
<td>History Link</td>
<td></td>
<td>Servanthood</td>
</tr>
<tr>
<td>42</td>
<td>- Locate states in the Southwest region of the United States</td>
<td></td>
<td></td>
<td>Love</td>
</tr>
<tr>
<td></td>
<td>- Determine cardinal directions</td>
<td></td>
<td></td>
<td>Man's responsibility for his actions</td>
</tr>
<tr>
<td></td>
<td>- Sequence a given event on a timeline</td>
<td></td>
<td></td>
<td>Man's use of resources</td>
</tr>
<tr>
<td></td>
<td>- Complete a graphic organizer</td>
<td></td>
<td></td>
<td>Man's use of wisdom to serve his fellow man</td>
</tr>
<tr>
<td>43</td>
<td>- Identify states in the Pacific region of the United States</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Locate states and places on a map</td>
<td>History Link</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Determine cardinal directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>- Compare the architecture of houses in different regions of the United States</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Locate states in different regions of the United States</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Read a physical map and a relief map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>- Identify states in the Rocky Mountain region of the United States</td>
<td></td>
<td></td>
<td>God's faithfulness</td>
</tr>
<tr>
<td></td>
<td>- Locate cities, states, and rivers on a relief map</td>
<td></td>
<td></td>
<td>Liberty from sin</td>
</tr>
<tr>
<td></td>
<td>- Locate a state using coordinates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>- Locate states using coordinates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Locate states and places on a map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>- Determine cardinal directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>- Compare the architecture of houses in different regions of the United States</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Locate states in different regions of the United States</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Read a physical map and a relief map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>- Identify states in the Rocky Mountain region of the United States</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Locate states and places on a map</td>
<td>Art Link</td>
<td></td>
<td>Christian values</td>
</tr>
<tr>
<td></td>
<td>- Determine cardinal directions</td>
<td>History Link</td>
<td></td>
<td>Contentment</td>
</tr>
<tr>
<td></td>
<td>- Complete a graphic organizer</td>
<td>Writing Link</td>
<td></td>
<td>Exaltation of Christ</td>
</tr>
<tr>
<td></td>
<td>- Compare the architecture of houses in different regions of the United States</td>
<td></td>
<td></td>
<td>Humility</td>
</tr>
<tr>
<td></td>
<td>- Locate states in different regions of the United States</td>
<td></td>
<td></td>
<td>Man's responsibility to glorify God</td>
</tr>
<tr>
<td></td>
<td>- Read a physical map and a relief map</td>
<td></td>
<td></td>
<td>Praise</td>
</tr>
<tr>
<td></td>
<td>- Identify states in the Rocky Mountain region of the United States</td>
<td></td>
<td></td>
<td>Separation from the world</td>
</tr>
<tr>
<td></td>
<td>- Locate states and places on a map</td>
<td></td>
<td></td>
<td>Servanthood</td>
</tr>
<tr>
<td></td>
<td>- Determine cardinal directions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activities are marked by the symbol "•".
## Chapter 6

### Objectives

#### Learning How: Making a Petition

- Evaluate changes to clothing styles between time periods
- Realize that people sought material possessions rather than spiritual things during the 1920s
- Describe the Eighteenth and Nineteenth Amendments
- Create and use a petition

#### Learning How: Lost Generation

- Describe ways in which the young people of the 1920s were a lost generation
- Recognize that the evangelists Billy Sunday and Bob Jones preached to the lost generation
- Realize that the celebrities of the 1920s included athletes, movie stars, and gangsters
- Complete a puzzle using the terms and concepts about the evangelists and heroes of the 1920s
- Recall concepts and terms by using the Study Guide

#### Learning How: Young People

- Recognize that Charles Lindbergh became an American hero after his solo transatlantic flight
- Follow Charles Lindbergh’s path on a map
- Describe how Arthur Schomburg contributed greatly to the Harlem Renaissance

#### Learning How: Economic Indicators

- Recognize that improvements in business reflected the prosperity of the 1920s
- Describe how new inventions and hobbies affected the American lifestyle
- Explain how the radio, the automobile, the assembly line and interchangeable parts, and the Florida boom affected people in the 1920s
- Recall concepts and terms by using the Study Guide

#### Learning How: Historical Events

- Explain how the existence of credit and stocks affected people in the 1920s
- Realize that a nation’s economy can influence its moral and political character
- Explain that the 1929 stock market crash ended the prosperity of the Roaring Twenties

#### Chapter Review

- Recall concepts and terms from Chapter 6

#### Test Day

- Demonstrate knowledge of concepts from Chapter 6 by taking the test

<table>
<thead>
<tr>
<th>Lesson</th>
<th>TE Pages</th>
<th>ST Pages</th>
<th>AM Pages</th>
<th>CD Pages</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>133–37</td>
<td>109–13</td>
<td>75–76</td>
<td>R2–R5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>V41–V44</td>
<td>Learning How: Making a Petition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Evaluate changes to clothing styles between time periods</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Realize that people sought material possessions rather than spiritual things during the 1920s</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Describe the Eighteenth and Nineteenth Amendments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Create and use a petition</td>
</tr>
<tr>
<td>51</td>
<td>138–42</td>
<td>114–17</td>
<td>77–80</td>
<td>IA41</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Q10</td>
<td>Learning How: Lost Generation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Describe ways in which the young people of the 1920s were a lost generation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Recognize that the evangelists Billy Sunday and Bob Jones preached to the lost generation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Realize that the celebrities of the 1920s included athletes, movie stars, and gangsters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Complete a puzzle using the terms and concepts about the evangelists and heroes of the 1920s</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Recall concepts and terms by using the Study Guide</td>
</tr>
<tr>
<td>52</td>
<td>143–45</td>
<td>118–20</td>
<td>81–82</td>
<td>V45</td>
<td>Learning How: Young People</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Recognize that Charles Lindbergh became an American hero after his solo transatlantic flight</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Follow Charles Lindbergh’s path on a map</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Describe how Arthur Schomburg contributed greatly to the Harlem Renaissance</td>
</tr>
<tr>
<td>53</td>
<td>146–48</td>
<td>121–23</td>
<td>83</td>
<td>Q11</td>
<td>Learning How: Economic Indicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Recognize that improvements in business reflected the prosperity of the 1920s</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Describe how new inventions and hobbies affected the American lifestyle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Explain how the radio, the automobile, the assembly line and interchangeable parts, and the Florida boom affected people in the 1920s</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Recall concepts and terms by using the Study Guide</td>
</tr>
<tr>
<td>54</td>
<td>149–51</td>
<td>124–26</td>
<td>83</td>
<td></td>
<td>Learning How: Historical Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Explain how the existence of credit and stocks affected people in the 1920s</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Realize that a nation’s economy can influence its moral and political character</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Explain that the 1929 stock market crash ended the prosperity of the Roaring Twenties</td>
</tr>
<tr>
<td>55</td>
<td>152</td>
<td>109–26</td>
<td>76, 79–80, 82–84</td>
<td></td>
<td>Chapter Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Recall concepts and terms from Chapter 6</td>
</tr>
<tr>
<td>56</td>
<td>152</td>
<td></td>
<td></td>
<td></td>
<td>Test Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Demonstrate knowledge of concepts from Chapter 6 by taking the test</td>
</tr>
<tr>
<td>Lesson</td>
<td>Skills</td>
<td>Vocabulary</td>
<td>Cross-curricular Links &amp; Activities</td>
<td>Bible Connections</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>• Analyze information using a timeline</td>
<td>Prohibition</td>
<td>Activities</td>
<td>Liberty from sin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare and contrast pictures</td>
<td>speakeasies</td>
<td>History Links</td>
<td>Purity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Create a petition</td>
<td>ratify</td>
<td></td>
<td>Separation from the world</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compile signatures for a petition</td>
<td>suffrage</td>
<td></td>
<td>Victory</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>• Analyze ways the young people of the 1920s were a lost generation</td>
<td>petition</td>
<td></td>
<td>Bible Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interpret sayings by Billy Sunday</td>
<td>jazz</td>
<td>History Link</td>
<td>History Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Locate places on a map</td>
<td>flappers</td>
<td></td>
<td>Purity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Complete a crossword puzzle</td>
<td>manners</td>
<td></td>
<td>Repentance and faith</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>revival</td>
<td></td>
<td>Separation from the world</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>gangster</td>
<td></td>
<td>Victory</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>• Infer relationships using a timeline</td>
<td>mass produce</td>
<td></td>
<td>Authority</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Locate places on a map</td>
<td></td>
<td></td>
<td>Body as a temple</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Trace a route on a map</td>
<td></td>
<td></td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>• Compare listening to the radio in the 1920s to</td>
<td>history</td>
<td></td>
<td>Contentment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>listening to the radio today</td>
<td></td>
<td></td>
<td>Emotional control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Create a trademark for a product</td>
<td></td>
<td></td>
<td>Evangelism and missions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grace</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Guiltless by the blood of Christ</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Purity</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>• Sequence a given event on a timeline</td>
<td>credit</td>
<td></td>
<td>Authority</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Infer relationships using a timeline</td>
<td>installments</td>
<td></td>
<td>Body as a temple</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare stock prices on a graph</td>
<td>stock</td>
<td></td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Contentment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Emotional control</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>• Compare listening to the radio in the 1920s to</td>
<td></td>
<td></td>
<td>Evangelism and missions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>listening to the radio today</td>
<td></td>
<td></td>
<td>Grace</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td></td>
<td></td>
<td></td>
<td>Guiltless by the blood of Christ</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Purity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Repentance and faith</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Separation from the world</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Victory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bible Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>History Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Praise</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Christian values</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Faithfulness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>God as Master</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 7

<table>
<thead>
<tr>
<th>Lesson</th>
<th>TE Pages</th>
<th>ST Pages</th>
<th>AM Pages</th>
<th>CD Pages</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 57     | 153–57   | 127–31   | 85–86    | V46      | • Demonstrate that consumers influence manufacturers  
• Recognize that a surplus of money hurts the economy  
• Recognize that a nation’s economy can influence its moral and political character  
• Demonstrate an understanding of the law of supply and demand by completing a graphic organizer |
| 58     | 158–60   | 132–34   | 87–88    | V47      | • Recognize that communism, capitalism, and socialism are three economic systems  
• Compare communism, capitalism, and socialism by completing a graphic organizer  
• Identify activities as being common in a communist, capitalist, or socialist economy |
| 59     | 161–63   | 135–37   | 89–90    | Q12      | • Describe how monopolies can be harmful to the consumer  
• Recognize that the earth’s resources are used by people to meet their needs  
• Identify economic and resource terms by completing a puzzle  
• Recall concepts and terms by using the Study Guide |
| 60     | 164–68   | 138–42   | 91       | IA43–IA44 V48 | • Describe the use of money as America grew  
• Recognize that people work to provide money for goods and services  
• Explain the basic process of minting coins  
• Identify the Federal Reserve System as the main banking system in the United States  
• Describe the conditions leading to inflation |
| 61     | 169–70   | 143–44   | 92–93    | IA45 R2–R5 V49 | Learning How: Planning a Budget  
• Compare prices to see the advantages of business competition  
• Recognize that people everywhere have needs and wants  
• Identify a budget as a plan for spending money  
• Design a budget based on an income of ten dollars per week |
| 62     | 171–72   | 145–46   | 94–95    | G28–G37 IA46 R2–R5 | • Recognize that the student as a consumer affects the economy  
• Demonstrate an understanding of economic principles by playing “The Economy Game”  
• Recall concepts and terms by using the Study Guide |
<p>| 63     | 173      | 127–46   | 90, 95–96 | Chapter Review | • Recall concepts and terms from Chapter 7 |
| 64     | 173      |          |          | Test Day | • Demonstrate knowledge of concepts from Chapter 7 by taking the test |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skills</th>
<th>Vocabulary</th>
<th>Cross-curricular Links &amp; Activities</th>
<th>Bible Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>• Complete a graphic organizer</td>
<td>economy, consumer, manufacturer, demand, supply, profit, law of supply and demand</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Examine a chart</td>
<td></td>
<td>Economics Link</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>• Compare and contrast three economies using a chart</td>
<td>capitalist economy, communist economy, socialist economy</td>
<td>History Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Differentiate between a capitalist and a communist economy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluate colonial economies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>• Complete a crossword puzzle</td>
<td>competition, monopoly, resources, standard of living</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>• Read a chart to gain an understanding of the economic pattern in the United States</td>
<td>bankrupt, bartering, employer, minting, circulation, inflation</td>
<td>Economics Link</td>
<td>Dependability</td>
</tr>
<tr>
<td>61</td>
<td>• Formulate a budget</td>
<td>needs, wants, budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Critique a World War I economics poster</td>
<td></td>
<td></td>
<td>Christian values</td>
</tr>
<tr>
<td></td>
<td>• Sequence a given event on a timeline</td>
<td></td>
<td></td>
<td>Contentment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Man’s responsibility for his actions</td>
</tr>
<tr>
<td>Lesson</td>
<td>TE Pages</td>
<td>ST Pages</td>
<td>AM Pages</td>
<td>CD Pages</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 65     | 175–78   | 147–50   | 97       |          | - Describe buying on credit and how it contributed to economic decline  
- Recognize the value of setting goals and using time, talents, and money wisely  
- Describe the stock market and reasons people use it  
- Explain the importance of spending and investing money wisely  
- Determine causes and effects of events |
- Gain an understanding of how to buy, trade, and sell stock  
- Identify a bull market and a bear market  
- Identify causes and effects of the stock market crash  
- Realize what a Christian’s response to financial trouble should be  
- Gain an understanding of how to buy, trade, and sell stock  
- Recall concepts and terms by using the Study Guide |
|        |          |          |          | R2–R5    | - Describe the effects of the Great Depression  
- Realize that nearly everyone was poor during the Great Depression  
- Recognize that a Christian can face difficult times with confidence because he can trust in the Lord  
- Describe how the physical environment makes a difference in the way people live and work  
- Analyze and compare prices in a chart and graph |
| 67     | 181–84   | 152–55   | 98–100   | Q13      | - Recognize that President Hoover took most of the criticism for the Great Depression  
- Analyze the living conditions of people in Hoovervilles  
- Recognize that Franklin D. Roosevelt was president during most of the Great Depression  
- Realize that President Roosevelt fulfilled a campaign promise when Congress passed the Twenty-first amendment  
- Recall concepts and terms by using the Study Guide |
| 68     | 185–88   | 156–59   | 98, 101–2| V50      | - Identify a bull market and a bear market  
- Identify causes and effects of the stock market crash  
- Realize what a Christian’s response to financial trouble should be  
- Gain an understanding of how to buy, trade, and sell stock  
- Recall concepts and terms by using the Study Guide |
| 69     | 189–91   | 160–62   | 98, 103–4| Q14 V51–V53 | - Recognize that President Hoover took most of the criticism for the Great Depression  
- Analyze the living conditions of people in Hoovervilles  
- Recognize that Franklin D. Roosevelt was president during most of the Great Depression  
- Realize that President Roosevelt fulfilled a campaign promise when Congress passed the Twenty-first amendment  
- Describe the New Deal’s help for businesses |
| 70     | 192–95   | 163–66   | 98, 105  |          | - Recognize that Roosevelt showed determination to succeed in spite of being physically disabled by polio  
- Recognize that a Christian’s response to physical difficulties should be to trust God to give the strength that is needed  
- Identify the New Deal as President Roosevelt’s plan to give the American people relief from the Great Depression  
- Describe the New Deal’s help for businesses  
- Complete statements about New Deal programs  
- Recall concepts and terms by using the Study Guide |
| 71     | 196–99   | 167–70   | 98, 106–7|          | - Describe the New Deal’s help for farmers  
- Identify the New Deal’s effect on the national debt  
- Recognize that miniature golf was a very popular pastime during the 1930s  
- Identify the dictators that rose to power in Germany and Italy in the 1930s  
- Complete statements about New Deal programs  
- Recall concepts and terms by using the Study Guide |
| 72     | 200      | 147–70   | 100, 104, 107–8|          | - Chapter Review  
- Recall concepts and terms from Chapter 8 |
| 73     | 200      |          |          |          | - Test Day  
- Demonstrate knowledge of concepts from Chapter 8 by taking the test |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skills</th>
<th>Vocabulary</th>
<th>Cross-curricular Links &amp; Activities</th>
<th>Bible Connections</th>
</tr>
</thead>
</table>
| 65     | • Analyze information using a timeline  
        • Compare appliances from the 1920s to today's  
        • Analyze and interpret a diagram  
        • Examine the cause and effect of an event  
        • Practice buying, selling, or trading stocks  
        • Record stocks | deposit  
stock market  
invest dividends | Economics Link  
History Link | Contentment  
Goal setting  
God as Master  
Self-concept |
| 66     | • Practice buying, selling, or trading stocks  
        • Record stocks | bull market  
bear market  
Black Thursday  
stock market crash | History Link | Christian values  
Contentment  
Faith in God's promises  
God as Father  
God's provision for man |
| 67     | • Complete a graphic organizer to differentiate between a bull market and a bear market  
        • Practice buying, selling, or trading stocks  
        • Record stocks | Great Depression  
bank holiday  
soup kitchen  
Dust Bowl | Activity  
Economics Link  
History Link | Christian values  
Contentment  
Faith in God's promises  
God as Father  
God's provision for man |
| 68     | • Compare prices using a chart  
        • Practice buying, selling, or trading stocks  
        • Record stocks  
        • Complete a crossword puzzle | polio  
Fireside Chats  
New Deal  
alphabet agency  
labor union | Activity  
Economics Link  
History Link  
Culture Link  
History Link | Christian values  
Contentment  
Faith in God's promises  
God as Father  
God's provision for man |
| 69     | • Practice buying, selling, or trading stocks  
        • Record stocks  
        • Complete a graphic organizer to visualize what Hoovervilles were like | interest  
conservation  
national debt | Activity  
Economics Link  
History Link | Christian values  
Contentment  
Faith in God's promises  
God as Father  
God's provision for man |
| 70     | • Practice buying, selling, or trading stocks  
        • Record stocks  
        • Examine a primary source to summarize how a cartoonist felt about the New Deal | interest  
conservation  
national debt | Activity  
Economics Link  
History Link | Christian values  
Contentment  
Faith in God's promises  
God as Father  
God's provision for man |
| 71     | • Practice buying, selling, or trading stocks  
        • Record stocks  
        • Examine primary sources to visualize what Hoovervilles were like | interest  
conservation  
national debt | Activity  
Economics Link  
History Link | Christian values  
Contentment  
Faith in God's promises  
God as Father  
God's provision for man |
| 72     | • Practice buying, selling, or trading stocks  
        • Record stocks  
        • Examine a primary source to summarize how a cartoonist felt about the New Deal | interest  
conservation  
national debt | Activity  
Economics Link  
History Link | Christian values  
Contentment  
Faith in God's promises  
God as Father  
God's provision for man |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>TE Pages</th>
<th>ST Pages</th>
<th>AM Pages</th>
<th>CD Pages</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 74     | 201–5    | 171–75, 316–17 | 109–10 | V59 Optional: V58 | • Organize information about Stalin  
• Discern between the freedoms of democracy and the restrictions of communism  
• Recognize that true freedom is found in Christ no matter where a person lives  
• Identify and locate the four countries that fell under a dictator’s rule between World War I and World War II |
| 75     | 206–9    | 176–79   | 109, 111–12 | Q15 V59  | • Describe how communism affected farming  
• Describe how communist censorship affected the work of writers, composers, and artists  
• Explain reasons for the formation of the Iron Curtain  
• Organize information about Stalin  
• Recall concepts and terms by using the Study Guide |
| 76     | 210–13   | 180–83   | 113      | V60 Optional: V58 | • Identify the biblical way to react to a bully  
• Identify Mussolini as the dictator of Italy  
• Gain an understanding of the Fascist Party and how it affected people’s lives  
• Organize information about Mussolini |
| 77     | 214–17   | 184–87   | 114      | V61 Optional: V58 | • Infer feelings experienced as a result of prejudice  
• Identify the Roman Empire as a type of dictatorship  
• Identify the beliefs of Hitler expressed in his book Mein Kampf  
• Recognize that Hitler became chancellor of Germany  
• Organize information about Hitler  
• Identify that Hitler used the fire in the governmental building as an excuse to suppress opposition  
• Recognize that Hitler became dictator of Germany  
• Describe the required involvement of young people in Nazi youth organizations  
• Describe the persecution of Jews under the Nuremberg Laws  
• Organize information about Hitler  
• Recall concepts and terms by using the Study Guide |
| 78     | 218–21   | 188–91   | 114–15   | Q16 V61  | • Recognize Joseph McCarthy as the head of a Senate committee that investigated Americans on suspicion of being Communists  
• Synthesize information from graphic organizers to complete a Venn diagram |
• Describe the treatment of the Japanese emperors by the people  
• Identify the influence that Japanese military advisors had during Hirohito’s reign  
• Summarize the effects of the atomic bombs and the aid the United States offered  
• Recognize that Hirohito differed from other dictators by living a peaceable life  
• Design and use a map key  
• Recall concepts and terms by using the Study Guide |
| 80     | 224–27   | 193–96   | 118–19   | R2–R5 Optional: V58 | Chapter Review  
• Recall concepts and terms from Chapter 9 |
<p>| 81     | 228      | 171–96   | 112, 115, 119–20 | Test Day | • Demonstrate knowledge of concepts from Chapter 9 by taking the test |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skills</th>
<th>Vocabulary</th>
<th>Cross-curricular Links &amp; Activities</th>
<th>Bible Connections</th>
</tr>
</thead>
</table>
| 74     | • Analyze information using a timeline  
        • Compare democracy and dictatorship using a graph  
        • Organize information about Stalin’s life using a graphic organizer  
        • Locate places on a map using longitude and latitude | dictator  
        democracy  
        revolution | Writing Link | Authority  
        Christ as Friend  
        Emotional control  
        Freedom in Christ  
        Purity  
        Sowing and reaping |
| 75     | • Organize information about Stalin’s life using a graphic organizer  
        • Analyze information using a timeline  
        • Locate places on a map | communism  
        collective farms  
        exile  
        censor  
        atheist  
        Iron Curtain | History Link | |
| 76     | • Organize information about Mussolini’s life using a graphic organizer  
        • Locate places on a map | Fascist | History Link  
        Writing Link | Bible study  
        Evangelism and missions  
        God’s omniscience  
        Self-concept  
        Identification in Christ  
        Love  
        Sowing and reaping |
| 77     | • Organize information about Hitler’s life using a graphic organizer  
        • Locate places on a map | empire  
        Nazi  
        swastika | History Link | Self-concept |
| 78     | • Organize information about Hitler’s life using a graphic organizer  
        • Locate places on a map  
        • Synthesize information from graphic organizers to complete a Venn diagram | Gestapo  
        concentration camps  
        Reich  
        Nuremberg Laws | History Link  
        Writing Link | Jews as God’s chosen people  
        Repentance and faith  
        Sowing and reaping |
| 79     | • Sequence a given event on a timeline  
        • Locate places on a map  
        • Design and use a map and key | emperor | History Link  
        Writing Link | Courage  
        Fight  
        Man’s finite knowledge |
<p>| 80     | | | | |
| 81     | | | Activity | |
| 82     | | | | |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>TE Pages</th>
<th>ST Pages</th>
<th>AM Pages</th>
<th>CD Pages</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 83     | 229–32   | 197–200  | 121      | V67–V68  | • Sequence events using a timeline  
• Summarize the formation of the Axis powers  
• Explain the events that led to the start of World War II in 1939  
• Describe the consequences of France and Great Britain’s giving Germany what it wanted  
• Locate countries conquered by Germany in the early months of World War II |
| 84     | 233–36   | 200–203  | 122      | V69–V74  | • Summarize the events of the miracle at Dunkirk  
• Recognize that Christians should do all they can to help people in time of need  
• Describe the consequences of the surrender of France as Great Britain stood alone against Hitler’s forces  
• Relate some aspects of British children’s lives during World War II to current conditions |
| 85     | 237–40   | 204–7, 276 | 123     | Q17 V75–V78 | • Describe the role of Winston Churchill’s speeches in the British people’s fight for victory  
• Recognize that Christians can trust the Lord to supply the strength to conquer any enemy  
• Describe the result of Germany’s surprise attack on the Soviet Union  
• Associate December 7, 1941, with the attack on Pearl Harbor and the United States’ entrance into World War II  
• Match people with their quotations |
| 86     | 241–44   | 208–10   | 124–26   | IA55–IA56 V80–V85 | • Summarize the reasons that governments use propaganda  
• Identify Roosevelt, Churchill, and Stalin as the Big Three, who made plans to invade France  
• Describe the D-day invasion of Normandy  
• Interpret a map  
• Recall concepts and terms by using the Study Guide |
| 87     | 245–48   | 211–13, 277 | 127     | V79      | • Discuss the significance of the Normandy American Cemetery and Memorial  
• Identify notable achievements from the life of Dwight Eisenhower  
• Analyze primary-source photographs and documents  
• Demonstrate on a map how the Allied forces marched from the east and the west to force the German army into a smaller area  
• Associate May 8, 1945, with V-E Day  
• Classify primary and secondary sources  
• Describe how Hitler’s attitudes toward other races resulted in the Holocaust  
• Identify the Jewish nation as God’s chosen people whom God has promised to preserve forever  
• Discuss the experiences of several people who risked or lost their lives to protect the Jews and to defeat the enemy during World War II  
• Represent a point of view during the Holocaust through journal writing |
| 88     | 249–50   | 214      | 128      | IA57     | • Explain the reason Japanese Americans were sent to relocation camps  
• Describe General Douglas MacArthur’s role as the American commander in the Philippines  
• Explain the significance of the Burma Road  
• Describe the significance of the American island-hopping campaign in the Pacific  
• Locate places on maps and interpret an elevation key |
• Describe America’s use of the Navajo code talkers and their success in helping defeat the Japanese |
| 90     | 254–55   | 218–19   | 130      | R2–R5    | • Describe the significance of the United States’ capture of Iwo Jima and Okinawa  
• Describe Douglas MacArthur’s role as commander of the Allied forces in the Pacific, in postwar Japan, and in Korea  
• Explain the role of the atomic bomb in ending the war  
• Associate September 2, 1945, as V-J Day, which marked the end of World War II  
• Recall concepts and terms by using the Study Guide |
| 91     | 256–60   | 220–24   | 131      |         | • Associate May 8, 1945, with V-E Day  
• Classify primary and secondary sources  
• Describe the significance of the United States’ capture of Iwo Jima and Okinawa  
• Describe Douglas MacArthur’s role as commander of the Allied forces in the Pacific, in postwar Japan, and in Korea  
• Explain the role of the atomic bomb in ending the war  
• Associate September 2, 1945, as V-J Day, which marked the end of World War II  
• Recall concepts and terms by using the Study Guide |
| 92     | 261      | 197–224  | 125–26, 131–32 |         | Chapter Review  
• Recall concepts and terms from Chapter 10 |
| 93     | 261      |          |          |          | Test Day  
• Demonstrate knowledge of concepts from Chapter 10 by taking the test |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skills</th>
<th>Vocabulary</th>
<th>Cross-curricular Links &amp; Activities</th>
<th>Bible Connections</th>
</tr>
</thead>
</table>
| 83     | • Analyze information using a timeline  
         • Interpret a map  
         • Locate places on a map  
         • Examine a primary source to summarize how a cartoonist felt about Hitler | blitzkrieg | History Link | Fight against sin  
Purity  
Separation from the world |
| 84     | • Compare the evacuation of Dunkirk to the Israelties' escaping Egypt  
         • Locate places on a map  
         • Examine primary sources to visualize what the British children experienced during Operation Pied Piper | miracle of deliverance blockade | Activities  
History Link | Courage  
Fight against sin  
God as Master of creation  
God’s protection of His people  
Industriousness |
| 85     | • Locate places on a map using longitude and latitude  
         • Sequence a given event on a timeline  
         • Read a map  
         • Locate places on a map | draft harbor | History Link | Clear conscience  
Courage  
Giving  
God’s loving care  
Victory |
| 86     | • Critique types of propaganda used in advertisements  
         • Examine primary sources to evaluate propaganda  
         • Use cardinal directions to visualize Germany’s position at the end of World War II  
         • Locate the geographical region of Normandy  
         • Design a propaganda poster  
         • Sequence a given event on a timeline  
         • Examine primary and secondary sources to summarize events in Eisenhower’s life  
         • Locate rivers on a map  
         • Use cardinal directions | propaganda  
Big Three  
Operation Overlord  
D-day | Activities  
History Link | God as Father  
God’s omniscience |
| 87     | • Use listening skills to synthesize information about the lives of people during the Holocaust | Holocaust  
History Link  
Language Link | Activity | Grace  
Man’s imitation of God  
Diligence |
| 88     | • Use listening skills to synthesize information about the life of a Japanese American during World War II  
         • Use pictures to understand the plight of Japanese Americans  
         • Locate places on a map  
         • Complete a crossword puzzle | Navajo code talkers | Economics Link  
Writing Link | Fight against sin  
God as Father  
Jews as God’s chosen people  
God’s protection of His people  
God’s provision for man |
| 89     | • Use listening skills to synthesize information about the life of a missionary during World War II  
         • Sequence a given event on a timeline  
         • Locate places on a map | atomic bomb  
occupied | Activities  
History Links | Christ as Friend  
Emotional control  
Honesty  
Repentance and faith  
Spirit-filled life  
Understanding Jesus Christ  
Diligence |
| 90     | • Write and decode a message in code | Activity | |
| 91     | • Use listening skills to synthesize information about the life of a Japanese American during World War II  
         • Sequence a given event on a timeline  
         • Locate places on a map | Activity | |
<p>| 92     | | | |
| 93     | | | |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>TE Pages</th>
<th>ST Pages</th>
<th>AM Pages</th>
<th>CD Pages</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 94     | 263–67   | 225–28, 263 | 133       |          | - Explain the significance of the threat communism posed to democracy throughout the world  
- Describe the reason for the formation of the United Nations  
- Restate the reason a cold war developed between the governments of the United States and the Soviet Union  
- Describe the development of the nation of Israel  
- Sequence events and label a map |
| 95     | 268–72   | 229–31, 278, 282 | 134–36 Q18 |          | - Relate why and when the Korean War happened  
- Describe the role of General Douglas MacArthur in the fight against communism in the Korean War  
- Identify and write about changes in society resulting from the civil rights movement  
- Match events to locations on a map  
- Recall concepts and terms by using the Study Guide  
- Summarize the events in the space race and the technological advances during the 1950s  
- Explain the significance of the St. Lawrence Seaway and of the United States interstate highway system  
- Relate why and when the Berlin Wall was built  
- Describe the role of President John F. Kennedy in the Cuban Missile Crisis  
- Classify key events of the Cold War |
| 96     | 273–76   | 232–35   | 137 V11, V86–V92 |          | - Relate why and when the Korean War happened  
- Describe the role of General Douglas MacArthur in the fight against communism in the Korean War  
- Identify and write about changes in society resulting from the civil rights movement  
- Match events to locations on a map  
- Recall concepts and terms by using the Study Guide  
- Summarize the events in the space race and the technological advances during the 1950s  
- Explain the significance of the St. Lawrence Seaway and of the United States interstate highway system  
- Relate why and when the Berlin Wall was built  
- Describe the role of President John F. Kennedy in the Cuban Missile Crisis  
- Classify key events of the Cold War |
| 97     | 277–80   | 236–38, 285 | 138 Q19 |          | - Describe the roles of Alan Shepard and John Glenn Jr. in the U.S. space program  
- Explain why American troops were sent to help South Vietnam  
- Describe how the assassination of President John F. Kennedy affected the nation  
- Explain the significance of the Civil Rights Act of 1964  
- Describe the effect of the assassination of Martin Luther King Jr. on the nation  
- Recall concepts and terms by using the Study Guide  
- Relate why and when the Berlin Wall was built  
- Describe the role of President John F. Kennedy in the Cuban Missile Crisis  
- Classify key events of the Cold War |
| 98     | 281      | 239      | 139 R2–R5 |          | - Summarize the first landing on the moon by American astronauts  
- Explain the significance of President Richard Nixon’s visit to Communist China  
- Relate the events leading to President Richard Nixon’s resignation  
- Explain the significance of the withdrawal of U.S. troops from South Vietnam  
- Analyze the causes and effects of events in the early seventies  
- Complete a chart comparing and contrasting civil rights in two time periods  
- Examine the Bible to learn about God’s love for all mankind |
| 99     | 282–85   | 240–43   | 140       |          | - Explain the significance of the boat people  
- Recall the Bicentennial as a time for Americans to celebrate in spite of problems  
- Explain the reason President Jimmy Carter offered amnesty to those who dodged the draft during the Vietnam War  
- State the importance of the Declaration of Independence  
- Describe the significance of the Panama Canal Treaty and the Camp David Accords  
- Recall concepts and terms by using the Study Guide |
| 100    | 286–90   | 244–48   | 141       |          | - Explain the significance of the boat people  
- Recall the Bicentennial as a time for Americans to celebrate in spite of problems  
- Explain the reason President Jimmy Carter offered amnesty to those who dodged the draft during the Vietnam War  
- State the importance of the Declaration of Independence  
- Describe the significance of the Panama Canal Treaty and the Camp David Accords  
- Recall concepts and terms by using the Study Guide |
- Recall concepts and terms from Chapter 11 |
| 102    | 291      |          |          |          | - Test Day  
- Demonstrate knowledge of concepts from Chapter 11 by taking the test |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skills</th>
<th>Vocabulary</th>
<th>Cross-curricular Links &amp; Activities</th>
<th>Bible Connections</th>
</tr>
</thead>
</table>
| **94** | • Analyze information using a timeline  
• Locate places on a map  
• Evaluate pictures  
• Sequence events during the 1940s | United Nations  
cold war  
Truman Doctrine  
Zionism  
Balfour Declaration | Bible Link | Christ's provision of peace  
God's keeping His promises  
God's sovereignty |
| **95** | • Sequence a given event on a timeline  
• Locate places on a map  
• Evaluate pictures  
• Sequence events during the 1950s | segregation  
Jim Crow laws  
civil rights movement  
boycott | Activity | Freedom in Christ  
Friendliness  
Peace |
| **96** | • Evaluate pictures  
• Locate places on a map  
• Sequence a given event on a timeline  
• Analyze information from a map | space race  
National Aeronautics and Space Administration  
St. Lawrence Seaway  
interstate highway system  
Berlin Wall  
Cuban Missile Crisis | Activity | God's overruling His natural laws  
God's protection of His people |
| **97** | • Evaluate pictures  
• Sequence a given event on a timeline  
• Analyze information from a map | march on Washington  
Civil Rights Act of 1964  
poll tax  
assassinate | Activity | Communication  
Friendliness  
Love |
| **98** | • Compare and contrast two time periods using a chart |  |  |  |
| **99** | • Sequence a given event on a timeline  
• Evaluate pictures  
• Write questions about a given topic  
• Analyze causes and effects for the early seventies | cover up  
impeach  
pardon | Activities  
History Link  
Writing Link | Honesty  
Man's responsibility for his actions  
Man's responsibility to glorify God  
God's refining Christians' lives |
| **100** | • Sequence a given event on a timeline  
• Evaluate pictures  
• Determine whether an object is a primary or secondary source  
• Locate places on a map | refugee  
boat people  
Bicentennial  
discrimination  
etnic group  
amnesty  
Panama Canal Treaty  
Camp David Accords | Activity | Courage |
| **101** |  |  |  |  |
| **102** |  |  |  |  |
## Chapter 12

<table>
<thead>
<tr>
<th>Lesson</th>
<th>TE Pages</th>
<th>ST Pages</th>
<th>AM Pages</th>
<th>CD Pages</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 103    | 293–97   | 249–52, 279 | 143      | V93      | • Summarize the events that led to President Carter’s announcing a boycott against the Soviet Union  
• Recognize President Reagan’s appointing Sandra Day O’Connor as the first female justice to the Supreme Court  
• Describe progress made in technology during President Reagan’s years in office  
• Sequence events in the early eighties  
• Identify continents, oceans, and countries on a map  
• Locate Lebanon, Grenada, and Russia on a map  
• Identify the tragedy of the space shuttle Challenger  
• Summarize the fall of Communism, the end of the Cold War, and the destruction of the Berlin Wall  
• Explain the importance of the years 1989 and 1991  
• Interpret circle graphs  
• Recall concepts and terms by using the Study Guide |
| 104    | 298–301  | 253–56   | 144–45   | Q20      | • Summarize the events that led to President Carter’s announcing a boycott against the Soviet Union  
• Recognize President Reagan’s appointing Sandra Day O’Connor as the first female justice to the Supreme Court  
• Describe progress made in technology during President Reagan’s years in office  
• Sequence events in the early eighties  
• Identify continents, oceans, and countries on a map  
• Locate Lebanon, Grenada, and Russia on a map  
• Identify the tragedy of the space shuttle Challenger  
• Summarize the fall of Communism, the end of the Cold War, and the destruction of the Berlin Wall  
• Explain the importance of the years 1989 and 1991  
• Interpret circle graphs  
• Recall concepts and terms by using the Study Guide |
| 105    | 302–4    | 257–59   | 146      | IA59     | • Identify the national debt  
• Name some of the provisions of the Americans with Disabilities Act of 1990  
• Explain the significance of the Persian Gulf War  
• Recall the dictator of Iraq as Saddam Hussein  
• Describe the two goals President Clinton had while in office  
• Explain the opportunities and problems of a global economy  
• Identify the two main political parties in government  
• Describe the two different political views Americans hold  
• Complete a graphic organizer comparing the differences between conservatives and liberals  
• Locate Bosnia and Kosovo on a map  
• Explain the meaning of impeachment and its relationship to President Clinton  
• Describe technology during the 1990s  
• Describe the role of compassionate conservatism in George W. Bush’s terms as president  
• Recall concepts and terms by using the Study Guide |
| 106    | 305–8    | 260–62, 284 | 147      | V96–V97  | • Locate Bosnia and Kosovo on a map  
• Explain the meaning of impeachment and its relationship to President Clinton  
• Describe technology during the 1990s  
• Describe the role of compassionate conservatism in George W. Bush’s terms as president  
• Recall concepts and terms by using the Study Guide |
| 107    | 309–12   | 263–65, 281 | 148–50   | Q21      | • Locate Bosnia and Kosovo on a map  
• Explain the meaning of impeachment and its relationship to President Clinton  
• Describe technology during the 1990s  
• Describe the role of compassionate conservatism in George W. Bush’s terms as president  
• Recall concepts and terms by using the Study Guide |
| 108    | 313–14   | 266–67   | 151      | IA60–IA63 R2–R5 | • Learning How: Determining a President  
• Gain an understanding of the election process  
• Describe the Electoral College  
• Identify the qualifications to be the president of the United States  
• Demonstrate knowledge of the Electoral College by completing a map |
| 109    | 315–17   | 268–69, 280 | 152      | IA64     | • Associate September 11, 2001, with the terrorist attack on the United States  
• Explain what is meant by the war on terror  
• Examine the Homeland Security Act by studying a primary source  
• Demonstrate knowledge of patriotism by completing an acrostic  
• Distinguish between fact and opinion  
• Apply the election process to the 2008 presidential election  
• Identify the first female vice-presidential Republican nominee and the first black president of the United States  
• Read a cartogram  
• Realize that the decisions of a country’s leaders will affect everyone and that it is the Christian’s responsibility to pray for his leaders  
• Recall concepts and terms by using the Study Guide |
| 110    | 318–20   | 270–72   | 153      | V93      | • Identify Osama bin Laden as the founder of al-Qaeda  
• Explain the reasons the United States entered the Iraq War  
• Relate the significance of President Bush’s appointing justices to the Supreme Court  
• Identify renewable energy and illegal immigration as two major concerns during the Bush administration  
• Apply the election process to the 2008 presidential election  
• Identify the first female vice-presidential Republican nominee and the first black president of the United States  
• Read a cartogram  
• Realize that the decisions of a country’s leaders will affect everyone and that it is the Christian’s responsibility to pray for his leaders  
• Recall concepts and terms by using the Study Guide |
| 111    | 321–22   | 273–74   |          |          | • Apply the election process to the 2008 presidential election  
• Identify the first female vice-presidential Republican nominee and the first black president of the United States  
• Read a cartogram  
• Realize that the decisions of a country’s leaders will affect everyone and that it is the Christian’s responsibility to pray for his leaders  
• Recall concepts and terms by using the Study Guide |
| 112    | 323      | 249–74   | 145, 149–50, 153–54 | Chapter Review | • Recall concepts and terms from Chapter 12 |
| 113    | 323      |          |          |          | • Recall concepts and terms from Chapter 12 |

**Test Day**

- Demonstrate knowledge of concepts from Chapter 12 by taking the test
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skills</th>
<th>Vocabulary</th>
<th>Cross-curricular Links &amp; Activities</th>
<th>Bible Connections</th>
</tr>
</thead>
</table>
| 103    | • Analyze information using a timeline  
• Evaluate pictures  
• Locate places on a map  
• Locate a given place using lines of latitude and longitude  
• Label a map | boycott | History Link  
Math Link  
Technology Link  
Writing Link | God’s protection for His people |
| 104    | • Analyze information using a timeline  
• Locate places on a map  
• Evaluate pictures  
• Analyze information using circle graphs |  | Activity  
Bible Links  
Culture Link |  |
| 105    | • Sequence a given event on a timeline  
• Analyze information from a chart  
• Locate places and bodies of water on a map  
• Analyze information from a map | national debt  
tariff | Language Link  
Heavenly inheritance |  |
| 106    | • Sequence a given event on a timeline  
• Identify people in pictures  
• Extrapolate information from a circle graph  
• Compare and contrast conservatives and liberals using a chart | global economy  
free trade  
political party  
conservative  
liberal | Bible Link  
Culture Link  
Economics Link | Faith in God’s promises |
| 107    | • Analyze information using a map key  
• Examine a flowchart  
• Evaluate pictures  
• Sequence a given event on a timeline | Dayton Accords  
impeach  
perjury  
compassionate  
conservatism | History Link  
Science Link | God’s omniscience  
Honesty  
Love |
| 108    | • Examine information on a map  
• Categorize information from a chart and a map  
• Color an Electoral College map according to given parameters |  |  |  |
| 109    | • Distinguish between fact and opinion  
• Sequence a given event on a timeline  
• Evaluate pictures  
• Examine a primary source to summarize information about the Homeland Security Act | terrorist  
war on terror  
patriotism |  |  |
| 110    | • Evaluate information from a map  
• Evaluate pictures  
• Locate places on a map  
• Use cardinal directions  
• Express opinion about immigration | coalition  
weapon of mass destruction  
renewable energy  
immigrant |  |  |
| 111    | • Sequence a given event on a timeline  
• Analyze information from a cartogram |  | Activity  
God as Master |  |
| 112    |  |  | Activity |  |
| 113    |  |  |  |  |