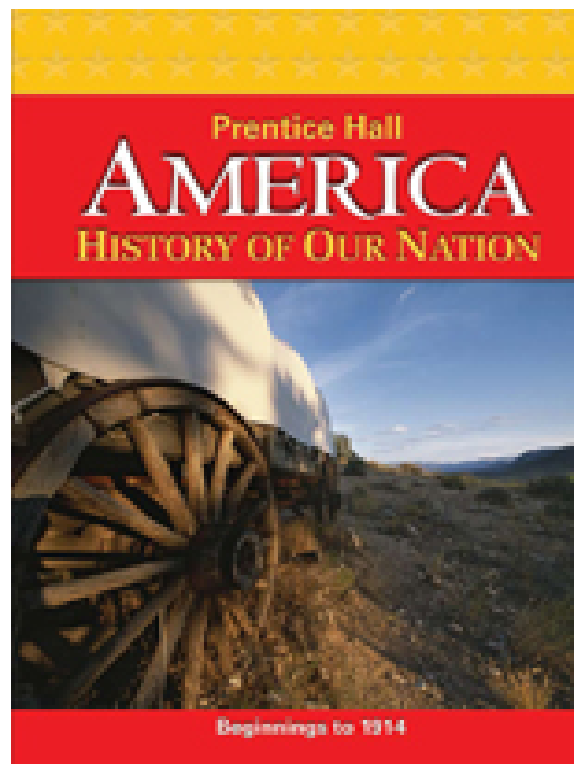


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**America**  
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To the  
**Kansas Academic Standards  
for 8th Grade U.S. History**

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To the  
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INTRODUCTION

This document demonstrates how *America: History of Our Nation* ©2014, **Beginnings to 1914 Edition** meets the Kansas Academic Standards for Grade 8, United States History. Correlation page references are to the Student and Teacher’s Editions.

- **Connect:** Students understand why history matters by exploring *essential questions* and developing their own answers in Think Like a Historian features and the Historian’s Apprentice Learning System Activity Pack. Essential Questions introduce new concepts, topics, and ideas and challenge students to gain a greater understanding of how enduring American history issues are relevant and still affect them today.
  
- **Experience:** Teachers can easily connect to content and engage students in active learning using powerful classroom presentation tools such as PresentationEXPRESS™ Premium. With *America: History of Our Nation*, students have options at each stage of instruction to read about new concepts and content, engage in hand-on activities, and explore history through dynamic, interactive technology that bring the people, sights, and sounds of American history to life.
  
- **Understand:** The Historian’s Apprentice Learning System challenges students to demonstrate what they have learned through hands-on activities that revisit the essential question using primary sources.

***America: History of Our Nation* Beginnings to 1914 Edition Units:**

- Unit 1: Beginnings of American History
- Unit 2: Forming a New Nation
- Unit 3: The New Republic
- Unit 4: The Nation Expands and Changes
- Unit 5: Civil War and Reunion
- Unit 6: An Age of Industry
- Unit 7: A New Role in the World
- Civics Handbook

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Kansas Academic Standards for 8 <sup>th</sup> Grade U.S. History	Prentice Hall America: History of Our Nation Beginnings to 1914, ©2014
<b>UNIT 1 - Establishing America: 1787—1830s</b>	
<p><b>1. Choices have consequences.</b> Sample Compelling Question: What were the most important choices made by the creators of the U.S. Constitution?</p>	<p><b>SE/TE:</b> Analyze Cause and Effect: 198, 209, 222, 224, 301, 331, 341, 344, 370; Identify Costs: 334; Checkpoint: 345; Identify Short-Term Effects: 354; Identify Long-Term Effects: 359; Identify Multiple Causes: 367</p>
<p><b>2. Individuals have rights and responsibilities.</b> Sample Compelling Question: Why were some living in America given the rights and responsibilities of citizens but others living in America were not?</p>	<p><b>SE/TE:</b> Assessment: 267, 271; Summarize: 224</p>
<p><b>3. Societies are shaped by beliefs, idea, and diversity.</b> Sample Compelling Question: How and why did tensions arise between American Indians and other Americans?</p>	<p><b>SE/TE:</b> Identify Support for Propositions: 217; Evaluate Support for Propositions: 221; Analyze Propositions and Support: 224; Detect Points of View: 224, 293, 299, 334, 363, 367, 370; Detect Historical Points of View: 332; Detect Bias: 359; Identify Bias: 368</p>
<p><b>4. Societies experience continuity and change over time.</b> Sample Compelling Question: How has the definition of citizenship changed over time?</p>	<p><b>SE/TE:</b> Link Past and Present: 334, 370; Identify Central Issues from the Past: 387; Explain Central Issues from the Past: 395</p>
<p><b>5. Relationships between people, place, idea, and environments are dynamic.</b> Sample Compelling Question: How did the size of North America impact the relationship between the American government and its citizens?</p>	<p><b>SE/TE:</b> Comprehension and Critical Thinking: 319; Analyze Geography and History: 321; Describe: 326; Identify Economic Benefits: 348, 359, 395; Identify Long-Term Effects: 359; Link Past and Present: 370; Evaluate Information: 395</p>
<b>Ideas</b>	
Federalism	<b>SE/TE:</b> Federalism: 257
Bill of Rights	<b>SE/TE:</b> The Bill of Rights: 220-221, 265
Jacksonian democracy	<b>TE only:</b> Jacksonian and Jeffersonian Democracy: 337; Jacksonian Democracy, 473

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Industrial Revolution	<b>SE/TE:</b> The Industrial Revolution: 382-387
Market Revolution	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> A Revolution in Technology: 382-383; The American Industrial Revolution: 384; American Industry Grows: 384-385; The Revolution Takes Hold: 386
growth of executive power	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> Separation of Powers: 256; Powers of the President: 260
growth of judicial power	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> Scope of Judicial Power: 236; Separation of Powers: 256; How the Federal Government Works: The Judicial Branch: 262-263
Monroe Doctrine	<b>SE/TE:</b> The Monroe Doctrine: 347
individual freedom	<b>SE/TE:</b> Protecting Rights: 205; Individual Rights: 257
Marshall Court	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> The Supreme Court and Judicial Review: 312-313; Support for Native Americans: 357
<b>People/Roles</b>	
Founding Fathers	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> Signing the Constitution: 216; A New Constitution: 217
Tecumseh	<b>SE/TE:</b> The Era of Jefferson and Madison-1811: 309; New Leaders Take Charge: 326; Biography Quest: 330
James Monroe	<b>SE/TE:</b> A Surprise Offer: 315; The Era of Good Feelings: 340; The Monroe Doctrine: 347; Forced Movement: 357

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Andrew Jackson	<b>SE/TE:</b> The Age of Jackson: 349-354; Indian Removal: 355-359; States' Rights and the Economy: 362-367
Phyllis Wheatley	<b>SE/TE:</b> Poetry: 120; Biography Quest: 120
Abigail Adams	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> The Presidency of John Adams, 298-299 <b>TE Only:</b> Check Your Progress, 301
Sacagawea	<b>SE/TE:</b> Into the Unknown: 317-318; Crossing the Rockies: 318
Whigs	<b>SE/TE:</b> New Political Parties: 352; The End of the Jackson Era: 366-367
Democrats	<b>SE/TE:</b> New Political Parties: 352
<b>Places/Institutions</b>	
Louisiana Territory	<b>SE/TE:</b> The Louisiana Purchase: 314-319; Map: Exploring the Louisiana Purchase: 316; Exploring the Louisiana Purchase: 320-321
New Orleans	<b>SE/TE:</b> The Nation Looks West: 314-315; A Surprise Offer: 315
Washington D.C.	<b>SE/TE:</b> Twenty-third Amendment, Section 1: 248; Jefferson's Inauguration: 311
Philadelphia	<b>SE/TE:</b> The Constitutional Convention Begins: 212; Birthplace of the United States: 213
Mississippi River	<b>SE/TE:</b> Conflicts in the Northwest Territory: 294; The Nation Looks West: 314-315; Buying Louisiana: 315-316
Ohio Valley	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> Northwest Ordinance of 1787: 207

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Northwest Territories	<b>SE/TE:</b> Northwest Ordinance of 1787: 207; Map: Western Land Claims: 207; Settling the Northwest Territory: 210-211
canals	<b>SE/TE:</b> Map: Roads and Canals, 1820-1850: 402; Canals: 403-404
railroads	<b>SE/TE:</b> Railroads: 393
<b>Events</b>	
Three-fifths Compromise	<b>SE/TE:</b> Three-Fifths Compromise: 215
Great Compromise	<b>SE/TE:</b> The Great Compromise: 214-215
Louisiana Purchase	<b>SE/TE:</b> The Louisiana Purchase: 314-319
exploration	<b>SE/TE:</b> Lewis and Clark Explore the West: 317-319
Alien and Sedition Act	<b>SE/TE:</b> The Alien and Sedition Acts: 299-300
War of 1812	<b>SE/TE:</b> The War of 1812: 327-331
Second Great Awakening	<b>SE/TE:</b> The Second Great Awakening: 415-416
Missouri Compromise	<b>SE/TE:</b> The Missouri Compromise: 404; A Continuing Problem: 405
<b>UNIT 2 - Regionalism and Expansion: 1800s—1850s</b>	
<b>1. Choices have consequences.</b> Sample Compelling Question: Why did slavery continue to develop in the South and not in other areas of the United States during this period?	<b>SE/TE:</b> Analyze Cause and Effect: 344, 370, 485, 497, 498; Identify Multiple Effects: 348; Identify Short-Term Effects: 354; Identify Long-Term Effects: 359; Identify Multiple Causes: 367
<b>2. Individuals have rights and responsibilities.</b> Sample Compelling Question: How does the rise of Jacksonian democracy during this period affect the rights of American voters in the 21st century?	<b>SE/TE:</b> Checkpoint: 427; Skills Activity: 429; Summarize: 430; Compare and Contrast: 430

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<p><b>3. Societies are shaped by beliefs, idea, and diversity.</b> Sample Compelling Question: How did the economic ideas of business owners change the lives of workers?</p>	<p><b>SE/TE:</b> Detect Historical Points of View: 332; Detect Bias: 359; Detect Points of View: 367, 370, 419, 423, 447, 484; Identify Bias: 368, 370; Identify Central Issues From the Past: 387; Draw Conclusions: 387, 435; Recall: 395, 405; Summarize: 430; Link Past and Present: 435</p>
<p><b>4. Societies experience continuity and change over time.</b> Sample Compelling Question: How has the idea of women’s rights both changed and remained the same since the mid-1800s?</p>	<p><b>SE/TE:</b> Link Past and Present: 370; Activity: 375; Technology’s Impact: 385; Identify Central Issues From the Past: 387; Explain Central Issues From the Past: 395</p>
<p><b>5. Relationships between people, place, idea, and environments are dynamic.</b> Sample Compelling Question: How did the growth of the United States impact the lives of Americans?</p>	<p><b>SE/TE:</b> Identify Economic Benefits: 348, 359, 395, 405; Analyze Cause and Effect: 370; Apply Information: 370; Link Past and Present: 370; Activity: 375; Technology’s Impact: 385; Draw Conclusions: 387; Critical Thinking: Explain Problems: 391; Evaluate Information: 395, 447, 491; Explain Central Issues From the Past: 395; Explain Problems From the Past: 400; Place Events in a Matrix of Time and Place: 402; Writing: 435; Explain: 453; Draw Conclusions: 459; Make Inferences: 467</p>
<b>Ideas</b>	
Manifest Destiny	<b>SE/TE:</b> Legacy of the Expedition: 321; Manifest Destiny: 447; Biography Quest: 457; Achieving Manifest Destiny: 459
western expansion	<b>SE/TE:</b> The Louisiana Purchase: 314-319; Moving West: 401-402; Map: Westward Expansion, 1820-1860: 442-443; The West: 444-447; Trails to the West: 448-453; A Rush to the West: 462-467
Second Industrial Revolution	<b>SE/TE:</b> A New Industrial Revolution: 608-613
sectionalism and racism	<b>SE/TE:</b> The North Transformed: 390-395; The Plantation South: 396-400



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slavery	<b>SE/TE:</b> Slave Labor: 396-397; Defending Slavery: 397-398; Life Under Slavery: 399-400; Resistance to Slavery: 400
abolitionism	<b>SE/TE:</b> The Fight Against Slavery: 422-426
enslaved person resistance	<b>SE/TE:</b> Resistance to Slavery: 400; African American Abolitionists: 423-424; The Underground Railroad: 424-426
American Indian resistance	<b>SE/TE:</b> New Leaders Take Charge: 326
women's rights	<b>SE/TE:</b> A Call for Women's Rights: 427-430
immigration	<b>SE/TE:</b> A New Wave of Immigrants: 393-394
trails	<b>SE/TE:</b> On the Trail of Tears: 358-359; The Santa Fe Trail: 448; The Oregon Trail: 449-450; Map: Trails to the West, 1830-1850: 452
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Second Great Awakening	<b>SE/TE:</b> The Second Great Awakening: 415
<b>People/Roles</b>	
Nat Turner	<b>SE/TE:</b> Resistance to Slavery: 400
Henry Clay	<b>SE/TE:</b> The Move Toward War: 327; Building the National Economy: 341; Clay's American System: 343; The Bank War: 362-363; The Missouri Compromise: 404; A Bitter Debate: 484-485
Brer Rabbit	<i>Opportunities to address this standard appear on the following pages:</i> An American Culture Develops: 431-433; Flowering of American Literature, 433-434
George Fitzhugh	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> Defending Slavery: 397-398

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James Polk	<b>SE/TE:</b> Annexing Texas and Oregon: 456-457; The Mexican-American War: 457; Opposition to War: 457; Rebellion in California: 457-458; Achieving Manifest Destiny: 459
Elizabeth Cady Stanton	<b>SE/TE:</b> Seneca Falls Convention: 428
Frederick Douglass	<b>SE/TE:</b> African American Abolitionists: 423-424; Evaluate Summaries: 436; Reaction: 495
Washington Irving	<b>SE/TE:</b> American Themes: 431
Henry David Thoreau	<b>SE/TE:</b> Emerson and Thoreau: 432-433
Edgar Allan Poe	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> Transcendentalism, 432; Flowering of American Literature, 433-434
Harriet Jacobs	<i>Opportunities to address this standard appear on the following pages:</i> Flowering of American Literature, 433-434; Uncle Tom's Cabin, 488; Literature: Uncle Tom's Cabin, 492-493
Maria Ruiz de Burton	<i>Opportunities to address this standard appear on the following pages:</i> <i>An American Culture Develops, 431-433</i>
<b>Places/Institutions</b>	
Texas Republic	<b>SE/TE:</b> Declaring Independence: 455; Republic of Texas: 456
Chicago	<b>SE/TE:</b> Knights of Labor: 618; Bitter Strikes: 619; Urbanization: 620; Growing Out and Up: 621; Problems of Urban Life: 621
southern states	<b>SE/TE:</b> New Leaders Speak for Their Regions: 341; South Carolina Threatens to Secede: 365-366; Map: North and South Take Different Paths: 380-381; The Plantation South: 396-400; Slave and Free States: 404

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northern states	<b>SE/TE:</b> New Leaders Speak for Their Regions: 341; Map: North and South Take Different Paths: 380-381; The North Transformed: 390-395; Slave and Free States: 404
western territories and states	<b>SE/TE:</b> The Louisiana Purchase: 314-319; The Challenges of Growth: 401-402
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Liberia	<b>SE/TE:</b> The Colonization Movement: 422
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Nullification Crisis	<b>SE/TE:</b> The Nullification Crisis: 364-366
Mexican-American War	<b>SE/TE:</b> The Mexican-American War: 457-459; The Mexican-American War: 460-461
California Gold Rush	<b>SE/TE:</b> The California Gold Rush: 464-465
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Underground Railroad	<b>SE/TE:</b> The Underground Railroad: 424-426
Seneca Falls Convention	<b>SE/TE:</b> Seneca Falls Convention: 428; New Opportunities for Women: 429; Political Victories: 429; Education for Women: 429; Looking Back and Ahead: 430
growth of technology	<b>SE/TE:</b> A Revolution in Technology: 382-383; The American Industrial Revolution: 384; The Revolution Takes Hold: 386
spread of agriculture	<b>SE/TE:</b> Advances in Agriculture: 392; The Cotton Gin: 396
rise of cities	<b>SE/TE:</b> Northern Cities: 390-391

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<b>UNIT 3 - March to War: 1850s—1861</b>	
<b>1. Choices have consequences.</b> Sample Compelling Question: Could the Civil War have been prevented?	<b>SE/TE:</b> Analyze Cause and Effect: 453, 459, 470, 485, 494, 498; Analyze Multiple Causes or Effects: 503; Understand Sequence of Events: 517
<b>2. Individuals have rights and responsibilities.</b> Sample Compelling Question: Why would Southerners feel threatened by Lincoln and other Republicans?	<b>SE/TE:</b> Skills Activity: 429; Summarize: 430; Compare and Contrast: 430; Draw Conclusions: 438; Evaluate Summaries: 438; Identify: 498
<b>3. Societies are shaped by beliefs, idea, and diversity.</b> Sample Compelling Question: How did the idea of popular sovereignty impact the lives of those living in Kansas and Missouri?	<b>SE/TE:</b> Detect Points of View: 419, 423, 447, 484, 485; Draw Conclusions: 435; Link Past and Present: 435, 438; Evaluate Summaries: 436; Activity: 475; Distinguish Relative Information: 506
<b>4. Societies experience continuity and change over time.</b> Sample Compelling Question: How did the concept of abolitionism change over time?	<b>SE/TE:</b> Link Past and Present: 438; Make Predictions: 453; Elections and the Media Today: 496
<b>5. Relationships between people, place, idea, and environments are dynamic.</b> Sample Compelling Question: What impact did American geography have on the decision by Confederate states to secede?	<b>SE/TE:</b> Explain Problems: 430, 503; Writing: 435; Ask Analytical Questions: 445; Evaluate Information: 447, 491; Ask Inferential Questions: 450; Explain: 453; Draw Conclusions: 459, 498; Critical Thinking: Identify Benefits: 463; Comprehension and Critical Thinking: 467; Identify Economic Benefits: 470; Recall: 470; Activity: 475
<b>Ideas</b>	
expansion of slavery	<b>SE/TE:</b> The Extension of Slavery: 404-405
abolitionism	<b>SE/TE:</b> Growing Opposition to Slavery: 423-424; Opposing Abolition: 426
enslaved person resistance	<b>SE/TE:</b> Resistance to Slavery: 400; African American Abolitionists: 423-424; The Underground Railroad: 424-426

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secessionism	<b>SE/TE:</b> A Bitter Debate: 484-485; Southern States Secede: 500-501; More States Secede: 512
economic policies	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> The Cotton Kingdom, 396-397
popular sovereignty	<b>SE/TE:</b> An Antislavery Party: 483
<b>People/Roles</b>	
Stephen Douglas	<b>SE/TE:</b> The Kansas-Nebraska Act: 489-490; The Lincoln-Douglas Debates: 496-497; Election of 1860: 499-500
Harriet Tubman	<b>SE/TE:</b> The Underground Railroad: 424-426
Harriet Beecher Stowe	<b>SE/TE:</b> <i>Uncle Tom's Cabin</i> : 488; Uncle Tom's Cabin by Harriet Beecher Stowe: 492-493
Abraham Lincoln	<b>SE/TE:</b> Opposition to War: 457; The Coming of the Civil War: 499-503; The Border States: 513; The Two Sides Plan Strategies: 515
James Buchanan	<b>SE/TE:</b> A New Antislavery Party: 494; The Dred Scott Decision: 495
John Brown	<b>SE/TE:</b> Growing Violence: 490-491; John Brown's Raid: 497-498
Charles Sumner	<b>SE/TE:</b> Bloodshed in the Senate: 491
Know Nothings	<b>SE/TE:</b> Reaction Against Immigrants: 394
political parties	<b>SE/TE:</b> An Antislavery Party: 483; A New Antislavery Party: 494
<b>Places/Institutions</b>	
Lawrence, Kansas	<b>SE/TE:</b> Growing Violence: 490-491
Lecompton, Kansas	<b>SE/TE:</b> Map: Bleeding Kansas: 490

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Harper's Ferry	<b>SE/TE:</b> John Brown's Raid: 497-498
Washington, DC	<b>SE/TE:</b> The British Attack Washington and Baltimore: 330
South Carolina	<b>SE/TE:</b> Southern States Secede: 500-501; The Confederate States of America: 501; Fort Sumter: 501
<b>Events</b>	
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Compromise of 1850	<b>SE/TE:</b> The Compromise of 1850: 486-487
Kansas-Nebraska Act	<b>SE/TE:</b> The Kansas-Nebraska Act: 489-490
Dred Scott v. Sanford	<b>SE/TE:</b> The Dred Scott Decision: 495
Lincoln-Douglas Debates	<b>SE/TE:</b> The Lincoln-Douglas Debates: 496-497
Gadsden Purchase	<b>SE/TE:</b> Achieving Manifest Destiny: 459
Fugitive Slave Act	<b>SE/TE:</b> To Please the South: 486-487; Outrage in the North: 487
Bleeding Kansas	<b>SE/TE:</b> Bleeding Kansas: 490-491
Civil War	<b>SE/TE:</b> The Coming of the Civil War: 499-503; The Call to Arms: 513-517
rise of Republican party	<b>SE/TE:</b> An New Antislavery Party: 494
establishment of Confederate States of America	<b>SE/TE:</b> The Confederate States of America: 501

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<b>UNIT 4 - Toward a More Perfect Union: 1861–1877</b>	
<b>1. Choices have consequences.</b> Sample Compelling Question: Was it inevitable that the Union would win the Civil War?	<b>SE/TE:</b> Analyze Multiple Causes or Effects: 503; Analyze Cause and Effect: 506, 517, 563; Skills Activity: 536; Critical Thinking: Make Predictions: 548; Evaluate Proposals: 559; Activity: 571
<b>2. Individuals have rights and responsibilities.</b> Sample Compelling Question: Who gets to be an American citizen?	<b>SE/TE:</b> Identify Proposals: 549; 1a Recall: 557; Apply Information: 557; Checkpoint: 561; Civil Rights Today: 562; Evaluate Proposals: 563; 7a Recall: 566
<b>3. Societies are shaped by beliefs, idea, and diversity.</b> Sample Compelling Question: Is it ever okay to violate the Bill of Rights?	<b>SE/TE:</b> Distinguish Relevant Information: 506; Explain How Events Are Related in Time: 527; Detect Points of View: 529, 554, 556, 581; Analyze a Speech: 538
<b>4. Societies experience continuity and change over time.</b> Sample Compelling Question: How was life different for Americans after the Civil War?	<b>SE/TE:</b> Explain How Events Are Related in Time: 524; Relate Events in a Sequence: 537; Analyze Life at the Time: 551; Checkpoint: 563, 581; Activity: 571; Draw Conclusions: 587
<b>5. Relationships between people, place, idea, and environments are dynamic.</b> Sample Compelling Question: How did the geography of the American South impact how the war was fought?	<b>SE/TE:</b> Evaluate Information: 521; Organize Information: 521; Analyze Geography and History: 523, 583; Explain How Events Are Related in Time: 529, 532; Checkpoint: 531; Identify Costs: 532; Identify: 581; Identify Economic Benefits: 581
<b>Ideas</b>	
Unionism	<b>SE/TE:</b> Workers Organize: 617; Knights of Labor: 618
Reconstruction	<b>SE/TE:</b> Preparing for Reunion: 546-547; The Battle Over Reconstruction: 552-557; The End of Reconstruction: 558-563
equality	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> The Emancipation Proclamation: 524-527; The Thirteenth Amendment: 552; A Time of Hope and Advancement: 555; Links Across Time: 562

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Jim Crow	<b>SE/TE:</b> African Americans Lose Rights: 560
total war	<b>SE/TE:</b> Grant Versus Lee: 535-536
<b>People/Roles</b>	
Abraham Lincoln	<b>SE/TE:</b> Taking Sides in the War: 512-513; The War in the East: 519-520; Emancipating the Enslaved: 524-526; March to the Sea: 536; Peace at Last: 536-537; Lincoln's Ten Percent Plan: 546-547; Lincoln is Murdered: 549
Robert E. Lee	<b>SE/TE:</b> Southern Advantages: 514; The War in the East: 519-520; The Battle of Gettysburg: 534-535; Grant Versus Lee: 535-536
U.S. Grant	<b>SE/TE:</b> The War in the West: 520-521; Grant Versus Lee: 535-536; The Election of 1868; Reconstruction's Conclusion: 558
Jefferson Davis	<b>SE/TE:</b> The Confederate States of America: 501; Dealing With Disruptions: 529
Mary Chestnut	<b>SE/TE:</b> Americans Against Americans: 515-516
Andrew Johnson	<b>SE/TE:</b> Lincoln is Murdered: 549; A Growing Conflict: 552-553; Targeting President Johnson: 556
Exodusters	<b>SE/TE:</b> Exodusters: 597
Radical Republicans	<b>SE/TE:</b> The Wade-Davis Bill: 547; Johnson's Plan: 552-553; The Fourteenth Amendment: 553-554; Radical Reconstruction: 554-557
African American soldiers	<b>SE/TE:</b> African Americans Help the Union: 526-527



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Ku Klux Klan	<b>SE/TE:</b> The Impact of Violence: 556; The Ku Klux Klan: 557
Matthew Brady	<i>This objective falls outside the scope of this program.</i>
<b>Places/Institutions</b>	
Fort Sumter	<b>SE/TE:</b> Fort Sumter: 501-503
Gettysburg	<b>SE/TE:</b> The Battle of Gettysburg: 534-535; The Gettysburg Address: 535
Antietam	<b>SE/TE:</b> The War in the East: 519-520
Atlanta	<b>SE/TE:</b> Grant Versus Lee: 535-536; March to the Sea: 536
Richmond	<b>SE/TE:</b> The Two Sides Plan Strategies: 515; Closing In on the Confederacy: 535; Surrender at Appomattox: 537
Washington DC	<b>SE/TE:</b> The War in the East: 519
Vicksburg	<b>SE/TE:</b> The Fall of Vicksburg: 535
Appomattox	<b>SE/TE:</b> Surrender at Appomattox: 537
New York City	<b>SE/TE:</b> The Draft Laws: 530
<b>Events</b>	
Civil War	<b>SE/TE:</b> The Civil War Begins: 501-503; The Call to Arms: 512-517; Early Years of the War: 518-521; The Civil War and American Life: 528-532
Anaconda Plan	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> The Two Sides Plan Strategies, 515
Emancipation Proclamation	<b>SE/TE:</b> The Emancipation Proclamation: 524-527
draft riots	<b>SE/TE:</b> The Draft Laws: 530

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Gettysburg Address	<b>SE/TE:</b> The Gettysburg Address: 535
Lincoln's Second Inaugural Address	<b>SE/TE:</b> Peace at Last: 536-537
13th/14th/15th Amendments	<b>SE/TE:</b> The Thirteenth Amendment: 552; Johnson's Plan: 552-553; The Fourteenth Amendment: 553-554; Fifteenth Amendment: 556-557
black codes	<b>SE/TE:</b> Johnson's Plan: 552-553
Election of 1876	<b>SE/TE:</b> The Election of 1876: 558-559
<b>UNIT 5 - The Rise of America: 1870s–1900</b>	
<b>1. Choices have consequences.</b> Sample Compelling Question: What would motivate Americans to settle the West?	<b>SE/TE:</b> Evaluate Proposals: 559; Analyze Cause and Effect: 563, 638
<b>2. Individuals have rights and responsibilities.</b> Sample Compelling Question: In what ways were immigrants discriminated against and how did Americans attempt to justify it?	<b>SE/TE:</b> Checkpoint: 561, 647; Civil Rights Today: 562; Evaluate Proposals: 563; Native American Rights Today: 588; Section Focus Question: 656; Identify Central Issues From the Past: 657, 659; Skills Activity: 657
<b>3. Societies are shaped by beliefs, idea, and diversity.</b> Sample Compelling Question: Why would so many American Indians support the Ghost Dance?	<b>SE/TE:</b> Detect Points of View: 581, 589, 602, 616; List: 613; Make Predictions: 613; Skills Activity: 623; Apply Information: 624; 11b Draw Conclusions: 638
<b>4. Societies experience continuity and change over time.</b> Sample Compelling Question: How are the Populist movements of the late 1800s and twenty-first-century movements such as the Tea Party and Occupy Wall Street similar and different?	<b>SE/TE:</b> Civil Rights Today: 562; Critical Thinking: Identify Economic Alternatives: 579; Checkpoint: 581, 621; Draw Conclusions: 587; Native American Rights Today: 588; 6a List: 602; List: 613, 619; Make Predictions: 613; Critical Thinking: Link Past and Present: 621; Describe: 635; 11a Describe: 638; Link Past and Present: 648, 659; Place Events in a Matrix of Time and Place: 648

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<p><b>5. Relationships between people, place, idea, and environments are dynamic.</b> Sample Compelling Question: Why would places like Cuba and the Philippines be so important to America during the late 1800s?</p>	<p><b>SE/TE:</b> Section Focus Question: 578; Critical Thinking: Identify Economic Alternatives: 579; Checkpoint: 581, 586, 592; Identify: 581; Identify Economic Benefits: 581, 594, 638; Analyze Geography and History: 583; Critical Thinking: Draw Conclusions: 585; Describe: 589; Analyze Cause and Effect: 589; Critical Thinking: Clarify Problems: 596; Draw Inferences: 602; 7c Draw Conclusions: 602; 10a Describe: 602; Identify Benefits: 624; Identify Costs and Benefits: 638</p>
<b>Ideas</b>	
imperialism	<b>SE/TE:</b> The Expansionist Mood: 681
populism	<b>SE/TE:</b> Cooperatives and Political Parties: 598-599; A Railroad Boom: 609
progressivism	<b>SE/TE:</b> Progressives and Political Reform: 646-647; The Progressive Presidents: 649-653
westward expansion	<b>SE/TE:</b> Mining and Railroads: 578-581
growth of cities	<b>SE/TE:</b> Cities Grow and Change: 620-624
immigration	<b>SE/TE:</b> The New Immigrants: 625-629; An Immigrant's Journey: 630-631; Mexican Americans: 663; Asian Americans: 664
rise of big business	<b>SE/TE:</b> Growth of Big Business: 615-616
organized labor	<b>SE/TE:</b> Workers Organize: 617-619
agribusiness	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> Industrial Growth: 562-563
spoils system	<b>SE/TE:</b> Taming the Spoils System: 644-645
Social Darwinism	<b>SE/TE:</b> Social Darwinism: 616

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Federal American Indian policy	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> The Failure to Reform: 589
<b>People/Roles</b>	
William Jennings Bryan	<b>SE/TE:</b> The Election of 1896: 599
Eugene Debs	This objective falls outside the scope of this program.
Susan B. Anthony	<b>SE/TE:</b> Women Win the Vote: 656
robber barons/captains of industry	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> Growth of Big Business: 615
Thomas Nast	<b>SE/TE:</b> The Impact of Violence: 556; Corruption in the Cities: 646
Boss Tweed	<b>SE/TE:</b> Corruption in the Cities: 646
Buffalo Bill Cody	<b>SE/TE:</b> The Myth of the West: 593
Red Cloud	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> Fort Laramie Treaty: 585; Last Stand for Custer and the Sioux: 586
George Custer	<b>SE/TE:</b> Little Bighorn: 586
Samuel Gompers	<b>SE/TE:</b> Rise of the AFL: 618
<b>Places/Institutions</b>	
Cuba	<b>SE/TE:</b> War Clouds Loom: 688-689; War in the Caribbean: 690
Philippines	<b>SE/TE:</b> Surprise in the Philippines: 690; Fall of Manila: 690; Revolt in the Philippines: 692
Wounded Knee	<b>SE/TE:</b> The Ghost Dance: 588
Ellis Island and Angel Island	<b>SE/TE:</b> Coming to America: 626-627; Arrival: 630

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Chicago	<b>SE/TE:</b> Knights of Labor: 618; Bitter Strikes: 619; Rapid Growth of Cities: 620-621; Problems of Urban Life: 621; Tenement Life: 622; Settlement Houses: 622
settlement houses	<b>SE/TE:</b> Settlement Houses: 622
<b>Events</b>	
Spanish-American War	<b>SE/TE:</b> The Spanish-American War: 688-692
Indian Wars	<b>SE/TE:</b> Native Americans Struggle to Survive: 584-589
Haymarket Tragedy	<b>SE/TE:</b> Knights of Labor: 618
Sherman Anti-Trust Act	<b>SE/TE:</b> Controlling Big Business: 645-646
Chinese Exclusion Act	<b>TE only:</b> Chinese Immigrants: 583 <b>SE/TE:</b> Asian Americans: 664
Dawes Act	<b>SE/TE:</b> The Dawes Act: 589
Ghost Dance	<b>SE/TE:</b> The Ghost Dance: 588
Oklahoma Land Rush	<b>SE/TE:</b> A Last Rush for Land: 598
<i>Plessy v. Ferguson</i>	<b>SE/TE:</b> African Americans Lose Rights: 560-561