

Chapter 1: Justice and the Fear of God

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
1	xxviii–3	2–5	1–2	A Just Ruler <ul style="list-style-type: none"> Analyze what God's Word says about rulers in 2 Samuel 23:3–4 Identify characteristics of a just ruler Explain the meaning of the "fear of God"
2	4–6	6–8	3–4	People Come to America <ul style="list-style-type: none"> Identify early Americans and how they were able to build civilizations Understand man's need for government and the type of government the Puritans and Pilgrims wanted List ways the governments in the colonies displeased God
3	7–9	9–11	5–7	The Great Awakening <ul style="list-style-type: none"> Identify why some people in the colonies did not love and obey God Identify the blessings of God in America during the Great Awakening Identify the causes for the war with Britain Examine how George Washington was a just ruler
4	10–13	12–15	8	Early Years as a Nation <ul style="list-style-type: none"> State what the Constitution gave the people of the United States power to do Identify how the gospel spread during the Second Great Awakening Examine the events that led to the War of 1812 Examine Andrew Jackson's role in the Battle of New -Orleans and what he did that was unjust
5	14–17	16–19	9	America Grows <ul style="list-style-type: none"> Identify how American leaders are elected Examine the ways that Andrew Jackson broke the law List ways that the United States grew Analyze the war between the United States and Mexico
6	18–22	20–25	10	Slavery and the Civil War <ul style="list-style-type: none"> Identify what the North and South believed about slavery Analyze why South Carolina and other states left the United States Identify strengths of the North and South during the Civil War Create a timeline with photos to visualize how people grow and change
7	23	2–25	11–12	Chapter Review
8	23			Chapter Test

Chapter 2: Rebuilding the Nation

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
9	24–28	26–30	13–14	Looking to the Future <ul style="list-style-type: none"> Define <i>Reconstruction</i> and <i>freedmen</i> Contrast three groups of Americans: freedmen, Southerners, Northerners Examine the goals of three groups of people during Reconstruction Judge whether all three groups of Americans during Reconstruction could have reached a mutually satisfying settlement
10	29–31	31–33	15	Healing the Nation <ul style="list-style-type: none"> Identify Lincoln's goals for Reconstruction Examine how Andrew Johnson handled Reconstruction after Lincoln's assassination Identify what Carl Schurz learned about Southern Reconstruction after touring the South
11	32–34	34–36	16–18	Congress Takes Over Reconstruction <ul style="list-style-type: none"> Assess treatment of freedmen in the South during Reconstruction Analyze how Northerners felt about the situation in the South Identify the two laws that Congress passed to make Reconstruction do more Identify the role of the Radical Republicans
12	35–37	37–39	19	Congress Tries to Help <ul style="list-style-type: none"> Analyze how the Freedmen's Bureau helped the South Describe the role of the military during Reconstruction State how the Constitutional Amendments ensured that Americans were treated fairly
13	38–42	40–44	20	Changes in Daily Life <ul style="list-style-type: none"> Examine the changes in education in the South Evaluate the impact of the carpetbaggers and scalawags Trace the social changes that took place in the South
14	43–47	45–49	21	Problems During Reconstruction <ul style="list-style-type: none"> Analyze the impact of corruption during Reconstruction Describe the violence that developed during Reconstruction Trace the development of the sharecropping system
15	48–51	50–53	22	The End of Northern Reconstruction <ul style="list-style-type: none"> Recognize the impact of the economic crash of 1873 Trace the changes that led to the end of Reconstruction Recognize the differences between the hopes and goals of the three groups of Americans and how they were realized at the end of Reconstruction
16	51	26–53	23–24	Chapter Review
17	51			Chapter Test

Chapter 3: The Wild West

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18	52–57	54–59	25–26	<p>The West Beckons</p> <ul style="list-style-type: none"> List the challenges of building the transcontinental railroad List some of the good qualities of the Chinese railway workers Identify why the Native Americans were troubled by the building of the transcontinental railroad
19	58–61	60–63	27	<p>Cowboys and Longhorns</p> <ul style="list-style-type: none"> Recognize that when Americans began to settle the West, entire tribes of Indians were forced off their lands List ways people used longhorns List skills a cowboy needed Describe the organization of a cattle drive Explain why cattle brands were necessary
20	62–64	64–66	28–29	<p>Cattle Trails and Cow Towns</p> <ul style="list-style-type: none"> Analyze the reasons trails for the cattle drives were developed Describe why cow towns became some of the roughest towns in the West Relate how hired lawmen kept order in the cow towns
21	65–67	67–69	30	<p>Miners and Missionaries</p> <ul style="list-style-type: none"> Recognize that the discovery of gold and silver brought miners rushing to Nevada Understand what caused boomtowns to grow so quickly Define the term <i>ghost town</i> Recognize Ezra Fisher as one of the most successful missionaries to the West
22	68–70	70–72	31	<p>The Homesteaders</p> <ul style="list-style-type: none"> Relate the stipulations of the Homestead Act Relate what made the Great Plains come to be called “America’s Breadbasket” Describe the challenges sodbusters faced
23	71–74	73–76	32	<p>The Oklahoma Land Rush</p> <ul style="list-style-type: none"> List reasons why the buffalo herds began to die out Express why it was difficult for the Plains Indians to stay on reservations Explain why Colonel George Custer lost the Battle of the Little Bighorn
24	75–79	77–81	33–34, 209	<p>The Indians Surrender</p> <ul style="list-style-type: none"> Recognize Chief Joseph as the Indian leader who led the Nez Perce Recognize Wounded Knee Creek as the location of the last major battle between Indians and white men State ways that white Americans were guilty of injustice toward the Indians
25	79	54–81	35–36	Chapter Review
26	79			Chapter Test

Chapter 4: Busy Cities

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27	80–83	82–85	37	A Growing Nation <ul style="list-style-type: none"> • State challenges that businesses faced after the Civil War • Compare education before and after the Civil War
28	84–86	86–88	38	Growth of Industry <ul style="list-style-type: none"> • Identify the most important industry after the Civil War • Identify Andrew Carnegie's role in the steel industry • Examine John D. Rockefeller's role in the oil industry
29	87–89	89–91	39–40	The Wealthy and the Working Class <ul style="list-style-type: none"> • State what Andrew Carnegie thought about how the wealthy should use their wealth • List difficulties workers faced as industry grew • Explain what the labor unions did when they got workers together
30	90–94	92–96	41	Cities <ul style="list-style-type: none"> • Identify the reasons people moved to the cities • Examine the immigrant population in America's cities • Recognize changes in transportation in the cities • List challenges caused by the growth of cities
31	95–97	97–99	42	Life in the City <ul style="list-style-type: none"> • State problems of tenement housing • Describe apartments and row houses • Discuss reasons people moved to the suburbs • Give characteristics of department stores in the city
32	98–101	100–103	43	Religion <ul style="list-style-type: none"> • State why Social Darwinism does not fit with Christian beliefs • Identify the beliefs of the Social Gospel • State ways Princeton Seminary's professors defended the Bible
33	102–5	104–7	44	Rural America <ul style="list-style-type: none"> • State the problems of businesses in small towns • Identify why farmers created the Granger movement • Discuss reasons rural Americans opposed changes to their roads and schools
34	105	82–107	45–46	Chapter Review
35	105			Chapter Test

Chapter 5: All That Glitters

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36	106–10	108–12	47–48	<p>People from Far Away</p> <ul style="list-style-type: none"> • Understand why the late 1800s in America were called the Gilded Age • State reasons that immigrants poured into the United States between 1870 and 1900 • Recognize the reasons that the US government opened Ellis Island • Recognize that the Chinese Exclusion Act kept working-class Chinese out of the United States
37	111–14	113–16	49	<p>Bright Ideas</p> <ul style="list-style-type: none"> • Recognize Christopher Sholes as the inventor of the QWERTY keyboard • Recognize that Alexander Graham Bell was the first inventor to get a patent for the telephone • Understand that the phonograph was the first machine to record the -human voice and play it back • Recognize that Jan Matzeliger's lasting machine helped bring down the price of shoes
38	115–17	117–19	50–51	<p>Men of Means</p> <ul style="list-style-type: none"> • Recognize how some of the wealthy Americans in the late 1800s obtained their wealth • Define <i>capitalism</i> and understand how it works • Express why wealthy people often forget to be thankful to God
39	118–21	120–23	52	<p>The Arts and the Press</p> <ul style="list-style-type: none"> • Recognize why art, music, and writing flourished during the Gilded Age • Recognize the portrait as one of the most popular forms of art in the Gilded Age • List the different styles of music popular in the Gilded Age • Identify some of the most important writers in the Gilded Age • Recognize Joseph Pulitzer and William Randolph Hearst as the owners of two New York newspapers in the Gilded Age
40	122–24	124–26	53	<p>Leisure Time</p> <ul style="list-style-type: none"> • Recognize the roles of William Cody and Annie Oakley in Buffalo Bill's Wild West Show • Recognize Coney Island as the first amusement park • Explain changes that made riding a bicycle safe
41	125–28	127–30	54–55	<p>Making Changes</p> <ul style="list-style-type: none"> • Explain what Jane Addams offered immigrant women at Hull-House • Understand how child-labor reform made life easier for children • Identify two women who spoke openly for women's rights • Explain the importance of the pasteurization of milk to the health and nutrition of people in the late 1800s
42	129–31	131–33	56, 210	<p>Falsehood and Faith</p> <ul style="list-style-type: none"> • Describe how true faith in God and His Word was mocked or questioned during the Gilded Age • Describe the ministry of D. L. Moody and Ira Sankey • Identify some of the problems in America in the 1800s
43	131	108–33	57–58	Chapter Review
44	131			Chapter Test

Chapter 6: America Expands

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45	132–37	134–39	59–60	Spreading Across the World <ul style="list-style-type: none"> • Evaluate why the Caribbean Islands were of special interest to the United States • Identify America's reasons for wanting to expand • Trace the impact that steamship advancements had on world travel
46	138	140	61	Traveling with Maps <ul style="list-style-type: none"> • Locate and interpret symbols on a map • Plan a road trip using a road map
47	139–41	141–43	62–64	Cuba <ul style="list-style-type: none"> • Identify causes for war between Cuba and Spain • Evaluate Americans' interest in Cuba • Examine Americans' views about involvement in Cuba's conflict
48	142–45	144–47	65	Joining the War <ul style="list-style-type: none"> • Identify how a letter caused Americans to be angry at Spain • Analyze the result of the sinking of the <i>Maine</i> • Identify what finally caused Americans and Congress to support war against Spain
49	146–48	148–50	66–67	The Spanish-American War <ul style="list-style-type: none"> • Identify how the US Army needed to get ready for war • Examine the impact the US Navy had on the outcome of the war • Identify how land war helped in the Spanish-American War • Analyze the events that led to a ceasefire
50	149–53	151–55	68	The Aftermath <ul style="list-style-type: none"> • List the agreements of the Treaty of Paris • Evaluate how the outcomes of the Spanish-American War affected the future role of the United States in world affairs • Examine views on creating empires and views on freeing other countries • Identify the challenges new lands created for the United States
51	153	134–55	69–70	Chapter Review
52	153			Chapter Test

Chapter 7: Progress and Problems

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53	154–58	156–60	71–73, 211	New Problems in America <ul style="list-style-type: none"> Identify progress in America up to 1900 Examine problems in America during the Progressive Era Explain what Populists believed Describe American attitudes toward Progressives
54	159–61	161–63	74	From Providence to Progress <ul style="list-style-type: none"> Identify the most important leaders in America in the 1800s and the reasons for their importance State how people's belief in providence changed after the Civil War Recognize why science was unable to solve America's problems
55	162–65	164–67	75–76	Progressivism and Society <ul style="list-style-type: none"> Identify reasons many of the ideas of the Progressives may have failed Explain the changes the Progressives wanted regarding how children were treated in the workplace Identify changes Progressives wanted businesses and schools to make
56	166–69	168–71	77	Progressivism and Government <ul style="list-style-type: none"> Explain what Progressives wanted at the state and national level State why the US Constitution provided for state legislatures to select senators List William Howard Taft and Theodore Roosevelt's views on Progressivism
57	170–72	172–74	78	Progressivism and Ethnic Groups in America <ul style="list-style-type: none"> Identify ways science contributed to racism during the Progressive Era State how black Americans viewed racism Explain the views of Booker T. Washington and W. E. B. Du Bois
58	173–75	175–77	79	Automobiles and Airplanes <ul style="list-style-type: none"> Examine how the automobile made the biggest change in America during the Progressive Era Explain how Ford was able to make the automobile that most people bought Give reasons why pastors were concerned that country people could travel to the city more often
59	176–79	178–81	80	Art, Literature, and Religion <ul style="list-style-type: none"> Identify benefits that new purchases gave people during the Progressive Era Discuss the types of books Edward Stratemeyer hired groups of authors to write Evaluate how Christians responded to changes during the Progressive Era
60	179	156–81	81–82	Chapter Review
61	179			Chapter Test

Chapter 8: The Great War

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62	180–83	182–85	83–85	The World Goes to War <ul style="list-style-type: none"> Describe the conditions in Europe before the war Identify the major alliances Explain the “domino effect” Examine the reasons that led to war
63	184–87	186–89	86	The War in Europe <ul style="list-style-type: none"> Trace the events that led to a stalemate Describe life in the trenches Recall the elements of Christmas truce agreements List and describe the new weapons used in the war
64	188–90	190–92	87	America Watches the War <ul style="list-style-type: none"> Analyze the reasons why most Americans sided with the Allies Describe the sinking of the <i>Lusitania</i> Analyze the reasons Americans wanted to stay out of the war Explain how Woodrow Wilson was able to be elected to a second term
65	191–93	193–95	88–90, 212	America Goes “Over There” <ul style="list-style-type: none"> Trace the events that led to Congress declaring war on Germany Identify the offer the Germans made to Mexico to get the country to enter the war on their side Explain the draft Analyze the propaganda used to form American attitudes
66	194–96	196–98	91	Helping the War at Home <ul style="list-style-type: none"> List the ways women helped with the cause of the war Analyze how saving resources helped to supply the US Army Explain the ways Americans helped supply needed money for the war
67	197–200	199–202	92–93	Americans in the War <ul style="list-style-type: none"> Analyze how the American soldiers brought new hope to the Allies Trace the battles fought by the Americans Understand that many Americans became casualties of the war Recall the events that led to Armistice Day and Veterans Day
68	201–3	203–5	94	Making Peace <ul style="list-style-type: none"> Explain President Wilson’s purpose in planning to create a League of Nations Analyze the desire of several nations to punish Germany List the reasons why the United States Congress did not sign the treaty Analyze the lasting results of the Treaty of Versailles
69	203	182–205	95–96	Chapter Review
70	203			Chapter Test

Chapter 9: Enjoying the Peace

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71	204–7	206–9	97–98	Returning to Normal <ul style="list-style-type: none"> Describe the presidents during the 1920s Describe how businesses in America changed after World War I
72	208–10	210–12	99	Inventions and Everyday Life <ul style="list-style-type: none"> Identify some inventions that made housework easier in the 1920s Describe how working life changed after World War I
73	211–14	213–16	100	Leisure in the Twenties <ul style="list-style-type: none"> Understand how the radio was used in the 1920s Identify ways Americans used their free time in the 1920s Understand why preachers in the 1920s were concerned about entertainment
74	215–19	217–21	101	Changes in the Cities <ul style="list-style-type: none"> Recognize the results of growth of urban populations Express how the migration of black Americans from the South changed the culture in Northern cities Recognize the importance of the life of James Weldon Johnson and the Harlem Renaissance List reasons why some immigrants did not quickly fit into American society Discuss examples of crime and violence in the cities in the 1920s
75	220–23	222–25	102	Reform and Science <ul style="list-style-type: none"> Recognize that the Eighteenth Amendment made it illegal to make, transport, or sell any alcoholic beverage Recognize that the Nineteenth Amendment promised all women the right to vote Understand Einstein's contributions to science Identify discoveries that directly improved people's health in the Twenties
76	224–27	226–29	103	Religion in the Twenties <ul style="list-style-type: none"> Recognize that John Scopes was found guilty of teaching evolution in public schools in 1925 in the famous Scopes Trial Compare the beliefs of the Modernists and Fundamentalists Recognize Billy Sunday as one of the most famous Fundamentalist preachers Recognize that J. Gresham Machen was one of the most respected Fundamentalist teachers
77	228–30	230–33	104	The End of the Twenties <ul style="list-style-type: none"> Recognize that Herbert Hoover was sworn into office on March 4, 1929 Learn the meaning of the term <i>bull market</i> List the reasons for the stock market crash in 1929 Understand what made October 29, 1929, earn the nickname <i>Black Tuesday</i>
78	231	206–33	105–6	Chapter Review
79	231			Chapter Test

Chapter 10: Living Through Hard Times

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80	232–37	234–39	107–8	<p>The Great Depression</p> <ul style="list-style-type: none"> Recognize that the American economy rises and falls over time Examine reasons why people were optimistic about the growth of the economy in 1929 Compare the positive and negative factors of investing and speculating in the stock market Examine the factors that led to the Great Depression
81	238–40	240–42	109	<p>Herbert Hoover</p> <ul style="list-style-type: none"> Identify qualifications Herbert Hoover had for solving the problems of the Great Depression Examine the effectiveness of Hoover's attempts to solve the problems of the Great Depression Compare the similarities and differences between President Hoover and Franklin D. Roosevelt
82	241–44	243–46	110–12	<p>The New Deal</p> <ul style="list-style-type: none"> Analyze Roosevelt's assumptions of the causes of the Great Depression Contrast the positive and negative factors of the Farm Bill Identify the purpose of the bank holiday Explain how the law regulating businesses made trading on the stock market more just
83	245–48	247–50	113	<p>The New Deal Continued</p> <ul style="list-style-type: none"> Assess the severity of unemployment during the Great Depression Describe the New Deal programs Examine life for many Americans during the Great Depression
84	249–51	251–53		<p>Roosevelt's Reelection</p> <ul style="list-style-type: none"> Examine the strategies Roosevelt used to get reelected for a second term as president Describe how Roosevelt worked to bring Republicans to his side Analyze the purposes and effects of the Social Security Act
85	252–55	254–57	114	<p>Roosevelt's Second Term</p> <ul style="list-style-type: none"> Assess the strategies Roosevelt used to keep the New Deal in place Examine the reasons why many people opposed -Roosevelt's plans Evaluate the debate over the causes of a second depression during Roosevelt's second term Assess the failures of Roosevelt's plans to end the Great Depression
86	255	234–57	115–16	Chapter Review
87	255			Chapter Test

Chapter 11: At War Again

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88	256–61	258–63	117–18	The World Before the War <ul style="list-style-type: none"> • Evaluate the dictators in Russia, Italy, and Germany • Explain the state of democracy in France and Great Britain • Identify the political situations in China and Japan
89	262–65	264–67	119–20	The Battles Begin <ul style="list-style-type: none"> • Analyze Germany's aggression toward other nations • Identify countries that formed the Axis Powers • Recognize why the United States declared war on Japan
90	266–68	268–70	121	The European Powers Fight <ul style="list-style-type: none"> • Identify the country President Roosevelt believed was a bigger problem than Japan • Explain how German troops were pushed back to free North Africa • Evaluate the important role Winston Churchill played in the war
91	269–73	271–75	122–23	War in the Pacific <ul style="list-style-type: none"> • Analyze the situation in the Philippines • Explain Colonel Jimmy Doolittle's plan • Identify the Battle of Midway as the turning point of the war in the Pacific
92	274–77	276–79	124	Life on the Home Front <ul style="list-style-type: none"> • Identify how rationing was used to help the war effort • Recognize that women filled in at the workplace • Explain how Americans safeguarded the country
93	278–81	280–83	125–27	D-Day and Beyond <ul style="list-style-type: none"> • Explain the strategy Dwight D. Eisenhower used to liberate France • Describe the Allied plan to bomb Tokyo • Explain how the United States used the atom bomb to end the war
94	282–85	284–87	128	The Aftermath <ul style="list-style-type: none"> • Discover how much evil Hitler did • Explain how the United States helped rebuild Europe and Japan • Identify the new war that began after World War II ended
95	285	258–87	129–30	Chapter Review
96	285			Chapter Test

Chapter 12: The Northeast

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
97	286–90	288–92	131–33	<p>The Northeast</p> <ul style="list-style-type: none"> Recognize that the United States can be divided into six different areas called regions Relate some of the important events that helped shape the Northeast Understand the important religious background of the Northeast
98	291–94	293–96	134	<p>All Things Bright and Beautiful</p> <ul style="list-style-type: none"> Recognize that the state flowers, trees, and birds for the Northeast are part of its flora and fauna Identify some wild animals that make their home in the Northeast
99	295–97	297–99	135	<p>The Nature of the Place</p> <ul style="list-style-type: none"> Recognize that the Northeast region is divided into two sections called New England and the Middle Atlantic Describe the climate in the Northeast region Identify some of the natural resources found in the Northeast region and the ways they are used
100	298–300	300–302	136–38	<p>Making a Living</p> <ul style="list-style-type: none"> Identify the ways people make a living in the Northeast Define the term <i>truck farms</i> Identify the kinds of fish that make up the fishing industry in the Northeast Identify a place in New York City that is important to the money industry
101	301–4	303–6	139	<p>Cities and Sites</p> <ul style="list-style-type: none"> Identify New York City, New York, as the largest city in the country Recognize that Philadelphia in Pennsylvania and Boston in Massachusetts are cities in the Northeast that are filled with history Identify Fort McHenry as one of the most popular places to visit in Baltimore, Maryland Describe some outstanding sites in the Northeast
102	305–7	307–9	140	<p>Of the People, By the People, For the People</p> <ul style="list-style-type: none"> Define demographics as the study of the people who live in a certain area Understand the demographics of the Northeast Understand how to find the demographics of a place
103	308	288–309	141–42	Chapter Review
104	308			Chapter Test
105–7	309			<p>State/Territory Project</p> <ul style="list-style-type: none"> Learn facts about the state in which he lives Identify facts about the state in which the student lives Choose a state project

Chapter 13: The Southeast

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108	310–15	310–15	143–45	<p>Shaped by Its Past</p> <ul style="list-style-type: none"> • Examine early American Indian peoples in the Southeast region • Recognize that colonies in the Southeast, including Virginia, North -Carolina, South Carolina, and Georgia, fought in the Revolutionary War • Identify that religion in the Southeast shaped American religion • Understand the strengths and weaknesses of Southeastern culture
109	316–18	316–18	146	<p>All Things Bright and Beautiful</p> <ul style="list-style-type: none"> • Identify flora and fauna of marshes and swamps in the Southeast • Examine plants and animals that thrive in Southeastern coastal areas, plains, mountains, and plateaus
110	319–22	319–22	147–50	<p>The Nature of the Place</p> <ul style="list-style-type: none"> • Recognize the different kinds of land in the Southeast region • Describe the climate in the Southeast region • Identify some natural resources found in the Southeast region and ways they are used
111	323–25	323–25	151	<p>Making a Living</p> <ul style="list-style-type: none"> • Discover the ways people make a living in the Southeast • Examine the types of agriculture and livestock raised in the Southeast region • Identify natural fuel sources in the Southeast • Explore industries in various Southeastern states
112	326–29	326–29	152–53	<p>Cities and Sites</p> <ul style="list-style-type: none"> • Identify well-known cities in the Southeast • Examine why some cities in the Southeast are important to the entire nation • Recognize the history of cities in the Southeast region
113	330–31	330–31	154	<p>Of the People, By the People, For the People</p> <ul style="list-style-type: none"> • Examine the religious emphasis in the Southeast • Identify why the Southeast has been called the Solid South • Evaluate the friendly culture of the Southeast region • Recognize the long heritage in the Southeast
114	332	310–31	155–56	Chapter Review
115	332			Chapter Test
116–18	333			<p>State/Territory Project</p> <ul style="list-style-type: none"> • Identify facts about the geography and demographics for the state or territory the student lives in • Continue the state or territory project

Chapter 14: The Midwest

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119	334–39	332–37	157–58	Shaped by Its Past <ul style="list-style-type: none"> Trace the events that led to the settling of the Midwest Describe the resources that attracted settlers to the region Describe the characteristics of Midwestern culture
120	340–42	338–40	159	All Things Bright and Beautiful <ul style="list-style-type: none"> Recognize the flora and fauna of the Midwestern states Identify wild animals that make their homes in the Midwest
121	343–46	341–44	160–62	The Nature of the Place <ul style="list-style-type: none"> Describe the landscape, climate, weather conditions, and natural resources of the Midwest region
122	347–49	345–47	163	Making a Living <ul style="list-style-type: none"> List the jobs created by gathering raw materials Identify Midwestern manufacturing jobs Identify past and present service industries in the Midwest
123	350–53	348–51	164–65	Cities and Sites <ul style="list-style-type: none"> Examine the Midwestern cities of Chicago, Illinois; Detroit, Michigan; Minneapolis and Saint Paul, Minnesota; Saint Louis, Missouri; and Cleveland and Cincinnati, Ohio Identify characteristics of important cities in the Midwest
124	354–55	352–53	166	Of the People, By the People, For the People <ul style="list-style-type: none"> Trace the historical development of religious beliefs in the Midwest Appreciate the historical thinking of Midwestern politics
125	356	332–53	167–68	Chapter Review
126	356			Chapter Test
127–29	357			State/Territory Project <ul style="list-style-type: none"> Identify facts about the history and culture of the state or territory the student lives in Continue the state or territory project

Chapter 15: The Southwest

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130	358–62	354–58	169–70	Shaped by Its Past <ul style="list-style-type: none"> Describe how the Pueblo, Navajo, and Spanish helped shape the Southwest Relate how the Dust Bowl affected the Southwest
131	363–66	359–62	171	All Things Bright and Beautiful <ul style="list-style-type: none"> Recognize that God specially designed the flora and fauna of the Southwest to be able to live in a dry climate Identify and describe some of the wild animals, the unique birds, and the wide variety of insects that make their homes in the Southwest
132	367–69	363–65	172	The Nature of the Place <ul style="list-style-type: none"> Describe the climate in the Southwest region Name some of the natural resources found in the Southwest region
133	370–72	366–68	173	Making a Living <ul style="list-style-type: none"> Identify the ways people make a living in the Southwest List popular tourist destinations in the Southwest
134	373–76	369–72	174	Cities and Sites <ul style="list-style-type: none"> Identify facts about Houston, Texas; Phoenix, Arizona; Oklahoma City, Oklahoma; and Santa Fe, New Mexico Identify other important sites in the Southwest
135	377–79	373–75	175	Of the People, By the People, For the People <ul style="list-style-type: none"> Identify the demographics of the Southwest
136	380	354–75	176–78	Chapter Review
137	380			Chapter Test
138–40	381			State/Territory Project <ul style="list-style-type: none"> Identify the economy and attractions of a state or territory Complete the state or territory project Present the state or territory project

Chapter 16: The Rocky Mountain States

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
141	382–87	376–81	179–80	<p>Shaped by Its Past</p> <ul style="list-style-type: none"> • Identify the first American Indians that lived in the Rocky Mountain region • Discover explorers and pioneers of the region's past • Discuss early territories • Recognize that much land is still owned by the United States government
142	388–90	382–84	181	<p>All Things Bright and Beautiful</p> <ul style="list-style-type: none"> • Identify trees, flowers, and birds of the Rocky Mountain region • Examine plants and animals that live in the Rocky Mountain region
143	391–94	385–88	182–84	<p>The Nature of the Place</p> <ul style="list-style-type: none"> • Examine the types of land found in the Rocky Mountain region • Describe the climate of the Rocky Mountain region • Name some of the natural resources found in the Rocky Mountain region
144	395–97	389–91	185	<p>Making a Living</p> <ul style="list-style-type: none"> • Analyze the types of industries in the Rocky Mountain region • List outdoor activities that attract tourists to the Rocky Mountain region
145	398–400	392–94		<p>Cities and Sites</p> <ul style="list-style-type: none"> • Identify facts about Denver, Colorado; Las Vegas, Nevada; and Salt Lake City, Utah • Examine the reasons behind the nicknames for Denver and Las Vegas
146	401–3	395–97	186	<p>Of the People, By the People, For the People</p> <ul style="list-style-type: none"> • Identify the demographics of the Rocky Mountain region
147	404	376–97	187–88	Chapter Review
148	404			Chapter Test
149–51	404–5		213–17	<p>State/Territory Report</p> <ul style="list-style-type: none"> • Identify the main topic and main ideas of a research report • Identify steps for writing a state or territory research report • Choose a topic for a research report • Prepare note cards for research • Take notes from nonfiction sources • Develop a list of sources for the research report • Write an outline using details from note cards

Chapter 17: The Pacific States

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
152	406–9	398–401	189–90	Shaped by Its Past <ul style="list-style-type: none"> Trace the early history of California, Oregon, and Washington Recognize the contribution of Spanish settlers to California's history Trace the settling of Hawaii and Alaska
153	410–13	402–5	191	All Things Bright and Beautiful <ul style="list-style-type: none"> Examine the flora and fauna of the Pacific region Identify state trees, flowers, and birds of the Pacific states
154	414–17	406–9	192	The Nature of the Place <ul style="list-style-type: none"> Examine some of the geographical features of the Pacific states List several natural resources located in the Pacific states
155	418–20	410–12	193	Making a Living <ul style="list-style-type: none"> Identify ways people in the Pacific states make a living
156	421–23	413–15	194	Cities and Sites <ul style="list-style-type: none"> Identify interesting facts and sites of major cities in the Pacific states
157	424–25	416–17	195	Of the People, By the People, For the People <ul style="list-style-type: none"> Identify cultures found in the Pacific states Describe the political views held by many people in the Pacific states Examine the religious beliefs of people in the Pacific region
158	426	398–417	196–98	Chapter Review
159	426			Chapter Test
160–62	426–27		217–23	State/Territory Report <ul style="list-style-type: none"> Write the first draft of a research report from an outline Revise and proofread the research report Write the bibliography

Chapter 18: Territories

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
163	428–33	418–23	199–200	Puerto Rico <ul style="list-style-type: none"> Recognize that the United States has other lands called territories in addition to the fifty states Locate Puerto Rico on a map Relate facts about Puerto Rico
164	434–37	424–27	201	US Virgin Islands <ul style="list-style-type: none"> Examine the history and culture of the Virgin Islands Describe the climate, natural resources, flora, and fauna of the Virgin Islands
165	438–41	428–31	202–3	Northern Mariana Islands <ul style="list-style-type: none"> Summarize the history and culture of the Northern Mariana Islands Describe the climate, flora, and fauna of the Northern Mariana Islands Identify the industries of the Northern Mariana Islands
166	442–45	432–35	204	Guam <ul style="list-style-type: none"> Understand the history and culture of Guam Describe Guam's climate and flora and fauna Identify Guam's industries
167	446–49	436–39	205	American Samoa <ul style="list-style-type: none"> Find American Samoa on a map Summarize the history and culture of American Samoa Describe American Samoa's climate, flora, and fauna Identify the important industries in American Samoa
168	450–51	440–41	206	Being a Good Citizen <ul style="list-style-type: none"> State two things every good citizen should do
169	452	418–41	207–8	Chapter Review
170	452			Chapter Test
171–73	453			State/Territory Report <ul style="list-style-type: none"> Make a final copy of the research report (from Lesson 162) Publish and present a research report