

Heritage 5 4th Edition Lesson Plan Overview

Chapter 1: America's First People

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
1	2–6	2–6	1–4	<ul style="list-style-type: none"> • Identify what the earliest American artifacts suggest • Examine how Native Americans fulfilled the Creation Mandate • Locate the early Native American cultural groups
2	7–9	7–9	5	<ul style="list-style-type: none"> • Examine the culture of the Pueblos and their ancestors • Describe the Navajo way of life • Identify characteristics of the Chumash culture • Complete an organizer about the food, shelter, and crafts of the Pueblo, Navajo, and Chumash people
3	10–12	10–12	6–8	<ul style="list-style-type: none"> • Examine the culture of the Makah tribe • Identify customs of the Inuit people • Compare the cultures of the Makah and Inuit people
4	13–15	13–15	9–10	<ul style="list-style-type: none"> • Identify characteristics of the Nez Perces • Examine the culture of the Sioux • Compare the cultures of the Nez Perces and the Sioux
5	16–18	16–18	11–13	<ul style="list-style-type: none"> • Recognize the geographic area of the Northeast Woodland Indians and the Southeast Woodland Indians • Identify the culture of the Iroquois people • Examine Cherokee traditions and way of life
6	19–21	19–21	14	<ul style="list-style-type: none"> • Identify beliefs of several Indian culture groups • Describe shamans and shamanism • Use God's Word to draw a biblical conclusion about spirits
7	22			<ul style="list-style-type: none"> • Complete an organizer for an Indian tribe • Make a creative presentation about an Indian cultural group
8	23		15–16	Chapter Review
9	23			Chapter Test

Chapter 2: European Exploration and Settlement

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
10	24–27	22–25	17–19	<ul style="list-style-type: none"> Identify the changes, challenges, and pressures that made Europeans want to explore the world Name some of the inventions and how they helped sailors navigate the new ships Identify the countries that could have explored but chose not to
11	28–30	26–28	20	<ul style="list-style-type: none"> Explain how Prince Henry of Portugal helped his nation become skilled at exploration Recognize the accomplishments of explorers like Bartolomeu Dias and Vasco da Gama State Christopher Columbus's idea about how to reach Asia Explain how Columbus was able to find the Americas
12	31–33	29–31	21–23	<ul style="list-style-type: none"> State the ways Christopher Columbus did not understand true Christianity Explain how the Spanish treated the American Indians Recognize that Bartolomé de Las Casas opposed the sinful treatment of the Indians
13	34–37	32–35	24–25	<ul style="list-style-type: none"> Name the things that Peter Stuyvesant thought were important for New Amsterdam List the reasons Roanoke failed Compare the first settlements in North America
14	38–40	36–38	26	<ul style="list-style-type: none"> List reasons the English began to start new colonies in America Name several things Jamestown did right and wrong Explain what John Smith did to help the colony Compare and contrast what the colonial governors and the Virginia Company wanted for the colony
15	41–44	39–42	27	<ul style="list-style-type: none"> Explain why the Separatists left England List the reasons the Pilgrims believed they had to leave the Netherlands Describe the Pilgrims' voyage across the Atlantic Explain how the Lord provided for the Pilgrims at Plymouth
16	45–46	43–45	28–30	<ul style="list-style-type: none"> Recognize John Winthrop's vision for the Massachusetts Bay Colony Describe how the Puritans ran their churches in the New World Compare and contrast Virginia and the Massachusetts Bay Colony
17	47		31–32	Chapter Review
18	47			Chapter Test

Chapter 3: The Thirteen Colonies

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
19	48–51	46–49	33–36	<ul style="list-style-type: none"> List reasons why Europeans came to America Name the three regions of the thirteen colonies Explain how some of the New England and middle colonies began
20	52–54	50–52	37	<ul style="list-style-type: none"> Relate how Pennsylvania, Delaware, and the southern colonies started Identify Virginia's House of Burgesses as the first representative government in America Explain how Charles I helped Catholics Recognize James Oglethorpe as the person who wanted to establish a colony for English people who could not pay their debts
21	55–57	53–55	38–40	<ul style="list-style-type: none"> Describe local governments in the thirteen colonies Compare the social classes in the colonies Describe colonial family life
22	58–60	56–58	41–42	<ul style="list-style-type: none"> Describe religion in the New England colonies Explain why Anne Hutchinson was expelled from Massachusetts Describe the education of the Puritan children Name the industries in the New England colonies
23	61–63	59–61	43	<ul style="list-style-type: none"> Identify the many cultures that made up the middle colonies Name some industries of the middle colonies Describe education in the middle colonies Relate Benjamin Franklin's influence on education
24	64–66	62–64	44–45	<ul style="list-style-type: none"> Explain religion in the southern colonies Discuss education in the southern colonies Explain farming in the southern colonies
25	67–69	65–67	46	<ul style="list-style-type: none"> Explain why people in the colonies began to turn away from God Name two leaders of the Great Awakening and what they did to bring revival to the colonies List the effects of the Great Awakening
26	69		47–48	Chapter Review
27	69			Chapter Test

Chapter 4: American Independence

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
28	70–75	68–73	49–51	<ul style="list-style-type: none"> • Identify the three groups that wanted to keep or expand their lands around the Ohio River • Describe how the French and Indian War began • Explain the consequences of the Proclamation of 1763
29	76–78	74–76	52–53	<ul style="list-style-type: none"> • Evaluate how colonists responded to Parliament's laws • Explain people's reactions to the Townshend Acts in Massachusetts
30	79–81	77–79	54–56	<ul style="list-style-type: none"> • Identify decisions made by the Continental Congress • Examine events leading to the Revolutionary War • Recognize military leaders in the war
31	82–84	80–82	57–58	<ul style="list-style-type: none"> • Understand the purpose of the Declaration of Independence • Identify British gains and losses in the North
32	85–87	83–85	59	<ul style="list-style-type: none"> • Examine how the war was supported financially • Identify the role of foreign soldiers in the war • Describe the impact of the war on civilian life
33	88–90	86–88	60–61	<ul style="list-style-type: none"> • Describe Revolutionary War fighting in different parts of the nation • Examine how Patriots persisted in fighting for independence
34	91–93	89–91	62	<ul style="list-style-type: none"> • Describe the final conflict of the Revolutionary War • Examine agreements after the war
35	93		63–64	Chapter Review
36	93			Chapter Test

Chapter 5: The Early National Period

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
37	94–97	92–95	65–67	<ul style="list-style-type: none"> • Assess the problems in American life after the revolution • Detect the value of virtue and Christian principles • Determine how Shays' Rebellion confirmed the need for a more effective American government • Explain the weaknesses of the Articles of Confederation
38	98–101	96–99	68–69	<ul style="list-style-type: none"> • State the goal of the the Constitutional Convention • Explain compromises made during the convention • Name the three branches of government and what each branch consists of • Explain the process of ratifying the Constitution and the purpose of the Bill of Rights
39	102–4	100–102	70–72	<ul style="list-style-type: none"> • Describe the Electoral College and its purpose • Identify precedents set by President Washington • State the purpose of the president's cabinet • Summarize the conflict between American Indians and Americans moving westward
40	105–7	103–5	73–75	<ul style="list-style-type: none"> • Identify John Adams as the second president of the United States • Compare and contrast the views of the two political parties that formed during Adams's presidency • Describe the events that almost brought the United States to the point of war with France
41	108–11	106–9	76–77	<ul style="list-style-type: none"> • Identify Thomas Jefferson as the third president of the United States • Tell why Jefferson took action against the Barbary pirates • Explain the significance of purchasing the Louisiana Territory • Explain the significance of the Lewis and Clark expedition
42	112–14	110–12	78	<ul style="list-style-type: none"> • Identify James Madison as the fourth president of the United States • State reasons for the War of 1812 • Explain why the United States and Great Britain were not ready for war • Explain the reasons Madison adopted Federalist ideas after the war
43	115–17	113–15	79–80	<ul style="list-style-type: none"> • Identify James Monroe as the fifth president of the United States • List the four points of the Monroe Doctrine • Explain why the United States wanted to buy Florida • Explain how the Missouri Compromise solved the argument between the free states and the slave states
44	117		81–82	Chapter Review
45	117			Chapter Test

Chapter 6: The Young Nation Grows

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
46	118–21	116–19	83–86	<ul style="list-style-type: none"> • Recognize how the Electoral College was put to the test in the election of 1824 • Identify characteristics of Andrew Jackson, John Quincy Adams, and Henry Clay • Examine the presidency of John Quincy Adams
47	122–24	120–22	87	<ul style="list-style-type: none"> • Identify the political party that Andrew Jackson and his followers created • Examine problems of Jackson's presidency
48	125–27	123–25	88–89	<ul style="list-style-type: none"> • Identify what right the Indian Removal Act gave to the US military • Examine events leading up to the Trail of Tears
49	128–30	126–28	90–91	<ul style="list-style-type: none"> • Define rationalism • Identify what Christians did in response to rationalism • Recognize aspects of the Second Great Awakening • Identify problems that occurred along with revival
50	131–33	129–31	92–93	<ul style="list-style-type: none"> • Examine changes in transportation • Identify changes in communication • Compare historical maps
51	134–36	132–34	94	<ul style="list-style-type: none"> • Describe the factory system in America • Identify inventions that changed American farming
52	137–39	135–37	95–96	<ul style="list-style-type: none"> • Examine events that led to the Mexican War • Explain how the war ended • Identify what America gained under the treaty as part of the Mexican Cession • Recognize that not everyone agreed with how America gained land
53	139		97–98	Chapter Review
54	139			Chapter Test

Chapter 7: The Civil War

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
55	140–44	138–42	99–101	<ul style="list-style-type: none"> • Identify the history of slavery in the United States • Examine how slavery affected the economy • Explain the controversy surrounding states' rights
56	145–49	143–46	102–3	<ul style="list-style-type: none"> • Identify the candidates and the results of the election of 1860 • Examine secession in the South • Describe how the Civil War began
57	149–51	147–49	104–6	<ul style="list-style-type: none"> • Recognize strengths and weaknesses of the Confederacy and the Union • Identify generals of the Confederacy and the Union • Examine lessons the North and the South learned at Bull Run
58	152–54	150–52	107	<ul style="list-style-type: none"> • Relate the military advances on the eastern front and their results • Identify the military advances on the western front and their results
59	155–57	153–55		<ul style="list-style-type: none"> • Explain Union advantages in supplying food and goods • Relate how the South suffered great hardship during the war • Discuss politics in the North and the South
60	158–60	156–58	108–9	<ul style="list-style-type: none"> • Recognize generals and battles on the eastern front • Recognize generals and battles on the western front
61	161–63	159–61	110	<ul style="list-style-type: none"> • Examine Union campaigns in the East • Identify the roles of Grant and Lee at the end of the war • Relate how President Lincoln died
62	163		111–12	Chapter Review
63	163			Chapter Test

Chapter 8: Reconstruction and the West

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
64	164–66	162–64	113–15	<ul style="list-style-type: none"> List three things Southern states would have to do under Reconstruction Identify the response Southerners had to the requirements placed on them Describe the Black Codes
65	167–69	165–67	116–19	<ul style="list-style-type: none"> Identify the purpose of the Freedmen's Bureau Understand the purpose of the Fourteenth Amendment Describe the Reconstruction Act of 1867 Explain the impeachment of President Johnson
66	170–73	168–71	120–21	<ul style="list-style-type: none"> Define <i>carpetbagger</i> and <i>scalawag</i> Relate what the Fifteenth Amendment did for black people Identify challenges black Americans faced
67	174–76	172–74	122	<ul style="list-style-type: none"> Examine opposition to Reconstruction Relate the meaning of Southern "redemption"
68	177–79	175–77	123	<ul style="list-style-type: none"> Identify the tribes that make up the Five Civilized Tribes Explain the impact of miners on the West Examine sodbusters and how they changed the Great Plains
69	180–82	178–80	124–25	<ul style="list-style-type: none"> Describe the work of a cowboy Examine the role of railroads
70	183–85	181–83	126	<ul style="list-style-type: none"> Identify the Indian conflicts that resulted as Americans moved west State the role of Christians during the Indian Wars Examine other kinds of conflict in the West
71	185		127–28	Chapter Review
72	185			Chapter Test

Chapter 9: The Gilded Age

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
73	186–89	184–87	129–32	<ul style="list-style-type: none"> • Explain why the late 1800s in America were called the Gilded Age • Identify industries that experienced growth • Identify important leaders in industry • Explain why industry grew
74	190–93	188–91	133–34	<ul style="list-style-type: none"> • Identify new inventions and their inventors • Examine how new inventions affected life in America
75	194–96	192–94	135–36	<ul style="list-style-type: none"> • Explain social Darwinism and why it is a dangerous belief • Explain responses to problems created by social Darwinism • Evaluate how wealthy Americans managed their money
76	197–99	195–97	137–39	<ul style="list-style-type: none"> • Explain why and how cities experienced growth • Examine problems created by the urbanization of America • Write an imaginative journal entry
77	200–202	198–200	140	<ul style="list-style-type: none"> • Identify social reforms that began during the Gilded Age • Explain why social reform was needed
78	203–5	201–3	141	<ul style="list-style-type: none"> • Explain why Americans had more leisure time during the Gilded Age • Identify forms of entertainment and the arts • Evaluate the problems with newspapers
79	206–7	204–5	142–44	<ul style="list-style-type: none"> • Explain the two main problems that arose among Christians • Describe the ministries of Christians who met spiritual needs
80	208		145–46	Chapter Review
81	209			Chapter Test

Chapter 10: America's Influence Spreads Abroad

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
82	210–13	206–9	147–49	<ul style="list-style-type: none"> • Examine American involvement in foreign countries • Analyze William Jennings Bryan's and William McKinley's 1896 campaign
83	214–16	210–12	150–51	<ul style="list-style-type: none"> • Describe events leading to the Spanish-American War • Examine the course of the war • Analyze the consequences of the war
84	217–19	213–15	152–53	<ul style="list-style-type: none"> • Examine changes that Roosevelt made during his presidency
85	220–23	216–19	154–55	<ul style="list-style-type: none"> • Discuss changes in the cities during the Progressive Era • Identify changes in voting
86	224–26	220–22	156–57	<ul style="list-style-type: none"> • Examine William Taft's presidency • Identify the importance of the Panama Canal
87	227–29	223–25	158	<ul style="list-style-type: none"> • Recognize problems related to American workers during the Progressive Era • Examine the struggle for equality by black Americans
88	230–33	226–29	159–60	<ul style="list-style-type: none"> • Examine education in the Progressive Era • Evaluate Woodrow Wilson's Progressive policies
89	233		161–62	Chapter Review
90	233			Chapter Test

Chapter 11: The First World War

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
91	234–37	230–33	163–65	<ul style="list-style-type: none"> Identify the nations that made up the Triple Entente Recognize nations in the Triple Alliance Recognize events that led to war in Europe
92	238–40	234–36	166	<ul style="list-style-type: none"> Identify the original plan of the Central Powers to conquer the Allies Recognize the significance of the Battle of the Marne Define the <i>western front</i> Relate what living and fighting from trenches was like
93	241–43	237–39	167–69	<ul style="list-style-type: none"> Examine the war on the eastern front Describe weapons of World War I Evaluate Germany's unrestricted submarine warfare
94	244–46	240–42	170–71	<ul style="list-style-type: none"> Describe important European battles of World War I Recognize events that led to America's declaration of war State what the United States did to get ready for war
95	247–49	243–45	172	<ul style="list-style-type: none"> Identify the American Expeditionary Force (AEF) Recognize Allied military commanders Examine European battles
96	250–52	246–48	173–74	<ul style="list-style-type: none"> Define the Committee on Public Information Examine ways that Americans supported the war Recognize the work of the Fuel Administration and the Food Administration Identify jobs American women filled
97	253–55	249–51	175–76	<ul style="list-style-type: none"> Recognize November 11, 1918, as Armistice Day Examine the circumstances that led to the Treaty of Versailles Define the "lost generation"
98	255		177–78	Chapter Review
99	255			Chapter Test

Chapter 12: Roaring 20s and Depressing 30s

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
100	256–59	252–55	179–81	<ul style="list-style-type: none"> Describe America's consumer culture in the 1920s Explain the effects new technology had on American entertainment in the 1920s
101	260–62	256–58	182–83	<ul style="list-style-type: none"> Examine challenges Christians faced in the 1920s Analyze the significance of the Scopes Trial Contrast Fundamentalists and modernists Write about kinds of entertainment that are personally acceptable based on Scripture
102	263–65	259–61	184–86	<ul style="list-style-type: none"> Identify Warren Harding and Calvin Coolidge as America's presidents in the 1920s Explain Andrew Mellon's tax plan
103	266–68	262–64	187–88	<ul style="list-style-type: none"> Identify Herbert Hoover and Franklin D. Roosevelt as the next two presidents of the United States after Calvin Coolidge Explain why the stock market crashed in 1929 Explain why banks failed at the end of 1930 Describe Hoover's solutions to the Depression and their effects
104	269–71	265–67	189–90	<ul style="list-style-type: none"> Recognize that the New Deal was proposed by Franklin D. Roosevelt Explain the purpose of the New Deal Identify the Civilian Conservation Corps and the National Recovery Administration as two jobs programs begun during Roosevelt's term
105	272–74	268–70		<ul style="list-style-type: none"> Examine the strategies Roosevelt used to get reelected to a second term Explain the purpose of the Social Security Act
106	275–77	271–73	191–92	<ul style="list-style-type: none"> Examine the strategies Roosevelt used for keeping the New Deal in place Explain the effects of Roosevelt's strategies
107	277		193–94	Chapter Review
108	277			Chapter Test

Chapter 13: Rulers with Iron Fists

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
109	278–81	274–77	195–98	<ul style="list-style-type: none"> • Examine Joseph Stalin's early life • Describe Stalin's rise to power • State characteristics of Stalin's rule in the Soviet Union
110	282–84	278–80	199–201	<ul style="list-style-type: none"> • Examine collective farming under Joseph Stalin • Identify restrictions Stalin placed on citizens • Recognize how Stalin treated anyone who disagreed with him • Examine Communism in light of what the Bible says
111	285–87	281–83	202–3	<ul style="list-style-type: none"> • Describe Benito Mussolini's early life • Examine Mussolini's involvement in Socialism • Relate Mussolini's actions as the dictator of Italy
112	288–90	284–86	204	<ul style="list-style-type: none"> • Examine events leading to Hitler's rise to power in Germany • Recognize Hitler's hatred of Jews and Communists • Relate Hitler's actions as chancellor of Germany • Identify the treatment of the Jews after Hitler became the dictator of Germany
113	291–93	287–89	205–6	<ul style="list-style-type: none"> • Identify when it is right to have pride in one's nation • Realize that it is wrong to hate people of another nation • Relate why Hitler's hatred of the Jews was especially wicked
114	294	290	207	<ul style="list-style-type: none"> • Examine how the Japanese people treated Hirohito • Identify what Hirohito was like
115	295	291	208	<ul style="list-style-type: none"> • Compare how the Japanese worshiped the Showa to what the Bible says about worshiping one God • Tell why this period of history was a dark time for many people
116	295		209–10	Chapter Review
117	295			Chapter Test

Chapter 14: The Second World War

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
118	296–99	292–95	211–14	<ul style="list-style-type: none"> • Explain the state of countries around the world before World War II • Identify the dictators of Russia, Germany, and Italy • Analyze Germany's aggression toward other nations
119	300–302	296–98	215–16	<ul style="list-style-type: none"> • Analyze efforts by the United States to remain neutral • Identify the countries that formed the Axis Powers • Explain why the United States declared war on Japan
120	303–5	299–301	217–18	<ul style="list-style-type: none"> • Describe what the United States did to mobilize for the war • Analyze Roosevelt's decision to make fighting Hitler the priority • Explain how German troops were pushed out of North Africa and the USSR
121	306–8	302–4		<ul style="list-style-type: none"> • Recognize that Allied forces were simultaneously fighting the Axis powers in Europe and in the Pacific • Analyze Japan's dominance in the Pacific • Explain the significance of the Allied victory at the Battle of Midway • Analyze the Allied strategy for winning in the Pacific
122	309–12	305–8	219	<ul style="list-style-type: none"> • List ways in which Americans at home supported the war • Explain why certain products were rationed • Describe the role entertainment had in supporting the war • Plan a victory garden
123	313–16	309–12	220–21	<ul style="list-style-type: none"> • Explain Eisenhower's strategy for winning the war in Europe • Explain how the Allied Powers defeated Hitler and Mussolini • Analyze the Holocaust
124	317–19	313–15	222	<ul style="list-style-type: none"> • Explain the Allies' strategy for fighting against Japan • State reasons that the atomic bomb was developed • Describe how the United States helped Japan and Europe after World War II ended
125	319		223–24	Chapter Review
126	319			Chapter Test

Chapter 15: Postwar America

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
127	320–23	316–19	225–27	<ul style="list-style-type: none"> • Explain postwar changes in America • Analyze materialism • Explain Truman's Fair Deal
128	324–26	320–22	228	<ul style="list-style-type: none"> • Demonstrate an understanding of civil rights • Relate acts of discrimination • Explain how some Americans worked for civil rights
129	327–29	323–25	229–30	<ul style="list-style-type: none"> • Discuss the purpose of the United Nations • Explain what the Cold War was and the reason for it • Differentiate America's foreign policy before and after Congress approved the Truman Doctrine • Explain America's involvement in the Korean War
130	330–32	326–28	231–32	<ul style="list-style-type: none"> • State benefits of the Saint Lawrence Seaway and the Federal Aid Highway Act • Recognize that civil rights and the fight against Communism were ongoing struggles • Identify Alaska and Hawaii as the states admitted to the United States during Eisenhower's presidency • Explain why the United States became involved in the Vietnam War • Report on a state capital
131	333–35	329–31	233	<ul style="list-style-type: none"> • Explain how the space race was one way of fighting the Cold War • Recognize changes in American culture during the 1950s • Examine the role of Christianity in American culture in the 1950s
132	336–38	332–34	234	<ul style="list-style-type: none"> • Recognize that the election of 1960 was historically significant • Identify the Peace Corps as a program to help people in other countries • Identify the building of the Berlin Wall and the Cuban Missile Crisis as Cold War conflicts
133	339–41	335–37	235–36	<ul style="list-style-type: none"> • Identify Martin Luther King Jr. as a leader in the civil rights movement • Explain why there were protests in Birmingham • Describe Kennedy's assassination and America's reaction to it
134	341		237–38	Chapter Review
135	341			Chapter Test

Chapter 16: The Rise of the Counterculture

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
136	342–45	338–41	239–42	<ul style="list-style-type: none"> • Understand the meaning of the Civil Rights Act of 1964 • Examine the meaning of the Voting Rights Act of 1965
137	346–48	342–44	243	<ul style="list-style-type: none"> • Identify the national program led by President Johnson to eliminate poverty • Recognize the informal name for Johnson's program to end poverty • Identify the name of the failed attack by the North Vietnamese on South Vietnam
138	349–51	345–47	244–45	<ul style="list-style-type: none"> • Identify groups that the liberals split between during the 1960s • Identify who said that black people should use force to gain power over white people • Identify how the New Left protested the establishment • Identify the founder of the feminist movement
139	352–55	348–51	246–47	<ul style="list-style-type: none"> • Describe the economy under President Nixon • Identify the purpose for the Environmental Protection Agency • Evaluate the <i>Roe v. Wade</i> Supreme Court ruling • Determine whether Nixon's presidency was conservative
140	356–59	352–55	248	<ul style="list-style-type: none"> • Examine events that led to the end of the Vietnam War • Identify the circumstances of the Cold War • Relate events leading to Watergate and the end of Nixon's presidency
141	360–62	356–58	249	<ul style="list-style-type: none"> • Relate how Gerald Ford became president • Describe the economic challenges Ford faced as president • Examine the Communist takeover of Vietnam and Cambodia • Create a budget
142	363–65	359–61	250	<ul style="list-style-type: none"> • Identify who won the presidency in 1976 • Relate Carter's handling of foreign affairs • Recognize that Americans struggled with discouragement about their nation
143	365		251–52	Chapter Review
144	365			Chapter Test

Chapter 17: A Time of Strength and Challenge

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
145	366–69	362–65	253–56	<ul style="list-style-type: none"> • Recognize Soviet aggression • Name Ronald Reagan as the winner of the 1980 presidential election • Identify the country that took Americans hostage
146	370–72	366–68	257	<ul style="list-style-type: none"> • Identify the name for Reagan's economic goals • Analyze whether Sandra Day O'Connor was a conservative • Recognize who made the assassination attempt on President Reagan
147	373–75	369–71	258–59	<ul style="list-style-type: none"> • Identify President Reagan's strategy for helping anti-Communist movements in other countries • Examine the United States' involvement with other countries • Participate in a mock summit
148	376–78	372–74	260	<ul style="list-style-type: none"> • Recognize why the United States bombed Libya • Examine the Iran-Contra Affair • Identify ways Reagan supported Christians on moral issues
149	379–81	375–77	261	<ul style="list-style-type: none"> • Recognize the space shuttle program • Acknowledge advances in medicine
150	382–83	378–79	262	<ul style="list-style-type: none"> • Identify what Reagan wanted Gorbachev to do when Reagan went to West Germany • Explain what the Intermediate-Range Nuclear Forces (INF) Treaty did
151	383		263–64	Chapter Review
152	383			Chapter Test

Chapter 18: Leader of the Free World

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
153	384–87	380–83	265–67	<ul style="list-style-type: none"> Identify experiences that prepared George H. W. Bush for the White House Examine legislation Congress passed
154	388–91	384–86	268–70	<ul style="list-style-type: none"> Identify the leader in Panama who surrendered to US forces Recognize who opposed a Communist coup in the USSR Analyze the crisis in the Middle East and the US involvement
155	391–93	387–89	271	<ul style="list-style-type: none"> Identify the meaning of NAFTA Recognize that Bill Clinton defeated Bush and Ross Perot in the presidential race
156	394–96	390–92	272–73	<ul style="list-style-type: none"> Recognize the Republican leader who fought Clinton's ideas Examine how Clinton promoted peace abroad
157	397–400	393–96	274–75	<ul style="list-style-type: none"> Identify improvements in technology Evaluate the economy and crime during the 1990s
158	401–3	397–99	276–77	<ul style="list-style-type: none"> Recognize scandals involving President Clinton Examine Clinton's foreign accomplishments Relate how international trade grew during Clinton's time in office
159	404–7	400–403	278	<ul style="list-style-type: none"> Recognize the Clinton administration's attitude toward the environment Relate domestic and international terrorist acts
160	407		279–80	Chapter Review
161	407			Chapter Test

Chapter 19: A New Millennium

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
162	408–11	404–7	281–83	<ul style="list-style-type: none"> • Identify who won the 2000 presidential election • Recognize the issues of compassionate conservatism
163	412–13	408–9	284	<ul style="list-style-type: none"> • Examine Bush's policies regarding embryonic stem cell research
164	414	410	285	<ul style="list-style-type: none"> • Identify Bush's attitude toward faith-based initiatives
165	415–18	411–14	286–87	<ul style="list-style-type: none"> • Examine events of September 11, 2001 • Identify the forces behind the attacks on September 11
166	419–21	415–17	288	<ul style="list-style-type: none"> • Recognize why the United States dropped bombs in Afghanistan • Examine events of the war in Afghanistan • Identify a major goal President Bush achieved in regard to Afghanistan
167	422–24	418–20	289	<ul style="list-style-type: none"> • Understand events leading to the invasion of Iraq • Recognize mistakes American leaders made while overseeing Iraq • Identify the major groups of people in Iraq • Examine opposition to the war in Iraq
168	425–27	421–23	290–91	<ul style="list-style-type: none"> • Recognize what caused the Iraqi people to give their support to the United States • Explain the problem with Social Security and how Congress responded to the problem • Identify what Bush wanted for Africa • Make an infographic
169	428–29	424–25	292	<ul style="list-style-type: none"> • Recognize factors that hurt the American economy • Explain Bush's response to the financial crisis
170	429		293–94	Chapter Review
171	429			Chapter Test

Chapter 20: Change Sweeps the Nation

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives and Christian Worldview
172	430–34	426–30	295–99	<ul style="list-style-type: none"> Name the presidential candidates in the 2008 general election Examine the political strengths of Barack Obama and John McCain State campaign promises made by Barack Obama Explain why the 2008 general election was historic
173	435–37	431–33	300	<ul style="list-style-type: none"> Recognize that the economy was the most immediate domestic problem when Barack Obama assumed the presidency Describe government programs intended to improve the economy Explain why some Americans opposed Obama's programs
174	438–41	434–37	301–2	<ul style="list-style-type: none"> Relate Obama's actions in Iraq and Afghanistan to promises he made while campaigning for president Recognize that Osama bin Laden's death was a major victory for the United States Explain the Arab Spring and why Obama chose to support it
175	442–44	438–40	303	<ul style="list-style-type: none"> Identify gun violence and racism as domestic issues during Obama's presidency Explain why Americans could not agree on a solution for gun violence Recognize that African Americans suffered more disadvantages than other racial groups Relate that President Obama was reelected in 2012
176	445–47	441–43	304	<ul style="list-style-type: none"> Explain the secularization of American life Relate positive and negative effects of the changing digital world Recognize information as possibly the most valuable resource in the early twenty-first century
177	448–51	444–47	305	<ul style="list-style-type: none"> Identify the Middle East and Eastern Europe as regions where Obama faced serious problems Explain why the Middle East was important to the United States Describe the Islamic State Explain the problem Obama faced with Russia in Ukraine
178	452–55	448–51	306	<ul style="list-style-type: none"> Recognize the environment, gay rights, and abortion as moral issues that separated Americans Evaluate environmental issues, gay rights, and abortion in light of God's Word Present a speech about a moral issue
179	455		307–8	Chapter Review
180	455			Chapter Test