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STANDARDS

PAGE REFERENCES

United States History to 1865

Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

STANDARDS	PAGE REFERENCES
<p style="text-align: center;">Skills</p> <p>USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;</p>	<p>Student Edition: REF2-REF3 <i>Assessment</i> 23 #7, #8, 55 #9, #10, 79 #9, #10, 107 #11, #12, 135 #9, #10, 171 #9, #10, 201 #9, #10, 291 #9, #10, 319 #9, #10, 343 #9, #10, 371 #9, #10 <i>Chart Skill</i> REF10 #1, #2 <i>Thinking Like a Historian</i> REF7 #4, 43, 50, 61, 103, 257, 497 Teacher Edition: CTS 50; WS 43; VS 103, 257</p>
<p>b) analyzing and interpreting geographic information to determine patterns and trends in United States history;</p>	<p>Student Edition: REF 8-REF17 <i>Chart Skill</i> REF10 #1, #2 <i>Geography Connection</i> 11 #1, #2, 12 #1, #2, 15 #1, #2, 29 #1, #2, 32 #1, #2, 40 #1, #2, 45 #1, #2, 47 #1, #2, 71 #1, #2, 76 #1, #2, 104 #1, #2, 113 #1, #2, 123 #1, #2, 129 #1, #2, 147 #1, #2, 161 #1, #2 <i>Thinking Like a Historian</i> REF17 #1, #2, #3, #4, #5, #6, #7, #8, #9 Teacher Edition: OTO 11, 12, 15, 29, 32, 30, 123; VS 11, 15, 29, 32</p>
<p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;</p>	<p>Student Edition: REF4-REF5 <i>Chart Skill</i> 121 #1, #2, 177 #1, #2, 179 #1, #2, 189 #1, #2 <i>Critical Thinking</i> REF4 top, REF4 bottom, 148, 154, 159, 182 <i>Economics Skill</i> 114 #1, #2 <i>Graph Skill</i> 74 #1, #2, 187 #1, #2 <i>Infographic</i> 87 #1, #2 <i>Thinking Like a Historian</i> REF7 #5 Teacher Edition: CTS 177, 179, 189; VS 148, 149</p>

STANDARDS	PAGE REFERENCES
d) using evidence to draw conclusions and make generalizations;	<p>Student Edition: REF6 <i>Answer the Guiding Questions</i> 48 #4 Critical Thinking 9, 21 DBQ 91 #1 <i>Geography Connection</i> 11 #2, 32 #2, 45 #2, 47 #2, 71 #2 <i>Infographic</i> 31 #1, 87 #2 <i>Progress Check</i> 30, 33, 94, 95 <i>Thinking Like a Historian</i> 22 #3, 134 #3</p> <p>Teacher Edition: C₁ 15; CTS 7, 31</p>
e) comparing and contrasting historical, cultural, and political perspectives in United States history;	<p>Student Edition: REF7 <i>21st Century Skills</i> 170 #2 <i>Answer the Guiding Questions</i> 13 #4, 53 #5, 68 #3, 89 #3, 151 #2 <i>Critical Thinking</i> 39 <i>Graph Skill</i> 74 #2</p> <p>Teacher Edition: C₂ 15, 85; C&R 13; CTS 19, 20, 37, 53, 71, 114, 125, 189; RS 152</p>
f) determining relationships with multiple causes or effects in United States history;	<p>Student Edition: <i>Progress Check</i> 31, 103 <i>Thinking Like a Historian</i> REF6, 54 #3, 153, 211, 310, 352, 54 #3, 78 #3</p> <p>Teacher Edition: C₁ 85; CTS 28, 42, 43, 52, 64, 102, 105, 158, 191, 199</p>

STANDARDS	PAGE REFERENCES
g) explaining connections across time and place;	<p>Student Edition: <i>Step Into the Place</i> 2-3, 26-27, 58-59, 82-83, 110-111, 142-143, 174-175, 204-205, 244-245, 266-267, 294-295, 322-323, 346-347, 374-375, 402-403, 426-427, 450-451, 492-493 <i>Step Into the Time</i> 2-3, 26-27, 58-59, 82-83, 100-111, 142-143, 174-175, 204-205, 244-245, 266-267, 322-323, 346-347, 374-375, 402-403, 426-427, 450-451, 492-493</p> <p>Teacher Edition: CTS 143, 205; V₁ 2, 26, 58, 82, 110, 174; V₂ 3, 27, 59, 83, 110, 175; VS 142; WS 205</p>
h) using a decision-making model to identify the costs and benefits of a specific choice made;	<p>The following citations provide students with opportunities to evaluate arguments and choices and could be used with teacher instruction to meet this standard.</p> <p>Student Edition: DBQ 127 #1, #2, #3, 193 #1, #2, #3, 359 #1, #2, #3, 445 #1, #2, #3 <i>What Do You Think?</i> 126-127, 192-193, 358-359, 444-445</p> <p>Teacher Edition: C₁ 444; C₂ 444; CTS 76, 77, 192, 193, 359; R₁ 127, 192; R₂ 127, 192; RS 126, 358, 359, 444, 445; VS 193, 445; WS 358, 359</p>
i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and	<p>Student Edition: 214-215 <i>Answer the Guiding Questions</i> 215 #5, #6 <i>Critical Thinking</i> 215 <i>Guiding Question</i> 214</p> <p>Teacher Edition: CTS 215; RS 215; TS 215; WS 214</p>
j) investigating and researching to develop products orally and in writing.	<p>Teacher Edition: R₁ 102; RS 91, 93, 116, 121, 161; TS 14, 15, 18, 36, 44, 67, 88, 99, 131, 169, 185, 241, 272, 280</p>

STANDARDS	PAGE REFERENCES
Geography	
<p>USI.2 The student will interpret maps, globes, photographs, pictures, or tables to</p> <p>a) locate the seven continents and five oceans;</p>	<p>Student Edition: RA1-RA13 <i>Geography Connection</i> 5 #1, #2, 11 #1, #2, 13 #1, #2, 15 #1, #2, 29 #1, #2, 32 #1, #2, 36 #1, #2, 40 #1, #2, 45 #1, #2, 47 #1, #2, 67 #1, #2, 71 #1, #2, 76 #1, #2, 104 #1, #2, 113 #1, #2, 123 #1, #2, 129 #1, #2, 147 #1, #2, 161 #1, #2, 166 #1, #2, 180 #1, #2 <i>Step Into the Place</i> 2 #1, #2, #3, 26 #1, #2, 58 #1, #2, #3, 82 #1, #2, #3, 110 #1, #2, #3, 142 #1, #2, #3, 174 #1, #2, #3 Teacher Edition: OTO 5, 11, 13, 15, 29, 36, 40, 67, 104, 113, 129, 161, 166</p>
<p>b) locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;</p>	<p>Student Edition: RA5, RA8-RA9 <i>Geography Connection</i> 5, 11, 13, 15, 29, 32, 36, 40, 45, 47, 67, 71, 76, 104, 113, 123, 129, 147, 161, 166, 180 <i>Step Into the Place</i> 2, 26, 58, 82, 110, 142, 174 Teacher Edition: OTO 5, 11, 13, 15, 29, 36, 40, 67, 104, 113, 129, 161, 166</p>
<p>c) locate major water features and explain their importance to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico; and</p>	<p>Student Edition: RA1-RA13 <i>Geography Connection</i> 5, 11, 13, 15, 29, 32, 36, 40, 45, 47, 67, 71, 76, 104, 113, 123, 129, 147, 161, 166, 180 <i>Step Into the Place</i> 2, 26, 58, 82, 110, 142, 174 Teacher Edition: OTO 5, 11, 13, 15, 29, 36, 40, 67, 104, 113, 129, 161, 166</p>

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<p>d) recognize key geographic features on maps, diagrams, and/or photographs.</p>	<p>Student Edition: RA1-RA13 <i>Geography Connection</i> 5, 11, 13, 15, 29, 32, 36, 40, 45, 47, 67, 71, 76, 104, 113, 123, 129, 147, 161, 166, 180 <i>Step Into the Place</i> 2, 26, 58, 82, 110, 142, 174 Teacher Edition: OTO 5, 11, 13, 15, 29, 36, 40, 67, 104, 113, 129, 161, 166</p>
Exploration to Revolution: Pre-Columbian Times to the 1770s	
<p>USI.3 The student will apply social science skills to understand how early cultures developed in North America by</p> <p>a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;</p>	<p>Student Edition: REF, 4 Teacher Edition: R₁ 4; R₂ 4</p>
<p>b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and</p>	<p>Student Edition: 14-21 <i>Answer the Guiding Questions</i> 21 #2 <i>Geography Connection</i> 15 #1, #2 <i>Guiding Question</i> 14 Teacher Edition: OTO 15; RS 16; TS 17, 18; VS 15; WS 17</p>
<p>c) describing how the American Indians used the resources in their environment.</p>	<p>Student Edition: 14-21 <i>Answer the Guiding Questions</i> 21 #3 <i>Exploring the Essential Questions</i> 22 #1 <i>Guiding Question</i> 17 <i>Progress Check</i> 17, 21 Teacher Edition: C₁ 15; C₂ 15; CTS 16; OTO 16, 17; R₁ 19; R₂ 19; RS 14; TS 14; VS 16</p>

STANDARDS	PAGE REFERENCES
<p>USI.4 The student will apply social science skills to understand European exploration in North America and West Africa by</p> <p>a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;</p>	<p>Student Edition: 28-31, 34-41 <i>Answer the Guiding Questions</i> 33 #4, #6 <i>Diagram Skill</i> 38 <i>Geography Connection</i> 29 #1, #2, 36 #1, #2, 40 #1, #2 <i>Guiding Question</i> 30, 34 <i>Infographic</i> 31 #1, #2 <i>Progress Check</i> 31, 37</p> <p>Teacher Edition: CTS 28, 30, 31, 34, 35; OTO 29, 30, 31, 40; R₁ 30; R₂ 30; RS 29, 35; VS 29, 34; WS 31</p>
<p>b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land; and</p>	<p>Student Edition: 42-48 <i>Answer the Guiding Question</i> 48 #2, #4, #5 <i>Geography Connection</i> 45 #1, #2, 47 #1, #2 <i>Guiding Question</i> 43 <i>Progress Check</i> 42, 45, 48 <i>Thinking Like a Historian</i> 43</p> <p>Teacher Edition: CTS 42, 43, 44; OTO 43, 45, 46, 47; RS 45, 47; TS 44; VS 45, 47; WS 43</p>
<p>c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.</p>	<p>Student Edition: 32-33 <i>Answer the Guiding Question</i> 33 #5 <i>Geography Connection</i> 32 #1, #2 <i>Progress Check</i> 33</p> <p>Teacher Edition: CTS 32; RS 33; VS 32</p>

STANDARDS	PAGE REFERENCES
<p>USI.5 The student will apply social science skills to understand the factors that shaped colonial America by</p> <p>a) describing the religious and economic events and conditions that led to the colonization of America;</p>	<p>Student Edition: 49-53 <i>Answer the Guiding Question</i> 53 #3, #4, #5, #6 <i>Critical Thinking</i> 52 <i>Guiding Question</i> 49, 52 <i>Progress Check</i> 51, 53 <i>Thinking Like a Historian</i> 50</p> <p>Teacher Edition: CTS 50, 52, 53; OTO 49, 50, 51; RS 49, 51, 53; TS 52; VS 51, 52; WS 51</p>
<p>b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services;</p>	<p>Student Edition: 60-63, 64-68, 69-72, 73-77, 84-89, 92-95, 96-100 <i>Answer the Guiding Question</i> 63 #3, #4, #5, 68 #2, #3, #4, 77 #3, #4, #5, 89 #3, #4, #5, 95 #3, #4, #5, 100 #2, #3, #4 <i>Geography Connection</i> 67, 71 <i>Guiding Question</i> 60, 61, 64, 66, 69, 71, 73, 76 <i>Progress Check</i> 61, 66, 68, 70, 72, 75, 77</p> <p>Teacher Edition: CTS 60, 61, 64, 70, 71, 76, 77; RS 60, 62, 64, 69, 70, 71, 72, 73, 74</p>
<p>c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;</p>	<p>Student Edition: 84-87 <i>Answer the Guiding Questions</i> 89 #3, #5 <i>Critical Thinking</i> 85 <i>Guiding Question</i> 84 <i>Progress Check</i> 87 <i>Step Into the Place</i> 82 #1, #2, #3</p> <p>Teacher Edition: C₁ 85; C₂ 85; CTS 86; OTO 85, 86; R₁ 84; R₂ 84; RS 85, 86; V₁ 82</p>

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<p>d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and</p>	<p>Student Edition: 84-89 <i>Answer the Guiding Questions</i> 89 #3, #4, #5 <i>Critical Thinking</i> 85 <i>Economic Skill</i> 88 #1, #2 <i>Guiding Question</i> 84, 87 <i>Infographic</i> 87 #1, #2 <i>Progress Check</i> 87, 89 <i>Review Vocabulary</i> 89 #1, #2 <i>Step Into the Place</i> 82 #1, #2, #3</p> <p>Teacher Edition: C₁ 85, 89; C₂ 85, 89; CTS 86; OTO 85, 86, 87; R₁ 84; R₂ 84; RS 85, 86, 87, 89; TS 88; V₁ 82; VS 87, 88</p>
<p>e) explaining the political and economic relationships between the colonies and Great Britain.</p>	<p>Student Edition: 92-95 <i>Answer the Guiding Questions</i> 95 #3, #4, #5 <i>Guiding Question</i> 92, 94 <i>Progress Check</i> 95 <i>Review Vocabulary</i> 95 #1, #2</p> <p>Teacher Edition: CTS 93, 95; OTO 92, 93, 94; RS 92, 93, 94, 95; WS 94</p>
Revolution and the New Nation: 1770s to the Early 1800s	
<p>USI.6 The student will apply social science skills to understand the causes and results of the American Revolution by</p> <p>a) explaining the issues of dissatisfaction that led to the American Revolution;</p>	<p>Student Edition: 112-115, 116-119 <i>Answer the Guiding Questions</i> 115 #2, #3, #4, #5, 119 #2, #3, #4, #5 <i>Geography Connection</i> 113 <i>Guiding Question</i> 112, 114, 116, 117 <i>Progress Check</i> 114, 115, 117, 119</p> <p>Teacher Edition: C₁ 113, 115, 117; C₂ 113, 115, 117; CTS 114, 116, 118, 119; RS 112, 113, 118</p>

STANDARDS	PAGE REFERENCES
<p>b) describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;</p>	<p>Student Edition: 131-133, 137-140 <i>Answer the Guiding Questions</i> 133 #4, #5, #6 <i>Guiding Question</i> 131 <i>DBQ</i> 127 #1, #2, #3 <i>Progress Check</i> 133 <i>What Do You Think?</i> 127</p> <p>Teacher Edition: C₁ 131; C₂ 131; CTS 132, 133; OTO 126, 127; R₁ 127, 132; R₂ 127, 132; RS 126; TS 131</p>
<p>c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette; and</p>	<p>Student Edition: 148-151, 152-155, 158-163, 164-169 <i>Answer the Guiding Questions</i> 151 #3, #4, 169 #2, #3, #4 <i>Critical Thinking</i> 148, 154, 163, 167, 168 <i>Geography Connection</i> 161 #1, #2, 166 #1, #2 <i>Guiding Question</i> 148, 150, 152, 158, 159 <i>Progress Check</i> 150, 151, 155, 159, 163</p> <p>Teacher Edition: CTS 151, 152, 153, 154, 155, 158, 159, 162, 163; OTO 148, 149, 153, 155; R₁ 149, 155; R₂ 149, 155; RS 148, 150, 151, 152, 153, 158, 159, 160, 161; VS 148, 149, 160, 161, 163; WS 151, 154, 161, 162</p>
<p>d) explaining reasons why the colonies were able to defeat Great Britain.</p>	<p>Student Edition: 152-155 <i>Answer the Guiding Questions</i> 157 #2 <i>Guiding Question</i> 152 <i>Progress Check</i> 155 <i>Thinking Like a Historian</i> 153</p> <p>Teacher Edition: CTS 152, 155; OTO 155; R₁ 155; RS 152</p>

STANDARDS	PAGE REFERENCES
<p>USI.7 The student will apply social science skills to understand the challenges faced by the new nation by</p> <p>a) explaining the weaknesses and outcomes of the government established by the Articles of Confederation;</p>	<p>Student Edition: 176-183, 184-186 <i>Answer the Guiding Question</i> 183 #3, #4, #5, #6 <i>Geography Connection</i> 180 <i>Guiding Question</i> 176, 179, 184 <i>Progress Check</i> 179, 181</p> <p>Teacher Edition: CTS 176, 177, 178, 179, 180, 181, 182, 183, 186; RS 176, 179, 180, 181, 182, 183, 184, 185</p>
<p>b) describing the historical development of the Constitution of the United States; and</p>	<p>Student Edition: 187-191 <i>Answer the Guiding Question</i> 191 #4, #5, #6 <i>Chart Skill</i> 189 #1, #2 <i>Critical Thinking</i> 190 <i>DBQ</i> 193 #1, #2, #3 <i>Graph Skill</i> 187 #1, #2 <i>Guiding Question</i> 187, 190 <i>Progress Check</i> 189, 191 <i>Review Vocabulary</i> 191 #2 <i>What Do You Think?</i> 192-193</p> <p>Teacher Edition: CTS 188, 189, 190, 191, 192, 193; OTO 187, 188, 189; R₁ 188, 192; R₂ 188, 192; RS 187, 189, 191; VS 187, 193; WS 190</p>
<p>c) describing the major accomplishments of the first five presidents of the United States.</p>	<p>Student Edition: 246-251, 254-255, 259-261, 270-271, 282-284, 315 <i>Answer the Guiding Question</i> 251 #3, 271 #3, #5, 315 #4 <i>Guiding Question</i> 246, 259, 270, 282 <i>Progress Check</i> 271</p> <p>Teacher Edition: CTS 246, 247; OTO 247; RS 259, 315; WS 246, 255, 315</p>

STANDARDS	PAGE REFERENCES
Expansion and Reform: 1801 to 1861	
<p>USI.8 The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by</p> <p>a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;</p>	<p>Student Edition: 272-277, 296-301, 353-357, 360-364 <i>Answer the Guiding Question</i> 301 #3, #4, #5, #6, 357 #2, #3, #4, #5, 364 #2, #3, #4, #5, #6 <i>Geography Connection</i> 276 <i>Guiding Question</i> 272, 296, 299, 300, 353, 355 <i>Progress Check</i> 273, 277, 298, 299, 301, 354</p> <p>Teacher Edition: C₁ 274, 275, 299; C₂ 274, 275, 299; CTS 276, 297, 298; RS 272, 273, 277, 296, 297, 298, 300, 301</p>
<p>b) explaining how geographic and economic factors influenced the westward movement of settlers;</p>	<p>Student Edition: 302-307 <i>Answer the Guiding Questions</i> 307 #3, #4, #5 <i>Connections to Today</i> 303, 307 <i>Critical Thinking</i> 306 <i>Geography Connection</i> 303 #1, #2, 305 #1, #2 <i>Guiding Question</i> 302 <i>Progress Check</i> 306</p> <p>Teacher Edition: C₁ 307; C₂ 307; CTS 303, 304; OTO 302, 303, 304, 305, 306; RS 302, 304, 305; TS 305; VS 306; WS 303, 306</p>
<p>c) explaining the impact of westward expansion on American Indians;</p>	<p>Student Edition: 330-335 <i>Answer the Guiding Question</i> 335 #2, #3, #4, #5 <i>Connections to Today</i> 335 <i>Critical Thinking</i> 332 <i>Graph Skill</i> 333 #1, #2 <i>Guiding Question</i> 330 <i>Progress Check</i> 335</p> <p>Teacher Edition: C₁ 330, 334; C₂ 330, 334; CTS 332, 333; OTO 330, 331, 332, 333; R₁ 335; R₂ 335; RS 331, 333; VS 331; WS 332</p>

STANDARDS	PAGE REFERENCES
<p>d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; and</p>	<p>Student Edition: 297, 303-306 <i>Answer the Guiding Question</i> 307 #3 <i>Connection to Today</i> 303 <i>Critical Thinking</i> 306 <i>Geography Connection</i> 303 #1, #2, 305 #1, #2 <i>Progress Check</i> 306</p> <p>Teacher Edition: CTS 304; OTO 297, 303, 304, 305; RS 297, 304, 305; TS 305; WS 303, 306</p>
<p>e) explaining the main ideas of the abolitionist and women's suffrage movements</p>	<p>Student Edition: 396, 408-414, 415-419 <i>Answer the Guiding Questions</i> 414 #2, #3, #4, #5, 419 #2, #3, #4 <i>Biography</i> 396, 412 <i>Connections to Today</i> 419 <i>Critical Thinking</i> 411, 412, 414, 418 <i>Geography Connection</i> 409 #1, #2 <i>Guiding Question</i> 408, 410, 413, 415, 418 <i>Infographic</i> 416 #1, #2 <i>Progress Check</i> 409, 412, 414, 417, 419 <i>Review Vocabulary</i> 397 #1</p> <p>Teacher Edition: CTS 408, 409, 410, 413, 416, 417, 418; OTO 412, 413, 416; RS 396, 408, 409, 411, 412, 413, 415; TS 412, 417; VS 410, 416; WS 396, 411, 417</p>
Civil War: 1861 to 1865	
<p>USI.9 The student will apply social science skills to understand the causes, major events, and effects of the Civil War by</p> <p>a) describing the cultural, economic, and constitutional issues that divided the nation;</p>	<p>Student Edition: 376-381, 382-386, 387-390, 391-397 <i>Answer the Guiding Question</i> 381 #2, #3, #4, #5, 386 #3, #4, #5, #6, 390 #2, #3, #4, #5, 397 #3, #4, #5</p> <p>Teacher Edition: CTS 382, 383, 387, 388, 390, 391, 394, 395, 397; RS 382, 384, 386, 390, 391, 392, 393, 394, 395, 396</p>

STANDARDS	PAGE REFERENCES
b) explaining how the issues of states' rights and slavery increased sectional tensions;	<p>Student Edition: 428-432, 433-438, 439-443 <i>Answer the Guiding Question</i> 432 #3, #4, #5, #6, #7, 438 #3, #4, #5, #6, #7, 443 #3, #4, #5, #6, #7</p> <p>Teacher Edition: CTS 430, 431, 432, 435, 436; R₁ 428, 429; R₂ 428, 429; RS 433, 434, 435, 436, 437; TS 436; VS 431, 434, 437; WS 430, 437</p>
c) locating on a map the states that seceded from the Union and those that remained in the Union;	<p>Student Edition: <i>Analyzing Documents</i> 448 #7, #8 <i>Geography Connection</i> 441 #1, #2 <i>Step Into the Place</i> 426-427 #1, #2, #3</p> <p>Teacher Edition: OTO 441; V₂ 427; VS 441</p>
d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;	<p>Student Edition: 436-437, 462 <i>Answer the Guiding Question</i> 438 #5 <i>Biography</i> 436, 463, 475 <i>Critical Thinking</i> 436, 463, 475 DBQ 445 #1, #2, #3 <i>Guiding Question</i> 436 <i>What Do You Think?</i> 444-445</p> <p>Teacher Edition: C₁ 444; C₂ 444; CTS 436; OTO 475; RS 444, 445; VS 445</p>

STANDARDS	PAGE REFERENCES
<p>e) describing critical developments in the war, including the location of major battles; and</p>	<p>Student Edition: 458-463, 474-475, 478-480, 482-484 <i>Answer the Guiding Question</i> 464 #2, #3 <i>Critical Thinking</i> 460 <i>Geography Connection</i> 461 #1, #2, 462 #1, #2, 478 #1, #2, 483 #1, #2 <i>Guiding Question</i> 458, 461, 474 <i>Progress Check</i> 461, 463, 475</p> <p>Teacher Edition: CTS 458, 460, 462; OTO 459, 460, 461, 462, 478, 483; RS 458, 459, 474; VS 459, 461; WS 461, 462</p>
<p>f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.</p>	<p>Student Edition: 466-467, 476-477, 486-487 <i>Answer the Guiding Question</i> 471 #2, #3 <i>Graph Skill</i> 486 #1, #2 <i>Guiding Question</i> 466, 476 <i>Progress Check</i> 467</p> <p>Teacher Edition: CBK 486; CTS 486, 476; OTO 466, 467, 476; RS 466, 467, 476, 477; VS 466, 467, 486; WS 466, 477</p>