

Indiana State Standards for History



5th Grade History

Standard 1: Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Ways of Life Before and After the Arrival of Europeans to 1610		FSTTS	AYL	LTN1	LTN2
5.1.1	Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. Examples: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.); Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)		Ch 16 377-381	Supplement 606-609	
5.1.2	Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had. Examples: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vásquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson, and John White	Ch 1 1-23 Ch 2 25-43 Ch 3 45-67 Ch 4 69-89 Ch 5 91-102	Ch 16 377-383	Ch 16 436-438 Supplement 609-613	
5.1.3	Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.				

5.1.4	Locate on a map the early Spanish, French, and British settlements, and compare the origins, physical structure, and social structure of these settlements. Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, and Jamestown	Ch 2 40-43 Ch 3 56-67 Ch 4 69-89 Ch 5 99-119	Ch 15 351-355	Ch 19 540-541	
Colonization and Settlements: 1607 to 1763		FSTTS	AYL	LTN1	LTN2
5.1.5	Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe. Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade physical structure, and social structure of these settlements.	Ch 1 20-21 Ch 2 40-43 Ch 4 69-75, 82-89 Ch 5 91-119			
5.1.6	Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists. Examples: agriculture, trade, cultural exchanges, military alliances, and massacres.	Ch 5 99-111 Ch 6 121-126, 129-135			
5.1.7	Identify and locate the 13 British colonies by region (New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region. Examples: Slavery, plantations, town meetings, and town markets	Ch 5 98-119	Ch 15 352-353		
5.1.8	Identify the early founders of colonial settlements and describe early colonial resistance to British rule. Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield, and William Penn	Ch 5 96-119 Ch 7 137-156			
The American Revolution: 1763 to 1783		FSTTS	AYL	LTN1	LTN2
5.1.9	Understand how political, religious, and economic ideas brought about the American Revolution. Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts, Currency Act, Proclamation of 1763, and French and Indian War.	Ch 7 137-156	Ch 15 358-360		
5.1.10	Analyze the causes of the American Revolution as outlined in the Declaration of Independence.	Ch 8 168-169			
5.1.11	Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)	Ch 8 159-183	Ch 15 359-360		

5.1.12	Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution. Examples: Benjamin Franklin's negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben	Ch 8 175, 181-182			
5.1.13	Identify contributions of women and minorities during the American Revolution. Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead, and Joseph Brant	Ch 9 194			
5.1.14	Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States.	Ch 9 187-191			

Making the United States Constitution and Establishing the Federal Republic: 1763 to 1800

		FSTTS	AYL	LTN1	LTN2
5.1.15	Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development. Examples: George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise	Ch 9 189-203	Ch 15 360-363		
5.1.16	Describe the origins and drafting of the Bill of Rights that were ratified in 1791	Ch 9 202-203	Ch 15 362-363		
5.1.17	Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections. Examples: beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, the elections of George Washington (1789 & 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)	Ch 10 207-210, 217-224			

6th Grade History

Standard 1: Students explore the key historic movements, events, and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Early and Classical Civilizations: 1900 BCE to 700 CE

		FSTTS	AYL	LTN1	LTN2
6.1.1	Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica. Examples: Greek, Roman, Mayan, Incan, and Aztec	Ch 2 25-34	Ch 2 30-45 Ch 3 47-67 Ch 4 69-93 Ch 5 95-113 Ch 6 140-141 Ch 7 147-153 Ch 16 377-381, 384-387	Intro 8-12 Ch 2 47-65 Ch 3 47-65 Ch 4 89-109 Ch 5 115-117, 124-131 Supp 606-609, 615-616	

6.1.2	Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica. Examples: Judaism, Christianity, Islam, native practices in Mesoamerica and Europe	Ch 3 47-52 Ch 6 115-144 Ch 7 153-167 Ch 10 239-241 Ch 12 283-287	Ch 1 17-42 Ch 3 81-85 Ch 4 89-95, 96-103 Ch 7 167-189 Ch 8 197-199		
Medieval Period: 400 AD/CE - 1500 AD/CE		FSTTS	AYL	LTN1	LTN2
6.1.3	Explain the continuation and contributions of Eastern Roman Empire (Byzantine Empire) after the fall of the Western Roman Empire. Examples: Influence of the spread of Christianity in Russia and Eastern Europe		Ch 7 147-153 Ch 8 186-187 Ch 14 325-328	Ch 6 139-145 Ch 8 193-197	
6.1.4	Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas. Examples: Feudal system, manorial system, rise of kingdoms and empires, and religious institutions		Ch 8 172-197, 202-204 Ch 16 377-381, 384-385	Ch 6 139-162 Ch 8 193-214 Ch 9 219-238 Ch 10 248-255 Ch 11 273-290 Ch 15 381-399	
6.1.5	Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades. Examples: Increased contact between European and non-European peoples, impact on Jews and Muslims in Europe and the Middle East, changes in technology, and centralization of political and military power		Ch 8 187-189	Ch 12 295-322	
6.1.6	Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica. Examples: Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Picchu and Teotihuacan			Ch 9 234-236	
6.1.7	Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society.		Ch 8 204-205	Ch 14 374	
6.1.8	Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe. Examples: Ideas - the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought, and new approaches in the fine arts and literature; People - Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare and Galileo Galilei		Ch 9 207-213, 216-227	Ch 16 413-422 Supp 630-641	Intro 1-18
6.1.9	Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.	Ch 1 13-23		Ch 16 432-438 Supp 624-641	Intro 1-18

Early Modern Era: 1500 CE to 1800 CE		FSTTS	AYL	LTN1	LTN2
6.1.10	Examine and explain the outcomes of European colonization as it impacted the Americas including the cultural exchange between Europe and the Americas.	Ch 2 25-43 Ch 3 45-67 Ch 4 69-89 Ch 5 91-119	Ch 15 351-357, 363-364 Ch 16 377-393		
6.1.11	Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.	Ch 2 25-43 Ch 3 45-67 Ch 4 69-89 Ch 5 91-119			
6.1.12	Describe the Reformations and their effects on European and American society. Examples: Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII's break with Parliament and the Catholic Church, the principle of separation of church and state, Papal reform, and the Council of Trent	Ch 5 106-115	Ch 9 213-216	Ch 17 443-477 Ch 18 483-494, 498-502	Intro 2 Ch 1 23-26
6.1.13	Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason. Examples: American and French Revolutions and the spread of democratic ideals, the Scientific Revolution, and the influence on world religions resulting in the assimilation of religious groups		Ch 9 216-218, 222- 227 Ch 15 358-360	Supp 624-641 Supp 653-670	Intro 1-18 Ch 1 21-38
6.1.14	Describe the origins, developments and innovations of the Industrial Revolution and explain the impact of these changes brought about urbanization, changing role of women and child labor.	Ch 19 409-428		Supp 644-650	Ch 13 359-376
Modern Era: 1700 AD to Present		FSTTS	AYL	LTN1	LTN2
6.1.15	Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.	Ch 19 409-428		Supp 644-650	Ch13 359-376
6.1.16	Discuss the benefits and challenges related to the development of a highly technological society. Examples: Atomic energy, computers and environmental change				Ch 20 617-620

7th Grade History

Standard 1: Students examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Early Civilizations, States, and Empires: 3500 BCE to 650 CE		FSTTS	AYL	LTN1	LTN2
7.1.1	Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations are related to their respective forms of government and social hierarchies. Examples: River civilizations include Nile River Valley (ancient Egypt), Tigris and Euphrates rivers (Mesopotamia), Indus River (India/Pakistan), and Huang He River (ancient China).		Ch 3 30-35 Ch 3 35-45 Ch 12 277-283	Introduction, 8-10 Supp ch 558-559	
7.1.2	Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. Examples: Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.		Ch 3 47-67 Ch 6 115-144 Ch 7 153-167 Ch 12 283-287	Ch 1, 18-42, Ch 4 89-95 Ch 7 165-189 Supp ch 563-565	
7.1.3	Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers to the spread of resources, disease, and culture.		Ch 13 299-321		
7.1.4	Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.		Ch 10 231	Supp ch 559	
7.1.5	Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.		Ch 7 159-168	Ch 7 179, 188-189, 192 Ch 8 197-199 Ch 13 348 (teacher would supplement information on early Islamic banking systems)	
7.1.6	Compare and contrast the institution of slavery in its various forms in Africa, Asia, and the Southwest Pacific and analyze the impact slavery had on different civilizations.		Ch 12 283 Ch 13 314-321 Ch 14 326, 329	Ch 7 176 Supp. ch 596-597	
7.1.7	Trace the rise, spread and influence of the Mongols. Examples: Yuan dynasty, Marco Polo, Black Death, feudalism.		Ch 8 180-181 Ch 8 204-205	Ch 9 (European feudalism) Ch 13 342-344 Ch 14 374	

Major Civilizations, States, and Empires through 1650 CE		FSTTS	AYL	LTN1	LTN2
7.1.8	Describe the dynastic cycle and the cultural and technological contributions of major Chinese dynasties (Zhou, Qin, Han, Tang, Song, and Ming). Examples: Zhou - established Feudalism leading to Warring States Period, Mandate of Heaven, start of Confucianism, Daoism, and Legalism; Qin - "China", Terracotta Army, Great Wall; Han - Silk Road starts, paper & compass, merit-based jobs; Tang - gunpowder, woodblock printing, clocks & porcelain; Song - paper money, moveable type; Ming - international trade/isolation, porcelain arts		Ch 10 229-256	Entirety of supplemental chapter 558-575	
7.1.9	Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions. Examples: feudalism, shogunate court life, samurai culture		Ch 11 257-274	Supplemental chapter 576-587	
Exploration, Conquest, and Post-Colonial States: 1500 CE to Present		FSTTS	AYL	LTN1	LTN2
7.1.10	Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears. Examples: voyages of the Ming dynasty, and Ibn Battuta	Ch 1 p 13-23 Ch 4 69-75, 82-89 Ch 5 91-99	Ch 10 244-247 Ch 13 318-320 Ch 16 381-383	Ch 16 434-438 Supp ch 570-571, Supp ch 599-600 Supp ch 609-612, 616-615	
7.1.11	Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.		Ch 13 316-321 Ch 16 381-384	Ch 19 540-542 Supp ch 642-646, Teacher may supplement on colonization of Southwest Pacific	
7.1.12	Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.				Ch 15 439-440 Ch 19 582-584 Ch 20 608
7.1.13	Identify and explain the significance of historical events in the Middle East since the end of World War II. Examples: The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present)				(N/A - LTN2 extends thru conclusion of WWII)
7.1.14	Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.				(N/A - LTN2 extends thru conclusion of WWII)

8th Grade History

Standard 1: Students examine the relationship and significance of themes, concepts, and movements in the development of United States history, including the review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Historical Knowledge - American Revolution and Founding of the United States: 1754 to 1801		FSTTS	AYL	LTN1	LTN2 (*indicates reference to LTN2:History of the United States)	TENTATIVE correlation to American Venture: A History of the US (coming 2022!)
8.1.1	Identify the major Native American Indian groups of eastern North America and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation.				*Ch 6 72 Teacher should emphasize the eastern Native American groups established prior to colonial period.	Ch 1 Ch 2
8.1.2	Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.	Ch 2 25-43 Ch 3 9-89 Ch 5 99-119			*Ch 1 1-5	Ch 1 Ch 2
8.1.3	Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).	Ch 6 129-135			*Ch1 9	Ch 3 47-51
8.1.4	Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).	Ch 7 137-156			*Ch 1 10-14	Ch 3 41-55
8.1.5	Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).	Ch 8 159-183			*Ch 1 15-16 *Ch 2 21, 23-26	Ch 3, broadly
8.1.6	Identify and provide the significance of major events in the creation of the Constitution such as the enactment of state constitutions, the weaknesses of the Articles of Confederation, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.	Ch 9 187-203			*Ch 3 27-35, *Ch 4 37-52 *Ch 5 53-67	End of Ch 4 through Ch 5, broadly
8.1.7	Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.	Ch 9 189-203 Ch 10 207-217			*Ch 5 53-54 *Ch 6 69-73	Beginning of Ch 7, Ch 8 through 147

8.1.8	Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences caused the development of political parties, affecting the nation for the future.	Ch 10 207-210			*Ch 4 31-24, *Ch 6 70-71,79-80	Ch 8 133-135
8.1.9	Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); evaluate the significance of these events.	Ch 10 218-224			*Ch 6 p 73-77	Ch 8 137-140
8.1.10	Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.	Ch 7 137-156 Ch 8 166-171 Ch 9 187-203			*Ch 1 15-16, *Ch 2 22-26, 28-38 *Ch 3 37-39, *Ch 5 53-67 *Ch 6 69-73	Broad standard: met in chapters 5, 6, 7, 8.
8.1.11	Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South causing early sectionalism in America.				*Ch 7 92-93, *Ch 9 117	Ch 9 163-164,
Historical Knowledge - National Expansion and Reform: 1801 to 1861		FSTTS	AYL	LTN1	LTN2 (*indicates reference to LTN2:History of the United States)	TENTATIVE correlation to American Venture: A History of the US (coming 2022!)
8.1.12	Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.	Ch 12 245-252			*Ch 7 77-78, 89 *Ch 8 107	Ch 8 141-143
8.1.13	Explain the main issues, consequences, and landmark decisions of the Marshall Court, including how it affected the power of the Judicial Branch.				*Ch 6 75, 77 Emphasize significance and long-reaching influence of the SCOTUS decision in Marbury vs. Madison	Ch 6 96 Ch 8 140-141
8.1.14	Analyze the causes and consequences of the War of 1812.	Ch 12 252-265			*Ch 6 80-85	Ch 8 144-1504

8.1.15	<p>Define nationalism and explain how it affected domestic policy, foreign policy, and the development of an industrial economy during this period.</p> <p>Examples: Monroe Doctrine, American System</p>				<p>*Ch 7 88, 94, 95-97</p> <p>*Ch 9 117-119</p> <p>Teacher should emphasize the definition of nationalism as understood during this period.</p>	<p>Ch 9, broadly, some specific mentions on 160, 164</p> <p>Teacher should emphasize "nationalism" as a concept understood in this period.</p>
8.1.16	<p>Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as president such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.</p>	Ch 13 274-283			*Ch 7 95-99	Ch 9 168-172
8.1.17	<p>Explain relationships and conflict between settlers and Native Americans on the frontier.</p>	Ch 13 277-283			<p>Teacher should provide emphasis on relationships and conflicts between Native Americans and settlers 1801-1861.</p>	<p>Ch 9 171-172</p> <p>Ch 10 177-179, 193-194</p>
8.1.18	<p>Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.</p>	<p>Ch 14 291-308</p> <p>Ch 15 311-315, 324-326</p>			*Ch 8 101-113	Ch 10, broadly - "Manifest Destiny" on 193-194
8.1.19	<p>Analyze the causes and effects of the Mexican War (1846-1848).</p>	Ch 14 297-308			*Ch 8 111-113	Ch 10, 183-184, 187-191
8.1.20	<p>Give examples of how immigration affected American culture in the decades before the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.</p>	Ch 15 315-317			<p>*Ch 9 117, 119-122</p> <p>*Ch 9 123-126</p>	Ch 11
8.1.21	<p>Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.</p>				<p>*Ch 9 119-122</p> <p>Teacher should provide emphasis on women's movements from 1801-1861</p>	Ch 11
8.1.22	<p>Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad, and how the movement affected the division between the North and South.</p>	Ch 15 317-324			<p>*Ch 10 129-138</p> <p>Teacher should emphasize impact of the Underground Railroad (131)</p>	Ch 12

8.1.23	Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.	Ch 15 317-331				*Ch 7 90-91, *Ch 9 121-122 Teacher should emphasize the influence of the rise of early feminist movements.	Ch 11, 12
Historical Knowledge - The Civil War and Reconstruction Period: 1850 to 1877		FSTTS	AYL	LTN1	LTN2 (*indicates reference to LTN2:History of the United States)	TENTATIVE correlation to American Venture: A History of the US (coming 2022!)	
8.1.24	Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.	Ch 15 p 317-333				*Ch 10 129-138	Ch 12
8.1.25	Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.	Ch 16 335-358 Ch 17 361-381				*Ch 11 141-156 Teacher should emphasize recognition and influence of significant figures on the Union and Confederate sides	Ch 13
8.1.26	Compare and contrast the three plans for Reconstruction and evaluate the merits of each.					*Ch 12 157-163	Ch 13, 14
8.1.27	Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.					*Ch 12 161, 163 Teacher should emphasize significance of the Black Codes	Ch 14