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Social Studies/ U.S. History I--possible 38 (Objectives)

(Number of Yes checks divided by 38 = percentage)

Recommend Approval ____ yes ____ no

Highly Recommend ____ Recommend ____

Recommend w/ Reservations _____

Core _____

Intervention _____

Resource Only _____

Idaho Content Standards for Social Studies

Grade 6-12
U.S. History I



Compatibility with the Idaho Content Standards: Grade 6-12 U.S. History I

Standard 1: History

Students in U.S. History I build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

Goal	Objective - The student will:	YES	NO
Goal 1.1: Build an understanding of the cultural and social development of the United States.	6-12.US1.1.1.1 Compare and contrast the different cultural and social influences that emerged in the North American colonies. (479.01a)	Text: Chapter 2 “ A City Upon a Hill” details the cultural and social influences of the southern colonies on pages 31 – 34, middle colonies on 42 – 46, and New England colonies on 36 – 42.	
	6-12.US1.1.1.2 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. (479.01b)	Text: VI describes the experiences of different groups, including Native Americans (240 – 247), enslaved Africans and the abolition movement (121 – 125, 238, 251 – 253, 264 – 265, 268, 277, 280, 284 – 286, 294, 301 – 302, 304, 320), Mormons (261), Mexicans (263 – 268), European immigrants (281 – 283), and Chinese (271 – 272).	

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	<p>6-12.US1.1.1.3 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society. (479.01c)</p>	<p>Text: VI analyzes common beliefs and characteristics: Chapter 3 provides philosophical underpinnings (64, 74, 81) and analysis of pivotal documents (83 – 86); Chapter 4 details the Constitution (107 – 132); Chapter 5 provides insight into Bill of Rights (141 – 144); Chapter 6 outlines nascent patriotism and the “Star Spangled Banner” (211 – 212); Chapter 12 includes Lazarus poem at base of Statue of Liberty (449); Chapter 12, “From the New World” (472 – 474) details contributions of immigrants.</p>	
	<p>6-12.US1.1.1.4 Discuss the causes and effects of various compromises and conflicts in American history such as the American Revolution, Civil War and Reconstruction.</p>	<p>Text: Details of causes and effects of compromises and conflicts; Ch 3 “The Greatest Revolution” (62 – 106) discusses Revolutionary War; Ch 4 “Reflection and Choice: Framing the Constitution” details Great Compromise and 3/5 Compromise (120 – 124); Missouri Compromise is analyzed in Chapter 6, “The Missouri Compromise” (214 – 215); Ch 9 “Freedom’s Fiery Trial” (311 – 355) and Ch 10 “A New Birth of Freedom” (356 – 392) thoroughly examines Civil War; Reconstruction is highlighted in Ch 11 “To Bind Up the Nation’s Wounds” (393 – 433), including Section III “Reconstruction and Renewal” (400 – 409).</p>	

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	6-12.US1.1.1.5	Compare and contrast early cultures and settlements that existed in North America prior to European contact.	Text: Ch 1 "Westward the Course" (1 – 23) provides information on Aztecs, Incas, Caribs. Ch 2 (30 – 61) has insight into North American tribes; Powhatan (34) & Wampanoag (38 – 39).	
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	6-12.US1.1.2.1	Analyze the religious, political, and economic motives of European immigrants who came to North America. (476.01a)	Text: Religious, political, economic motives: Ch 2 "A City Upon a Hill" (30 – 61) details economic (Jamestown) & religious (Puritans) motives; Ch 12, "The Golden Door" (447 – 451) details 19 th century immigration, including Jewish immigrants escaping persecution; "From the New World" (472 – 474) for contributions. Premium: Chapter 12 Mnemonic, http://www.roadmaptolastbesthope.com/premium/volumel/mnemonics	
Goal	Objective - The student will:		YES	NO
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	6-12.US1.1.2.2	Explain the motives and consequences for slavery and other forms of involuntary immigration to North America. (476.01b)	Text: Ch 1 (9) discusses Middle Passage and slavery in global context. Ch 2 (34 – 35) recounts growth of enslaved African population in colonies & indentured servitude. Roadmap: Skill/Project Origins of Slavery, see, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter1/lesson-plan Premium: Original Essay, http://www.roadmaptolastbesthope.com/premium/sites/default/files/OriginsofSlaverybyOgunwole.pdf	

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	<p>6-12.US1.1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States. (476.01d)</p>	<p>Text: VI analyzes expansion and its impact on Native Americans; Chapter 8 gives detail on the Trail of Tears in “The Tragedy of Indian Removal” (240 – 247) and concept of Manifest Destiny in “Reannexing Texas and Reoccupying Oregon” (258 – 262) and Section XI “The Halls of Montezuma” (263 – 268). Chapter 12, “Winning the West” (451 – 456) analyzes continued expansion and conflict.</p>	
<p>Goal 1.3: Identify the role of American Indians in the development of the United States.</p>	<p>6-12.US1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians.</p>	<p>Text: VI traces federal policies toward Native Americans; Chapter 8 gives detail on the Cherokees in Section V “The Tragedy of Indian Removal” (240 – 247); Chapter 12, Section V “Winning the West” (451 – 456) analyzes conflict and the Dawes Act (453).</p>	

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	<p>6-12.US1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.</p>	<p>Text: Ch 1, 5–18. Ch 2, 30-58. Ch 3, 69-86 discuss early explorers and founders interaction with American Indians. Roadmap: Volume I Syllabus, http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/syllabus-voll Chapter 2 Debate, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter2/debates Chapter 2 Skill/Project, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter2/lesson-plan Chapter 2 PowerPoint, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter2/images-maps Chapter 6 Timeline, http://www.roadmaptolastbesthope.com/volumel/chapter6/timeline Chapter 7 Key Historical Points, http://www.roadmaptolastbesthope.com/volumel/chapter7/key-points Chapter 12 Summary, http://www.roadmaptolastbesthope.com/premium/media/speeches Premium: Speech by Chief Joseph, http://www.roadmaptolastbesthope.com/premium/media/speeches</p>	
	<p>6-12.US1.1.3.3 Discuss the resistance of American Indians to assimilation.</p>	<p>Text: Detailed examples of resistance: Chapter 7 “The Tragedy of Indian Removal” (240 – 247) and Chapter 12, “Winning the West” (451 – 456) provide analysis of US policies and resistance.</p>	

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Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.	6-12.US1.1.4.1 Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States. (477.01a)	Text: VI explains the consequences of technology; Chapter 11 (424 – 428) charts new technology; Chapter 12 gives detailed information on inventions Edison (pages 436, 444 – 445) and the changing face of urban America.	
	6-12.US1.1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity. (477.01b)	Text: VI traces development of new modes of transport; Chapter 8, “Railroads and Reform” (278 – 281) charts the impact of the railroad. Detail on Ford and the automobile (512-513).	
Goal	Objective - The student will:	YES	NO
Goal 1.5: Trace the role of exploration and expansion in the development of the United States.	6-12.US1.1.5.1 Examine the development of diverse cultures in what is now the United States. (475.01a)	Text: VI provides detail on the diverse cultures in Chapter 1 “Westward the Course” (31 –36, 37 – 41); Chapter 6 examines Native Americans such as the Sioux (184 – 189, 200 - map); Chapter 8 provides further detail on westward expansion and the Southwest (240 – 247, 258 – 268).	
	6-12.US1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas. (475.01b)	Text: VI identifies countries, roles, and motives in Chapter 1, Section I “Columbus: The Christ Bearer” (1 – 8), Section II “Scramble for Empire” (12 – 23), and Section III “The Rise of England” (26 – 29).	

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	<p>6-12.US1.1.5.3 Analyze and describe the interactions between native peoples and the European explorers. (475.01c)</p>	<p>Text: VI analyzes and describes interactions such as the Columbian Exchange (8 – 12) and encounters with the conquistadors (18 – 23). Roadmap: Skill/Project, see, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter1/lesson-plan Key People You Should Know, http://www.roadmaptolastbesthope.com/volumel/chapter1/key-people</p>	
<p>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</p>	<p>6-12.US1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century. (475.01d)</p>	<p>Text: VI summarizes the major events (including the founding of Jamestown) in Chapter 2 (30 – 61) in “Coming to America” (31 – 36), “The Great Migration” (36 – 42), “Expanding English Rule” (42 – 46). The French and Indian War (46 – 50, 54 -- 61), and “Religious and Intellectual Awakening” (50 – 54) provides cultural detail.</p>	
	<p>6-12.US1.1.5.5 Explain the United States territorial expansion between 1801 and 1861 and identify internal and external conflicts. (475.01e, f)</p>	<p>Text: VI explains territorial expansion in Chapter 6 “The Jeffersonians” (184 – 189, map on 200); Chapter 8 gives detail on internal and external struggles in “The Tragedy of Indian Removal” (240 – 247), “Reannexing Texas and Reoccupying Oregon” (258 – 262), and “The Halls of Montezuma” (263 – 268).</p>	

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Standard 2: Geography

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth's surface.

Goal	Objective - The student will:	YES	NO
<p>Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.</p>	<p>6-12.US1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01a)</p>	<p>Text: VI provides maps (95, 200) and numerous opportunities for developing charts and graphs with data. A good example of a section filled with data on railroads and industrialization is Chapter 8, Section II "Railroads and Reform" (pages 278 – 286). Roadmap: Geography Resources, http://www.roadmaptolastbesthope.com/volumel/student/geography-resources How to Practice Geography, http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/how-to-practice-geography Master List of Maps, http://www.roadmaptolastbesthope.com/volumel/teacher/toolkit/master-list-of-maps</p>	

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Goal	Objective - The student will:	YES	NO
<p>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.</p>	<p>6-12.US1.2.2.1 Analyze ways in which the physical environment affected political and economic development.</p>	<p>Text: VI gives numerous examples of ways the physical environment impacted political and economic development: Chapter 1 (8 – 10) details the extensive impact of the Columbian Exchange on the New World. Chapter 2 (34 – 35) discusses the link between agriculture (specifically tobacco) and enslavement. Chapter 8 gives detail on natural resources, such as gold (271--272). Roadmap: Economic Key Points, http://www.roadmaptolastbesthope.com/sites/default/files/VI/EconomicKeyPoints%283%29.pdf How to Incorporate Economics, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf</p>	
<p>Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.</p>	<p>6-12.US1.2.3.1 Describe Pre-Columbian migration to the Americas.</p>	<p>Roadmap: Chapter 1 Other Resources, http://www.roadmaptolastbesthope.com/volume1/teacher/chapter1/other-resources</p>	

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	<p>6-12.US1.2.3.2 Illustrate westward migration across North America.</p>	<p>Text: VI illustrates westward migration in Chapter 6 “The Jeffersonians” (184 – 189, map on 200); Chapter 7 gives detail on manifest destiny in “The Tragedy of Indian Removal” (240 – 247), “Reannexing Texas and Reoccupying Oregon” (258 – 262), and “The Halls of Montezuma” (263 – 268). Chapter 12, “Winning the West” (451 – 456) details conflict with Native Americans.</p>	
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Standard 3: Economics

Students in U.S. History I explain basic economic concepts, identify different influences on economic systems, and analyze the different types of economic institutions.

Goal	Objective - The student will:	YES	NO
<p>Goal 3.1: Explain basic economic concepts.</p>	<p>6-12.US1.3.1.1 Describe the economic characteristics of mercantilism. (483.01a)</p>	<p>Text: VI, Chapter 1 “Westward the Course” provides background on mercantilism and trade, particularly in Section I (pages 8 – 10), “The Scramble for Empire” (pages 12 – 23), and Section III “The Rise of England” (26 – 29). Roadmap: Economic Key Points, Chapter 1, http://www.roadmaptolastbesthope.com/sites/default/files/VIeconomicKeyPoints%283%29.pdf How to Incorporate Economics, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf</p>	

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	<p>6-12.US1.3.1.2 Compare the economic development of the North with the South.</p>	<p>Text: Early comparisons of agricultural South and industrial North in Ch 1 (1 – 29); economic sectionalism shown in Chapter 7, “John C. Calhoun: The Cast-Iron Man” (230 – 234) and “Our Federal Union: It Must Be Preserved” (234 – 240); Chapter 8, “Railroads and Reform” (278 – 282) discusses regional economic impact of railroads.</p> <p>Roadmap: Economic Key Points, Chapters 8-10, http://www.roadmaptolastbesthope.com/sites/default/files/VIEconomicKeyPoints%283%29.pdf How to Incorporate Economics, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf</p>	
<p>Goal 3.2: Identify different influences on economic systems.</p>	<p>6-12.US1.3.2.1 Describe the emergence and evolution of a market economy.</p>	<p>Text: Emergence of the market economy in Ch 1 (1 –29) with advent of tobacco and shipbuilding; each chapter includes economic changes, Ch 8, “Railroads and Reform” (278 – 282) & Ch 12, “A Cross of Gold” (459 – 468).</p> <p>Roadmap: Economic Key Points, Chapters 12-13, http://www.roadmaptolastbesthope.com/sites/default/files/VIEconomicKeyPoints%283%29.pdf How to Incorporate Economics, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf</p>	

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	<p>6-12.US1.3.2.2 Analyze the role of government policy in the early economic development of the United States. (484.01b)</p>	<p>Text: Chapter 5 “The New Republic”, “A Host in Himself: Hamilton’s New System” (144 – 153, portrait 151) details early economic development; Ch 7, “Jackson’s War on the Bank” (247 – 250) analyzes early conflict in government policy and economic development. Roadmap: Economic Key Points, Chapter 5 and 7, http://www.roadmaptolastbesthope.com/sites/default/files/VIEconomicKeyPoints%283%29.pdf How to Incorporate Economics, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf</p>	
Goal	Objective - The student will:	YES	NO
<p>Goal 3.3: Analyze the different types of economic institutions.</p>	<p>6-12.US1.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.</p>	<p>Text: Role of financial institutions: Ch 5, “A Host in Himself: Hamilton’s New System” (144 – 153) details start of treasury, portrait on 151; Ch 7, “Jackson’s War on the Bank” (247 – 250) analyzes role of national bank; analysis of tariffs throughout (234, 237, 460, 471). Roadmap: Economic Key Points, Chapter 5, 7, 12, 13, http://www.roadmaptolastbesthope.com/sites/default/files/VIEconomicKeyPoints%283%29.pdf How to Incorporate Economics, http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf</p>	

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Standard 4: Civics and Government

Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal	Objective - The student will:	YES	NO
<p>Goal 4.1: Build an understanding of the foundational principles of the American political system.</p>	<p>6-12.US1.4.1.1 Trace the development of constitutional democracy in the United States, such as the Mayflower Compact, colonial assemblies, Bacon’s Rebellion. (480.01.a)</p>	<p>Text: VI traces the political development in Chapter 2, “Coming to America” (30 – 36) with the Virginia Company, the House of Burgesses, and colonial assemblies; the Mayflower Compact and Massachusetts’ charter detailed 66 – 42. Roadmap: Bacon’ Rebellion, Chapter 2 Summary and Timeline, see, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter2/summary; http://www.roadmaptolastbesthope.com/volumel/chapter2/timeline</p>	

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	<p>6-12.USH1.4.1.2 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution. (480.01b)</p>	<p>Text: VI, Chapter 3 “The Greatest Revolution”, includes excellent detail and excerpts of the Declaration of Independence (83 – 86) and the role of Jefferson (portrait on page 85); the Articles of Confederation is examined in Chapter 4 (107 – 109) as is the need for a stronger government (117-118, 123, 134, 144, 294). The Constitution is analyzed in depth in Chapter 4 “Reflection and Choice” (107 – 132). Roadmap: Primary Sources, http://www.roadmaptolastbesthope.com/volumel/chapter3/sources; http://www.roadmaptolastbesthope.com/volumel/chapter4/sources Laws & Legislation, http://www.roadmaptolastbesthope.com/volumel/student/chapter4/laws-legislation Premium: Chapter 4 Mnemonic on Articles of Confederation, http://www.roadmaptolastbesthope.com/premium/volumel/mnemonics</p>	
	<p>6-12.USH1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections. (480.01d)</p>	<p>Text: Issues of conflict: Ch 4 discusses slavery in 3/5 Compromise (121 – 124); Ch 5 provides insight into expansion of slavery (214 – 215); Ch 7, “The Tragedy of Indian Removal” (240 – 247) analyzes Native American policies; Ch 12 (450) highlights Chinese Exclusion Act and immigration policies.</p>	

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<p>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</p>	<p>6-12.US1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. (481.01a)</p>	<p>Text: VI provides much political detail in each chapter: Chapter 4 "Reflection and Choice: Framing the Constitution" provides the background for the three branches (107 – 132); Chapter 5 "The New Republic" (133 – 176) showcases the separation of powers in the nascent US.</p>	
	<p>6-12.US1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in a federal system. (481.01b)</p>	<p>Text: VI gives a historic narrative and examples regarding federalism: Chapter 4 "Reflection and Choice: Framing the Constitution" shows the conflict and compromise between federal and state power (120 – 121, 126 – 132); Chapter 8 "The Rising Storm" (269 – 310) provides analysis and insight into secession and "states' rights" regarding slavery.</p>	
<p align="center">Goal</p>	<p align="center">Objective - The student will:</p>	<p align="center">YES</p>	<p align="center">NO</p>
<p>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</p>	<p>6-12.US1.4.3.1 Provide and evaluate examples of social and political leadership in early American history. (474.01d)</p>	<p>Text: Numerous examples of social and political leadership: Ch 5 "The New Republic", "The Sacred Fire of Liberty" (133 – 141, portrait on 138) details George Washington; Chapter 6 "The Jeffersonians" (177 – 219) details Thomas Jefferson; Ch 7 "Jackson and Democracy" (220 – 268) analyzes Andrew Jackson; Chapter 12, "A Social Gospel" (456 – 458) spotlights Jane Addams.</p>	

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	<p>6-12.US1.4.3.2 Describe ways in which citizens participated in early American public life. (482.01c)</p>	<p>Text: Chapter 1 (30—61) details early colonial assemblies; Chapter 4 (107 – 132) describes the Constitutional Convention; Chapter 7 “Jackson and Democracy” (220 – 268) gives detailed analysis of Jacksonian Democracy, especially in “From Caucus to Raucous: The Election of 1828” (220 – 227).</p>	
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<p>Goal 4.4: Build an understanding of the evolution of democracy.</p>	<p>6-12.USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights. (474.01e)</p>	<p>Text: VI describes the development of individual political rights: Chapter 11 provides detail on the 13th (404), 14th (406), and 15th (421 – 422) Amendments securing rights for African-Americans (and due process in general) following Civil War. On-going detail and references regarding women's suffrage with Stanton (86, 469), Seneca Falls (281 – 282), voting rights (421 - 422). Roadmap: Women's suffrage, Chapter 11 Laws, http://www.roadmaptolastbesthope.com/volumel/student/chapter11/laws-legislation Chapter 13 Skill/Project, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/lesson-plan Seneca Falls, Chapter 8, Summary, http://www.roadmaptolastbesthope.com/volumel/chapter8/summary Timeline, http://www.roadmaptolastbesthope.com/volumel/chapter8/timeline Key Historical Points, http://www.roadmaptolastbesthope.com/volumel/chapter8/key-points Primary Sources, http://www.roadmaptolastbesthope.com/volumel/chapter8/sources</p>	
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Standard 5: Global Perspectives

Students in U.S. History I build an understanding of multiple perspectives and global interdependence.

Goal	Objective - The student will:	YES	NO
<p>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</p>	<p>6-12.USH1.5.1.1 Explain the significance of principle policies and events in the United States' relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars.</p>	<p>Text: Chapter 6, "Mr. Madison's War" (198 – 208) discusses War of 1812, as does "The Battle of New Orleans" (208 – 212), including the establishment of national identity; Chapter 6, "The Monroe Doctrine" (215 – 216) provides detailed reasons and significance of the Monroe Doctrine; Chapter 7, "The Halls of Montezuma" (263 – 268) examines the Mexican-American War; Chapter 13, "A Splendid Little War" (476 – 485) details Spanish American War. Roadmap: Monroe Doctrine Primary Sources, http://www.roadmaptolastbesthope.com/volumel/student/chapter6/laws-legislation Play Battle of New Orleans, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter6/plays Spanish American War Chapter 13, Summary, http://www.roadmaptolastbesthope.com/volumel/chapter13/summary Debates, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/debates Timeline, http://www.roadmaptolastbesthope.com/volumel/chapter13/timeline</p>	

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	<p>6-12.USH1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.</p>	<p>Text: VI evaluates foreign policy positions: Chapter 13, "A Splendid Little War" (476 – 485) gives an in-depth treatment of American Imperialism. The war in the Philippines is further discussed (487 – 488, 503 - 504), photographs of Roosevelt as a "Rough Rider" and President on 498 – 499.</p> <p>Roadmap: Chapter 13 Mnemonic, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/mnemonic Chapter 12 Debate, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter12/debates Chapter 13 Summary, http://www.roadmaptolastbesthope.com/volumel/chapter13/summary Chapter 13 Debate, http://www.roadmaptolastbesthope.com/volumel/teacher/chapter13/debates Chapter 13 Critical Events, http://www.roadmaptolastbesthope.com/volumel/chapter13/events Chapter 13 Primary Sources, http://www.roadmaptolastbesthope.com/volumel/chapter13/sources</p> <p>Premium: Chapter 13 Mnemonic, http://www.roadmaptolastbesthope.com/premium/volumel/mnemonics</p>	
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	<p>6-12.US1.5.1.3 Analyze how national interest shapes foreign policy.</p>	<p>Text: Chapter 13, "Rough Rider Politics" (485 – 490) and "Wielding the Big Stick" (503 – 510) detail Roosevelt's foreign policy in Asia and Latin America. Roadmap: Chapter 12 Debate, http://www.roadmaptola.com/volume/teacher/chapter12/debates Chapter 13 Summary, http://www.roadmaptola.com/volume/chapter13/summary Chapter 13 Debate, http://www.roadmaptola.com/volume/teacher/chapter13/debates Chapter 13 Mnemonic, http://www.roadmaptola.com/volume/teacher/chapter13/mnemonic Chapter 13 Play, http://www.roadmaptola.com/volume/teacher/chapter13/plays Chapter 13 Primary Sources, http://www.roadmaptola.com/volume/chapter13/sources Chapter 13 Critical Events, http://www.roadmaptola.com/volume/chapter13/events Premium: Chapter 13 Mnemonic, http://www.roadmaptola.com/premium/volume1/mnemonics</p>	
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