

**GLENCOE CORRELATION**  
**THE AMERICAN VISION**  
**KANSAS**  
Curricular Standards for United States History

OBJECTIVES	PAGE REFERENCES
<b>UNITED STATES HISTORY</b>	
History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.	
Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, colonization, and settlement of the United States to 1763.	
1. explains how religious freedom emerged in the North American colonies.	SE: 66-70, 75, 105-106 <i>History Online</i> 75 TWE: CLA 59
2. analyzes political factors that contributed to the development of representative government.	SE: 70, 101, 1062 TWE: ICA 75, 101
3. uses cause and effect to show how slavery reshaped European and African life in the Americas.	SE: 84-87, 89-90, 95, 106-107 <i>Causes and Effects</i> 35 <i>Critical Thinking Skillbuilder</i> 146 TWE: C 90, 97 CP 95
Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763 to 1850).	
1. describes how the principles of the Declaration of Independence justified American independence.	SE: 131, 132-133, 134-137 TWE: AI 135 E 137 R 133 TLL 114
2. analyzes the major political and strategic factors that led to the American victory in the Revolutionary War.	SE: 141-142, 143-145 <i>Chart Skills</i> 139 <i>Profiles in History</i> 143 TWE: CTA 142 CTM 143 DI 139
3. explains the military and diplomatic factors that helped produce the Treaty of Paris.	SE: 145 <i>Geography Skills</i> 144 TWE: C 145
4. analyzes the ideas established by the Constitution, and events that led to its adoption including the arguments advanced in the Federalist Papers.	SE: 166-169, 172-175, 180-182, 1066-1067 <i>Critical Thinking</i> 176 #21 <i>Different Viewpoints</i> 174 TWE: CLA 180 E 169, 175 ICA 182

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5. explains the Bill of Rights and the reasons for the challenges registered against it.	SE: 182, 185-186, 199-200, 211 TWE: CLA 186, 211 CTA 201 DLR 186 ETC 200
6. analyzes political interests and views regarding the War of 1812.	SE: 228-232 <i>Critical Thinking</i> 234 #27 <i>Profiles in History</i> 230 TWE: C 232 CLA 229 E 232
7. describes the shifts in the U.S. government's policy toward American Indians in the first half of the 19th century.	SE: 229-230, 269-270, 297 <i>Practicing Skills</i> 235 #28
8. evaluates the religious, political, and social ideas that contributed to the 19th century belief in Manifest Destiny.	SE: 294-295, 297, 307-308 <i>Different Viewpoints</i> 308-309 <i>History Online</i> 295 TWE: C 297
9. explains the impact of the Industrial Revolution during the early and later 19th century.	SE: 436-440, 447-451, 454-459 <i>National Geographic: Moment in History</i> 450 TWE: C 451, 459 WMA 437 WR 458
10. analyzes how slavery influenced economic and social elements of Southern society.	SE: 252-254, 255, 288 TWE: E 256 ICA 287 MSN 253
11. evaluates the major historical events that promoted sectional conflicts and strained national cohesiveness in the antebellum period.	SE: 257-259, 307-308, 321-322, 323-324, 329-331, 334-338 TWE: C 324 CLA 321 ICA 323 R 260
<b>Benchmark 3:</b> The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial Era of United States history (1850 to 1900).	
1. constructs a well-supported historical argument explaining the Union victory in the Civil War.	SE: 351, 356, 362-363, 372-373, 376-380 TWE: CLA 351 DI 370 R 373, 380
2. analyzes why various Reconstruction plans succeeded or failed (e.g., the 13th, 14th, and 15th amendments, different perspectives on Reconstruction).	SE: 387-389, 391-395 <i>History Online</i> 393 <i>Why It Matters</i> 392-393 TWE: C 395 CLA 392 MSN 388 R 389, 395
3. explains how the rise of big business, heavy industry, and mechanized farming transformed American society to analyze issues associated with urban growth in the late 19th century.	SE: 422, 447-450, 470-471, 472-473 <i>Picturing History</i> 421 TWE: C 423, 451 R 473

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4. evaluates massive migration and immigration after 1870.	SE: 464-468, 469-473 <i>Different Viewpoints</i> 466 <i>Geography Skills</i> 465 <i>National Geographic: Geography &amp; History</i> 474-475 TWE: CAC 465 GOA 463 MSN 466 R 468
5. evaluates new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.	SE: 466-467, 468 <i>Different Viewpoints</i> 466 <i>National Geographic: Geography &amp; History</i> 474-475 TWE: C 468 GOA 463 ICA 467
6. analyzes changes in social and class development in the late 19th century (e.g., ghettos, slums, private vs. public welfare).	SE: 471-472, 477-478, 483-485 TWE: ICA 472
7. explains the rise of the American labor movement to analyze influences on the workforce during the late 19th century (i.e., hours, conditions, child labor wages).	SE: 454-459 <i>Profiles in History</i> 456 TWE: CTA 458 WR 458
8. analyzes elements that contributed to late 19th century expansionist foreign policy.	SE: 520-524, 531-533 <i>History Online</i> 533 TWE: C 525 R 525
9. evaluates the objectivity of newspaper accounts of political and military actions during this period.	SE: 528 <i>Critical Thinking Skillbuilder</i> 1000 <i>Social Studies Skillbuilder</i> 390 TWE: MSN 378
<b>Benchmark 4:</b> The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1900 to 1930).	
1. describes the spread of Progressive ideas and the successes of the Progressive movement (i.e., political influence on elections, desire to have government regulation of private businesses and industries).	SE: 546-553, 556-558, 565, 570 <i>History Online</i> 547 TWE: C 570 CLA 547 R 553
2. evaluates U.S. foreign policy and involvement in foreign countries in the early 20th century.	SE: 537-541, 576-583, 593-597 TWE: C 541, 583, 597 CLA 577 ICA 539 R 583
3. uses immediate, long range, and multiple causation to explain the causes of World War I. [See World History Eleventh Grade Benchmark 6]	SE: 521, 577-580 TWE: C 583 CTA 580, 582 E 583 WNH 578

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4. analyzes how the home front influenced and was influenced by U.S. involvement in World War I.	SE: 584-589 TWE: C 589 CLA 585 CTA 588 MSN 586 R 589
5. analyzes factors that contributed to changes in work, production, and the rise of a consumer culture during the 1920s (e.g., leisure time, technology, communication, travel).	SE: 641-645 <i>Technology &amp; History</i> 641 TWE: CTA 644 DC 641 ICA 643
6. describes the various social conflicts that took place in the early 1920s (i.e., rural vs. urban, fundamentalism vs. modernism, Prohibition, nativism).	SE: 610-616 TWE: C 616 CE 614 MT 613 R 616
7. explains the influences on women’s roles in American society during the 1920s.	SE: 613-614 <i>Critical Thinking</i> 632 #23 <i>Profiles in History</i> 643 TWE: E 616 ICA 613 MT 613
8. frames historical questions that address changes in the social and cultural life of American society in the 1920s.	SE: 612-616, 620-623, 626-628 <i>Critical Thinking</i> 632 #21, #27 TWE: C 623
9. interprets how the arts, music, and literature reflected social change during the Jazz Age.	SE: 620-622, 626-628 <i>American Literature</i> 631 <i>Chapter Activities</i> 633 #29 <i>Critical Thinking</i> 632 #27 TWE: CLA 627 MSN 622, 628 R 623 TLL 608
<b>Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930 to 1945).</b>	
1. analyzes the causes and impact of the Great Depression to determine how it affected American society.	SE: 657-660, 661-665, 669-672 <i>History Online</i> 663 <i>National Geographic: Moment in History</i> 662 TWE: C 660 E 672 R 665
2. analyzes the costs and benefits of New Deal programs (i.e., farmers, workers, welfare state, role of federal government, the disenfranchised).	SE: 683-688, 689-694, 698-700 <i>History Online</i> 690 <i>Why It Matters</i> 684-685 TWE: C 694, 700 CLA 690 ETC 687 GOA 677
3. analyzes the impact of Franklin D. Roosevelt on the presidency.	SE: 205, 684, 690, 697, 699-700

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4. explains the results of the Japanese attack on Pearl Harbor (i.e., U.S. entrance into W.W. II, Japanese relocation in internment camps, social and economic change).	SE: 729-730, 736-741, 749-750, 752-753 <i>American Literature</i> 773 <i>History Online</i> 729 <i>National Geographic: Moment in History</i> 752 TWE: CTA 753 ICA 728 R 741
5. evaluates how World War II influenced the home front (i.e., role of women, government, minorities, popular media, internment camps, conscientious objectors). [See World History Eleventh Grade Benchmark 6]	SE: 739-741, 749-751, 752-754 <i>Geography Skills</i> 751 <i>National Geographic Moment in History</i> 752 TWE: CLA 750 CTA 753 MSN 751 R 741, 754
6. evaluates how Hitler's "Final Solution" evolved and the Allies' response to the Holocaust (i.e., demoralized Germany, economic reasons, religious reasons, Hitler's youth movement, <i>Mein Kampf</i> , state controlled education and police propaganda, groups targeted, belief in the Aryan race, response of containment by the Allies).	SE: 710, 719-724, 772 <i>Geography and History</i> 733 #21 <i>Practicing Skills</i> 733 #20 TWE: C 724 ICA 711, 722 R 724
7. explains the impact of the Manhattan Project from a variety of perspectives (e.g., science, technology, medicine, military, business, humanity).	SE: 769-770 TWE: E 772 YDS 769
8. constructs a well-supported argument that analyzes the Truman administration's decision to drop the first atomic bomb.	SE: 769-771 <i>Differing Viewpoints</i> 770-771
9. evaluates how the United States emerged as a superpower as a result of World War II.	SE: 771, 785, 786 TWE: CCH 785
<b>Benchmark 6:</b> The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of contemporary United States history (since 1945).	
1. describes the legacy of the New Frontier and the Great Society domestic programs.	SE: 842-843, 856-860 <i>Chapter Activity</i> 863 <i>National Geographic: Moment in History</i> 859 <i>Writing Activity</i> 863 TWE: C 860 CP 855 FYI 857 GOA 839
2. analyzes the shift from industrial to service to information economies.	SE: 815, 1012-1014 <i>History Online</i> 1013 TWE: C 1015 E 1015 GOA 1011 MSN 1014

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3. analyzes population shifts after World War II (e.g., suburbanization, movement to sunbelt).	SE: 816, 982 <i>National Geographic: Geography &amp; History</i> 992-993 <i>Geography Skills</i> 983 <i>Why It Matters</i> 812-813 TWE: C 984 CLA 815 CS 982 E 984 MSN 816
4. analyzes the origins of the Cold War and the advent of nuclear politics (i.e., the establishment of the Soviet Bloc, Mao's victory in China, the Truman Doctrine, the Marshall Plan, the formation of NATO, the Berlin Blockade, the Iron Curtain, and the Berlin Wall). [See World History Eleventh Grade Benchmark 7]	SE: 778-782, 783-787 <i>History Online</i> 789 TWE: CLA 779 GOA 777 OI 779 R 782, 789
5. traces how the events and policies of the Cold War developed and changed over time (e.g., Cuban missile crisis, struggles in Yugoslavia and Afghanistan, Berlin Wall removed, the fall of the U.S.S.R.).	SE: 786-789, 801-802, 847-850, 956-957, 988-991, 1001-1003 <i>National Geographic: Moment in History</i> 1003 TWE: C 851 CTA 787, 956
6. analyzes the containment policy as it relates to the Korean conflict.	SE: 788-789 <i>Critical Thinking</i> 804 # 22 TWE: C 789 CLA 784 CTL 788 R 789
7. analyzes the significance of McCarthyism.	SE: 793-795 <i>Critical Thinking</i> 804 #24 TWE: CRC 794 CTA 794 DPC 793 ICA 793 MSN 792
8. explains the U.S. involvement in the Vietnam War from a variety of perspectives (e.g., social, political, economic, military, media subculture).	SE: 896-900, 905-907, 913-914 <i>Different Viewpoints</i> 898-899 TWE: C 895 EO 897 MP 906 MSN 898, 906 R 909
9. evaluates significant influences in the struggle for racial and gender equity and for the extension of civil rights (e.g., legislation, court decisions, individuals, subculture, employment, education).	SE: 866-872, 873-875, 877-880, 926-930, 934-937 TWE: C 930 CLA 867 E 872 GOA 865 MSN 875

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10. describes developments in foreign and domestic policies between the Nixon and current presidencies.	SE: 954-957, 966, 967-969, 987-991, 1004-1005, 1017-1021 TWE: C 957, 969 E 957 RI 967
11. describes the impact of developments in technology, global communication, and transportation in the postmodern era (e.g., computers, satellites, interstate highway system, space exploration, media, air travel).	SE: 817-819, 847-848, 1012-1015 <i>History Online</i> 1013 <i>Technology &amp; History</i> 798 <i>Why It Matters</i> 812-813, 848-849 TWE: E 819 ICA 817, 973
12. explains how expanding educational opportunities have affected our society.	SE: 858, 868, 934, 1077, 1080, 1083 <i>Chart Skills</i> 858 TWE: APV 934 FYI 857
13. analyzes major contemporary social issues and the groups involved.	SE: 939-941, 996-997, 1017, 1025 TWE: CLA 940 CTA 550 DT 940 ICA 942, 997 SLP 317
14. describes how changes in the national and global economy have influenced the workplace.	SE: 1022-1024 <i>National Geographic: Geography &amp; History</i> 944-945 <i>Picturing History</i> 1023 TWE: R 1025
<b>Benchmark 7: The student engages in historical thinking skills.</b>	
1. analyzes historical materials to trace development of an idea or trend across space or over a prolonged period of time in United States history to explain patterns of historical continuity and change.	SE: 939-942 <i>Geography Skills</i> 465, 613 TWE: C 1025 CLA 829, 1027 ICA 467, 942 MT 613 R 943
2. develops and implements effective research strategies for investigating a specific historical topic in United States history.	SE: <i>Critical Thinking Skillbuilder</i> 598, 617 <i>Study &amp; Writing Skillbuilder</i> 554 TWE: CLA 1027 IS 612 MSN 467, 987 WC 127
3. examines and analyzes primary and secondary sources in order to differentiate between historical fact and historical interpretations.	SE: 663, 665 <i>Critical Thinking Skillbuilder</i> 651, 975 <i>Primary Sources Library</i> 1046-1047 <i>Study &amp; Writing Skillbuilder</i> 938 <i>You're the Historian</i> 124-125, 902-903 TWE: ICA 372, 728

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4. compares competing historical narratives in United States history by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.	SE: <i>Critical Thinking Skillbuilder</i> 513, 1000 <i>Different Viewpoints</i> 466, 770 <i>You're the Historian</i> 124-125, 902-903 TWE: C 125 ICA 372 TTA 316

### Codes Used for TWE Pages

AI	Analyzing Information
APV	Analyzing Points of View
C	Close
CAC	Creating a Collage
CCH	Creating a Chart
CE	Creating a Cause-and-Effect Graphic
CLA	Cooperative Learning Activity
CP	Creating a Poster
CRC	Creating Relative Chronology
CS	Creating a Spreadsheet
CTA	Critical Thinking Activity
CTL	Creating a Time Line
CTM	Creating a Thematic Map
DC	Demonstrating a Concept
DI	Discussing an Idea
DLR	Discussing the Limits of Rights
DPC	Drawing a Political Cartoon
DT	Discussing a Topic
E	Enrich
EO	Expressing an Opinion
ETC	Extending the Content
FYI	FYI
GOA	Graphic Organizer Activity
ICA	Interdisciplinary Connections Activity
IS	Interpreting Statistics
MP	Making a Poster
MSN	Meeting Special Needs
MT	Making a Table
OI	Organizing Information
R	Reteach
RI	Recognizing Ideologies
SLP	Service-Learning Project
TLL	Two-Minute Lesson Launcher
TTA	Team Teaching Activity
WC	Working in a Committee
WMA	Writing a Magazine Article
WNH	Writing Newspaper Headlines
WR	Writing a Report
YDS	You Don't Say . . .