

GLENCOE CORRELATION
THE AMERICAN REPUBLIC SINCE 1877
KANSAS
Curricular Standards for United States History

OBJECTIVES	PAGE REFERENCES
UNITED STATES HISTORY	
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: 43-44, 47, 48-51, 55, 62, 68-69, 496-497 TWE: EC 496
2. analyzes political factors that contributed to the development of representative government.	SE: 46-47, 48-51, 54-56, 62, 66-67, 75 TWE: IC 68
3. uses cause and effect to show how slavery reshaped European and African life in the Americas.	SE: 54-56, 58-61, 64, 68 <i>Geography Skills</i> 63
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: 77-78, 87-89, 90-93, 100-101, 238-239 <i>Causes and Effects</i> 84 TWE: EC 90
2. analyzes the major political and strategic factors that led to the American victory in the Revolutionary War.	SE: 82-89, 94-99 <i>Causes and Effects</i> 78 TWE: CT 88
3. explains the military and diplomatic factors that helped produce the Treaty of Paris.	SE: 85-88, 94-99, 105 TWE: CT 98 EC 87
4. analyzes the ideas established by the Constitution, and events that led to its adoption including the arguments advanced in the <i>Federalist Papers</i> .	SE: 100-106, 108-115, 122-129, 152-153, 570-571 <i>Skillbuilder</i> 107 TWE: CL 122, 133 EC 113 MS 114
5. explains the Bill of Rights and the reasons for the challenges registered against it.	SE: 115, 141-142, 153, 740-741 <i>Chart Skills</i> 124 TWE: CT 142 EC 142, 496
6. analyzes political interests and views regarding the War of 1812.	SE: 164-167 TWE: CT 165 EC 166

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7. describes the shifts in the U.S. government's policy toward American Indians in the first half of the 19th century.	SE: 191-192, 204, 297-302 <i>American Literature</i> 303 <i>Chapter Summary</i> 304 <i>Geography Skills</i> 191 <i>Time Notebook</i> 210 TWE: CL 298 CT 301 EC 192
8. evaluates the religious, political, and social ideas that contributed to the 19th century belief in Manifest Destiny.	SE: 202-209, 393 <i>Chapter Summary</i> 212
9. explains the impact of the Industrial Revolution during the early and later 19th century.	SE: 178-183, 245-246, 308-312, 314-318, 326-331 <i>You're the Historian</i> 324-325 TWE: EC 324 IC 317
10. analyzes how slavery influenced economic and social elements of Southern society.	SE: 183-185, 199-201, 221-222, 234-235 TWE: CL 227 CT 184, 230
11. evaluates the major historical events that promoted sectional conflicts and strained national cohesiveness in the antebellum period.	SE: 183-185, 187-188, 199-201, 218-224, 228-231, 233-235 <i>Skillbuilder</i> 225 TWE: CL 188, 227 CT 230
Benchmark 3: 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: 235-236, 245-248, 250-255, 257-263 <i>Geography & History</i> 264-265 TWE: CL 245 CT 261 EC 254, 264 IC 252 MS 251
2. analyzes why various Reconstruction plans succeeded or failed (e.g., the 13th, 14th, and 15th amendments, different perspectives on Reconstruction).	SE: 266-271, 272-277 TWE: CL 267, 273 CT 276 MS 268
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: 293-294, 308-312, 319-323, 326-331, 336-340, 341-345 <i>Geography & History</i> 346-347 <i>You're the Historian</i> 324-325 TWE: EC 324 IC 322
4. evaluates massive migration and immigration after 1870.	SE: 293-294, 336-340, 341-344 <i>Geography & History</i> 346-347 TWE: CL 342 IC 339, 344 MS 338 TM 334

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5. evaluates new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.	SE: 338-340 <i>Geography & History</i> 346-347 TWE: IC 339 MS 338
6. analyzes changes in social and class development in the late 19th century (e.g., ghettos, slums, private vs. public welfare).	SE: 343, 353-358 <i>Geography & History</i> 346-347 <i>Time Notebook</i> 370-371 TWE: CL 371 EC 371
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: 326-331 <i>Chapter Summary</i> 332 TWE: CL 327 CT 330 MS 328
8. analyzes elements that contributed to late 19th century expansionist foreign policy.	SE: 392-397, 399-405, 409-413 <i>You're the Historian</i> 406-407 TWE: CL 393 CT 396 IC 411
9. evaluates the objectivity of newspaper accounts of political and military actions during this period.	SE: 400-401 TWE: CC 401 CL 400 Y 400
Benchmark 4: 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: 418-425, 428, 430-431, 437, 440-442, 475 <i>American Literature</i> 443 <i>Chapter Summary</i> 444
2. evaluates U.S. foreign policy and involvement in foreign countries in the early 20th century.	SE: 408-413, 448-454 <i>Chapter Summary</i> 414 TWE: CC 453 CL 449
3. uses immediate, long range, and multiple causation to explain the causes of World War I. [See World History Eleventh Grade Benchmark 6]	SE: 449-455 TWE: CT 452, 454 TM 446
4. analyzes how the home front influenced and was influenced by U.S. involvement in World War I.	SE: 456-461 <i>Chapter Summary</i> 476 TWE: CL 457 CT 460 IC 451, 459 MS 458
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: 471-473, 514-520 <i>Chapter Summary</i> 526 TWE: CL 515 CT 518 EC 519 IC 517

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6. describes the various social conflicts that took place in the early 1920s (i.e., rural vs. urban, fundamentalism vs. modernism, Prohibition, nativism).	SE: 482-487, 501-502, 519-520 <i>You're the Historian</i> 490-491 TWE: CL 483
7. explains the influences on women's roles in American society during the 1920s.	SE: 485-486, 495, 499-500 <i>Skillbuilder</i> 489 TWE: IC 485
8. frames historical questions that address changes in the social and cultural life of American society in the 1920s.	SE: 471-475, 482-488, 492-495, 498-502, 514-520 <i>American Literature</i> 503 <i>Chapter Summary</i> 526 <i>Skillbuilder</i> 489 <i>Time Notebook</i> 504-505 <i>You're the Historian</i> 490-491
9. interprets how the arts, music, and literature reflected social change during the Jazz Age.	SE: 492-494, 498-500 <i>American Literature</i> 503 <i>Time Notebook</i> 504 <i>What Life Was Like</i> 486-487 <i>World History Connection</i> 501 TWE: MS 494 TM 480
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).	
1. analyzes the causes and impact of the Great Depression to determine how it affected American society.	SE: 531-534, 535-538, 542-546 <i>Chapter Summary</i> 548 TWE: IC 533, 545 MS 537, 544
2. analyzes the costs and benefits of New Deal programs (i.e., farmers, workers, welfare state, role of federal government, the disenfranchised).	SE: 556-562, 564-569, 572-577 <i>Chapter Summary</i> 578 TWE: CT 576 EC 561 FYI 567 IC 567 MS 558
3. analyzes the impact of Franklin D. Roosevelt on the presidency.	SE: 556-557, 560-562, 566, 569, 572-577, 588, 601-606, 612-613 TWE: CT 560 EC 570
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: 605-606, 628-629 <i>American Literature</i> 649 TWE: CT 605, 629 IC 604
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: 612-617, 625-630 TWE: CT 629 IC 628

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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: 585-586, 590-591, 595-600 TWE: CC 598 CL 596 CT 599
7. explains the impact of the Manhattan Project from a variety of perspectives (e.g., science, technology, medicine, military, business, humanity).	SE: 645-647 TWE: DV 647 FYI 644
8. constructs a well-supported argument that analyzes the Truman administration’s decision to drop the first atomic bomb.	SE: 645-647 TWE: CV 647
9. evaluates how the United States emerged as a superpower as a result of World War II.	SE: 647-648, 654-658, 659-665 TWE: CT 663
Benchmark 6: 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: 720-723, 735-738 <i>Chapter Activity 743</i> <i>Chapter Summary 742</i> <i>Time Notebook 730</i> <i>Writing Activity 743</i> TWE: CT 722 EC 737 MS 726
2. analyzes the shift from industrial to service to information economies.	SE: 686-688, 693-697, 720-721, 843-847, 862, 868, 892-894 TWE: CT 696, 702 MS 994
3. analyzes population shifts after World War II (e.g., suburbanization, movement to sunbelt).	SE: 694, 707-709, 862-863 <i>Geography and History 713</i> <i>Geography & History 872-873</i> TWE: CC 694
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: 654-658, 659-663, 668-674 <i>Chapter Summary 682</i> <i>Different Viewpoints 664-665</i> TWE: EC 664, 673 IC 662
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: 679-680, 725-728, 772, 869-871, 882-884 <i>Chapter Summary 796</i> <i>Different Viewpoints 778-779</i> TWE: MS 883
6. analyzes the containment policy as it relates to the Korean conflict.	SE: 660, 663-665 TWE: CL 660

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7. analyzes the significance of McCarthyism.	SE: 668-674 TWE: CC 671 CT 672 FYI 672 IC 671 MS 670
8. explains the U.S. involvement in the Vietnam War from a variety of perspectives (e.g., social, political, economic, military, media subculture).	SE: 772-775, 776-781, 784-789, 790-794 <i>Skillbuilder 795</i> <i>You're the Historian 782-783</i> TWE: CT 780, 788 EC 782 MS 786 PA 783
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: 746-752, 753-760, 761-766, 806-810, 812-817 TWE: CL 754, 807 CT 757 IC 749 MS 814
10. describes developments in foreign and domestic policies between the Nixon and current presidencies.	SE: 832-837, 838-842, 846-849, 867-871, 881-886, 896-901 <i>Chapter Summary 888</i> TWE: CL 866 CT 836, 869 IC 884
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: 695-697, 875-879, 892-895 <i>Geography & History 872-873</i> <i>Why It Matters 690-691, 726-727</i> TWE: CT 878 GO 891 IC 695 MS 894
12. explains how expanding educational opportunities have affected our society.	SE: 736, 748-749, 751-752, 756, 808-810, 813-816, 897, 909
13. analyzes major contemporary social issues and the groups involved.	SE: 819-822, 876-878, 897-899, 904-905, 909, 911-917 <i>Skillbuilder 880</i> TWE: CL 820, 912 IC 822, 877 MS 904
14. describes how changes in the national and global economy have influenced the workplace.	SE: 885, 892-894, 902-904 <i>Geography & History 824-825</i> TWE: CL 903 T 824
Benchmark 7: The student engages in historical thinking skills.	
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: 199-201, 253, 269-270, 380-384, 501-502, 625-626, 687-688, 746-752, 753-760, 761-766, 813-815 <i>Critical Thinking 826</i>

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2. develops and implements effective research strategies for investigating a specific historical topic in United States history.	SE: <i>Skillbuilder</i> 256, 313, 385, 470, 489, 525, 547, 607, 795, 818, 855, 880
3. examines and analyzes primary and secondary sources in order to differentiate between historical fact and historical interpretations.	SE: 928-929 <i>Different Viewpoints</i> 276, 646-647, 778-779
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>Different Viewpoints</i> 113, 276, 338, 460, 543, 646-647, 664, 778-779, 866 <i>Skillbuilder</i> 385, 525, 607

Codes Used for TWE Pages

CC	Curriculum Connection
CL	Cooperative Learning Activity
CT	Critical Thinking Activity
DV	Different Viewpoints
EC	Extending the Content
FYI	FYI
GO	Graphic Organizer Activity
IC	Interdisciplinary Connections Activity
MS	Meeting Special Needs
PA	Portfolio Activity
T	Teach
TM	Two-Minute Lesson Launcher
Y	You Don't Say