

**GLENCOE CORRELATION**  
**THE AMERICAN REPUBLIC TO 1877**  
**COLORADO**  
Content Standards History Grades 5-8

STANDARDS	PAGE REFERENCES
<b>STANDARD 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.</b>	
<b>1.1 Students know the general chronological order of events and people in history.</b>	
<ul style="list-style-type: none"> <li>chronologically organizing major events and people of United States history; and</li> </ul>	SE: 16-19, 43-49, 70-73, 100-106, 160-168, 258-262, 306-311, 449-453, 500-503, 546-550, 556-563, 572-578
<ul style="list-style-type: none"> <li>describing significant events and people which form the foundation of United States history in the chronological context of the history of the Americas and the world.</li> </ul>	SE: 51-55, 116-119, 121-125, 132-135, 183-187, 296-300, 369-374, 544-545, 546-550, 558-563, 568-570, 579-585
<b>1.2 Students use chronology to organize historical events and people.</b>	
<ul style="list-style-type: none"> <li>identifying examples of how various cultures* have used calendars to organize and measure time;</li> </ul>	SE: 22-24, 31 TWE: CC 25 CL 23
<ul style="list-style-type: none"> <li>constructing tiered timelines to show how different series of events happened simultaneously; and</li> </ul>	SE: 14-15, 36-37, 68-69, 98-99, 130-131, 160-161, 256-257, 458-459, 498-499, 526-527, 554-555
<ul style="list-style-type: none"> <li>illustrating the time structure of events in historical narratives.</li> </ul>	SE: <i>Linking Past &amp; Present</i> 40, 164, 324 <i>Preview of Events</i> 76, 82, 86, 436, 441, 445, 449, 460, 466, 485
<b>1.3 Students use chronology to examine and explain historical relationships.</b>	
<ul style="list-style-type: none"> <li>interpreting historical data to determine cause-effect and time-order relationships; and</li> </ul>	SE: <i>Causes and Effects</i> 17, 44, 142, 174, 377 <i>Skillbuilder</i> 120 <i>Why It Matters</i> 24-25, 110-111, 194-195, 316-317, 426-427, 474-475
<ul style="list-style-type: none"> <li>explaining patterns and identifying themes in related events over time.</li> </ul>	SE: 116-119, 123-125, 162-168, 288-294, 341-345, 371-374, 449-453, 544-545, 547-549, 558-563, 568-570 TWE: AA 601
<b>STANDARD 2: Students know how to use the processes and resources of historical inquiry.</b>	
<b>2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.</b>	
<ul style="list-style-type: none"> <li>formulating historical questions based on examination of primary* and secondary* sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts;</li> </ul>	SE: T22-T23, 21 <i>Skillbuilder</i> 340, 440 <i>Two Viewpoints</i> 47, 118, 163, 420, 450 <i>What Life Was Like</i> 309, 414 <i>What If...</i> 178-179, 364-365, 516-517
<ul style="list-style-type: none"> <li>gathering information from multiple sources, including electronic databases, to understand events from multiple perspectives; and</li> </ul>	SE: 448, 510, 600-601 <i>Skillbuilder</i> 551 <i>Technology Activity</i> 35, 381, 409 <i>Time Notebook</i> 114-115, 454-455 <i>Two Viewpoints</i> 47, 118, 420 TWE: AA 595

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>determining if the information gathered is sufficient to answer historical questions.</li> </ul>	SE: 590-591 <i>Alternative Assessment</i> 127 <i>Citizenship Cooperative Activity</i> 381 <i>Skillbuilder</i> 146, 206, 340, 429, 440, 521, 571 <i>Technology Activity</i> 409
<b>2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.</b>	
<ul style="list-style-type: none"> <li>distinguishing between primary and secondary sources;</li> </ul>	SE: 406, 590-591, 602-603 <i>Citizenship Cooperative Activity</i> 303, 409 <i>Interdisciplinary Activity</i> 415 <i>More About...</i> 404 <i>Skillbuilder</i> 340 TWE: CT 405 T 340
<ul style="list-style-type: none"> <li>interpreting the data in historical maps, photographs, art works, and other artifacts; and</li> </ul>	SE: 20-21, 423, 470-471, 530, 537, 566 <i>More About...</i> 138, 359, 404 <i>Skillbuilder</i> 169, 429 <i>Technology &amp; History</i> 293 <i>Why It Matters</i> 194-195, 316-317, 426-427
<ul style="list-style-type: none"> <li>examining data for point of view, historical context, bias, distortion, or propaganda.</li> </ul>	SE: 137, 336, 421, 547 <i>Skillbuilder</i> 146, 340, 440 <i>Two Viewpoints</i> 47, 118, 163, 420, 450 TWE: CL 137 CT 576
<b>2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.</b>	
<ul style="list-style-type: none"> <li>examining current concepts, issues, events, and themes from multiple, historical perspectives.</li> </ul>	SE: 579-585 <i>Citizenship Cooperative Active</i> 35, 409 TWE: CL 580 CT 538, 576 IC 531, 567, 575 MS 581 W 581
<b>STANDARD 3: Students understand that societies are diverse and have changed over time.</b>	
<b>3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.</b>	
<ul style="list-style-type: none"> <li>describing the common traits and characteristics that unite the United States as a nation and a society;</li> </ul>	SE: 76-77, 112-113, 150-151, 192-196, 207-213, 217-230, 310-311, 336-337, 505-506, 508, 540-544, 566-568
<ul style="list-style-type: none"> <li>describing the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere;</li> </ul>	SE: 20-21, 45-47, 77-80, 82-85, 86-93, 100-106, 147-151, 207-213, 393-395, 528-533, 537-539, 542-545
<ul style="list-style-type: none"> <li>describing the history, interactions, and contributions of various groups of people who make up the major culture regions* of the world; and</li> </ul>	SE: 58-62, 116-118, 121-124, 172-174, 296-300, 371-374, 544-549, 558-563, 564-566, 568-570, 580-581 <i>Causes and Effects</i> 142, 174 <i>Skillbuilder</i> 120

CONTENT STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>explaining how the cultures of the earliest civilizations spread and interacted (<i>for example, the civilizations of the river valleys of India, Africa, Mesopotamia, and Mesoamerica</i>).</li> </ul>	SE: 73, 77-80, 112-113, 217, 228-230, 319, 401-407, 412-415, 425-428, 480, 540-543, 566-568 TWE: CL 307
<b>3.2 Students understand the history of social organization* in various societies.</b>	
<ul style="list-style-type: none"> <li>describing and giving examples of basic elements of culture and social organization;</li> </ul>	SE: 77-79, 100-102, 112-113, 207-211, 223-230, 391-394, 401-403, 407, 412-415, 537-539 TWE: CT 539 EC 406
<ul style="list-style-type: none"> <li>explaining how forces of tradition have acted to maintain elements of social organization throughout history;</li> </ul>	SE: 112-113, 207-211, 217-230, 281, 412-414, 566 <i>Why It Matters</i> 110-111 TWE: CT 112, 221 CL 229
<ul style="list-style-type: none"> <li>comparing how roles of people have differed throughout history based on various factors (<i>for example, gender, age, caste, racial identity, wealth, and/or social position</i>); and</li> </ul>	SE: 111, 200-201, 229, 271, 342-344, 395, 403-406, 414, 427-428, 446-447, 504-506, 508, 519, 542-543, 566-568
<ul style="list-style-type: none"> <li>describing how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (<i>for example, family structures, community structures</i>).</li> </ul>	SE: 100-102, 112-113, 207-212, 217-230, 393-394, 412-414, 425-428, 504-506, 508, 519, 540-543, 566-568
<b>STANDARD 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.</b>	
<b>4.1 Students understand the impact of scientific and technological developments on individuals and societies.</b>	
<ul style="list-style-type: none"> <li>explaining the significance of the achievements of individual scientists and inventors from many cultures (<i>for example, the impact of germ theory on medical practice and sanitation; the impact of the steamship on transportation and trade; the impact of the printing press on who had access to books and knowledge</i>).</li> </ul>	SE: 96-97, 113, 306-310, 316-318, 386-390, 534-537 <i>Linking Past and Present</i> 40 <i>Technology &amp; History</i> 45, 112, 293, 399 TWE: W 96
<ul style="list-style-type: none"> <li>describing and explaining how industrialization influenced the movement of people (<i>for example, to and from urban, suburban, and rural areas</i>);</li> </ul>	SE: 306-309, 311, 318-319, 391-395, 406-407, 534, 536-538, 550, 556-557, 566 <i>Skillbuilder</i> 396 TWE: CT 318 IC 394
<ul style="list-style-type: none"> <li>identifying and explaining the consequences of scientific and technological changes (<i>for example, navigation, transportation, printing, weaponry, agriculture, communication, and medicine</i>); and</li> </ul>	SE: 96-97, 113, 306-310, 316-318, 386-390, 534-537 <i>Linking Past and Present</i> 40 <i>Technology &amp; History</i> 45, 112, 293, 399 TWE: W 96
<ul style="list-style-type: none"> <li>relating differences in technology to differences in how people live in various regions of the world.</li> </ul>	SE: 306-310, 319, 357-358, 375-378, 386-390, 391-395, 397-400, 401-403 <i>America's Literature</i> 379 TWE: CT 310 MS 308

STANDARDS	PAGE REFERENCES
<b>4.2 Students understand how economic factors have influenced historical events.</b>	
<ul style="list-style-type: none"> <li>explaining how the economy of the Western United States has historically depended upon natural resources and how this has affected the region;</li> </ul>	SE: 286-287, 357-358, 363, 370-371, 375-377, 528-530 TWE: TM 354
<ul style="list-style-type: none"> <li>explaining how economic factors influenced historical events in the United States and in various regions of the world (<i>for example, the history of Colorado's "boom and bust" economy</i>); and</li> </ul>	SE: 306-309, 318-319, 357-358, 375-377, 386-390, 391-395, 397-400, 401-403, 528-530, 535-538, 556-558, 566
<ul style="list-style-type: none"> <li>explaining how societies are and have been linked by economic factors.</li> </ul>	SE: 38-42, 51-55, 59-62, 71-72, 82-83, 89-90, 102-103, 132-135, 288-290, 317-318, 357-358 TWE: EC 48, 406 IC 61
<b>4.3 Students understand the historical development and know the characteristics of various economic systems.</b>	
<ul style="list-style-type: none"> <li>describing the general characteristics of economic systems (<i>for example, scarcity, growth, distribution of goods and services, production, and consumption</i>); and</li> </ul>	SE: 72, 101-106, 109, 306-311, 348-351, 386-389, 391-393, 399-400, 482-483, 518, 550, 556-558, 566 TWE: CL 349
<ul style="list-style-type: none"> <li>describing historical events and individuals in the economic development of the United States.</li> </ul>	SE: 101-106, 306-311, 317-319, 348-351, 357-358, 375-377, 386-389, 391-395, 482-483, 528-530, 535-538, 556-558
<b>STANDARD 5: Students understand political institutions and theories that have developed and changed over time.</b>	
<b>5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.</b>	
<ul style="list-style-type: none"> <li>explaining the historical development of democratic governmental principles and institutions;</li> </ul>	SE: 76-80, 150-151, 175-176, 192-196, 204-205, 207-212, 217-230, 258-262, 267-271, 505-506, 508, 542, 566-568
<ul style="list-style-type: none"> <li>describing the basic ideas set forth in the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights; and</li> </ul>	SE: 150-151, 154-157, 193-194, 201-205, 208-213, 217-230, 232-253, 260, 613 TWE: CL 156 EC 197
<ul style="list-style-type: none"> <li>giving examples of extensions and restrictions of political and civil rights in United States history.</li> </ul>	SE: 200-201, 228, 342-344, 403-406, 414, 422-423, 426-428, 446-447, 504-506, 508, 519, 542, 566-568 TWE: IC 344
<b>5.2 Students know how various systems of government have developed and functioned throughout history.</b>	
<ul style="list-style-type: none"> <li>identifying the ancient and medieval roots of governmental principles and institutions (<i>for example, Hammurabi's Code, Roman Republicanism, Mosaic Law, Greek Democracy, Islamic Law</i>);</li> </ul>	SE: 110-111, 207-208, 611-612
<ul style="list-style-type: none"> <li>describing the basic forms of government, and giving examples of societies that have practiced them (<i>for example, monarchy, oligarchy, clan/tribal, autocracy, dynasties, theocracy, republic, democracy</i>); and</li> </ul>	SE: 23, 25-26, 46, 108-109, 193-194, 217-230, 550, 559

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>describing how various other nations have pursued, established, and maintained democratic forms of government.</li> </ul>	SE: 576
<b>5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.</b>	
<ul style="list-style-type: none"> <li>describing how attributes of various people have affected their individual political rights (<i>for example, gender, racial identity, national origin, property ownership, religion, legal status</i>);</li> </ul>	SE: 111, 200-201, 229, 271, 342-344, 395, 403-406, 414, 427-428, 446-447, 504-506, 508, 519, 542-543, 566-568
<ul style="list-style-type: none"> <li>describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history; and</li> </ul>	SE: 185-187, 283, 296-300, 341-345, 362-368, 369-374, 451-453, 544-545, 547-549, 558-560, 563-565, 568-570
<ul style="list-style-type: none"> <li>describing how forms of involuntary servitude have been used to maintain and expand political power throughout history (<i>for example, slavery, serfdom, impressment</i>).</li> </ul>	SE: 55, 73, 87, 102, 200-201, 265, 290, 403-406, 422-423, 441-442, 446-447, 504-505 <i>America's Literature</i> 107
<b>5.4 Students know the history of relationships among different political powers and the development of international relations.</b>	
<ul style="list-style-type: none"> <li>describing how the relationships between the United States and external political powers developed with the growth of the nation; and</li> </ul>	SE: 264-266, 270, 283, 288-291, 294, 296-300, 362-368, 369-374, 544-545, 547-548, 558-563, 564-565 <i>Skillbuilder</i> 273
<ul style="list-style-type: none"> <li>identifying basic patterns of political alliances in the modern world.</li> </ul>	SE: 547, 549, 559, 564-565, 576, 584-585 TWE: EC 584
<b>STANDARD 6: Students know that religious and philosophical ideas have been powerful forces throughout history.</b>	
<b>6.1 Students know the historical development of religions and philosophies.</b>	
<ul style="list-style-type: none"> <li>describing religious traditions of various ethnic groups in the United States;</li> </ul>	SE: 59, 76-80, 84-85, 92-93, 106, 377-378, 413, 415 <i>Why It Matters</i> 110-111 TWE: EC 92 MS 84 PH 79 W 110
<ul style="list-style-type: none"> <li>describing religious developments in United States history (<i>for example, the Puritans, the Great Awakening, the Christian Abolitionists, the Mission System, the Mormon Trek, the founding of utopian religious communities</i>); and</li> </ul>	SE: 59, 76-80, 84-85, 92-93, 377-378, 413, 415, 418-424 <i>Why It Matters</i> 110-111 TWE: EC 92 PH 79 W 110
<ul style="list-style-type: none"> <li>describing different religious concepts that have developed throughout history (<i>for example, monotheism and polytheism</i>).</li> </ul>	SE: 23, 25, 42, 58-59, 84-85, 377-378, 415
<b>6.2 Students know how societies have been affected by religions and philosophies.</b>	
<ul style="list-style-type: none"> <li>giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice; and</li> </ul>	SE: 59, 76, 79, 85, 377, 413, 415, 418-423, 425-428, 541-543, 566-568 <i>Why It Matters</i> 110-111 TWE: PH 79

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs.</li> </ul>	SE: 59, 79-80, 84-85, 377-378, 413, 415, 418-423, 425-428, 541-543, 566-568
<b>6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.</b>	
<ul style="list-style-type: none"> <li>describing how societies have used various forms of visual arts, dance, theater, and music to express their religious beliefs and philosophical ideas throughout history;</li> </ul>	SE: 405 <i>America's Architecture</i> 23, 101 <i>Analyzing Political Cartoons</i> 349 <i>More About...</i> 78 TWE: MS 30, 102
<ul style="list-style-type: none"> <li>giving examples of the unique art forms that characterize the various ethnic groups in the United States and the religious or philosophical ideas they express;</li> </ul>	SE: 86, 121, 405 TWE: IC 404 MS 30, 403
<ul style="list-style-type: none"> <li>explaining how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies; and</li> </ul>	SE: 405 <i>America's Literature</i> 50, 107, 140, 295, 379, 465 TWE: IC 404 MS 403
<ul style="list-style-type: none"> <li>explaining the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds.</li> </ul>	SE: 23, 29-30 TWE: CL 29

### Codes Used for TWE Pages

AA	Alternative Assignment
CC	Curriculum Connection
CL	Cooperative Learning Activity
CT	Critical Thinking Activity
EC	Extending the Content
IC	Interdisciplinary Connections Activity
MS	Meeting Special Needs
PH	People in History
T	Teach
TM	Two-Minute Lesson Launcher
W	Who?What?Where?When