

GLENCOE CORRELATION
THE AMERICAN JOURNEY
COLORADO
Content Standards History Grades 5-8

STANDARDS	PAGE REFERENCES
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.	
1.1 Students know the general chronological order of events and people in history.	
<ul style="list-style-type: none"> chronologically organizing major events and people of United States history; and 	SE: <i>Foldables Study Organizer</i> 665 TWE: C 741 CCH 44 CLA 450, 486 CTA 181 MC 297 TL 247 TLA 99, 161
<ul style="list-style-type: none"> 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. 	SE: 71-73, 77-80, 137-139, 150-151, 185-187, 202-205 <i>National Geographic: Geography & History</i> 74-75 <i>People In History</i> 166, 203 TWE: ISE 109
1.2 Students use chronology to organize historical events and people.	
<ul style="list-style-type: none"> identifying examples of how various cultures* have used calendars to organize and measure time; 	SE: 23-24 TWE: CC 25
<ul style="list-style-type: none"> constructing tiered timelines to show how different series of events happened simultaneously; and 	SE: 14-15, 190-191 <i>Alternative Assessment</i> 863 TWE: CLA 178, 363 CTL 505 MC 297 TL 247
<ul style="list-style-type: none"> illustrating the time structure of events in historical narratives. 	SE: 771, 840-841, 848-853 <i>National Geographic: Geography & History</i> 492-493 TWE: CLA 725 ICA 469 MSN 804 OI 872 TLA 865
1.3 Students use chronology to examine and explain historical relationships.	
<ul style="list-style-type: none"> interpreting historical data to determine cause-effect and time-order relationships; and 	SE: <i>Critical Thinking Skillbuilder</i> 120 <i>Social Studies Skillbuilder</i> 63 TWE: A 156 C 728, 741 CGO 442 CI 701 CTA 818 CTL 897 TLA 555

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> explaining patterns and identifying themes in related events over time. 	SE: <i>Alternative Assessment</i> 635 #28 TWE: CTA 239, 818 MSN 308, 438 TLA 699
STANDARD 2: Students know how to use the processes and resources of historical inquiry.	
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.	
<ul style="list-style-type: none"> 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; 	SE: <i>Analyzing Primary Sources</i> 959, 965 <i>Citizenship Cooperative Activity</i> 35 #32 <i>Study & Writing Skillbuilder</i> 340 TWE: ALT 977 CTA 104, 660 ICA 476
<ul style="list-style-type: none"> gathering information from multiple sources, including electronic databases, to understand events from multiple perspectives; and 	SE: <i>Citizenship Cooperative Activity</i> 35 #32 <i>Technology Skillbuilder</i> 429 <i>Two Viewpoints</i> 420, 586, 754 TWE: CTA 104, 660 ICA 309
<ul style="list-style-type: none"> determining if the information gathered is sufficient to answer historical questions. 	SE: <i>Critical Thinking Skillbuilder</i> 827, 861 TWE: CTA 104, 660, 852
2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.	
<ul style="list-style-type: none"> distinguishing between primary and secondary sources; 	SE: <i>Citizenship Cooperative Activity</i> 303 #18 <i>Primary Sources Library</i> 956-957 <i>Study & Writing Skillbuilder</i> 340
<ul style="list-style-type: none"> interpreting the data in historical maps, photographs, art works, and other artifacts; and 	SE: 946 <i>Hands-On History</i> 496-497 <i>History Through Art</i> 343, 601 <i>Primary Sources Library</i> 956-957 TWE: CLA 21 ICA 887 MA 13 MAA 37 T 497
<ul style="list-style-type: none"> examining data for point of view, historical context, bias, distortion, or propaganda. 	SE: <i>Critical Thinking Skillbuilder</i> 440 <i>Social Studies Skillbuilder</i> 747 <i>Study & Writing Skillbuilder</i> 340 <i>Two Viewpoints</i> 420, 586 TWE: CLA 672 CTA 660 T 440, 747 TTA 606

STANDARDS	PAGE REFERENCES
2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.	
<ul style="list-style-type: none"> examining current concepts, issues, events, and themes from multiple, historical perspectives. 	SE: 946-948 <i>Citizenship Cooperative Activity 381 #19</i> <i>Two Viewpoints 939</i> TWE: ALT 967 DA 946 IA 246 ICA 309, 851 MSN 947
STANDARD 3: Students understand that societies are diverse and have changed over time.	
3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.	
<ul style="list-style-type: none"> describing the common traits and characteristics that unite the United States as a nation and a society; 	SE: 228-230, 948, 993 <i>Primary Sources Library 960, 978</i> TWE: CLA 229 CTA 586 DYK 589
<ul style="list-style-type: none"> 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; 	SE: 393-395, 403-405, 582-586, 587 <i>Citizenship Cooperative Activity 863 #26</i> TWE: CLA 376 CTA 586 MSN 308, 438 TLL 98
<ul style="list-style-type: none"> describing the history, interactions, and contributions of various groups of people who make up the major culture regions* of the world; and 	SE: 41-42, 871-874, 899 <i>America's Literature 50</i> <i>Citizenship Cooperative Activity 65 #25</i> <i>More About... 60</i> TWE: CC 669 CLA 937 MSN 308
<ul style="list-style-type: none"> 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>). 	SE: 16-17, 23-26 <i>Critical Thinking 34 #23</i> <i>Geography Skills 30-31</i> <i>History Online 33</i> TWE: DYK 31
3.2 Students understand the history of social organization* in various societies.	
<ul style="list-style-type: none"> describing and giving examples of basic elements of culture and social organization; 	SE: 19, 23-26, 33, 55, 405 <i>Citizenship Cooperative Activity 863 # 26</i> TWE: C 55 MSN 830 TLL 812
<ul style="list-style-type: none"> explaining how forces of tradition have acted to maintain elements of social organization throughout history; 	SE: 404-405 <i>Citizenship Cooperative Activity 863 #26</i>
<ul style="list-style-type: none"> 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 	SE: 55, 476-477, 479-480, 615-616, 831 <i>Fact Fiction Folklore 32</i> <i>People In History 79, 912</i> TWE: C 407 ICA 476

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<ul style="list-style-type: none"> 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>). 	SE: 112-113, 404-405, 413, 766-767, 822-823, 831, 878 <i>History Online</i> 407 <i>People In History</i> 912 TWE: TLL 812
STANDARD 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.	
4.1 Students understand the impact of scientific and technological developments on individuals and societies.	
<ul style="list-style-type: none"> 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>). 	SE: 308, 561-566, 779-780 <i>Critical Thinking</i> 576 #13 <i>Fact Fiction Folklore</i> 767 <i>More About...</i> 565 <i>People In History</i> 823 <i>Technology & History</i> 399 <i>Why It Matters</i> 562-563 TWE: TH 673
<ul style="list-style-type: none"> describing and explaining how industrialization influenced the movement of people (<i>for example, to and from urban, suburban, and rural areas</i>); 	SE: 311, 393, 559, 590-591, 592 TWE: C 595 MP 591 WWW 393
<ul style="list-style-type: none"> identifying and explaining the consequences of scientific and technological changes (<i>for example, navigation, transportation, printing, weaponry, agriculture, communication, and medicine</i>); and 	SE: 40-41, 388-389, 398-399, 531-532, 669-670, 737, 779-780, 943 <i>Linking Past & Present</i> 40 <i>People In History</i> 823
<ul style="list-style-type: none"> relating differences in technology to differences in how people live in various regions of the world. 	SE: <i>History Online</i> 944
4.2 Students understand how economic factors have influenced historical events.	
<ul style="list-style-type: none"> explaining how the economy of the Western United States has historically depended upon natural resources and how this has affected the region; 	SE: 375-376, 528-530, 736-737 <i>Economics Activity</i> 663 #18 TWE: MCE 529
<ul style="list-style-type: none"> 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 	SE: 133-135, 139, 150-151, 341-345, 528-532, 724-725, 929 TWE: C 728 ICA 531, 939
<ul style="list-style-type: none"> explaining how societies are and have been linked by economic factors. 	SE: 109, 908, 911, 943 <i>National Geographic: Geography & History</i> 934-935 TWE: EI 645 ETC 406 MSN 280 T 934

STANDARDS	PAGE REFERENCES
4.3 Students understand the historical development and know the characteristics of various economic systems.	
<ul style="list-style-type: none"> describing the general characteristics of economic systems (<i>for example, scarcity, growth, distribution of goods and services, production, and consumption</i>); and 	SE: 308, 389, 483, 568 <i>Economics Activity</i> 189 #25, 353 #26, 523 #23
<ul style="list-style-type: none"> describing historical events and individuals in the economic development of the United States. 	SE: 308-309, 387-389, 397-399, 528-529, 568-571, 709-711, 822 <i>People In History</i> 315 TWE: CLA 923
STANDARD 5: Students understand political institutions and theories that have developed and changed over time.	
5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.	
<ul style="list-style-type: none"> explaining the historical development of democratic governmental principles and institutions; 	SE: 73, 77, 79, 110-111, 192-195, 202-205, 207-211, 217-222, 986 TWE: ISD 77
<ul style="list-style-type: none"> describing the basic ideas set forth in the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights; and 	SE: 149-151, 154-157, 193-194, 202-205, 207-211, 217-222, 228, 233-245 TWE: CLA 218 T 155
<ul style="list-style-type: none"> giving examples of extensions and restrictions of political and civil rights in United States history. 	SE: 220, 228, 244-245, 247-248, 504-506, 519, 616-618 TWE: CLA 156, 229 TLL 332
5.2 Students know how various systems of government have developed and functioned throughout history.	
<ul style="list-style-type: none"> 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>); 	SE: 207-208 TWE: CLA 208
<ul style="list-style-type: none"> 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 	SE: 23-24, 193, 208-209, 218, 228-230, 675, 753-754, 929 TWE: CLA 117 ICA 791
<ul style="list-style-type: none"> describing how various other nations have pursued, established, and maintained democratic forms of government. 	SE: 929-931 TWE: DYK 931
5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.	
<ul style="list-style-type: none"> 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>); 	SE: 247-248, 336-337, 395, 505-506, 508, 519, 616-618, 768, 858-859 <i>Why It Matters</i> 426-427
<ul style="list-style-type: none"> describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history; and 	SE: 639-640, 644-646, 754-755, 758-759 <i>Critical Thinking</i> 34 #23, 380 #13 TWE: C 654 RI 667 TLL 636

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<ul style="list-style-type: none"> describing how forms of involuntary servitude have been used to maintain and expand political power throughout history (<i>for example, slavery, serfdom, impressment</i>). 	SE: 55, 87, 106, 290
5.4 Students know the history of relationships among different political powers and the development of international relations.	
<ul style="list-style-type: none"> describing how the relationships between the United States and external political powers developed with the growth of the nation; and 	SE: 265-266, 326-327, 638-639, 898, 926, 950 <i>Cooperative Citizenship Activity 783 #20</i> TWE: C 327, 794 CLA 897
<ul style="list-style-type: none"> identifying basic patterns of political alliances in the modern world. 	SE: 641, 667, 689, 753-754, 792-793, 819, 931-932 <i>Technology Activity 811 #31</i> TWE: ETC 793
STANDARD 6: Students know that religious and philosophical ideas have been powerful forces throughout history.	
6.1 Students know the historical development of religions and philosophies.	
<ul style="list-style-type: none"> describing religious traditions of various ethnic groups in the United States; 	SE: 405, 547 <i>Citizenship Cooperative Activity 863 #26</i> <i>Primary Sources Library 958-959, 967</i> TWE: ICA 899 PH 872 TLL 98
<ul style="list-style-type: none"> 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 	SE: 76-77, 79-80, 85, 92-93, 377-378, 413, 629, 825 <i>Why It Matters 110-111</i>
<ul style="list-style-type: none"> describing different religious concepts that have developed throughout history (<i>for example, monotheism and polytheism</i>). 	SE: 23-24, 25, 58-59, 85, 543 TWE: PH 79
6.2 Students know how societies have been affected by religions and philosophies.	
<ul style="list-style-type: none"> giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice; and 	SE: 419, 946
<ul style="list-style-type: none"> giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs. 	SE: 55, 58-59, 85, 415, 842, 946 <i>People In History 79, 546, 841</i> TWE: CTA 546
6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.	
<ul style="list-style-type: none"> describing how societies have used various forms of visual arts, dance, theater, and music to express their religious beliefs and philosophical ideas throughout history; 	SE: 405, 547 <i>Hands-On History 496-497</i> <i>Primary Sources Library 968</i> TWE: BI 968 CLA 413 HH 30 MSN 102 TTA 12

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<ul style="list-style-type: none"> 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; 	SE: 30, 405 <i>Hands-On History</i> 496-497 <i>Primary Sources Library</i> 968 TWE: BI 968 CLA 413 HH 30 MSN 30 TTA 12
<ul style="list-style-type: none"> explaining how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies; and 	SE: 39, 716 <i>America's Literature</i> 295 <i>Primary Sources Library</i> 958-959 TWE: BI 966, 968 MSN 403
<ul style="list-style-type: none"> explaining the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds. 	SE: 23, 30-31, 42 <i>America's Architecture</i> 23 TWE: ANI 30

Codes Used for TWE Pages

A	Assess
ALT	Alternative Assessment
ANI	ABC News Interactive
BI	Background Information
C	Close
CC	Curriculum Connection
CCH	Creating a Chart
CGO	Creating a Graphic Organizer
CI	Charting Information
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
CTL	Creating a Time Line
DA	Determining Attitudes
DYK	Did You Know?
EI	Evaluating Issues
ETC	Extending the Content
HH	History and the Humanities
IA	Identifying Alternatives
ICA	Interdisciplinary Connections Activity
ISD	Identifying Steps to Democracy
ISE	Identifying the Significance of Events
MA	More About the Photo
MAA	More About the Art
MC	Making a Chart
MCE	Making a Cause-and-Effect Chart
MP	Making a Poster
MSN	Meeting Special Needs
OI	Organizing Information
PH	Picturing History
RI	Recognizing Issues
T	Teach
TH	Technology & History
TL	Time Lines
TLA	Time Line Activity
TLL	Two-Minute Lesson Launcher
TTA	Team Teaching Activity
WWWW	What?Where?When?Who?