

GLENCOE CORRELATION
THE AMERICAN JOURNEY
NEBRASKA
Social Studies/History Standards
Grades 5-8

OBJECTIVES	PAGE REFERENCES
8.1 United States History to 1877	
8.1.1 Students will describe life in America before the 17 th century.	SE: 16-19, 22-26, 28-33, 52-53 <i>Time Notebook</i> 20-21 TWE: CLA 23, 29 DYK 31 CTA 32
8.1.2 Students will trace the routes and evaluate early explorations of the Americas.	SE: 38-42, 43-49, 51-55, 58-62 <i>Two View Points</i> 47 <i>More About</i> 60 TWE: CLA 44 MSN 53 CC 60 ICA 61
8.1.3 Students will describe colonial America.	SE: 70-73, 76-93, 100-106, 108-113, 116-119, 121-125, 132-139, 141-151, 162-187 <i>The Declaration of Independence</i> 154-155
8.1.4 Students will analyze the United States Constitution and the Bill of Rights.	SE: 77, 117-118, 192-198, 199-205, 207-213 <i>Civics in Action</i> 216-230 <i>The Constitution of the U.S.</i> 232-253 TWE: CLA 235 CTA 241 EC 244
8.1.5 Students will describe challenges faced by the new United States government.	SE: 207-213, 258-262, 263-266, 267-272, 278-281, 282-285, 288-294, 296-300 <i>Chart Skills</i> 269
8.1.6 Students will describe growth and change in America from 1801 to 1861.	SE: 278-285, 288-300, 306-319, 321-327, 334-339, 348-351, 356-374, 375-378, 386-390, 397-400
8.1.7 Students will identify causes, key events, and the effects of the Civil War and Reconstruction.	SE: 436-453, 460-464, 466-472, 473-477, 478-482, 485-491, 500-503, 504-508, 509-512, 513-520
8.1.8 Students will interpret patriotic slogans and excerpts from notable speeches and documents in United States history up to 1877, such as "Give me liberty or give me death," "E Pluribus Unum," the Gettysburg Address, the Preamble to the Constitution, and the Declaration of Independence.	SE: 150-151, 487-488 <i>The Declaration of Independence</i> 154-155 <i>Linking Past & Present</i> 211 <i>Civics in Action</i> 217-218 <i>The Constitution of the U.S.</i> 233 <i>The Gettysburg Address</i> 991 TWE: IS 137 MSN 219, 232

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<p>8.1.9 Students will develop skills for historical analysis.</p>	<p>SE: <i>Geography Skills</i> 48, 452 <i>Study & Writing Skillbuilder</i> 340 <i>Technology Skillbuilder</i> 429 <i>Primary Sources Library</i> 956-957, 958-969</p> <p>TWE: CTA 470, 482 ICA 488 CTL 505</p>
<p>8.1.10 Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.</p>	<p>SE: <i>Graphic Organizer Skills</i> 142 <i>Critical Thinking Skillbuilder</i> 206 <i>Study & Writing Skillbuilder</i> 340 <i>Two View Points</i> 420, 450</p> <p>TWE: CTA 196, 422, 482 DV 501 CLA 505</p>
<p>8.2 United States History 1877 to the Present</p>	
<p>8.2.1 Students will explain how, following the Civil War, massive immigration, combined with the rise of big business, heavy industry, and mechanized farming transformed American life.</p>	<p>SE: 537-539, 542-547, 556-559, 561-566, 567-571, 572-575, 582-587, 590-595, 628-633 <i>Geography & History</i> 588-589</p>
<p>8.2.2 Students will describe and analyze the changing role of the United States in world affairs between 1899 and 1930.</p>	<p>SE: 638-641, 644-648, 649-654, 656-661, 666-670, 671-676, 677-681, 688-691, 707</p>
<p>8.2.3 Students will describe the ideas and events of the 1920's and 1930's.</p>	<p>SE: 700-703, 704-707, 709-712, 713-719 <i>Technology & History</i> 711</p> <p>TWE: ICA 716 DYK 717</p>
<p>8.2.4 Students will explain the Great Depression and its effects.</p>	<p>SE: 724-728, 729-734, 735-739, 742-746 <i>People in History</i> 718 <i>Chart Skills</i> 732 <i>Geography & History</i> 740-741</p> <p>TWE: CC 714 CLA 730</p>
<p>8.2.5 Students will describe the economic, social, and political transformation of the United States since World War II.</p>	<p>SE: 806-809, 821-826, 838-842, 844-847, 848-853, 856-860, 871-889, 901-908, 910-914, 922-933</p>
<p>8.2.6 Students will interpret patriotic slogans and excerpts from notable speeches in United States history since 1877, such as "Ask not what your country can do for you...", "...December 7, 1941, a date which will live in infamy," "I have a dream...", and "Mr. Gorbachev, tear down this wall!"</p>	<p>SE: 731, 763, 846, 851, 925 <i>I Have A Dream</i> 996</p> <p>TWE: MSN 679, 850</p>
<p>8.2.7 Students will develop skills for historical analysis.</p>	<p>SE: <i>Geography Skills</i> 452 <i>Why It Matters</i> 622-623 <i>Social Studies Skillbuilder</i> 625 <i>More About</i> 629 <i>Critical Thinking Skillbuilder</i> 827 <i>Primary Sources Library</i> 956-957, 968-979</p> <p>TWE: CTA 660, 818 OI 872</p>

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8.2.8 Students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.	SE: <i>Critical Thinking Skillbuilder</i> 708, 861 <i>Social Studies Skillbuilder</i> 747 TWE: CLA 867, 923 MSN 873 CTA 875, 932 CAD 878
8.3 Civics and Economics	
8.3.1 Students will compare national, state, and local governments.	SE: 209-211, 217-230, 233-253 TWE: ICA 220
8.3.2 Students will compare the election process at the local, state, and national levels of government.	SE: 238-239, 246, 941 TWE: CLA 235 CC 247 DYK 249
8.3.3 Students will compare the policy-making process at the local, state, and national levels of government.	SE: 223-226, 233-253, 942 TWE: CLA 897 MSN 938
8.3.4 Students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.	SE: 210, 226-227, 240-241 TWE: CTA 241
8.3.5 Students will explain the structure and operation of the United States economy.	SE: 710-711, 724-726, 902-903, 908, 911, 923-924, 932-933, 937, 943
8.3.6 Students will describe the government's role in the United States economy.	SE: 732-734, 923-924, 932-933, 937, 938, 942 TWE: CLA 235, 730, 923 ICA 939
8.3.7 Students will compare the United States economic system to systems such as China, Japan, Canada, South America, and other Western European nations.	SE: 943 <i>Reading Check</i> 908
8.3.8 Students will demonstrate an understanding of the rights and responsibilities of citizens in America.	SE: 212, 220, 228-230, 260 TWE: CTA 221, 245 EC 244
8.3.9 Students will explain the fundamental ideals and principles that form the foundation of our republican form of government, such as inalienable rights, "life, liberty, and the pursuit of happiness," and the rule of law, justice, and equality under the law.	SE: 193, 207-208, 212, 217-220, 260, 505-506, 508, 618
8.3.10 Students will know how to interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs.	SE: <i>Social Studies Skillbuilder</i> 63, 81, 273, 361, 396, 533, 596, 625
8.4 World History to 1000 A.D.	
8.4.1 Students will describe early physical and cultural development of mankind from the Paleolithic Era to the revolution of agriculture.	See appropriate Glencoe text, <i>Human Heritage: A World History</i> .
8.4.2 Students will compare selected ancient river civilizations, such as Egypt, Mesopotamia, the Indus Valley, and Shang China, and other ancient civilizations, such as the Hebrew and Phoenician kingdoms and the Persian Empire.	See appropriate Glencoe text, <i>Human Heritage: A World History</i> .

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8.4.3 Students will describe, analyze, and evaluate the history of ancient Greece from about 2000 to 300 B.C. and explain its impact on Western civilization.	See appropriate Glencoe text, <i>Human Heritage: A World History</i> .
8.4.4 Students will describe, analyze, and evaluate the history of ancient Rome from about 700 B.C. to 500 A.D., explaining its impact on Western civilization.	See appropriate Glencoe text, <i>Human Heritage: A World History</i> .
8.4.5 Students will analyze the conflict between the Muslim world and Christendom from the 7 th to the 11 th century A.D., explaining its impact on Western civilization.	See appropriate Glencoe text, <i>Human Heritage: A World History</i> .
8.4.6 Students will describe, analyze, and evaluate the history of the Byzantine Empire and Russia from about 300 to 1000 A.D., explaining its impact on Western civilization.	See appropriate Glencoe text, <i>Human Heritage: A World History</i> .
8.4.7 Students will describe, analyze, and evaluate the history of Europe during the Middle Ages from about 500 to 1000 A.D., explaining its impact on Western civilization.	See appropriate Glencoe text, <i>Human Heritage: A World History</i> .
8.4.8 Students will describe and compare selected civilizations in Asia, Africa, and the Americas, focusing on chronology, location, geography, social structures, form of government, economy, religion, and contribution to later civilizations.	See appropriate Glencoe text, <i>Human Heritage: A World History</i> .
8.4.9 Students will improve their skills in historical research and geographical analysis.	See appropriate Glencoe text, <i>Human Heritage: A World History</i> .

Codes Used for TWE Pages

CAD	Conducting a Debate
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
CTL	Creating a Time Line
DV	Debating Viewpoints
DYK	Did You Know
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
IS	Interpreting Symbols
MSN	Meeting Special Needs
OI	Organizing Information