

GLENCOE CORRELATION
THE AMERICAN REPUBLIC TO 1877
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 <i>Time Notebook</i> 20-21 TWE: CLA 17, 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>Geography Skills</i> 48 TWE: CLA 44 ICA 54, 61 EC 56 MSN 60
8.1.3 Students will describe colonial America.	SE: 70-73, 76-93, 100-113, 116-125, 132-139, 141-145, 147-151, 162-168, 172-182, 183-187
8.1.4 Students will analyze the United States Constitution and the Bill of Rights.	SE: 117-118, 192-194, 202-205, 207-213, 611-613 <i>Civics in Action</i> 217-230 <i>The Constitution of the U.S.</i> 232-253 TWE: CTA 203, 211 CLA 218
8.1.5 Students will describe challenges faced by the new United States government.	SE: 258-262, 263-266, 267-272, 278-281, 282-285, 288-294 TWE: CLA 268 ICA 270 CTA 271
8.1.6 Students will describe growth and change in America from 1801 to 1861.	SE: 282-285, 288-294, 296-300, 306-311, 314-319, 321-327, 341-345, 348-350, 356-360, 362-378
8.1.7 Students will identify causes, key events, and the effects of the Civil War and Reconstruction.	SE: 386-390, 397-400, 418-424, 436-448, 449-453, 460-472, 473-483, 485-491, 500-508, 509-520
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: 217-218, 233, 487-488, 618 <i>The Declaration of Independence</i> 154-157 <i>Linking Past & Present</i> 211 TWE: MSN 143 ICA 186, 299 CTA 489

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8.1.9 Students will develop skills for historical analysis.	SE: <i>Social Studies Skillbuilder</i> 63 <i>Critical Thinking Skillbuilder</i> 120 <i>Two View Points</i> 420 <i>Technology Skillbuilder</i> 429 TWE: CTA 181, 292, 310 CLA 264 MSN 280 ICA 476
8.1.10 Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.	SE: <i>Two View Points</i> 420 TWE: CLA 142, 268, 461, 505 CTA 166, 271, 373, 470, 482
8.2 United States History 1877 to the Present	
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.	SE: 534-539, 540-545 TWE: CLA 535 DYK 537 ICA 537 CTA 538
8.2.2 Students will describe and analyze the changing role of the United States in world affairs between 1899 and 1930.	See appropriate Glencoe text, <i>The American Journey</i> .
8.2.3 Students will describe the ideas and events of the 1920's and 1930's.	See appropriate Glencoe text, <i>The American Journey</i> .
8.2.4 Students will explain the Great Depression and its effects.	See appropriate Glencoe text, <i>The American Journey</i> .
8.2.5 Students will describe the economic, social, and political transformation of the United States since World War II.	See appropriate Glencoe text, <i>The American Journey</i> .
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!"	See appropriate Glencoe text, <i>The American Journey</i> .
8.2.7 Students will develop skills for historical analysis.	See appropriate Glencoe text, <i>The American Journey</i> .
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.	See appropriate Glencoe text, <i>The American Journey</i> .
8.3 Civics and Economics	
8.3.1 Students will compare national, state, and local governments.	SE: 202-204, 208-213, 218-222, 223-227, 233-253 TWE: MSN 201 ICA 261, 337
8.3.2 Students will compare the election process at the local, state, and national levels of government.	SE: 279, 336-337, 505-506, 508, 542, 576 TWE: DYK 239 EC 246 CC 253 CTA 517

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8.3.3 Students will compare the policy-making process at the local, state, and national levels of government.	SE: 271, 280, 327, 500-502 TWE: CLA 235, 501 ICA 261 DYK 336 CTA 338
8.3.4 Students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.	SE: 226-227, 240-241, 259, 280-281 TWE: CC 241 CTA 241 EC 247
8.3.5 Students will explain the structure and operation of the United States economy.	SE: 199-200, 307-308, 310-311, 338, 348-350, 482-483, 518, 536, 550, 557
8.3.6 Students will describe the government's role in the United States economy.	SE: 260-262, 324, 338, 350, 557-558, 575, 577 TWE: CTA 544
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: 573, 576, 577
8.3.8 Students will demonstrate an understanding of the rights and responsibilities of citizens in America.	SE: 211, 228-230, 260, 505-506, 508, 542 TWE: CTA 221, 245 CLA 229
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: 193-195, 207-213, 217-218 TWE: CLA 173, 208, 218 ICA 220 CTA 489
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> 27, 81, 273, 361, 396 TWE: MSN 209, 265, 280 ICA 463
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> .
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> .

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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

CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DYK	Did You Know?
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
MSN	Meeting Special Needs