

GLENCOE CORRELATION
THE AMERICAN JOURNEY
MASSACHUSETTS
History and Social Science Curriculum Framework

OBJECTIVES	PAGE REFERENCES
Concepts and Skills, Grades 8-12	
History and Geography	
1. Apply the skills of PreKindergarten to grade seven.	<i>The American Journey</i> is a comprehensive textbook, which incorporates material students have learned in previous American History studies.
2. Identify multiple ways to express time relationships and dates (<i>for example, 1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11th century, which is the same as the 1000s</i>). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)	SE: 19, 23-24 <i>Social Studies Skillbuilder</i> 63 TWE: MSN 18
3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)	SE: 14-15, 36-37, 68-69, 98-99, 130-131, 160-161 <i>Graphic Organizer Skills</i> 17, 44 <i>Why It Matters</i> 24-25 <i>Social Studies Skillbuilder</i> 63
4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)	SE: <i>Social Studies Skillbuilder</i> 81, 273, 320, 396, 596 <i>Chart Skills</i> 289, 335 <i>Graph Skills</i> 462, 924 <i>More About</i> 629
5. Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)	SE: <i>Graphic Organizer Skills</i> 17, 44, 174 <i>Social Studies Skillbuilder</i> 63, 273 <i>Critical Thinking Skillbuilder</i> 120
6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)	SE: <i>Graphic Organizer Skills</i> 17, 44, 120, 142, 268, 377 <i>Why It Matters</i> 24-25, 110-111, 474-475 <i>Critical Thinking Skillbuilder</i> 120
7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)	SE: <i>Graphic Organizer Skills</i> 17, 44, 120, 142, 268, 377 <i>Why It Matters</i> 24-25, 110-111, 474-475 <i>Critical Thinking Skillbuilder</i> 120
8. Interpret the past within its own historical context rather than in terms of present day norms and values. (H, E, C)	SE: <i>Two View Points</i> 47, 420, 450, 586 <i>Study & Writing Skillbuilder</i> 340 <i>Critical Thinking Skillbuilder</i> 440 <i>America's Literature</i> 465 TWE: ICA 46 CLA 171
9. Distinguish intended from unintended consequences. (H, E, C)	SE: 43-49, 716-717 <i>Graphic Organizer Skills</i> 44, 174 <i>Critical Thinking Skillbuilder</i> 120, 909 TWE: CTA 310

OBJECTIVES	PAGE REFERENCES
10. Distinguish historical fact from opinion. (H, E, C)	SE: <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Study & Writing Skillbuilder</i> 340 <i>Social Studies Skillbuilder</i> 625, 747 TWE: CTA 47, 470 CLA 137 MSN 651
11. Using historical maps locate the boundaries of the major empires of world history at the height of their powers. (H, G)	SE: <i>Social Studies Skillbuilder</i> 27 <i>Geography Skills</i> 30-31, 41, 668, 778, 789 TWE: CLA 929
Civics and Government	
12. Define and use correctly the following words and terms: <i>Magna Carta</i> , <i>parliament</i> , <i>habeas corpus</i> , <i>monarchy</i> , and <i>absolutism</i> . (C)	SE: 40, 109, 110, 208, 481 <i>Documents of American History</i> 985 TWE: WWW 156 EI 237
General Economics Skills	
13. Define and use correctly mercantilism, feudalism, economic growth, and entrepreneur. (E)	SE: 59, 109, 308, 310-311
14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that “opportunity costs” are those benefits that are given up once one alternative is chosen. (E)	SE: 684, 733
15. Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)	SE: 311, 724-725, 734, 932
16. Define and use correctly gross domestic product, economic growth, recession, depression, unemployment, inflation, and deflation. (E)	SE: 483, 550, 709-710, 726, 796-797, 821-822, 902-903, 908, 924, 938
17. Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)	SE: 684, 733, 903 TWE: ICA 463, 516
18. Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)	SE: 710-712, 821-822, 923-924
19. Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)	SE: 550, 710-712, 724-725, 733, 821-822, 903, 923-924
20. Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)	SE: 709-712, 725-727, 733, 797, 821-822, 923-924 TWE: ICA 799
21. Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)	SE: 483, 550, 796-797, 902-903, 908, 911

OBJECTIVES	PAGE REFERENCES
22. Define and distinguish between absolute and comparative advantage, and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)	SE: 684, 765, 821-822, 903, 924, 932 TWE: ICA 463, 516
23. Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)	SE: 550, 724-726, 903, 908, 932
24. Differentiate between fiscal and monetary policy. (E)	See a Glencoe Economics product to meet this objective.
U.S. Economics Skills	
25. Explain the basic economic functions of the government in the economy of the United States. (E)	SE: 260-261, 279, 310-311, 733, 923 <i>Civics in Action</i> 219, 223 TWE: CC 229 CLA 235 ICA 261
26. Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)	SE: 262, 310-311, 348-350, 624, 731-732, 734
27. Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)	SE: 262, 310-311, 338, 612, 621, 734, 923, 932, 940
28. Analyze how federal tax and spending policies affect the national budget and the national debt. (E)	SE: 765, 902, 903, 908, 911, 924, 932-933, 937 <i>Graph Skills</i> 924 TWE: MSN 350
U.S. History I The Revolution through Reconstruction, 1763-1877	
U.S. I Learning Standards	
The Political and Intellectual Origins of the American Nation: the Revolution and the Constitution, 1763-1789	
USI.1 Explain the political and economic factors that contributed to the American Revolution. (H, C) a. the impact on the colonies of the French and Indian War including how the war led to an overhaul of British imperial policy from 1763 to 1775 b. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution	SE: 116-119, 121-125, 132-135, 136-139, 147-151 TWE: CC 149 AI 155
USI.2 Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C) a. the legacy of ancient Greece and Rome b. the political theories of such European philosophers as Locke and Montesquieu	SE: 149-151, 207-209 TWE: CC 149 AI 155 CLA 208 DP 218

OBJECTIVES	PAGE REFERENCES
<i>Seminal Primary Documents to Read:</i> Mayflower Compact (1620).	
<i>Seminal Primary Documents to Consider:</i> Massachusetts Body of Liberties (1641) and John Locke's Treatises of Civil Government (1690).	
USI.3 Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson. (H, C)	SE: 147-151, 267-269 <i>People In History</i> 156 <i>Chart Skills</i> 269 TWE: CC 149 WWWWW 154, 155 ICA 186 CLA 200 CTA 271
<i>Seminal Primary Documents to Read:</i> the Declaration of Independence (1776).	
<i>Seminal Primary Documents to Consider:</i> the Suffolk Resolves (1774) and the Virginia Statute for Religious Freedom (1786).	
USI.4 Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H)	SE: 132-135, 136-139, 172-174, 177-182, 183-187 <i>Graphic Organizer Skills</i> 174 TWE: CLA 133 MSN 174, 179
USI.5 Explain the role of Massachusetts in the revolution including important events that took place in Massachusetts and important leaders from Massachusetts. (H) a. the Boston Massacre b. the Boston Tea Party c. the Battles of Lexington and Concord and Bunker Hill d. Sam Adams, John Adams, and John Hancock	SE: 134, 136-139, 142-145, 147-148 <i>More About</i> 138 <i>Geography Skills</i> 143 <i>People In History</i> 149 TWE: CLA 137, 142 WWWWW 143
<i>Seminal Primary Documents to Consider:</i> the Massachusetts Constitution (1780).	
USI.6 Explain the reasons for the adoption of the Articles of Confederation in 1781 including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shays's rebellion) leading to the Constitutional Convention. (H, C)	SE: 192-198, 199-201 <i>More About</i> 196 TWE: CLA 193, 200 CTA 196 EC 197

OBJECTIVES	PAGE REFERENCES
<i>Seminal Primary Documents to Read: the Northwest Ordinance (1787).</i>	
<p>USI.7 Explain the roles of various Founders at the Convention and describe the major debates that occurred at the Convention, and the “Great Compromise” that was reached. (H, C)</p> <p><i>Major Debates:</i></p> <ul style="list-style-type: none"> a. the distribution of political power b. the rights of individuals c. the rights of states d. slavery. <p><i>Founders:</i></p> <ul style="list-style-type: none"> e. George Washington f. Alexander Hamilton g. James Madison h. Benjamin Franklin 	<p>SE: 201-205, 207-213 <i>People In History</i> 203</p> <p>TWE: MSN 201 CTA 203 CLA 208 EC 244</p>
<i>Seminal Primary Documents to Read: the U.S. Constitution.</i>	
<p>USI.8 Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C)</p>	<p>SE: 207-213 TWE: CLA 218</p>
<i>Seminal Primary Documents to Read: Federalist Papers number 10.</i>	
<i>Seminal Primary Documents to Consider: Federalist Papers, numbers 1, 9, 39, 51, and 78.</i>	
<p>USI.9 Explain the reasons for the passage of the Bill of Rights. (H, C)</p> <ul style="list-style-type: none"> a. the influence of the British concept of limited government b. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and insures rights to persons accused of crimes 	<p>SE: 208, 212, 260 <i>Civics in Action</i> 228</p> <p>TWE: CLA 208 BMA 228 EC 244</p>
<i>Seminal Primary Documents to Read: the Bill of Rights (1791).</i>	
<i>Seminal Primary Documents to Consider: Magna Carta (1215) and the English Bill of Rights (1689).</i>	
<p>USI.10 On a map of North America, identify the first 13 states to ratify the Constitution. (H, G)</p>	<p>SE: 213 <i>Reference Atlas</i> RA9 <i>United States Constitution</i> 243</p> <p>TWE: DYK 243</p>
The Formation and Framework of American Democracy	
<p>USI.11 Describe the purpose and functions of government. (H, C)</p>	<p>SE: 151, 207-213 TWE: CLA 193, 224, 253 CTA 196, 203 BMA 217, 232, 240</p>
<p>USI.12 Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy. (H, C)</p>	<p>SE: 23, 73, 151, 193, 207-213, 675 <i>People In History</i> 203</p>

OBJECTIVES	PAGE REFERENCES
USI.13 Explain why the United States government is classified as a democratic government. (H, C)	SE: 211 <i>Civics in Action</i> 230 TWE: WWWWW 208, 221 CLA 218 YDS 219 DYK 223, 248 CC 253
USI.14 Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government (which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights). (H, C)	SE: 207-213 <i>Civics in Action</i> 217-230 <i>Chart Skills</i> 218 TWE: CLA 218 YDS 219 ICA 220 WWWWW 221 BMA 223
USI.15 Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C)	SE: 208-209 <i>Civics in Action</i> 218-219 TWE: SLP 67, 255 ICA 220 CC 229 CLA 235
USI.16 Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense. (H, C)	SE: 283, 622, 808-809, 949 TWE: CC 220, 229, 237 CLA 235 CTA 239 MRJ 248
USI.17 Explain the major components of Massachusetts' state government, including the roles and functions of the Governor, state legislature and other constitutional officers. (H, C)	Information specific to Massachusetts can be met during teacher/class discussion.
USI.18 Explain the major components of local government in Massachusetts, including the roles and functions of school boards, town meetings, mayors and the city council, and the board of selectmen. (H, C)	TWE: SLP 67, 255 (Note: Not Massachusetts specific)
USI.19 Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)	SE: 211, 212 <i>Civics in Action</i> 220, 228-230 TWE: SLP 67, 255, 331 DYK 223 BMA 228 CLA 229
USI.20 Explain the evolution and function of political parties, including their role in federal, state, and local elections. (H, C)	SE: 267-272 <i>Graphic Organizer Skills</i> 268 <i>Chart Skills</i> 269 <i>Why It Matters</i> 622-623 <i>Geography Skills</i> 941 TWE: CLA 268, 335

OBJECTIVES	PAGE REFERENCES
USI.21 Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C)	SE: 207-211 <i>Civics in Action</i> 217-230 <i>Graphic Organizer Skills</i> 220, 225 TWE: SLP 67, 255 CC 225 CLA 229 CTA 241
Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860	
USI.22 Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809). (H, C) <ol style="list-style-type: none"> a. the origins of the Federalist and Democratic-Republican parties in the 1790s b. the conflicting ideas of Thomas Jefferson and Alexander Hamilton c. the Alien and Sedition Acts d. the Louisiana Purchase 	SE: 258-262, 263-266, 267-272, 278-281, 283-285 <i>Graphic Organizer Skills</i> 268 <i>Chart Skills</i> 269 <i>More About</i> 271 <i>Geography Skills</i> 284
<i>Seminal Primary Documents to Consider: Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801).</i>	
USI.23 Analyze the rising levels of political participation and the expansion of the suffrage in antebellum America. (C, H)	SE: 322-324, 334-337, 395, 436-439, 441-444, 446 TWE: ICA 337 CLA 437
<i>Seminal Primary Documents to Consider: Alexis de Tocqueville, Democracy in America, Volume I (1835) and Volume II (1839).</i>	
USI.24 Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President. (H) <ol style="list-style-type: none"> a. the spoils system b. Jackson's veto of the National Bank c. Jackson's policy of Indian Removal 	SE: 335-339, 341-345, 348-351 <i>Chart Skills</i> 335 <i>Geography Skills</i> 342 <i>Geography & History</i> 346-347 TWE: ICA 337 CTA 338
USI.25 Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in Marbury v. Madison (1803). (H, C)	SE: 281, 324-325, 343 <i>Civics in Action</i> 222, 226-227 TWE: WWWWW 222

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<p>USI.26 Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America’s expansion to the Civil War, including the location of the Santa Fe and Oregon trails. (H, E, G)</p> <ul style="list-style-type: none"> a. the War of 1812 b. the purchase of Florida in 1819 c. the 1823 Monroe Doctrine d. the Cherokees’ Trail of Tears e. the annexation of Texas in 1845 f. the concept of Manifest Destiny and its relationship to westward expansion g. the acquisition of the Oregon Territory in 1846 h. the territorial acquisitions resulting from the Mexican War i. the search for gold in California j. the Gadsden Purchase of 1854 	<p>SE: 296-300, 314-319, 321-327, 341-345, 356-360, 362-368, 369-374, 375-378 <i>Geography Skills</i> 342, 372</p>
Economic Growth in the North and South, 1800-1860	
<p>USI.26 Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E)</p>	<p>SE: 314-319, 386-390 <i>Why It Matters</i> 316-317 <i>Geography Skills</i> 318, 388</p> <p>TWE: MSN 316 DYK 317 ICA 317</p>
<p>USI.27 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)</p> <ul style="list-style-type: none"> a. the technological improvements and inventions that contributed to industrial growth b. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s c. the rise of a business class of merchants and manufacturers d. the roles of women in New England textile factories 	<p>SE: 306-311, 391-395 <i>Technology & History</i> 307 <i>What Life Was Like</i> 308-309 <i>Graph Skills</i> 394</p> <p>TWE: CLA 307, 392 DYK 393 WWWW 393</p>
<p>USI.28 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H)</p>	<p>SE: 397-400, 401-407, 418-424 <i>Geography Skills</i> 398 <i>Technology & History</i> 399 <i>More About</i> 404</p> <p>TWE: CTA 310 CLA 398 MSN 399 EC 406</p>

OBJECTIVES	PAGE REFERENCES
<i>Seminal Primary Documents to Read:</i> Frederick Douglass, Independence Day Speech at Rochester, New York (1852)	
Social, Political, and Religious Change, 1800-1860	
USI.29 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education. (H)	SE: 413-415, 428 <i>What Life Was Like</i> 414
USI.30 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H) a. Harriet Tubman b. Frederick Douglass c. Theodore Weld d. William Lloyd Garrison e. Sojourner Truth	SE: 418-424 <i>People In History</i> 406, 511 <i>Two View Points</i> 420 <i>More About</i> 422 <i>Geography Skills</i> 423 TWE: CLA 419 WWW 421 CTA 422 EC 423
USI.31 Describe important religious trends that shaped antebellum America. (H) a. the increase in the number of Protestant denominations b. the Second Great Awakening c. the influence of these trends on the reaction of Protestants to the growth of Catholic immigration	SE: 394-395, 413 TWE: MSN 414, 438
USI.32 Analyze the goals and effect of the antebellum women's suffrage movement. (H) a. the 1848 Seneca Falls convention b. Elizabeth Cady Stanton c. Susan B. Anthony d. Margaret Fuller e. Lucretia Mott	SE: 425-428, 616 <i>Why It Matters</i> 426-427 <i>Documents of America's Heritage</i> 989 TWE: CLA 426 MSN 427
<i>Seminal Primary Documents to Read:</i> the Seneca Falls Declaration of Sentiments and Resolutions (1848)	
USI.33 Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and Henry David Thoreau. (H)	SE: 412, 415
The Civil War and Reconstruction, 1860-1877	
USI.34 Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century. (H)	SE: 386-390, 391-395, 397-400, 401-407, 436-439, 441-444 <i>People In History</i> 442 TWE: EC 406 CLA 437

OBJECTIVES	PAGE REFERENCES
USI.35 Summarize the critical developments leading to the Civil War. (H) <ul style="list-style-type: none"> a. the Missouri Compromise (1820) b. the South Carolina Nullification Crisis (1832-1833) c. the Wilmot Proviso (1846) d. the Compromise of 1850 e. the publication of Harriet Beecher Stowe’s Uncle Tom’s Cabin (1851-1852) f. the Kansas-Nebraska Act (1854) g. the Dred Scott Supreme Court case (1857) h. the Lincoln-Douglas debates (1858) i. John Brown’s raid on Harper’s Ferry (1859) j. the election of Abraham Lincoln in 1860 	SE: 436-439, 441-444, 445-448, 449-450 <i>Geography Skills</i> 443 <i>Two View Points</i> 450 TWE: CLA 442, 450 MSN 447
USI.36 On a map of North America, identify Union and Confederate States at the outbreak of the war. (H, G)	SE: 451-452, 460-462 <i>Geography Skills</i> 452, 470
USI.37 Analyze Abraham Lincoln’s presidency, his views on slavery, and the political obstacles he encountered. (H, C) <ul style="list-style-type: none"> a. the Emancipation Proclamation (1863) 	SE: 450-453, 460-461, 473-477, 488-490, 500-502 <i>Two View Points</i> 450 <i>Why It Matters</i> 474-475 TWE: MSN 475 CTA 489 CLA 501
<i>Seminal Primary Documents to Read:</i> Lincoln’s Gettysburg Address (1863) and Lincoln’s second inaugural address (1865).	
<i>Seminal Primary Documents to Consider:</i> Lincoln’s “House Divided” speech (1858).	
USI.38 Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H) <p><i>People:</i></p> <ul style="list-style-type: none"> a. Ulysses S. Grant b. Jefferson Davis c. Robert E. Lee <p><i>Battles:</i></p> <ul style="list-style-type: none"> d. the Massachusetts 54th Regiment and the Battle at Fort Wagner e. Antietam f. Vicksburg g. Gettysburg 	SE: 466-472, 476-477, 485-491 <i>Geography Skills</i> 470, 487 <i>Geography & History</i> 492-493 TWE: CLA 474 DYK 488
USI.39 Provide examples of the various effects of the Civil War. (H, E) <ul style="list-style-type: none"> a. physical and economic destruction b. the increased role of the federal government c. the greatest loss of life on a per capita basis of any U.S. war before or since 	SE: 471-472, 478-483, 490 <i>Geography & History</i> 492-493 TWE: ICA 452 WWW 489 EC 490 DYK 493

OBJECTIVES	PAGE REFERENCES
USI.40 Explain the policies and consequences of Reconstruction. (H, C) <ul style="list-style-type: none"> a. Presidential and Congressional Reconstruction b. the impeachment of President Johnson c. the 13th, 14th, and 15th Amendments d. the opposition of Southern whites to Reconstruction e. the accomplishments and failures of Radical Reconstruction f. the presidential election of 1876 and the end of Reconstruction g. the rise of Jim Crow laws h. the Supreme Court case, Plessy v. Ferguson (1896) 	SE: 500-503, 504-508, 509-512, 513-520 TWE: EC 246, 248 CLA 501, 505, 514 MSN 506

Codes Used for TWE Pages

AI	Analyzing Information
BMA	Bellringer Motivational Activity
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DP	Discussing Precedents
DYK	Did You Know
EC	Extending the Content
EI	Evaluating Issues
ICA	Interdisciplinary Connections Activity
MRJ	Making Reasoned Judgements
MSN	Meeting Special Needs
SLP	Service Learning Project
WWWW	Who?What?Where?When?
YDS	You Don't Say