

**GLENCOE CORRELATION**  
**THE AMERICAN REPUBLIC SINCE 1877**  
**MASSACHUSETTS**  
**History and Social Science Curriculum Framework**

OBJECTIVES	PAGE REFERENCES
<b>Concepts and Skills, Grades 8-12</b>	
<b>History and Geography</b>	
1. Apply the skills of PreKindergarten to grade seven.	<i>The American Republic Since 1877</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: <i>Practicing Skills</i> 39 <i>Skillbuilder</i> 29 TWE: T 29
3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)	SE: 10-11, 150-151, 284-285, 416-417, 610-611, 830-831 <i>Practicing Skills</i> 39 <i>Skillbuilder</i> 29 TWE: C 594 CLA 893 Cr 310, 376, 664 T 29 TLA 11, 151, 285, 417, 611, 831
4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)	SE: <i>Practicing Skills</i> 304 <i>Skillbuilder</i> 186, 296 TWE: CLA 472 Cr 884 T 186, 296
5. Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)	SE: <i>Causes &amp; Effects</i> 78, 84, 236, 660 <i>Practicing Skills</i> 241 <i>Skillbuilder</i> 225 TWE: C 665 T 225
6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)	SE: <i>Practicing Skills</i> 241 <i>Skillbuilder</i> 225 <i>What If . . .</i> 88-89, 341-345, 356 TWE: T 29
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>Why It Matters</i> 26-27, 268-269, 410-11, 558-559, 690-691, 726-727, 884-885 TWE: WM 26, 268, 558, 691

OBJECTIVES	PAGE REFERENCES
8. Interpret the past within its own historical context rather than in terms of present day norms and values. (H, E, C)	SE: <i>You're the Historian</i> 80-81, 324-325, 406-407, 490-491, 782-783 TWE: C 325 PA 81, 407 T 80, 782
9. Distinguish intended from unintended consequences. (H, E, C)	SE: <i>Practicing Skills</i> 241 <i>Skillbuilder</i> 225 <i>Why It Matters</i> 26 TWE: T 225
10. Distinguish historical fact from opinion. (H, E, C)	SE: <i>Practicing Skills</i> 527 <i>Skillbuilder</i> 525 TWE: T 525
11. Using historical maps locate the boundaries of the major empires of world history at the height of their powers. (H, G)	SE: RA 8 <i>National Geographic</i> 14, 22 TWE: CTA 22
<b>Civics and Government</b>	
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: 67, 246, 247
<b>General Economics Skills</b>	
13. Define and use correctly mercantilism, feudalism, economic growth, and entrepreneur. (E)	SE: 19-20, 63, 65-66, 310
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: <i>Practicing Skills</i> 241, 683 <i>Skillbuilder</i> 225, 681 TWE: T 225, 681
15. Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)	SE: 320, 322, 374-375, 530-532 TWE: ICA 533
16. Define and use correctly gross domestic product, economic growth, recession, depression, unemployment, inflation, and deflation. (E)	SE: 106, 245-246, 308-309, 327, 373-374, 376, 720, 816, 843-845, 867, 868 TWE: ICA 628
17. Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)	SE: 287-288, 320 TWE: ICA 884
18. Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)	SE: 291, 320, 322, 374, 893
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: 369, 520, 533-534, 629-630 TWE: C 369 ICA 288, 628 M 375
20. Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)	SE: 363, 369, 520, 629, 630 TWE: CC 343

OBJECTIVES	PAGE REFERENCES
21. Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)	SE: 193, 245-246, 373, 440, 471-472, 629, 844, 867 TWE: CLA 472 ICA 628
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: 63-64, 394-395, 903-904
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: 903-904
24. Differentiate between fiscal and monetary policy. (E)	SE: 193, 245-246, 373, 867 TWE: CC 374 Cr 376 Dr 373
<b>U.S. Economics Skills</b>	
25. Explain the basic economic functions of the government in the economy of the United States. (E)	SE: 543-546, 556-562, 721, 734, 736, 861 TWE: C 562 D 543 ICA 735
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: 154, 171, 440-441, 522, 533, 557-559 TWE: Dr 559 MSN 154, 558
27. Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)	SE: 322, 369, 425, 428, 521-522, 557, 558 TWE: MSN 558
28. Analyze how federal tax and spending policies affect the national budget and the national debt. (E)	SE: 153-155, 565, 574, 867, 897, 899, 900 TWE: ICA 155
<b>U.S. History, II: Reconstruction to the Present, 1877-2001</b>	
<b>U.S. II Learning Standards</b>	
<b>Industrial America and Its Emerging Role in International Affairs, 1870-1920</b>	
USII.1 Explain the various causes of the Industrial Revolution. (H, E) a. the economic impetus provided by the Civil War b. Important technological and scientific advances c. the role of business leaders, entrepreneurs, and inventors such as Thomas Edison, Alexander Graham Bell, Andrew Carnegie, John D. Rockefeller, J.P. Morgan, and Cornelius Vanderbilt	SE: 308-312, 314-318, 319-323 TWE: C 318 CLA 309, 315, 320 ICA 311 MSN 316

OBJECTIVES	PAGE REFERENCES
USII.2 Explain the important consequences of the Industrial Revolution. (H, E) <ul style="list-style-type: none"> <li>a. the growth of big business</li> <li>b. the environmental impact of the Industrial Revolution</li> <li>c. the expansion of cities</li> </ul>	SE: 309, 319-323, 341-345 TWE: C 323 CLA 309, 342 ICA 322, 344
USII.3 Describe the causes of the immigration of Southern and Eastern Europeans, and Chinese, Korean, and Japanese to America in the late 19th and early 20th century, and describe the major roles of these immigrants in the industrialization of America. (H)	SE: 309, 336-340 TWE: C 340 CLA 337 ICA 339
<i>Seminal Primary Documents to Consider:</i> Emma Lazarus, “The New Colossus” (1883), Younghill Kang, <i>East Goes West</i> (1937).	
USII.4 Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)	SE: 286-291, 292-295, 297-302 TWE: C 291, 295, 302 CLA 293, 298 CTA 290, 301
USII.5 Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era. (H, E) <ul style="list-style-type: none"> <li>a. the Knights of Labor</li> <li>b. the American Federation of Labor headed by Samuel Gompers</li> <li>c. the Populist Party</li> <li>d. the Socialist Party headed by Eugene Debs</li> </ul>	SE: 326-331, 372-379, 425 TWE: C 331, 379 CLA 327, 373, 378 CTA 330, 376
USII.6 Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I. (H, E) <ul style="list-style-type: none"> <li>a. the influence of the ideas associated with Social Darwinism</li> <li>b. the purchase of Alaska from Russia</li> <li>c. America’s growing influence in Hawaii leading to annexation</li> <li>d. the Spanish-American War</li> <li>e. U.S. expansion into Asia under the Open Door policy</li> <li>f. President Roosevelt’s Corollary to the Monroe Doctrine</li> <li>g. America’s role in the building of the Panama Canal</li> <li>h. President Taft’s Dollar Diplomacy</li> <li>i. President Wilson’s intervention in Mexico</li> <li>j. American entry into World War I</li> </ul>	SE: 349-350, 354-355, 392-397, 399-405, 408-413, 448-455 TWE: C 352, 397, 405, 413, 455 CLA 393, 400, 449 CTA 396, 403, 452, 454 ICA 402

OBJECTIVES	PAGE REFERENCES
USII.7 Explain the course and significance of President Wilson’s wartime diplomacy including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty. (H)	SE: 468-69, 522-523, 585 TWE: C 469 CTA 468
<b>The Age of Reform: Progressivism and the New Deal, 1900-1940</b>	
USII.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E) <i>People:</i> a. William Jennings Bryan, President Theodore Roosevelt, President William H. Taft, President Woodrow Wilson, Upton Sinclair, Ida Tarbell, Jane Addams, Robert La Follette, John Dewey <i>Policies:</i> b. Bans against child labor; the initiative referendum, and recall; the Sherman Anti-Trust Act (1890); the Pure Food and Drug Act (1906); the Meat Packing Act (1906); the Federal Reserve Act (1913); the Clayton Anti-Trust Act (1914); and the ratification of the Nineteenth Amendment in 1920	SE: 378, 379, 409, 418-425, 427-431, 434-37, 438-442 <i>American Literature</i> 443 <i>Geography &amp; History</i> 346-347 TWE: C 425, 431, 437, 442 CLA 378, 419, 435 EC 423 ICA 421 MSN 424
USII.9 Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H) a. Booker T. Washington, W.E.B. Du Bois, the National Association for the Advancement of Colored People (NAACP), Marcus Garvey, Carrie Chapman Catt, and Alice Paul	SE: 357-358, 380-384, 421-423, 442, 501-502 <i>Linking Past and Present</i> 441 TWE: C 384, 502 CLA 381 ICA 381 MSN 424
<i>Seminal Primary Documents to Consider:</i> Booker T. Washington, the Atlanta Exposition Address (1895), and the Niagara Movement Declaration of Principles (1905).	
USII.10 Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. (H) a. the Boston police strike in 1919 b. the Red Scare and Sacco and Vanzetti c. Racial and ethnic tensions d. the Scopes Trial and the debate over Darwin’s <i>On the Origins of Species</i> e. Prohibition	SE: 472-473, 482-488 TWE: C 488 CLA 483 CTA 486

OBJECTIVES	PAGE REFERENCES
<p>USII.11 Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)</p> <ul style="list-style-type: none"> <li>a. restrictive monetary policies</li> <li>b. unemployment</li> <li>c. support for political and economic reform</li> <li>d. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman</li> </ul>	<p>SE: 530-534, 535-539, 542-546, 575 <i>Geography &amp; History</i> 540-541</p> <p>TWE: C 534, 546 CLA 531, 536, 543 ICA 533</p>
<p>USII.12 Analyze the important polices, institutions, and personalities of the New Deal era. (H)</p> <p><i>People:</i></p> <ul style="list-style-type: none"> <li>a. President Herbert Hoover, President Franklin D. Roosevelt, Eleanor Roosevelt, Huey Long, and Charles Coughlin</li> </ul> <p><i>Policies:</i></p> <ul style="list-style-type: none"> <li>b. the establishment of the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, the Tennessee Valley Authority, the Social Security Act, the National Labor Relations Act, the Works Progress Administration, and the Fair Labor Standards Act.</li> </ul> <p><i>Institutions:</i></p> <ul style="list-style-type: none"> <li>c. the American Federation of Labor, the Congress of Industrial Organizations, and the American Communist Party</li> </ul>	<p>SE: 556-562, 564-569, 575-576 <i>Why It Matters</i> 558-559</p> <p>TWE: C 562, 569, 577 CLA 557, 565 CTA 568 EC 561 ICA 559</p>
<p>USII.13 Explain how the Great Depression and the New Deal affected American society. (H)</p> <ul style="list-style-type: none"> <li>a. the increased importance of the federal government in establishing economic and social policies</li> <li>b. the emergence of a “New Deal coalition” consisting of blacks, blue-collar workers, poor farmers, Jews, and Catholics</li> </ul>	<p>SE: 560-562, 569, 572-577 <i>Looking Back</i> 570-571 <i>Profiles in History</i> 573</p> <p>TWE: C 562, 569, 577 EC 570</p>
<b>World War II, 1939-1945</b>	
<p>USII.14 Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy. (H)</p>	<p>SE: 522-523, 587-588, 602</p> <p>TWE: C 588 D 522</p>

OBJECTIVES	PAGE REFERENCES
<p>USII.15 Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied (France, Britain, the Soviet Union and the United States) and Axis powers (Germany, Italy, and Japan). (H)</p> <p>a. Fascism in Germany and Italy  b. German rearmament and militarization of the Rhineland  c. Germany's seizure of Austria and Czechoslovakia and Germany's invasion of Poland  d. Japan's invasion of China and the Rape of Nanking  e. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences</p>	<p>SE: 584-588, 589-594, 604-606, 618-623, 631-637, 640-648, 655-658  TWE: C 60, 637, 648  CLA 585, 590, 619, 632  CTA 593, 622  ICA 587, 621</p>
<p><i>Seminal Primary Documents to Read:</i> President Franklin Roosevelt's "Four Freedoms" speech (1941).</p>	
<p><i>Seminal Primary Documents to Consider:</i> Justice Robert M. Jackson's opinion for the Supreme Court in <i>West Virginia State Board of Education v. Barnette</i> (1943). Learned Hand, "The Spirit of Liberty." (1944)</p>	
<p>USII.16 Explain the reasons for the dropping of atom bombs on Japan and its short and long-term effects. (H)</p>	<p>SE: 645-647  <i>Different Viewpoints</i> 646-647  TWE: CTA 644  DV 647</p>
<p>USII.17 Explain important domestic events that took place during the war. (H, E)</p> <p>a. How war-inspired economic growth ended the Great Depression  b. A. Philip Randolph and the efforts to eliminate employment discrimination  c. the entry of large numbers of women into the workforce  d. the internment of West Coast Japanese-Americans in the U.S. and Canada</p>	<p>SE: 612-614, 625-630  <i>Moment in History</i> 628  TWE: C 630  CLA 626  CTA 629</p>
<p><b>The Cold War Abroad, 1945-1989</b></p>	
<p>USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies. (H)</p> <p>a. the differences between the Soviet and American political and economic systems  b. Soviet aggression in Eastern Europe  c. the Truman Doctrine, the Marshall Plan, and NATO</p>	<p>SE: 654-658, 659-665  TWE: C 658  Cr 662  ICA 657</p>

OBJECTIVES	PAGE REFERENCES
USII.19 Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H) <ul style="list-style-type: none"> <li>a. the Korean War</li> <li>b. Germany</li> <li>c. China</li> <li>d. the Middle East</li> <li>e. the arms race</li> <li>f. Latin America</li> <li>g. Africa</li> <li>h. the Vietnam War</li> </ul>	SE: 660-665, 725-728, 772-775, 776-781, 801 <i>Different Viewpoints</i> 664 TWE: C 665, 775 CLA 660 CTA 663, 773, 780 EC 664 ICA 662
USII.20 Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)	SE: 772-775, 776-781, 792-793 <i>Different Viewpoints</i> 778-779 <i>You're the Historian</i> 782-783 TWE: C 775, 783 CLA 773 MSN 778 T 782
USII.21 Analyze how the failure of communist economic policies as well as U.S. sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)	SE: 870-871, 882, 883 <i>Moment in History</i> 883 TWE: A 882 CLA 882
<i>Seminal Primary Documents to Consider:</i> President John F. Kennedy, Inaugural Address (1961), and President Ronald Reagan, Speech at Moscow State University (1988).	
<b>Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform, 1945-1980</b>	
USII.22 Analyze the causes and consequences of important domestic Cold War trends. (H, E) <ul style="list-style-type: none"> <li>a. Economic growth and declining poverty</li> <li>b. the baby boom</li> <li>c. the growth of suburbs and home-ownership</li> <li>d. the increase in education levels</li> <li>e. the development of mass media and consumerism</li> </ul>	SE: 692-697, 698-703 TWE: C 697 CLA 693 CTA 702
USII.23 Analyze the following domestic policies of Presidents Truman and Eisenhower. (H) <ul style="list-style-type: none"> <li>a. Truman's Fair Deal</li> <li>b. the Taft-Hartley Act (1947)</li> <li>c. Eisenhower's response to the Soviet's launching of Sputnik</li> <li>d. Eisenhower's civil rights record</li> </ul>	SE: 670, 676-677, 687-688, 689-691, 696-697, 751-752 TWE: C 691, 752 CLA 676 CTA 690

OBJECTIVES	PAGE REFERENCES
<p>USII.24 Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)</p> <p><i>People:</i></p> <p>a. Senator Joseph McCarthy, Whittaker Chambers, Alger Hiss, J. Edgar Hoover, and Julius and Ethel Rosenberg</p> <p><i>Institutions:</i></p> <p>b. the American Communist Party (including its close relationship to the Soviet Union), the Federal Bureau of Investigation (FBI), the House Committee on Un-American Activities (HUAC).</p>	<p>SE: 668-674</p> <p>TWE: C 674</p> <p>CLA 669</p> <p>CTA 672</p> <p>ICA 671</p> <p>MSN 670</p>
<p>USII.25 Analyze the origins, goals, and key events of the Civil Rights movement. (H)</p> <p><i>People:</i></p> <p>a. Rosa Parks, Thurgood Marshall, Martin Luther King Jr., Malcolm X, and Robert Kennedy</p> <p><i>Institutions:</i></p> <p>b. the National Association for the Advancement of Colored People (NAACP)</p> <p><i>Events:</i></p> <p>c. Brown v. Board of Education (1954), the 1955-1956 Montgomery Bus Boycott, the 1957-1958 Little Rock School Crisis, the Sit-Ins and Freedom Rides of the early 1960s, the 1963 civil rights protest in Birmingham, the 1963 March on Washington, the 1965 civil rights protest in Selma and the 1968 assassination of Martin Luther King, Jr.</p>	<p>SE: 746-752, 753-760, 761-766</p> <p>TWE: A 748</p> <p>C 752, 760, 766</p> <p>CLA 747, 754, 759, 762</p> <p>CTA 750, 757</p>
<p><i>Seminal Primary Documents to Read:</i> Reverend Martin Luther King's "I Have A Dream" speech, and his "Letter from Birmingham City Jail" (1963).</p>	
<p>USII.26 Describe the accomplishments of the civil rights movement. (H, E)</p> <p>a. The 1964 Civil Rights Act and the 1965 Voting Rights Act</p> <p>b. The growth of the black middle class, increased political power, and declining rates of black poverty</p>	<p>SE: 758-760, 761-766</p> <p>TWE: C 760, 766</p> <p>ICA 764</p>

OBJECTIVES	PAGE REFERENCES
<p>USII.27 Analyze the causes and course of the women’s rights movement in the 1960s and 1970s. (H)</p> <ul style="list-style-type: none"> <li>a. Betty Friedan and Gloria Steinem</li> <li>b. the birth control pill</li> <li>c. the increasing number of working women</li> <li>d. the formation of the National Organization of Women in 1967</li> <li>e. the debate over the Equal Rights Amendment</li> <li>f. the 1973 Supreme Court case, Roe v. Wade</li> </ul>	<p>SE: 806-810 <i>Profiles in History</i> 809</p> <p>TWE: C 810 CLA 807 MSN 808</p>
<p>USII.28 Analyze the important domestic policies and events that took place during the presidencies of President Kennedy, Johnson, and Nixon. (H)</p> <ul style="list-style-type: none"> <li>a. the space exploration program</li> <li>b. the assassination of President Kennedy</li> <li>c. Johnson’s Great Society programs</li> <li>d. Nixon’s appeal to “the silent majority”</li> <li>e. the anti-war and counter-cultural movements</li> <li>f. the creation of the Environmental Protection Agency (EPA) in 1970</li> <li>g. the Watergate scandal (including the Supreme Court case, U.S. v. Nixon)</li> </ul>	<p>SE: 720-721, 725-726, 728-729, 733-738, 759, 800-805, 821, 834-835, 838-842</p> <p>TWE: C 738, 805, 842 CLA 759, 801 CTA 728, 735 EC 737 ICA 841</p>
<b>Contemporary America, 1980-2001</b>	
<p>USII.29 Analyze the presidency of Ronald Reagan. (H, E)</p> <ul style="list-style-type: none"> <li>a. Reagan’s tax rate cuts</li> <li>b. Reagan’s anticommunist foreign and defense policies</li> <li>c. Reagan’s Supreme Court appointments</li> <li>d. the revitalization of the conservative movement during his tenure as President</li> <li>e. the replacement of striking air traffic controllers with non-union personnel</li> </ul>	<p>SE: 865-871 <i>Different Viewpoints</i> 866 <i>Profiles in History</i> 869</p> <p>TWE: C 871 CLA 866</p>
<p>USII.30 Describe some of the major economic and social trends of the late 20th century (H, E)</p> <ul style="list-style-type: none"> <li>a. the computer and technological revolution of the 1980s and 1990s. (H, E)</li> <li>b. Scientific and medical discoveries</li> <li>c. Major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)</li> <li>d. the weakening of the nuclear family and the rise in divorce rates (H, E)</li> </ul>	<p>SE: 874-879, 892-895</p> <p>TWE: C 879, 895 CLA 875, 893 ICA 877</p>

OBJECTIVES	PAGE REFERENCES
USII.31 Analyze the important domestic policies and events of the Clinton presidency. (H) <ul style="list-style-type: none"> <li>a. the passage of the North American Free Trade Agreement (NAFTA) in 1993</li> <li>b. President Clinton's welfare reform legislation and expansion of the earned income tax credit</li> <li>c. the first balanced budget in over 25 years</li> <li>d. the election in 1994 of the first Republican majority in both the House and Senate in 40 years</li> <li>e. tax-credits for higher education</li> <li>f. the causes and consequences of the impeachment of President Clinton in 1998</li> </ul>	SE: 896-900, 903 TWE: CLA 897
USII.32 Explain the importance of the 2000 presidential election. (H, C) <ul style="list-style-type: none"> <li>a. the Supreme Court case, Bush v. Gore</li> <li>b. the growing influence of the Republican Party in the South and the consolidation of the Democratic Party's hold on the coasts</li> </ul>	SE: 906-909 <i>National Geographic</i> 908 TWE: MSN 908
USII.33 Analyze the course and consequences of America's recent diplomatic initiatives.(H) <ul style="list-style-type: none"> <li>a. the invasion of Panama and the Persian Gulf War</li> <li>b. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo</li> <li>c. the attempts to negotiate a settlement to the Israeli-Palestinian conflict</li> <li>d. America's response to the September 11, 2001 terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.</li> </ul>	SE: 884-885, 900-901, 913-917 TWE: C 901, 917 CTA 882 ICA 914

### Codes Used for TWE Pages

A Analyzing	EC Extending the Content
C Close	ICA Interdisciplinary Connections Activity
CC Curriculum Connection	M Making
CLA Cooperative Learning Activity	MSN Meeting Special Needs
Cr Creating	PA Portfolio Activity
CTA Critical Thinking Activity	T Teach
D Discussing	TLA Time Line Activity
Dr Drawing	WM Why It Matters
DV Different Viewpoints	