

GLENCOE CORRELATION
GEOGRAPHY: THE WORLD AND ITS PEOPLE
PENNSYLVANIA
 Academic Standards for Geography and History
 Grades 6 and 9

OBJECTIVES	PAGE REFERENCES
Academic Standards for Geography	
7.1. Basic Geographic Literacy	
7.1.6. GRADE 6	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>	
<p>A. Describe geographic tools and their uses.</p> <ul style="list-style-type: none"> • Basis on which maps, graphs and diagrams are created <ul style="list-style-type: none"> ➤ Aerial and other photographs ➤ Reference works ➤ Field observations ➤ Surveys • Geographic representations to display spatial information <ul style="list-style-type: none"> ➤ Absolute location ➤ Relative location ➤ Flows (e.g., goods, people, traffic) ➤ Topography ➤ Historic events • Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home county • Basic spatial elements for depicting the patterns of physical and human features <ul style="list-style-type: none"> ➤ Point, line, area, location, distance, scale ➤ Map grids ➤ Alpha-numeric system ➤ Cardinal and intermediate directions 	<p>SE: 5-6, 10, 11, 12, 17, 25-26 <i>Applying Geography Skills</i> 13 <i>Exploring Our World</i> 23 <i>Geography Skill</i> 33, 220, 569 <i>Making Connections</i> 28 <i>Mental Mapping Activity</i> 139</p> <p>TWE: 2MLL 22 BSK 118 CTA 26 F 10 GA 18, 103 M 26, 28 MSN 5 RAA 112 T 11, 220 TT 22D</p>

OBJECTIVES	PAGE REFERENCES
<p>B. Describe and locate places and regions.</p> <ul style="list-style-type: none"> • Coordinate systems (e.g., latitude and longitude, time zones) • Physical features <ul style="list-style-type: none"> ➤ In the United States (e.g., Great Lakes, Rocky Mountains, Great Plains) ➤ In Pennsylvania (e.g., Coastal Plain, Piedmont, Appalachians) • Human features <ul style="list-style-type: none"> ➤ Countries (e.g., United Kingdom, Argentina, Egypt) ➤ Provinces (e.g., Ontario, Quebec, Nova Scotia) ➤ Major human regions (e.g., Mid Atlantic, New England, Southwest) ➤ States (e.g., California, Massachusetts, Florida) ➤ Major cities (e.g., London, Los Angeles, Tokyo) ➤ Counties (e.g., Lancaster, Lackawanna, Jefferson) ➤ Townships (e.g., Dickinson, Lower Mifflin, Southampton) • Ways in which different people view places and regions (e.g., places to visit or to avoid) • Community connections to other places <ul style="list-style-type: none"> ➤ Dependence and interdependence ➤ Access and movement 	<p>SE: 11, 62, 63, 87-88, 104, 106, 108, 115-119, 125-127, 143-144, 147, 150-154, 297, 752 <i>Place Location Activity</i> 138</p> <p>TWE: 2MLL 76, 114 5M 104, 276 AP 102 C 148 CB 102D CCA 317, 777 CLA 6, 18 CTA 19 GA 3 GR 63, 235 M 118 MI 144 R 113 RAA 281 T 62 TT 22D, 114D</p>

OBJECTIVES	PAGE REFERENCES
7.1.9. GRADE 9	
<p>A. Explain geographic tools and their uses.</p> <ul style="list-style-type: none"> • Development and use of geographic tools <ul style="list-style-type: none"> ➤ Geographic information systems [GIS] ➤ Population pyramids ➤ Cartograms ➤ Satellite-produced images ➤ Climate graphs ➤ Access to computer-based geographic data (e.g., Internet, CD-ROMs) • Construction of maps <ul style="list-style-type: none"> ➤ Projections ➤ Scale ➤ Symbol systems ➤ Level of generalization ➤ Types and sources of data • Geographic representations to track spatial patterns <ul style="list-style-type: none"> ➤ Weather ➤ Migration ➤ Environmental change (e.g., tropical forest reduction, sea-level changes) • Mental maps to organize and understand the human and physical features of the United States 	<p>SE: 3, 5-9, 10-13, 16, 25-26, 60-61, 98, 187, 208 <i>Exploring Our World</i> 23 <i>Eye on the Environment</i> 252 <i>Geography Skill</i> 33, 569 <i>Making Connections</i> 28 <i>Mental Mapping Activity</i> 139 <i>National Geographic</i> 57</p> <p>TWE: 2MLL 22 AG 16 AML 47 C 70 CB 59 CLA 11 CTA 7, 16 DYK 5 E 27 F 4 GA 103 M 26, 28, 54 MSN 12, 55 R 9 T 28 TT 48D</p>
<p>B. Explain and locate places and regions.</p> <ul style="list-style-type: none"> • How regions are created to interpret Earth's complexity (i.e., the differences among formal regions, functional regions, perceptual regions) • How characteristics contribute to regional changes (e.g., economic development, accessibility, demographic change) • How culture and experience influence perceptions of places and regions • How structures and alliances impact regions <ul style="list-style-type: none"> ➤ Development (e.g., First vs. Third World, North vs. South) ➤ Trade (e.g., NAFTA, the European Union) ➤ International treaties (e.g., NATO, OAS) • How regions are connected (e.g., watersheds and river systems, patterns of world trade, cultural ties, migration) 	<p>SE: 25, 63, 82, 87-88, 91-93, 94, 104, 106, 128, 132, 154, 185, 196, 564, 594, 751 <i>Assessment</i> 186 #7 <i>Believe It or Not!</i> 578 <i>National Geographic</i> 81 <i>Standardized Test Practice</i> 101</p> <p>TWE: 2MLL 76, 114 5M 276 C 148 CB 2, 104, 274D, 276 CCA 317, 777 CTA 118 E 128 GR 235 M 446 MI 144 RAA 282, 284</p>

OBJECTIVES	PAGE REFERENCES
7.2 The Physical Characteristics of Places and Regions	
7.2.6. GRADE 6	
<p>A. Describe the physical characteristics of places and regions.</p> <ul style="list-style-type: none"> • Components of Earth's physical systems (e.g., clouds, storms, relief and elevation [topography], tides, biomes, tectonic plates) • Comparison of the physical characteristics of different places and regions (e.g., soil, vegetation, climate, topography) • Climate types (e.g., marine west coast, humid continental, tropical wet and dry) 	<p>SE: 35-37, 39-41, 63, 64-70, 104, 115-119, 120-122, 206-207, 672 <i>National Geographic</i> 36, 40, 65, 66, 117, 120, 185 <i>Standardized Test Practice</i> 73</p> <p>TWE: AD 36 AML 579 CCL 58 GR 39 M 40 T 105, 182 TT 48D, 746D TTA 40 ULA 103</p>
<p>B. Describe the physical processes that shape patterns on Earth's surface.</p> <ul style="list-style-type: none"> • Earth-sun relationships (i.e., differences between equinoxes and solstices, reasons they occur and their relationship to latitude) • Climate influences • (e.g., elevation, latitude, nearby ocean currents) • Climate change, (e.g., global warming/cooling, desertification, glaciations) • Plate tectonics • Hydrologic cycle 	<p>SE: 29, 31-32, 38, 49-50, 54-61, 98, 214, 346, 565 <i>GeoLab Activity</i> 202 <i>National Geographic</i> 31, 50, 58, 59, 214 <i>Standardized Test Practice</i> 45</p> <p>TWE: AD 31 C 32, 38 CB 58, 59 CCA 43 CLA 60 GA 631 GR 29 MSN 31, 145, 609 T 658 TTA 30, 50</p>
7.2.9. GRADE 9	
<p>A. Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.</p> <ul style="list-style-type: none"> • Climate regions • Landform regions 	<p>SE: 39-40, 55, 63-70, 104, 115-119, 120-122, 346, 365-366, 406-408, 444, 608, 632, 645-646, 654, 669-672, 715 <i>National Geographic</i> 65, 117, 120</p> <p>TWE: C 70 CB 20D CTA 66</p>

OBJECTIVES	PAGE REFERENCES
<p>B. Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.</p> <ul style="list-style-type: none"> • Wind systems • Water cycle • Erosion/deposition cycle • Plate tectonics • Ocean currents • Natural hazards 	<p>SE: 35-38, 49-50, 56-57, 58, 207, 331, 599 <i>GeoLab Activity</i> 46, 202, 712 <i>National Geographic</i> 36, 50, 55, 57, 58 <i>Standardized Test Practice</i> 45 <i>Where in the World?</i> 56</p> <p>TWE: AD 36, 57 AMS 55 C 38 CB 120 CCA 43 CK 55 CLA 57 M 97, 208 TT 48D TTA 50</p>
7.3 The Human Characteristics of Places and Regions	
7.3.6. GRADE 6	
<p>A. Describe the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> • Spatial distribution, size, density and demographic characteristics of population at the county and state level • Causes of human movement <ul style="list-style-type: none"> ➤ Mobility (e.g., shopping, commuting, recreation) ➤ Migration models (e.g., push/pull factors, barriers to migration) 	<p>SE: 88, 134, 196-197, 231, 432, 462, 612, 683, 750-751 <i>Exploring Our World</i> 563 <i>National Geographic</i> 133, 589 <i>Teen Scene</i> 466</p> <p>TWE: GR 84 TTA 228</p>
<p>B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> • Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages, religions) • Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region) 	<p>SE: 77-80, 155, 134-135, 217, 231, 282, 485, 567 <i>National Geographic</i> 388</p> <p>TWE: 5M 168 CB 444 CK 127 CLA 331 E 113 T 78 TG 112 ULA 21</p>
<p>C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> • Current and past settlement patterns in the local area • Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation) 	<p>SE: 41, 81-82, 87-88, 116, 125-126, 130-132, 134, 185-186, 232, 303, 307, 315, 483, 654, 700, 770</p> <p>TWE: CB 104 CLA 67 MSN 86 RAA 286</p>

OBJECTIVES	PAGE REFERENCES
<p>D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> • Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services) • Factors that influence the location and spatial distribution of economic activities (e.g., market size for different types of business, accessibility, modes of transportation used to move people, goods and materials) • Spatial distribution of resources and their relationship to population distribution <ul style="list-style-type: none"> ➤ Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line) ➤ Natural resource-based industries (e.g., agriculture, mining, fishing, forestry) 	<p>SE: 14, 81-82, 86-87, 90-91, 106, 110, 116, 118, 125-127, 278, 307, 387, 414-415 <i>National Geographic</i> 15, 124</p> <p>TWE: AP 734 BSK 2 CCA 137 M 118, 278 MS 110 SI 125 T 15 TT 76D TTA 119</p>
<p>E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> • Spatial pattern of political units in Pennsylvania • Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states) 	<p>SE: 131, 649 <i>National Geographic</i> 132</p> <p>TWE: AD 132 CB 310 CTA 339 MI 112</p>
7.3.9. GRADE 9	
<p>A. Explain the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> • Spatial distribution, size, density and demographic characteristics of population at the state and national level • Demographic structure of a population (e.g., life expectancy, fertility rate, mortality rate, infant mortality rate, population growth rate, the demographic transition model) • Effects of different types and patterns of human movement <ul style="list-style-type: none"> ➤ Mobility (e.g., travel for business) ➤ Migration (e.g., rural to urban, short term vs. long term, critical distance) 	<p>SE: 84-85, 87-88, 89, 106, 116, 134, 196-197, 231, 431, 457, 462, 612, 655, 683 <i>Country Profiles</i> 112 <i>Exploring Our World</i> 563 <i>National Geographic</i> 85, 133</p> <p>TWE: CB 104, 632 CTA 648 IC 453 MI 647 RAA 400, 448 TTA 228, 431</p>

OBJECTIVES	PAGE REFERENCES
<p>B. Explain the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> • Ethnicity of people at national levels (e.g., customs, celebrations, languages, religions) • Culture distribution (e.g., ethnic enclaves and neighborhoods) • Cultural diffusion (e.g., acculturation and assimilation, cultural revivals of language) 	<p>SE: 78-79, 81-82, 111, 134-135, 194-195, 218, 262, 264, 433-435, 511, 567, 595, 612 <i>Exploring Our World</i> 581 <i>Making Connections</i> 160 <i>National Geographic</i> 599</p> <p>TWE: CB 20D CK 106, 127, 183 CTA 80 E 113 FF 533 (Namibia) GR 130 IC 79 TG 112</p>
<p>C. Explain the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> • Current and past settlement patterns in Pennsylvania and the United States • Forces that have re-shaped modern settlement patterns (e.g., central city decline, suburbanization, the development of transport systems) • Internal structure of cities (e.g., manufacturing zones, inner and outer suburbs, the location of infrastructure) 	<p>SE: 41, 116, 186, 125-126, 130-132, 134, 232, 304, 309, 349, 654, 700 <i>Geography & History</i> 320</p> <p>TWE: CB 104 CK 349 IC 634 TG 112 TTA 119</p>
<p>D. Explain the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> • Spatial distribution of economic activities in Pennsylvania and the United States (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services) • Factors that shape spatial patterns of economic activity both nationally and internationally (e.g., comparative advantage in location of economic activities; changes in resource trade; disruption of trade flows) • Technological changes that affect the definitions of, access to, and use of natural resources (e.g., the role of exploration, extraction, use and depletion of resources) 	<p>SE: 14, 82, 90-94, 106, 110, 116, 118, 125-127, 128, 185, 230-231, 267, 278, 483 <i>Exploring Our World</i> 90 <i>Making Connections</i> 613 <i>National Geographic</i> 15</p> <p>TWE: BSK 2 CCA 137 IC 278 M 118, 126, 278 MS 110 SI 125 T 15</p>

OBJECTIVES	PAGE REFERENCES
<p>E. Explain the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> • Spatial pattern of political units in the United States • Geographic factors that affect decisions made in the United States (e.g., territorial expansion, boundary delineation, allocation of natural resources) • Political and public policies that affect geography (e.g., open space, urban development) 	<p>SE: 109, 126, 131, 432 <i>National Geographic</i> 116</p> <p>TWE: IC 634 M 105 MI 112</p>
7.4 The Interactions Between People and Places	
7.4.6. GRADE 6	
<p>A. Describe the impacts of physical systems on people.</p> <ul style="list-style-type: none"> • How people depend on, adjust to and modify physical systems on a regional scale (e.g., coastal industries, development of coastal communities, flood control) • Ways in which people adjust to life in hazard-prone areas (e.g., California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes) 	<p>SE: 315, 356 <i>Cultural Close-Up</i> 37 <i>Exploring Our World</i> 313, 695 <i>Teen Scene</i> 700</p> <p>TWE: CB 661 CTA 37 IC 28 MC 671 TTA 54, 696</p>
<p>B. Describe the impacts of people on physical systems.</p> <ul style="list-style-type: none"> • Changing spatial patterns on Earth's surface that result from human activities (e.g., lake desiccation as in the Aral Sea, construction of dikes, dams and storm surge barriers in the Netherlands, designation of state parks and forests throughout Pennsylvania) • Ways humans adjust their impact on the habitat (e.g., Endangered Species Act, replacement of wetlands, logging and replanting trees) 	<p>SE: 74-75, 96-98, 135, 208, 315, 483, 589 <i>Assessment 98 #2, #6</i> <i>Exploring Our World</i> 95 <i>Eye on the Environment</i> 506, 605, 667 <i>Making Connections</i> 674 <i>Where in the World?</i> 519</p> <p>TWE: C 98 CB 20D, 166D, 442D FF 529 (Lesotho) GR 95 IC 117, 278 T 74</p>
7.4.9. GRADE 9	
<p>A. Explain the impacts of physical systems on people.</p> <ul style="list-style-type: none"> • How people depend on, adjust to and modify physical systems on a national scale (e.g., soil conservation programs, projects of The Corps of Engineers) • Ways in which people in hazard-prone areas adjust their ways of life (e.g., building design in earthquake areas, dry-farming techniques in drought-prone areas) 	<p>SE: 96-97, 209, 315, 324, 349, 356, 698 <i>Cultural Close-Up</i> 37 <i>Exploring Our World</i> 695 <i>Eye on the Environment</i> 604-605 <i>Making Connections</i> 212, 674 <i>Teen Scene</i> 700 <i>Who in the World?</i> 461</p> <p>TWE: CTA 37 IC 28, 212, 634 M 126 MC 671 TTA 696</p>

OBJECTIVES	PAGE REFERENCES
<p>B. Explain the impacts of people on physical systems.</p> <ul style="list-style-type: none"> • Forces by which people modify the physical environment (e.g., increasing population; new agricultural techniques; industrial processes and pollution) • Spatial effects of activities in one region on another region (e.g., scrubbers on power plants to clean air, transportation systems such as Trans-Siberian Railroad, potential effects of fallout from nuclear power plant accidents) 	<p>SE: 60, 61, 82, 91, 96-98, 127-128, 154, 414, 483, 624, 698 <i>Exploring Our World</i> 386 <i>Eye on the Environment</i> 140, 362, 420 <i>Making Connections</i> 613 <i>National Geographic</i> 416 <i>Standardized Test Practice</i> 419 <i>Where in the World?</i> 519</p> <p>TWE: CB 102D, 274D, 442D, 474, 742, 751 CCA 417 DYK 425 F 140 GR 95 IC 117, 278 M 96, 126, 140, 348 T 140</p>
Academic Standards for History	
8.1. Historical Analysis and Skills Development	
8.1.6. GRADE 6	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>	
<p>A. Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> • Calendar time • Time lines • People and events in time • Patterns of continuity and change • Sequential order • Context for events 	<p>SE: 106, 130-132, 188-189, 293 <i>Assessment 299 #7</i> <i>Critical Thinking Skill</i> 234</p> <p>TWE: CB 102D CK 131 CLA 131, 293 CTA 133 IC 292 T 64, 234, 307 TL 225 TTA 85, 156, 214</p>
<p>B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of a historical passage • Data in historical and contemporary maps, graphs and tables • Author or historical source • Multiple historical perspectives • Visual evidence • Mathematical data from graphs and tables 	<p>SE: 111, 174 <i>Critical Thinking Skill</i> 520 <i>National Geographic</i> 85, 424, 616 <i>Standardized Test Practice</i> 343</p> <p>TWE: AMS 189 GS 111 IC 111 MSN 132, 157 RAA 111 TTA 297, 582</p>

OBJECTIVES	PAGE REFERENCES
<p>C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> • Difference between fact and opinion • Multiple points of view • Illustrations in historical stories • Causes and results • Author or source of historical narratives 	<p>SE: <i>Assessment 428 #5</i> <i>Critical Thinking Skill 436, 679</i></p> <p>TWE: BSK 125 CB 276 CTA 230 EG 105 T 85 TTA 290, 376 ULA 443</p>
<p>D. Describe and explain historical research.</p> <ul style="list-style-type: none"> • Historical events (time and place) • Facts, folklore and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., simulations, group projects, skits and plays) 	<p>SE: <i>Making Connections 295</i> <i>Standardized Test Practice 419</i> <i>Study and Writing Skill 358</i></p> <p>TWE: CCA 221 CK 282 DYK 292 EG 169, 277 IC 307 MC 671 RAA 174, 175 TTA 337</p>
8.1.9. GRADE 9	
<p>A. Analyze chronological thinking.</p> <ul style="list-style-type: none"> • Difference between past, present and future • Sequential order of historical narrative • Data presented in time lines • Continuity and change • Context for events 	<p>SE: 106, 130-132, 293 <i>Assessment 299 #7</i> <i>Critical Thinking Skill 234</i></p> <p>TWE: CLA 131, 293 CTA 133 IC 292 T 234, 307 TL 225 TTA 85, 214</p>
<p>B. Analyze and interpret historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs, and tables • Different historical perspectives • Data from maps, graphs and tables • Visual data presented in historical evidence 	<p>SE: 111, 174 <i>Critical Thinking Skill 520</i> <i>National Geographic 85, 424, 616</i> <i>Standardized Test Practice 343</i></p> <p>TWE: AMS 189 GS 111 MSN 132 RAA 111 TTA 297, 582</p>
<p>C. Analyze the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> • Fact versus opinion • Reasons/causes for multiple points of view • Illustrations in historical documents and stories • Causes and results • Author or source used to develop historical narratives • Central issue 	<p>SE: <i>Assessment 428 #5</i> <i>Critical Thinking Skill 436, 679</i></p> <p>TWE: BSK 125 CB 276 CTA 230 EG 105 T 85 TTA 290, 376 ULA 443</p>

OBJECTIVES	PAGE REFERENCES
<p>D. Analyze and interpret historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., History Day projects, mock trials, speeches) • Credibility of evidence 	<p>SE: <i>Making Connections</i> 295 <i>Standardized Test Practice</i> 419 <i>Study and Writing Skill</i> 358</p> <p>TWE: CCA 221 CK 282 DYK 292 EG 169, 277 IC 307 MC 671 RAA 174, 175 TTA 337</p>
8.2. Pennsylvania History	
8.2.6. GRADE 6	
<p>A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Inhabitants (e.g., Native Americans, Europeans, Africans) • Military Leaders (e.g., Anthony Wayne, Oliver H. Perry, John Muhlenberg) • Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin) • Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin) • Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters) 	<p>SE: 113 TWE: CLA 131 DM 132</p> <p>This objective can be met during teacher/class discussion.</p>
<p>B. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, <i>Letters from a Pennsylvania Farmer</i>) • Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara) 	<p>SE: 131</p> <p>This objective can be met during teacher/class discussion.</p>

OBJECTIVES	PAGE REFERENCES
<p>C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., Native Americans, Quakers) • Commerce and Industry (e.g., iron production, sailing, fur trade) • Innovations (e.g., steam boat, Conestoga Wagon) • Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital) • Settlement Patterns (e.g., native settlements, Westward expansion, development of towns) • Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony) • Transportation (e.g., trade routes, turnpikes, post roads) • Women's Movement (e.g., voting qualifications, role models) 	<p>SE: 118, 125, 132 TWE: M 118 TTA 119 This objective can be met during teacher/class discussion.</p>
<p>D. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois) • Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery) • Labor Relations (e.g., indentured servants, working conditions) • Immigration (e.g., Germans, Irish) • Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion) 	<p>SE: 131, 132, 297 TWE: CI 133 This objective can be met during teacher/class discussion.</p>

OBJECTIVES	PAGE REFERENCES
8.2.9. GRADE 9	
<p>A. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin) • Military Leaders (e.g., George Meade, George McClellan, John Hartranft) • Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster) • Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott) 	<p>TWE: CLA 131 DM 132</p> <p>This objective can be met during teacher/class discussion.</p>
<p>B. Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Pennsylvania Constitutions of 1838 and 1874, The “Gettysburg Address, <i>The Pittsburgh Survey</i>) • Artifacts, Architecture and Historic Places (e.g., Gettysburg, Eckley Miners’ Village, Drake’s Well) 	<p>SE: 131</p> <p>This objective can be met during teacher/class discussion.</p>
<p>C. Identify and analyze how continuity and change have influenced Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., Ephrata Cloister, Harmonists, Amish, immigrant influences) • Commerce and Industry (e.g., mining coal, producing iron, harvesting timber) • Innovations (e.g., John Roebling’s steel cable, steel-tipped plow, improved techniques for making iron, steel and glass) • Politics (e.g., Fugitive Slave Act reaction, canal system legislation, The Free School Act of 1834) • Settlement Patterns (e.g., farms and growth of urban centers) • Social Organization (e.g., the Philadelphia Centennial Exposition of 1876, prohibition of racial discrimination in schools) • Transportation (e.g., canals, National Road, Thompson’s Horseshoe Curve) • Women’s Movement (e.g., work of the Equal Rights League of Pennsylvania) 	<p>SE: 118, 125, 132 TWE: M 118 TTA 118</p> <p>This objective can be met during teacher/class discussion.</p>

OBJECTIVES	PAGE REFERENCES
<p>D. Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., impact of war, 1889 Johnstown Flood) • Ethnic and Racial Relations (e.g., Christiana riots, disenfranchisement and restoration of suffrage for African-Americans, Carlisle Indian School) • Labor Relations (e.g., National Trade Union, the “Molly Maguires,” Homestead steel strike) • Immigration (e.g., Anti-Irish Riot of 1844, new waves of immigrants) • Military Conflicts (e.g., Battle of Lake Erie, the Mexican War, the Civil War) 	<p>SE: 131, 132, 133 TWE: CI 133 IC 133 This objective can be met during teacher/class discussion.</p>
8.3. United States History	
8.3.6. GRADE 6	
<p>A. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Native Americans, Africans and Europeans • Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall) • Military Leaders (e.g., George Washington, Meriwether Lewis, Henry Knox) • Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe) • Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra) 	<p>SE: 106, 112-113, 130-131, 135 <i>Cultural Close-Up</i> 134 <i>Geography & History</i> 164 <i>Making Connections</i> 89 TWE: CC 134 CK 131 EG 105 RAA 110, 113 TG 112</p>
<p>B. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington’s Farewell Address) • 18th Century Writings and Communications (e.g., Paine’s <i>Common Sense</i>; Franklin’s “Join, or DIE,” Henry’s “Give me liberty or give me death”) • Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown) 	<p>SE: 131 <i>National Geographic</i> 33 <i>Where in the World?</i> 131 TWE: 5M 108 CK 131</p>

OBJECTIVES	PAGE REFERENCES
<p>C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., impact on daily life, government established religions, communal sects) • Commerce and Industry (e.g., fur trade, development of cash crops) • Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin) • Politics (e.g., Hamilton’s defense of John Peter Zenger, The Great Compromise, Marbury v. Madison) • Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities) • Social Organization (e.g., community structure on the frontier, cultural and language barriers) • Transportation and Trade (e.g., methods of overland travel, water transportation, National Road) • Women’s Movement (e.g., roles and changing status of women, Margaret Brent’s vote, soldier Deborah Sampson) 	<p>SE: 92, 118, 125, 130-131, 132, 134 TWE: CCA 137 GR 155 TG 112 TTA 119, 134</p>
<p>D. Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution) • Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, “Colored” troops in the Revolution) • Labor Relations (e.g., early union efforts, 10-hour day, women’s role) • Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration) • Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812) 	<p>SE: 106, 131-132, 133-135, 156 <i>Exploring Our World</i> 130 TWE: CI 133 M 89</p>

OBJECTIVES	PAGE REFERENCES
8.3.9. GRADE 9	
<p>A. Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Daniel Webster, Abraham Lincoln, Andrew Johnson) • Military Leaders (e.g., Andrew Jackson, Robert E. Lee, Ulysses S. Grant) • Cultural and Commercial Leaders (e.g., Jane Addams, Jacob Riis, Booker T. Washington) • Innovators and Reformers (e.g., Alexander G. Bell, Frances E. Willard, Frederick Douglass) 	<p>SE: 135 <i>Making Connections</i> 89, 136 <i>The following page contains information on the development of the automobile, electricity, the telephone, and radio:</i> SE: 132</p>
<p>B. Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Documents (e.g., Fugitive Slave Law, Treaty of Guadalupe Hidalgo, Emancipation Proclamation) • 19th Century Writings and Communications (e.g., Stowe's <i>Uncle Tom's Cabin</i>, Brown's "Washed by Blood," Key's "Star Spangled Banner") • Historic Places (e.g., The Alamo, Underground Railroad sites, Erie Canal) 	<p>SE: 131 <i>Making Connections</i> 212 <i>National Geographic</i> 33, 129 TWE: 5M 108</p>

OBJECTIVES	PAGE REFERENCES
<p>C. Analyze how continuity and change has influenced United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., 19th century trends and movements) • Commerce and Industry (e.g., growth of manufacturing industries, economic nationalism) • Innovations (e.g., Brooklyn Bridge, refrigerated shipping, telephone) • Politics (e.g., election of 1860, impeachment of Andrew Johnson, Jim Crow laws) • Settlement Patterns and Expansion (e.g., Manifest Destiny, successive waves of immigrants, purchase of Alaska and Hawaii) • Social Organization (e.g., social class differences, women’s rights and antislavery movement, education reforms) • Transportation and Trade (e.g., Pony Express, telegraph, Transcontinental Railroad) • Women’s Movement (e.g., roles in the Civil War, medical college for women, Seneca Falls Conference) 	<p>SE: 92, 118, 125, 131-132, 134, 190 TWE: CCA 137 GR 155 IC 133 TTA 119</p>
<p>D. Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., wartime confiscation of private property, abolitionist movement, Reconstruction) • Ethnic and Racial Relations (e.g., Cherokee Trail of Tears, slavery and the Underground Railroad, draft riots) • Labor Relations (e.g., female and child labor, trade unionism, strike breakers) • Immigration and Migration (e.g., Manifest Destiny, eastern and southern European immigration, Chinese Exclusion Act) • Military Conflicts (e.g., Native American opposition to expansion and settlement, Civil War, Spanish-American War) 	<p>SE: 106, 131, 132, 134-135, 190, 219, 724 TWE: CI 133 IC 133 M 89</p>

OBJECTIVES	PAGE REFERENCES
8.4. World History	
8.4.6. GRADE 6	
<p>A. Identify and explain how individuals and groups made significant political and cultural contributions to world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Nelson Mandela, Desmond Tutu, F. W. de Klerk, Pieter Botha, African National Congress) • Americas (e.g., Pizarro, Atahualpa, Aztecs, Incas, Montezuma, Cortez) • Asia (e.g., Tokugawa Ieyasu, Toyotomi clan, shogun Iemitsu, Commodore Perry, daimyo) • Europe (e.g., Pope Leo X, John Calvin, John Wesley, Martin Luther, Ignatius of Loyola) 	<p>SE: 156, 190, 209-210, 224, 261, 293-294, 303, 308, 326-327, 339-340, 347, 425, 428, 434, 494, 548, 648-649, 658, 680-681, 687, 699 <i>Geography & History</i> 504 <i>Making Connections</i> 335 <i>Standardized Test Practice</i> 201, 273 <i>Who in the World?</i> 425, 612</p> <p>TWE: CB 524D DYK 262 EG 105 IC 183, 209 TTA 144, 236, 324, 646</p>
<p>B. Identify and explain important documents, material artifacts and historic sites in world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Prohibition of Marriages Act, prison on Robben Island) • Americas (e.g., Tenochtitlan, Aztec masks) • Asia (e.g., samurai sword, Commodore Perry's Black Ships) • Europe (e.g., Luther's Ninety-Five Theses, Wittenberg Castle Church) 	<p>SE: 166-167, 189, 274-275, 304, 308, 480, 546, 620, 668 <i>Cultural Close-Up</i> 333, 719 <i>Exploring Our World</i> 188, 260, 336, 477, 618, 645, 703 <i>Geography & History</i> 504 <i>Making Connections</i> 192, 295, 463, 551, 651 <i>National Geographic</i> 83, 332, 495 <i>Where in the World?</i> 303, 327</p> <p>TWE: 2MLL 668 AP 166 CB 538 M 192, 332 RAA 285 TT 606D</p>
<p>C. Identify and explain how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation and women's roles in world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Apartheid) • Americas (e.g., European conquest) • Asia (e.g., Japanese society prior to the Meiji Restoration) • Europe (e.g., Impact of the Great Schism and Reformation) 	<p>SE: 81-82, 130-132, 134-135, 156, 170, 190, 215, 261, 308, 311, 333, 423-428, 469, 599, 610-611, 648-649, 675-676, 681, 682, 687, 724 <i>Geography & History</i> 164, 224-225</p> <p>TWE: CB 643 DYK 176 GR 155 IC 133 MC 671 RAA 177 TTA 608</p>

OBJECTIVES	PAGE REFERENCES
<p>D. Explain how conflict and cooperation among social groups and organizations affected world history.</p> <ul style="list-style-type: none"> • Africa (e.g., imperialism) • Americas (e.g., European diseases) • Asia (e.g., trade routes) • Europe (e.g., Counter reformation) 	<p>SE: 190-191, 215, 261, 278, 293, 299, 303, 308, 326-327, 333, 340, 423-428, 489, 528, 567-568, 589-590, 699, 729 <i>Exploring Our World</i> 515 <i>Geography & History</i> 692 <i>Standardized Test Practice</i> 273</p> <p>TWE: TTA 567, 619</p>
8.4.9. GRADE 9	
<p>A. Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500.</p> <ul style="list-style-type: none"> • Political and Military Leaders (e.g., King Ashoka, Montezuma I, Ghenghis Khan, William the Conqueror) • Cultural and Commercial Leaders (e.g., Mansa Musa, Yak Pac, Cheng Ho, Marco Polo) • Innovators and Reformers (e.g., Erastostenes, Tupac Inka Yupenqui, Johannes Gutenberg) 	<p>SE: 261, 293, 303, 326-327, 339-340, 347, 494, 548, 648-649, 658, 680-681, 687, 699 <i>Geography & History</i> 504 <i>Making Connections</i> 335 <i>Standardized Test Practice</i> 201, 711</p> <p>TWE: CLA 67 EG 105 TTA 324, 653</p>
<p>B. Analyze historical documents, material artifacts and historic sites important to world history before 1500.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Rosetta Stone, Aztec glyph writing, Dead Sea Scrolls, Magna Carta) • Artifacts, Architecture and Historic Places (e.g., Ethiopian rock churches, Mayan pyramids, Nok terra cotta figures, megaliths at Stonehenge) • Historic districts (e.g., Memphis and its Necropolis, Sanctuary of Machu Picchu, Old City of Jerusalem and its Walls, Centre of Rome and the Holy See) 	<p>SE: 166-167, 189, 461, 466, 480, 498, 546, 620, 668 <i>Cultural Close-Up</i> 333, 719 <i>Exploring Our World</i> 188, 260, 336, 477, 596, 618, 703 <i>Geography & History</i> 504, 692 <i>Making Connections</i> 192, 295, 463, 651 <i>National Geographic</i> 83, 332, 495 <i>Where in the World?</i> 303, 327, 490 <i>Who in the World?</i> 681</p> <p>TWE: 2MLL 668 AP 166 CB 538 M 192, 332 RAA 285 TTA 461</p>
<p>C. Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.</p> <ul style="list-style-type: none"> • Africa • Americas • Asia • Europe 	<p>SE: 81-82, 130-132, 170, 215, 308, 333, 469, 567, 648-649, 681, 687 <i>Exploring Our World</i> 77 <i>Geography & History</i> 224-225</p> <p>TWE: CB 643 GR 155 MC 671</p>

OBJECTIVES	PAGE REFERENCES
D. Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe. <ul style="list-style-type: none"> • Domestic Instability • Ethnic and Racial Relations • Labor Relations • Immigration and Migration • Military Conflicts 	SE: 215, 261, 293, 326-327, 333, 340, 423-424, 466, 484-485, 729 <i>Exploring Our World</i> 515 <i>Standardized Test Practice</i> 343 TWE: CB 350 E 328 RAA 450 TTA 406, 468

Codes Used for TWE Pages

2MLL	Two-Minute Lesson Launcher	F	Focus
5M	5-Minute Precheck	FF	Fun Facts
AD	Analyzing the Diagram	GA	GeoJournal Activity
AG	Analyzing the Graph	GR	Guide to Reading
AML	Alternate Mini Lab	GS	Graphic Study
AMS	Applying Map Skills	IC	Interdisciplinary Connections
AP	About the Photos	M	More About . . .
BSK	Building Skills	MC	Making Comparisons
C	Close	MI	Making Inferences
CB	Content Background	MS	Map Study
CC	Cultural Close-Up	MSN	Meeting Special Needs
CCA	Chapter Culminating Activity	R	Reteach
CCL	Comparing Climographs	RAA	Regional Atlas Activity
CI	Conducting Interviews	SI	Synthesizing Information
CK	Cultural Kaleidoscope	T	Teach
CLA	Cooperative Learning Activity	TG	Travel Guide
CTA	Critical Thinking Activity	TL	Time Line
DM	Drawing a Map	TT	Teacher to Teacher
DYK	Did You Know?	TTA	Team-Teaching Activity
E	Enrich	ULA	Unit Launch Activity
EG	Eyewitness to Geography		