



Glencoe

MAINE
Social Studies Secondary Grades
World History © 2003

OBJECTIVES	PAGE REFERENCES
HISTORY	
A. CHRONOLOGY	
Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:	
SECONDARY GRADES	
<p>1. Identify and analyze major events and people that characterize each of the significant eras in the United States and world history. (See suggested eras below.)</p> <p><u>Eras in United States History</u></p> <ul style="list-style-type: none"> • The Americas to 1600 • The Colonial Era, 1500-1754 • The Revolutionary Era, 1754-1783 • Nation Building, 1783-1815 • The Expanding Nation, 1815-1850 	<p>SE: 347-350, 352-358, 359-362 <i>People in History</i> 358</p> <p>TWE: TLA 345 ETC 348, 353 C 350 WA 350 F 359</p> <p>SE: 407-413, 415-418, 419-422, 475-478, 536-538</p> <p>TWE: C 413 F 415 E 416 WA 421</p> <p>SE: 511-517, 518-525, 526-534, 536-540, 547-553</p> <p>TWE: F 518 CTA 520 WA 538 RA 540</p> <p>SE: 596-603</p> <p>TWE: MIN 600 WA 602 RA 603</p> <p>SE: 602-603</p> <p>TWE: CLA 602 C 603 RA 603 WA 602</p>

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Civil War and Reconstruction, 1850-1877 	SE: 602-603, 633 TWE: C 603 RA 603
<ul style="list-style-type: none"> Development of the Industrial United States, 1865-1914 	SE: 615-619, 633 TWE: MIN 616 CLA 617 CA 623 CC 617
<ul style="list-style-type: none"> The Progressive Era, 1890-1914 	SE: 621-628, 636-641 TWE: F 621 ETC 623, 625 C 628 CAT 624
<ul style="list-style-type: none"> Emergence of the United States as a World Power, 1890-1920 	SE: 650, 676-677, 725-727, 741-744 TWE: CC 650 ETC 676, 741 CT 724, 725
<ul style="list-style-type: none"> The '20's: Prosperity and Problems 	SE: 754-756, 772-775 <i>A Story That Matters 750</i> TWE: HY 750 E 754 T 750 CAT 754 ETC 754 CLA 752, 774 CT 755 ICA 773
<ul style="list-style-type: none"> Depression and The New Deal, 1929-1941 	SE: 754-756 <i>A Story That Matters 750</i> TWE: HY 750 E 754 T 750 CAT 754 ETC 754 CLA 752 CT 755
<ul style="list-style-type: none"> World War II and Post War United States, 1939-1961 	SE: 809-813, 814-822, 830-836, 849-854 TWE: F 814 CT 816, 818, 822 TP 817 W 818

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Contemporary United States, 1961-Present 	SE: 849-854, 863-868, 886-887, 890-892 <i>Eyewitness to History</i> 869 TWE: C 854 CLA 863 CTA 864 CT 865 ETC 865
<u>Eras in World History</u> <ul style="list-style-type: none"> Emergence of Civilization to 1000 BC The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC-600 AD The Expansion and Interaction of Civilizations, 600 AD-1450 AD The Early Modern World, 1450-1800 The World in the Nineteenth Century The World in the Contemporary Era 	SE: 19-25, 27-31 TWE: F 27 CLA 30 CTA 28 C 31 TP 28 CT 29 E 29 SE: 37-43, 45-53, 54-60, 61-64, 71-79 TWE: E 38 ETC 39 WA 39 TP 41 CLA 41 SE: 191-194, 196-202, 203-206, 264-267, 291-296 <i>National Geographic</i> 173, 233 <i>Chart Skills</i> 232 TWE: CA 232 SE: 375-381, 382-387, 389-393, 407-413 TWE: F 375, 389 ETC 391 SE: 563-569, 581-588, 589-594, 596-603, 605-609 TWE: F 563, 589 CLA 597 SE: 849-854, 863-868, 875-878, 879-882, 884-885, 886-887, 890-892 <i>Eyewitness to History</i> 869 TWE: C 854 CLA 863 CTA 864 CT 865 ETC 865

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HISTORY	
B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS	
Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:	
SECONDARY GRADES	
1. Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to: Industrialization The Cold War (and its ending) The Vietnam Era Watergate The Great Depression WWI and WWII Civil Rights Movement	SE: 754-756, 849-854, 863-868, 886-887, 890-892 <i>Eyewitness to History</i> 869 TWE: HY 250 E 754 T 750 C 854 ETC 865 CLA 863 CTA 864
2. Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history.	SE: 407-413, 415-418, 419-422, 511-517, 518-525, 650, 676-677, 725-727, 741-744 TWE: CTA 520 CC 650 ETC 676, 741
3. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history.	SE: 389-393, 511-517, 518-525, 563-569, 636-641, 692-696, 850, 863 TWE: ETC 512 CTA 515 CT 515
4. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).	SE: 149-154, 156-162, 389-393, 407-413, 429-432, 434-439 TWE: F 149, 420 MIN 153 CTA 591 CLA 392 ETC 435
5. Explain how different ways of knowing and believing have influenced human history and culture.	SE: 115-120, 127-133, 153, 169-174 TWE: ETC 119 WA 119 F 127, 169 CTA 151 ICA 128
6. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism).	SE: 511-517, 590, 591-592 TWE: F 511 ETC 512 CT 591 CC 514 RA 517 C 517

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7. Explain the benefits and conflicts resulting from encounters among cultures.	SE: 201-202, 306-307, 415-418, 881-882 <i>Eyewitness to History</i> 414 TWE: E 416 CTA 200 CAT 200 CT 306 C 308
HISTORY C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. Students will be able to:	
SECONDARY GRADES	
1. Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.	SE: <i>SkillBuilder</i> 65, 114, 309, 351, 423, 562, 928 TWE: CLA 844 T 844 TTA 842 GT 843 SLP 843
2. Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.	SE: 998-1001 <i>SkillBuilder</i> 309, 351, 604, 635, 757 <i>Opposing Viewpoints</i> 410-411 TWE: GT 843 T 309, 351, 604, 635, 757
3. Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations.	SE: 998-1001 <i>SkillBuilder</i> 309, 351, 604, 635, 757 <i>Opposing Viewpoints</i> 410-411 TWE: GT 843 T 309, 351, 604, 635, 757
4. Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.	SE: 998-1001 <i>SkillBuilder</i> 309, 351, 604, 635, 757 <i>Opposing Viewpoints</i> 410-411 TWE: GT 843 T 309, 351, 604, 635, 757, 990, 992, 993, 998

Codes Used for TWE Pages

C	Close
CA	Charting Activity
CAT	Connecting Across Time
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CT	Critical Thinking
CTA	Critical Thinking Activity
E	Enrich
ETC	Extending the Content
F	Focus
GT	Glencoe Technology
HY	History and You
ICA	Interdisciplinary Connections Activity
MIN	Meeting Individual Needs
RA	Reteaching Activity
SLP	Service-Learning Project
T	Teach
TLA	Time Line Activity
TP	Turning Point
TTA	Team Teaching Activity
W	Who?What?Where?When?
WA	Writing Activity