

GLENCOE/MCGRAW-HILL

**The World and Its People (Eastern) ©2005
ALABAMA EDITION**

correlated to

Alabama High School Graduation Exam

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	Standards	Student Edition pages	Teacher Edition pages
	Standard I: The student will understand the global influence of the pre-colonial and colonial eras of the Western Hemisphere.	139, 141	138
	Objective 1: Identify and evaluate America’s exploration, development, and divergence. Note: Emphasis on the United States. <ul style="list-style-type: none"> • Economic • Political • Social • Geographic 	139, 141	138
	A. Identify the effects of the Crusades, the Renaissance, and the Reformation. - Motivation - Subsequent action	134-136, 137-139, 141, 143, 144, 145	135
	B. Trace the development and impact of the Columbian Exchange. - Destabilization of Native American societies	139, 141, 144	
	Standard II: The student will understand the formation and development of the United States.	145, 428, 582	
	Objective 2: Identify and comprehend the provisions of essential documents of the United States government. <ul style="list-style-type: none"> • Declaration of Independence • Constitution • Bill of Rights • 13th, 14th, 15th, and 19th Amendments 	582	
	A. Identify, explain, describe, and/or compare the provisions of essential documents of the United States Government. - Declaration of Independence	582	276, 528

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	Standards	Student Edition pages	Teacher Edition pages
	Philosophical background Concept of equality Social Contract Theory - Basics of the Constitution Preamble Separation of Powers Federal System Elastic Clause Bill of Rights 13 th , 14 th , 15 th , 19 th , Amendments Violations Examples: Black Codes. Jim Crow Laws		
	Standard III: The student will understand the eras of revolution, expansion, and reform prior to the United States Civil War.	141, 428	
	Objective 1: Identify and evaluate the impact of the American Revolution.	141	
	Standard V: The student will understand the concepts and development of the late 19 th and 20 th centuries.	90-91, 110, 388	105
	Objective 2: Evaluate the concepts, developments, and consequences of industrialization and urbanization.	90-91, 110	105
	A. Describe the concepts, developments, and consequences of industrialization and urbanization. - Geographic factors that influenced industrialization Examples: natural resources, mountains, rivers - Sources of power for new industries Examples: oil, electricity - Communication Revolution Examples: transatlantic cable,	90-91, 110	105

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	Standards	Student Edition pages	Teacher Edition pages
	<p>telephone, radio</p> <ul style="list-style-type: none"> - Early industry/role of labor in Alabama (Note: Alabama maps may be used) <p>Examples: iron, steel, coal, railroad, lumber, shipping, textiles, convict leasing</p> <ul style="list-style-type: none"> - Monopolies/mergers <p>Examples Robber barons, Rockefeller, Carnegie</p> <ul style="list-style-type: none"> - Ideologies of business <p>Examples: Social Darwinism, Gospel of Wealth, Horatio Alger</p> <ul style="list-style-type: none"> - Urbanization in the late 1800s (Note: photos, political cartoons, and graphs may be used) <p>Geographic (Note: population maps may be used)</p> <p>Example: from farm top factory</p> <p>Economic</p> <p>Examples: immigrant labor, child labor, female labor, labor unions, labor strikes, immigration restrictions</p>		
	Standard VI: The student will understand the causes and effects of World War I.	150, 151, 247, 338, 345, 413	146
	<p>Objective 1: Evaluate the causes of World War I.</p> <ul style="list-style-type: none"> • Socioeconomic climate of the United States • European economy • Nationalism, Imperialism, Militarism 	150, 151, 247	146
	<p>Identify and explain American imperialism and territorial expansion prior to World War I.</p> <ul style="list-style-type: none"> - Search for raw materials - Global balance of power - Hawaiian islands 	150, 151, 528	

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	Standards	Student Edition pages	Teacher Edition pages
	<ul style="list-style-type: none"> - Spanish American War Examples: Yellow press, Rough riders, Cuba, and the Philippines - Open Door Policy - Panama Canal Example: William C. Gorgas - Roosevelt's Corollary 		
	Standard VI: The student will understand the causes and effects of World War I.	150, 151, 247, 253, 345, 413	
	Objective 2: Analyze the effects of World War I. <ul style="list-style-type: none"> • America's rejection of world leadership • American culture • Racial conflicts 	150, 151, 247, 253, 338, 345	
	A. Identify and analyze the course and consequences of World War I. <ul style="list-style-type: none"> - Course Plans Attrition on the Western front Technology - Consequences Political Social Economic - Post- World War I Era League of Nations Wilson's support and congressional rejection - Unfinished business World War II 	150, 151, 247, 253, 338, 345, 413	
	Standard VII: The student will understand the Great Depression and World War II.	151, 152, 204, 218-219, 247, 254, 528, 595	146
	Objective 2: Analyze America's involvement in World War II.	151, 152, 170, 528, 595	

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	Standards	Student Edition pages	Teacher Edition pages
	<p>A. Identify and analyze America’s involvement in World War II.</p> <ul style="list-style-type: none"> - Causes Europe Munich Conference Invasion of Poland Asia Japanese expansion Attack on Pearl Harbor - Homefront Women’s participation: industry and volunteerism Rationing War bonds Japanese internment - Political leaders Examples: FDR, Stalin, Churchill, Hitler, Mussolini Military participation Turning points Examples: Stalingrad, Midway, North Africa, Normandy Military leaders Eisenhower MacArthur - Holocaust Liberation of concentration camps - Scientific and technological developments Atomic bomb: Hiroshima and Nagasaki 	<p>151, 152, 170, 528, 595</p>	

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