

We the People: *Share Our World* © 2000
Houghton Mifflin Company
Grade Three

correlated to
Illinois Academic Standards
Social Science
Late Elementary

Illinois Goals, Standards, and Benchmarks	We the People: <i>Share Our World</i> © 2000
STATE GOAL 14: Understand, analyze and compare political systems, with an emphasis on the United States.	
<i>As a result of their schooling, students will be able to:</i>	
A. Describe and explain basic principles of the United States government.	
14.A.2 Explain the importance of fundamental concepts expressed and implied in major documents (e.g., United States Constitution, Declaration of Independence, Gettysburg Address, Magna Carta, Mayflower Compact).	SB: American’s Rights, 297; We the People, 302–305; The Fourth of July, 233; Then & Now, 235; Tell Me More, 236; American Voices, 5 TB: Connecting to Today, 274; Background Information, 5, 234, 302; Understanding the Theme, 305
B. Compare and analyze the structures and functions of the political systems of Illinois, the United States and other nations.	
14.B.2 Give examples of government responsibilities at the local, state and national levels and distinguish among them.	SB: Our State Governments, 288–292; What Do Schools Cost?, 98–99; Our Local Governments, 275–279; Our County Governments, 282–285; Our State Governments, 288–292; Mayor, 276; City Council, 59, 276; County Government, 282–283; Governor, 289, 292; City Council, 59, 276; County Government, 282–283; Legislatures, 289, 294, 306 (continued)

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14.B.2 Give examples of government responsibilities at the local, state and national levels and distinguish among them. (continued)	TB: Citizenship, 290, 291; Citizenship, 276, 278, 284, 289, 290, 291; Graphic Organizer, 275; City Council, 58, 59, 61; County Government, 282, 283; Governor, 289, 292; City Council, 58, 59, 61; County Government, 282, 283; Legislature, 294
C. Describe and explain election processes and responsibilities of citizens.	
14.C.2 Explain why rights and responsibilities (e.g., voting, protection under law) are important to the individual, family, community, state and nation.	SB: Rules and Laws, 15, 89, 271, 294, 296, 297, 302–305; Rights of Citizenship, 275, 276, 277, 278–279, 283, 289; Respect for Citizenship, 15, 63; Responsibilities of Citizenship, 15, 18–19, 35, 81, 98–99, 143, 153, 155, 175, 176–177, 277, 283, 289, 297; Consequences of Citizenship, 62, 233–237; Making Rules/Laws, 15, 98–99, 140, 175, 289; Voting, 283; Enforcing Laws, 15, 291; Becoming a Citizen, 118–119 TB: 18–19, 35, 63, 81, 85, 153, 273A–237B, 273, 277, 283, 289, 297; Making Rules/Laws, 15, 121, 124, 141, 236; Voting, 283, 289, 296; Enforcing Laws, 15
D. Analyze the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	
14.D.2 Identify and compare ways that individuals and groups influence and shape public policy (e.g., general public opinion, special interest groups, formal parties, organizations).	SB: Mayor, 276; Governor, 289, 292; President, 294; Making/Following Class Rules, 15, 281; Making Rules/Laws, 15, 98–99, 140, 174, 289; Identify Honesty, Morality, Citizenship, 19, 62, 305 TB: Governor, 289, 292; President, 294; Critical Thinking, 15; Strategies, 281; Making Rules/Laws, 15, 121, 124, 236; Strategies, 19; Understanding Tell Me More, 62; Meeting Individual Needs, 62; Critical Thinking, 291; Understanding the Theme, 305
E. Describe and explain United States foreign policy as it relates to other nations and international issues.	

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14.E.2 Describe the leadership role of the United States in international settings (e.g., diplomacy).	SB: Ambassadors, 315; Relations with the United States, 217; Think Like a Geographer, 214–215 TB: Meeting Individual Needs, 315; Background Information, 217
STATE GOAL 15: Understand, analyze and compare economic systems, with an emphasis on the United States.	
<i>As a result of their schooling, students will be able to:</i>	
A. Explain and compare how economic systems facilitate the exchange, production, distribution and consumption of goods and services.	
15.A.2 Describe and compare how segments of the economy interact (e.g., producers, consumers, government, currency, banking).	SB: Wages, 113; Prices, 218, 220–221; Producer, 143, 361; Consumer, 220–221, 357; Specialization, 190; Division of Labor, 105, 142, 336; Profit, 218, 361; Loss, 152–154; Productivity, 143, 188; Exchange Systems, 87, 91, 95, 98–99, 188, 202–205, 217–221, 313–315; Teapots and Thread, 94–95; A Global Market, 209–213, 216–219; Reasons for Spending, 87, 91, 95, 98–99, 202–205, 217–221, 313–315; Reasons for Saving, 219 TB: Profit, 42, 218, 243; Division of Labor, 105, 336; Productivity, 87, 142, 188; Specialization, 190; Prices, 219, 220; Wages, 111, 243; Exchange Systems, 87, 91, 95, 98–99, 188, 202–205, 217–221, 313–315; Teapots and Thread, 94–95; Critical Thinking, 94, 141; A Global Market, 209–213, 216–219; Understanding the Text, 91; What Do Schools Cost?, 98–99; Guided Reading, 203, 204
B. Analyze the effects of scarcity and choice on consumers.	

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15.B.2 Describe connections among price, quantity demanded and opportunity costs.	SB: Buyers/Sellers and Supply/Demand, 48, 91, 93, 94–95, 111, 112, 183, 196–199, 208–213, 214–215, 216–221; Teapots and Thread, 94–95; A City and Its Forest, 139–143; Puerto Rico’s Economy, 218, 221, 226; Scarcity and Choice, 84–89, 90–95, 98–99, 108–109, 110–113, 209–213, 216–221 TB: Buyers/Sellers and Supply/Demand, 95, 98, 112, 183, 185B, 212; Critical Thinking, 94, 142, 167; Understanding the Visual, 218; Meeting Individual Needs, 218; Scarcity and Choice, 98, 99, 185A, 185B
C. Analyze the effects of scarcity and choice on producers.	
15.C.2a Explain connections between price and what producers choose to make available.	SB: Teapots and Thread, 94–95; A City and Its Forest, 139–143; Puerto Rico’s Economy, 218, 221, 226 TB: Critical Thinking, 94, 142, 167; Understanding the Visual, 218; Meeting Individual Needs, 218
15.C.2b Demonstrate how the availability of resources affects what to produce.	SB: Powhatan People, 86–87; From Farms to Factories, 110–113; A City and Its Forest, 139–143; A Community By the Sea, 163–169; Oil Makes Jobs, 187–191; History Makes Jobs, 194–199; A Global Market, 209–213; Economic Interdependence Among Nations, 90–95, 185, 208–213, 214–215, 227 TB: Economics, 111, 140, 142, 188, 197, 198, 212; Geography, 166, 167, 189, 212; Activity, 156, 190; Understanding the Text, 111, 151, 168, 174, 188; Economic Interdependence Among Nations, 90–95, 208–213, 214–215, 218
15.C.2c Identify natural resources, human resources and capital equipment in production relative to a variety of markets.	SB: Powhatan People, 86–87; From Farms to Factories, 110–113; A City and Its Forest, 139–143; A Community By the Sea, 163–169; Oil Makes Jobs, 187–191; History Makes Jobs, 194–199; A Global Market, 209–213 TB: Economics, 111, 140, 142, 188, 197, 198, 212; Geography, 166, 167, 189, 212; Activity, 156, 190; Understanding the Text, 111, 151, 168, 174, 188

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D. Explain how trade generates interdependence affecting the economies of nations.	
15.D.2a Describe the costs and benefits of international trade to businesses (e.g., producers, distributors, importers, exporters).	SB: Teapots and Thread, 94–95; A Global Market, 209–213, 216–219; Economic Interdependence Among Nations, 90–95, 185, 208–213, 214–215, 227 TB: Teapots and Thread, 94–95; Critical Thinking, 94, 141; A Global Market, 209–213, 216–219; Economic Interdependence Among Nations, 90–95, 208–213, 214–215, 218
15.D.2b Explain costs and benefits of specialization in the economy.	SB: Wages, 113; Prices, 218, 220–221; Producer, 143, 361; Consumer, 220–221, 357; Specialization, 190; Division of Labor, 105, 142, 336; Profit, 218, 361; Loss, 152–154; Productivity, 143, 188 TB: Profit, 42, 218, 243; Division of Labor, 105, 336; Productivity, 87, 142, 188; Specialization, 190; Prices, 219, 220; Wages, 111, 243
STATE GOAL 16: Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.	
<i>As a result of their schooling, students will be able to:</i>	
A. Describe and explain contributions of selected individuals throughout history.	

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<p>16.A.2 Describe the contributions of selected individuals in major eras of Illinois and United States history drawing information from a variety of traditional, electronic and on-line sources.</p>	<p>SB: Historic Individuals: Frederick Douglass, 6; Martin Luther King, Jr., 62, 234, 319; William Tucker, 88; Andrew Young, 319; Amelia Earhart, 126–129; Queen Beatrix, 310; Julien Dubuque, 26, 27; Benjamin Franklin, 279; King George III, 236; Hiawatha, 76–77; Captain John Smith, 86–87; Chief Powhatan, 86–87; Thomas Jefferson, 236, 289; President Abraham Lincoln, 5; Nelson Mandela, 320; Queen Mary, 195; John Muir, 140; Theodore Roosevelt, 141; Betsy Ross, 236; Prominent Illinoisians can be introduced during an appropriate chapter and lesson such as “Americans Working Together,” pages 187–191; Theme Project, 9, 34, 66 TB: Picturing Places, 7B; Create a Bulletin Board, 11A; Play a Guessing Game, 11B; History, 112, 115, 121</p>
<p>B. Explain the chronology and significance of major social, economic and political events throughout history.</p>	
<p>16.B.2 Describe and place in chronological order major events in the development of the community, Illinois and the United States.</p>	<p>SB: Timeline, 96, 106, 122–123 TB: Activity, 96</p>
<p>C. Summarize and analyze historical relationships and developments leading to similarities and differences among people and societies throughout the world.</p>	
<p>16.C.2 Recognize major characteristics of societies (e.g., political organization, art, technology) that have emerged throughout the world.</p>	<p>SB: Economy and Needs, 98–99, 221; The Scottish Games, 61; A World of Celebrations, 252–257 TB: Economy and Needs, 98–99, 221; Background Information, 61, 254; Understanding the Text, 254, 256</p>
<p>D. Explain the effects of urbanization, industrialization and technology on society and institutions throughout history.</p>	
<p>16.D.2 Identify the impact of selected technological changes over time (e.g., wheel, printing press, horse collar, steel plow, broadcast media, automobile, airplane, heavy machinery, computer, Internet).</p>	<p>SB: Inventions, 49, 111, 120, 121, 121–125 TB: Understanding the Text, 111, 121, 122; Understanding the Visual, 123; Meeting Individual Needs, 123; Critical Thinking, 124</p>

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E. Analyze the roles played by groups in developing a pluralistic society in the United States.	
16.E.2 Compare people, places and customs of the Americas prior to European colonization and settlement (e.g., Aztec, Inca, Iroquois, Hopi, Olmec, Maya, Huron).	SB: Native Americans, 72–75, 80–81, 86–89, 98–99, 188–189, 240–241 TB: Understanding the Text, 74; Background Information, 75; Activity, 77
STATE GOAL 17: Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.	
<i>As a result of their schooling, students will be able to:</i>	
A. Locate, describe and explain places, regions and features on the earth using geographic terms, methods and representations.	
17.A.2a Compare the physical characteristics of places (e.g., soils, land forms, vegetation, wildlife, climate, natural hazards).	SB: Physical Features and Communities, 20–23, 28–31, 90–95, 106–107, 108–109, 110–113, 139–143, 150–155, 165–169; Geography and Political Space, 20–23, 28–31, 90–95, 106–107, 110–113, 139–143, 150–155, 165–169, 312–313 TB: Physical Features and Communities, 22, 28–31, 92, 93, 94, 108–109, 111, 139, 140, 141, 150, 151, 152, 155; Geography and Political Space, 22, 28–31, 92, 93, 108–109, 111, 139, 140–141, 150–152, 155, 312–313
17.A.2b Demonstrate how to use maps (including mental maps) and other geographic representations and instruments to gather information (e.g., about people, places, and environments).	SB: Map Titles, 16; Map Keys, 16, 94, 117, 167, 211, 313; Compass Rose, 16, 141, 239; Lines and Borders, 16, 47, 244; Roads and Routes, 16, 41, 94, 109, 125, 130–131, 215, 247; Objects and Symbols, 16, 33, 94, 239 TB: Map Keys, 16, 85, 117; Compass Rose, 41, 141, 149, 290; Lines and Borders, 47; Roads and Routes, 41, 109, 130–131, 149, 290; Objects and Symbols, 16
B. Analyze and explain characteristics and interactions of the earth’s physical systems.	

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<p>17.B.2a Describe physical and human processes (e.g., erosion, agriculture, settlement) that shape spatial patterns on the earth.</p>	<p>SB: Physical/Human Changes in Places, 106–107, 120–125, 150–155, 156–157, 170–175; This Land of Ours, 28–31; What Can You Do to Help the Environment?, 178–179; Oil Makes Jobs, 187–191; Native American Communities, 73–81; Settlers in Jamestown, 84–89; Salem Takes to the Sea, 90–95; A City and Its Forest, 139–143; A River Community, 150–155; Think Like a Geographer, 148–149; A Community By the Sea, 165–169; The World’s Largest City, 170–175</p> <p>TB: Create a Bulletin Board, 9; Dubuque Grows, 106–107; Critical Thinking, 106, 123, 124; The Age of the Automobile, 120–125; A River Community, 150–155; Skills Workshop, 156–157; The World’s Largest City, 170–175; History Makes Jobs, 194–199; Understanding the Text, 29, 30; Reducing Waste, 178; Understanding the Text, 78, 140, 154, 166, 171, 172</p>
<p>17.B.2b Explain and compare how physical and living components interact in a variety of ecosystems (e.g., desert, prairie, flood plain, forest, tundra).</p>	<p>SB: Deserts, 45–46, 78–81; Islands, 24, 216–221, 224–225; Mountains, 22–23, 170–175; Plains, 23, 29; Valleys, 23, 45, 170–175; Urban Areas, 16–17, 38–39, 112; Suburbs, 40–41, 121; Rural Areas, 42–43, 112, 174</p> <p>TB: Create a Communities Collage, 35B; Graphic Organizer, 37; Geographic Environments, 22–23, 24, 29, 45–46, 78–81, 216–221, 224–225; Communities, 37–39, 40–41, 42–43</p>
<p>C. Analyze and explain relationships between geographic factors and society.</p>	
<p>17.C.2a Identify how events in the physical environment (e.g., natural hazards) affect human activities.</p>	<p>Use the Theme Concept “Places” and the related Theme Project on pages 9, 34, 66 and the Theme Reminders on pages 16, 22, 30, 40, and 60 to meet this objective.</p>

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<p>17.C.2b Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation and communications).</p>	<p>SB: Geography and Political Space, 20–23, 28–31, 90–95, 106–107, 110–113, 139–143, 150–155, 165–169, 312–313; Transportation, 17, 21, 27, 30, 40, 48, 91, 108–109, 120–125, 126–129, 187, 311; Communication, 42, 220–221; Immigration, 58, 113–119, 246–247; Economic Development, 23, 29; Cities, 37–43, 66, 91, 139–141, 171–172; Highways, 33, 66, 67, 123, 109; Industry, 120–125, 141–143, 188–189; Recreation, 33–35, 36–37, 158–161, 242–245; Agriculture, 151–155</p> <p>TB: Geography and Political Space, 22, 28–31, 92, 93, 108–109, 111, 139, 140–141, 150–152, 155, 312–313; Transportation, 17, 21, 27, 30, 40, 48, 91, 108–109, 120–125, 126–129, 187, 311; Communication, 42, 220–221; Immigration, 58, 113–119, 246–247; Economic Development, 23, 29; Picturing Places, 34; Meeting Individual Needs, 33, 34, 35; Understanding the Map, 33; Understanding the Text, 37, 122, 142, 188; Understanding the Visual, 105; Graphic Organizer, 170; Critical Thinking, 189</p>
<p>17.C.2c Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.</p>	<p>SB: Cities, 37–43, 66, 139–141, 171–172; French Explorers, 104; Swedish Settlers, 246–247; Iroquois Migration, 75; Jamestown, 84; Westward Movement, 103; Movement into Cities, 110, 174; Movement to the Suburbs, 121</p> <p>TB: Understanding the Text, 38, 39; Understanding the Visual, 38, 140; Understanding the Chart, 39; Critical Thinking, 173; Understanding the Text, 247; Iroquois Migration, 75; Jamestown, 84; Westward Movement, 103; Movement into Cities, 110, 174; Movement to the Suburbs, 121</p>

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D. Explain the historical significance of geography.	
17.D.2 Describe how physical characteristics of places influence people’s perceptions and their roles in the world over time.	SB: Physical Features and Communities, 20–23, 28–31, 90–95, 106–107, 108–109, 110–113, 139–143, 150–155, 165–169 TB: Physical Features and Communities, 22, 28–31, 92, 93, 94, 108–109, 111, 139, 140, 141, 150, 151, 152, 155
STATE GOAL 18: Understand, analyze and compare social systems, with an emphasis on the United States.	
<i>As a result of their schooling, students will be able to:</i>	
A. Identify and compare characteristics of culture as reflected in language, literature, the arts and traditions.	
18.A.2 Analyze ways in which language, stories, folk tales, music, and artistic creations serve as expressions of culture.	SB: Local Cultures, 59, 60, 61; Perform a Play, 229, 251, 269; Take Action, 241; Music, 151, 257; Art, 55; Dance, 254, 256; Powwow, 240–241; Traditions, 80–81, 151, 240–241, 242–245, 264–267; Cultural History, 53–57, 73–81, 233–237, 240–241, 242–245, 253–257, 264–267 TB: Plan a Cultural Awareness Day, 11B; Graphic Organizer, 58; Cultures, 59, 60, 61; Activity, 60; Music, 151, 257; Art, 55; Dance, 254, 256; Powwow, 240–241; Traditions, 80–81, 151, 240–241, 242–245, 264–267; Cultural History, 54, 55, 56, 76, 77, 80, 81, 234, 235, 236, 240, 241, 265, 266
B. Analyze the roles of groups and institutions in relation to people and societies.	
18.B.2a Compare roles of social institutions (e.g., educational, military, charitable, governmental) and describe the interactions of people with institutions.	SB: Netherlands, 309–313 TB: Netherlands, 309–313; National Governments, 314–315
18.B.2b Describe the impact of media (e.g., print, electronic) on institutions (e.g., schools, governments).	SB: Using the Media, 316–317 TB: Using the Media, 316, 317; Understanding the Skill, 317