

We the People: *Build Our Land* © 2000
Houghton Mifflin Company
Grade Five

correlated to
Illinois Academic Standards
Social Science
Late Elementary

Illinois Goals, Standards, and Benchmarks	We the People: <i>Build Our Land</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: Citizenship, 206–207; Declaration of Independence, 270–273; Skills Workshop, 274–275; Constitutional Expert, 301; Constitution, 306; Articles of Confederation, 319–321; Bill of Rights, 330–333; Spirit of Reform, 384–389; Gettysburg Address, 455, 456, 460–461; Mayflower Compact, 137, 140 TB: Citizenship, 206–207; Declaration of Independence, 270–273; Skills Workshop, 274–275; Constitutional Expert, 301; Constitution, 306; Articles of Confederation, 319–321; Bill of Rights, 330–333; Spirit of Reform, 384–389; Gettysburg Address, 455, 456, 460–461; Mayflower Compact, 137, 140
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: Constitutional Expert, 301; Something New Under the Sun, 310–316; Our Federal Government, 318–321; (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)	SB: Citizenship, 326–327; Skills Workshop, 317; Compromise and Conflict, 425–429 TB: Constitutional Expert, 301; Something New Under the Sun, 310–316; Our Federal Government, 318–321; Citizenship, 326–327; Skills Workshop, 317; Compromise and Conflict, 425–429
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: Citizen’s Rights and Responsibilities, 135, 138–139, 168–169, 171–173, 190–192, 202–203, 387, 394–395, 451, 538, 559, 564–567, 573–575, 580 TB: Citizen’s Rights and Responsibilities, 135, 138–139, 168–169, 171–173, 190–192, 202–203, 387, 394–395, 451, 538, 559, 564–567, 573–575, 580
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: Contemporary U.S. Examples of Shaping Public Policy, 390–391, 512, 520–521, 547–548, 550–551, 572, 575, 563–567 TE: Contemporary U.S. Examples of Shaping Public Policy, 390–391, 512, 520–521, 547–548, 550–551, 572, 575, 563–567
E. Describe and explain United States foreign policy as it relates to other nations and international issues.	

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<p>14.E.2 Describe the leadership role of the United States in international settings (e.g., diplomacy).</p>	<p>SB: A System of Checks and Balances, 319–320; A New Beginning, 322–325; World War I, 539–541; World War II, 550–555; Vietnam, 572–575; Nations Working Together, 600–603</p> <p>TB: A System of Checks and Balances, 319–320; A New Beginning, 322–325; World War I, 539–541; World War II, 550–555; Vietnam, 572–575; Nations Working Together, 600–603</p>
<p>STATE GOAL 15: Understand, analyze and compare economic systems, with an emphasis on the United States.</p>	
<p><i>As a result of their schooling, students will be able to:</i></p>	
<p>A. Explain and compare how economic systems facilitate the exchange, production, distribution and consumption of goods and services.</p>	
<p>15.A.2 Describe and compare how segments of the economy interact (e.g., producers, consumers, government, currency, banking).</p>	<p>SB: Effects of Economics on Communities, 24–25, 30–31, 52–53, 59–60, 80–85, 89–95, 106–110, 121–125, 128–131, 142–147, 160–163, 176–179, 186–188, 200–204, 212–214, 216, 217–218, 222–227, 229, 253–254, 372–376, 377–382, 407–409, 532–538</p> <p>TB: Effects of Economics on Communities, 24–25, 53, 59–60, 71C, 72, 80–85, 89–95, 122, 128–131, 142, 144, 145, 146, 160–163, 178, 200–204, 213, 217, 224, 225, 235, 237, 372–376, 407–409, 536–538</p>
<p>B. Analyze the effects of scarcity and choice on consumers.</p>	

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15.B.2 Describe connections among price, quantity demanded and opportunity costs.	SB: Buyers/Sellers and Supply/Demand, 74–75, 161, 176–179, 189, 192–193, 200–204, 212–215, 217–218, 219, 224–225, 337, 372–376, 485, 500–503, 536–537, 544–548 TB: Buyers/Sellers and Supply/Demand, 161, 189, 192–193, 219, 224–225, 337, 485, 500–503, 536–537, 544–548; Planning a Southern Colony, 209D; The Industrial Revolution, 372–376
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: Planning a Southern Colony, 209D; The Stamp Act and Its Effects, 242–244; The Townshend Acts, 244–245; Mining the West, 414–417 TB: Planning a Southern Colony, 209D; The Stamp Act and Its Effects, 242–244; The Townshend Acts, 244–245; Mining the West, 414–417
15.C.2b Demonstrate how the availability of resources affects what to produce.	SB: A Second Revolution, 308–309; The Industrial Revolution, 372–376; Cotton and Slavery, 378–380; The Industrial North, 380–382; Life on the Plains, 490–493 (continued)
15.C.2b Demonstrate how the availability of resources affects what to produce. (continued)	TB: A Second Revolution, 308–309; The Industrial Revolution, 372–376; Cotton and Slavery, 378–380; The Industrial North, 380–382; Life on the Plains, 490–493
15.C.2c Identify natural resources, human resources and capital equipment in production relative to a variety of markets.	SB: Use of Natural, Human, Capital Resources, 13–18, 19–23, 30–31, 44, 45, 52–53, 59–60, 67, 73–78, 89–95, 103–105, 122–125, 149–151, 160–163, 174–176, 186–188, 200–205, 212–214, 222–227, 229, 372–376, 414–417, 463–465 TB: Use of Natural, Human, Capital Resources, 13, 19–23, 27, 30–31, 59–60, 73, 89–95, 114, 122, 146, 149–151, 160–163, 174, 175, 186–188, 200–205, 222–227, 365C, 372–376, 414–417, 463–465

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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).	TB: Trading Across Oceans, 73–78; Trade Brings New Ideas, 80–85; The Columbian Exchange, 106–107; Nations Working Together, 599–603
15.D.2b Explain costs and benefits of specialization in the economy.	SB: Specialization and Exchange, 186–189, 204, 211–214, 215–219, 372–376, 502–503 TB: Specialization and Exchange, 186–189, 204, 211–214, 215–219, 372–376, 502–503
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.	
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.	SB: Individuals Making a Difference, 128, 130, 252, 384–389, 390–393, 448–449, 512, 520–521 TB: Individuals Making a Difference, 128, 130, 365D, 520–521
B. Explain the chronology and significance of major social, economic and political events throughout history.	

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<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: Timelines, 10–11, 12–13, 34–35, 39, 46, 47, 70–71, 72–73, 78, 82–83, 85, 88–89, 95, 105, 110, 115, 120–121, 125, 131, 139, 147, 152, 156–157, 158–159, 163, 173, 179, 184–185, 193, 204, 208, 210–211, 214, 219, 227, 228, 232–233, 234–235, 239, 245, 246, 248–249, 255, 267, 273, 278–279, 283, 291, 297, 302–303, 304–305, 309, 316, 321, 325, 328, 334–335, 339, 349, 358, 360, 364–365, 366–367, 371, 376, 382, 389, 396, 398–399, 400–401, 403, 409, 417, 418, 422–423, 424–425, 429, 437, 451, 454–455, 459, 465, 472, 474, 478–479, 480–481, 483, 488–489, 493, 496, 498–499, 503, 512, 525, 532–533, 534–535, 538, 541, 548, 555, 556, 558–559, 562, 567, 575, 582, 588–589</p> <p>TB: Timelines, 11, 47, 71, 157, 233, 303, 365, 423, 479, 533</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: Development and Transmission of Culture, 20–23, 35–36, 45, 54–55, 58–60, 61–63, 64–65, 74, 76–78, 84–85, 102–103, 123, 127, 128 194–195, 227, 266–267, 488, 545</p> <p>TB: Development and Transmission of Culture, 20–23, 35–36, 45, 54–55, 58–60, 61–63, 64–65, 74, 76–78, 84–85, 102–103, 123, 127, 128 194–195, 227, 266–267, 488, 545</p>
<p>D. Explain the effects of urbanization, industrialization and technology on society and institutions throughout history.</p>	

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<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: Effects of Economic and Technological Influences, 30–31, 122–124, 372–376, 414–417, 504–505; Technology Over Time, 79, 82, 83, 85, 101, 199, 203, 372–376, 377, 380–382, 383, 492, 499, 500–503, 504–505, 506–507, 513–514, 530–531, 546, 573</p> <p>TB: Effects of Economic and Technological Influences, 30–31, 365C, 372–376, 414–417, 504–505;</p> <p style="text-align: right;">(continued)</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). (continued)</p>	<p>TB: Technology Over Time, 82, 83, 85, 372–376, 377–382, 383, 499–503, 504, 505, 506, 507</p>
<p>E. Analyze the roles played by groups in developing a pluralistic society in the United States.</p>	
<p>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).</p>	<p>SB: The First Peoples, 35–39; Ancient American Civilizations, 40–46; Life in Eastern Woodlands, 52–55; Life in the West, 58–63; Chapter Review, 66–67</p> <p>TB: Celebrating with a Potlatch, 33D; Telling a Story About the Ancient Peoples, 33D; Understanding the Text, 38, 41, 42, 44, 53, 54, 60</p>
<p>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.</p>	
<p><i>As a result of their schooling, students will be able to:</i></p>	
<p>A. Locate, describe and explain places, regions and features on the earth using geographic terms, methods and representations.</p>	

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<p>17.A.2a Compare the physical characteristics of places (e.g., soils, land forms, vegetation, wildlife, climate, natural hazards).</p>	<p>SB: Features of the Land, 13–18; Regions and People, 19–23; People and the Environment, 26–29; The First Peoples, 35–39; Life in Eastern Woodlands, 52–55; New England Grows, 168–173; Skills Workshop, 180–181; People Living on the Land, 185–188; Farm and City Life, 200–204; Geography of the South, 211–214; Plantations and Farms, 224–225; A Nation on the Move, 373–374; North and South, 377–382; Settlement of Texas, 399–403; Mining the West, 414–417</p> <p>TB: 13–18, 19–23, 26–29, 35–39, 52–55, 168–173, 180–181, 185–188, 200–204, 211–214, 224–225, 373–374, 377–382, 399–403, 414–417</p>
<p>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).</p>	<p>SB: Using Maps to Report Information, 24–25, 36, 78, 85, 117, 180–181, 183, 220–221, 239, 240–241, 255, 263, 268–269, 297, 371, 411, 430–431, 494–495, 543, 604–605; Mental Maps, 19–20, 74–75, 113, 485, 610–613</p> <p>TB: Using Maps to Report Information, 11, 17, 24–25, 31, 70, 91, 93, 105, 111, 113, 144, 146, 177, 180–181, 195, 220–221, 223, 226, 233, 238, 240–241, 251, 263, 268–269, 289, 295, 337, 371, 402, 411, 426, 430–431, 435, 436, 456, 485, 494–495, 511, 540, 543, 551, 580, 601, 604–605</p>
<p>B. Analyze and explain characteristics and interactions of the earth’s physical systems.</p>	

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17.B.2a Describe physical and human processes (e.g., erosion, agriculture, settlement) that shape spatial patterns on the earth.	SB: Agriculture, 31, 61–63, 129–130, 212–214, 216, 217–219, 222–227, 229; Environmental Changes, 30–31, 61–62, 340–341, 378–379, 404–405, 414–417, 504–505 TB: Follow an Explorer, 69; Making a Glacier, 156C; Making a Relief Sculpture of the Tidewater, 209C; Skills Workshop, 410–411; Agriculture, 212–214, 222–227; Environmental Changes, 30–31, 340–341, 404–405, 414–417, 504–505
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).	SB: Compare Ecosystems, 39, 40–41, 109–110, 202, 212, 213, 214, 219, 229, 492, 579 TB: Compare Ecosystems, 39, 109–110, 202, 212, 213, 214, 219, 229
C. Analyze and explain relationships between geographic factors and society.	
17.C.2a Identify how events in the physical environment (e.g., natural hazards) affect human activities.	SB: Adaptation to the Environment, 24–25, 26–29, 30–31, 36–39, 181, 325, 370–371, 504–505, 542–543 TB: Adaptation to the Environment, 29, 30, 31, 54, 181, 324, 504–505
17.C.2b Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation and communications).	SB: Effects of Transportation/Communication on the Economy, 20–21, 24–25, 36, 73–78, 222–224, 380–381, 407–409, 481–483, 508–512, 542–543 TB: Effects of Transportation/Communication on the Economy, 21, 22, 24–25, 37, 71C, 73–78, 119D, 222–224, 380, 381, 407–409, 508–512, 542–543
17.C.2c Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.	SB: Patterns of Migration, 35–39, 106–110, 121–125, 130–134, 143–147, 164–167, 225–219, 336–338, 340–341, 370–371, 372–376, 380–382, 397, 399–403, 44–417, 481–483, 508–512, 542–543 TB: Patterns of Migration, 35–39, 106–110, 121–125, 130–134, 143–147, 164–167, 225–219, 336–338, 340–341, 370–371, 372–376, 380–382, 397, 399–403, 44–417, 481–483, 508–512, 542–543
D. Explain the historical significance of geography.	

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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, 19–23, 26–29, 36–39, 52–55, 58–63, 112–113, 181, 268–269, 325, 370–371, 404–405, 504–505 TB: Physical Features and Communities, 22, 29, 181, 268–269, 324, 370–371, 404–405, 504–505
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: Literature, Art, Music, 45, 48–51, 60–61, 64–65, 96–99, 102, 119, 203, 342–345, 350–353, 390–393, 412–413, 438–439, 440–443, 460–461, 526–527, 529, 583 TB: Literature, Art, Music, 7C–7D, 11D, 33D, 37, 67C–67D, 74, 92, 105, 161, 252, 267, 296, 303d, 350–353, 385, 428
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: Forms and Interactions of Institutions, 135–136, 138, 140–141, 145–146, 179, 215–216, 224–225, 242–245, 251–255, 314–316, 318–319, 502–503, 513–514, 545–546 TB: Forms and Interactions of Institutions, 135–136, 138, 140–141, 145–146, 179, 215–216, 224–225, 242–245, 251–255, 314–316, 318–319, 502–503, 513–514, 545–546
18.B.2b Describe the impact of media (e.g., print, electronic) on institutions (e.g., schools, governments).	TB: Skills Workshop, 79; Constitutional Expert, 301; The People Speak, 315–316; Jackson: A New Kind of Politics, 367–371