

**We the People: *Discover Our Heritage* © 2000**  
**Houghton Mifflin Company**  
**Grade Six**

**correlated to**  
**Illinois Academic Standards**  
**Social Science**  
**Late Elementary**

Illinois Goals, Standards, and Benchmarks	We the People: <i>Discover Our Heritage</i> © 2000
<b>STATE GOAL 14: Understand, analyze and compare political systems, with an emphasis on the United States.</b>	
<i>As a result of their schooling, students will be able to:</i>	
<b>A. Describe and explain basic principles of the United States government.</b>	
<b>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).</b>	TB: The foundation of the United States Government has been covered thoroughly in previous grades. However, the teacher can review the concept through the following: Magna Carta, 194, 287, 293.
<b>B. Compare and analyze the structures and functions of the political systems of Illinois, the United States and other nations.</b>	
<b>14.B.2 Give examples of government responsibilities at the local, state and national levels and distinguish among them.</b>	TB: Local and state governments are covered thoroughly in previous grades; however, the teacher can review with the following Citizenship features: 50–51, 204–205, 400–401.

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<b>C. Describe and explain election processes and responsibilities of citizens.</b>	
<b>14.C.2 Explain why rights and responsibilities (e.g., voting, protection under law) are important to the individual, family, community, state and nation.</b>	SB: Citizen’s rights and responsibilities, 50–51, 199–200, 204–205, 227–228, 400–401, 538–539 TB: 8, 193D, 201
<b>D. Analyze the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</b>	
<b>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).</b>	SB: Shaping Public Policy: Historical Examples, 393, 394, 408, 416, 444, 459, 477, 482, 483, 505, 528, 545, 576, 587 TB: 393, 394, 408, 416, 444, 459, 477, 482, 483, 505, 528, 545, 576, 587
<b>E. Describe and explain United States foreign policy as it relates to other nations and international issues.</b>	
<b>14.E.2 Describe the leadership role of the United States in international settings (e.g., diplomacy).</b>	SB: International/Multinational Organizations, 26, 393, 394, 414–418, 506 TB: International/Multinational Organizations, 403D
<b>STATE GOAL 15: Understand, analyze and compare economic systems, with an emphasis on the United States.</b>	
<i>As a result of their schooling, students will be able to:</i>	
<b>A. Explain and compare how economic systems facilitate the exchange, production, distribution and consumption of goods and services.</b>	
<b>15.A.2 Describe and compare how segments of the economy interact (e.g., producers, consumers, government, currency, banking).</b>	SB: Economic Interdependence Among Nations, 74, 75, 114–115, 126, 183, 184–187, 189, 196–197, 230–231, 270–271, 297, 350–353, 365–369, 415–418, 458, 596–597, 653 TB: Economic Interdependence Among Nations, 75, 115, 126, 137, 164, 165, 175, 183, 184–187, 196, 275, 297, 300, 322, 342, 350–353, 365–369, 415–418, 458, 516, 565D, 597, 609, 653
<b>B. Analyze the effects of scarcity and choice on consumers.</b>	

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<b>15.B.2 Describe connections among price, quantity demanded and opportunity costs.</b>	SB: Buyers/Sellers and Supply/Demand, 184, 290, 352–353, 382–383, 408, 414–418, 436–437, 466–468, 509, 546–547, 553, 554, 595–599 TB: Buyers/Sellers and Supply/Demand, 120, 184, 347C, 468
<b>C. Analyze the effects of scarcity and choice on producers.</b>	
<b>15.C.2a Explain connections between price and what producers choose to make available.</b>	SB: Supply and Demand, 120, 184, 185; Markets, 290–340, 360–361 TB: Supply and Demand, 120, 184, 185; Markets, 290–340, 360–361
<b>15.C.2b Demonstrate how the availability of resources affects what to produce.</b>	SB: Natural Resources, 94, 115, 171C–171D, 176, 185, 196, 422, 436–438, 465–467, 516, 576–577; Water Management, 223C, 422 TB: 94, 115, 171C–171D, 176, 185, 196, 223C, 422, 436–438, 465–467, 516, 576–577
<b>15.C.2c Identify natural resources, human resources and capital equipment in production relative to a variety of markets.</b>	SB: Use of Natural, Human, Capital Resources, 64–65, 66–68, 102–103, 136–139, 176, 184–187, 189, 196–197, 236–237, 342, 360–361, 380–381, 382–383, 435–439, 462–463, 493–499, 515–519, 546–547, 551–554, 567–569, 595–599, 606–610, 622–626 TB: Use of Natural, Human, Capital Resources, 64–65, 102–103, 115, 137, 171D, 175, 176, 185, 196–197, 352, 380, 382–383, 435, 515–519, 546, 551–554, 565D, 567–569, 595–599, 606–610, 622–626
<b>D. Explain how trade generates interdependence affecting the economies of nations.</b>	
<b>15.D.2a Describe the costs and benefits of international trade to businesses (e.g., producers, distributors, importers, exporters).</b>	SB: European Union, 414–416, 416–418; 414–417; Trade Routes, 350–351; Critical Thinking, 350; Economic Minute, 350 TB: European Union, 414–416, 416–418; 414–417; Trade Routes, 350–351; Critical Thinking, 350; Economic Minute, 350

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<b>15.D.2b Explain costs and benefits of specialization in the economy.</b>	SB: Examples of Specialization and Exchange from World History, 161, 163, 184, 186, 270, 598–599, 634 TB: 171D, 513C, 565D, 583D, 598, 622
<b>STATE GOAL 16: Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>	
<i>As a result of their schooling, students will be able to:</i>	
<b>A. Describe and explain contributions of selected individuals throughout history.</b>	
<b>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.</b>	SB: Individuals Making a Difference, 50–51, 120–121, 246, 294–295, 400–401, 423, 484–485, 538–539, 604, 662–664 TB: Individuals Making a Difference, 13D, 50–51, 120–121, 223D, 290, 294–295, 347D, 392, 400–401, 434, 444, 455D, 484–485, 505, 538–539, 619C, 662–664
<b>B. Explain the chronology and significance of major social, economic and political events throughout history.</b>	
<b>16.B.2 Describe and place in chronological order major events in the development of the community, Illinois and the United States.</b>	SB: Timelines, 12–13, 14–15, 34–35, 44–45, 56–57, 58–59, 62, 63, 73, 74, 76, 80–81, 83, 88, 90–91, 105, 108–109, 119, 122, 124–125, 133, 135, 140–141, 147, 148–149, 150, 152–153, 156, 163, 168, 170, 172–173, 182, 187, 192–193, 194–195, 199, 203, 213, 221, 222, 224–225, 229, 246, 254–255, 259, 263, 264, 272, 277, 284–285, 286–287, 293, 309, 317, 318, 320–321, 336, 348–349, 353, 358–359, 363, 369, 372, 376–377, 378–379, 389, 393, 394, 402, 404–405, 408, 410, 418, 428, 432–433, 434–435, 447, 456–457, 461, 483, 486, 490–491, 492–493, 504–505, 514–515, 530, 540, 542–543, 560, 564–565, 566–567, 576, 582, 584–585, 614, 618–619, 620–621 TB: Timelines, 13, 57, 63, 148, 149, 193, 285, 377, 433, 491, 565, 619
<b>C. Summarize and analyze historical relationships and developments leading to similarities and differences among people and societies throughout the world.</b>	

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<p><b>16.C.2 Recognize major characteristics of societies (e.g., political organization, art, technology) that have emerged throughout the world.</b></p>	<p>SB: Mesopotamia, 69–76; Ancient Egypt, 94–105; Ancient Nubia, 113–119; Ancient China, 140–147; Ancient America, 158–163; Ancient Africa, 178–182, 183–187; Ancient Greece, 206–213; Ancient Rome, 232–239; Medieval Europe, 287–293;</p> <p>(continued)</p>
<p><b>16.C.2 Recognize major characteristics of societies (e.g., political organization, art, technology) that have emerged throughout the world. (continued)</b></p>	<p>SB: (continued) Industrial Revolution, 356–363; Nigeria, 472–477; Japan, 515–519; China, 526–530; Australia, 534–537; India, 543–547; Israel, 555–559; Brazil, 600–605; Mexico, 648–653; Canada, 654–657; United States, 660–664</p> <p>TB: 69–76, 94–105, 113–119, 140–147, 158–163, 178–182, 183–187, 206–213, 232–239, 287–293, 356–363, 472–477, 515–519, 526–530, 534–537, 543–547, 555–559, 600–605, 648–653, 654–657, 660–664</p>
<p><b>D. Explain the effects of urbanization, industrialization and technology on society and institutions throughout history.</b></p>	
<p><b>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).</b></p>	<p>SB: Technology Over Time, 64–65, 67, 74, 140–142, 147, 209, 211, 219–220, 230–231, 236–237, 307, 351, 354–355, 356–361, 363, 381, 383, 387, 388, 411–413, 464–469, 558–559, 596–597, 651</p> <p>TB: Technology Over Time, 64–65, 140–142, 151D, 209, 211, 220, 230–231, 237, 356, 383, 411, 558, 596</p>
<p><b>E. Analyze the roles played by groups in developing a pluralistic society in the United States.</b></p>	
<p><b>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).</b></p>	<p>SB: Olmec, 155–157; Chavin, 155–157; Maya, 155–157, 158–161; Hopewell, 155–157, 165; Moche, 155–157; Teotihuacan, 155–157; Anasazi, 155–157, 166–168; Mississippi, 155–157, 165; Aztec, 155–157; Inca, 155–157, 162–163</p> <p>TB: Native Americans, 155–157, 158–161, 165, 162–163, 166–168, 578–579</p>

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<b>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.</b>	
<i>As a result of their schooling, students will be able to:</i>	
<b>A. Locate, describe and explain places, regions and features on the earth using geographic terms, methods and representations.</b>	
<b>17.A.2a Compare the physical characteristics of places (e.g., soils, land forms, vegetation, wildlife, climate, natural hazards).</b>	SB: World Regions, 22–25, 66–68, 91–93; 125–127, 136–139, 153–154, 154–157, 173–175, 195–197, 379–381, 435–438, 493–496, 557–559, 56–569, 621–623, 624–626; Think Like a Geographer, 28–29, 64–65, 424–425, 462–463, 500–501 TB: Understanding the Text, 23, 137, 382; Graphic Organizer, 91, 125, 136, 153, 173, 195, 379, 435, 493, 567, 621; Understanding the Map, 155, 175
<b>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).</b>	SB: Using Maps to Report Information, 174, 179, 189, 202, 220–221, 231–232, 256, 302–303, 370–371, 424–425, 429, 440–441, 455, 462–463, 470–471, 520–521, 548–549 TB: Using Maps to Report Information, 21, 26, 45, 77, 114, 138, 155, 165, 196, 202, 226, 228, 231–232, 249, 250, 256, 297, 299, 302–303, 327, 333, 339, 355, 367, 370–371, 388, 391, 415, 425, 440–441, 444, 462–463, 470–471, 498, 519, 520–521, 544, 548–549
<b>B. Analyze and explain characteristics and interactions of the earth’s physical systems.</b>	
<b>17.B.2a Describe physical and human processes (e.g., erosion, agriculture, settlement) that shape spatial patterns on the earth.</b>	SB: Agriculture, 16–167, 139, 180, 181, 342, 467; Environmental Changes, 26–27, 64–65, 126–127, 136–139, 179, 230–231, 354–355, 424–425, 462–463, 507, 570–571, 608–610, 625 TB: Agriculture, 139, 167, 180, 467; Environmental Changes, 26–27, 64–65, 125, 155, 167, 179, 181, 230–231, 238, 250, 261, 299, 354–355, 382, 415, 422, 424–425, 462–463, 570–571

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<b>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).</b>	SB: Physical System Changes, 24, 382, 384–385, 437, 548–549, 572–573, 625 TB: Physical System Changes, 24, 382, 384–385, 437, 548–549, 572–573, 625
<b>C. Analyze and explain relationships between geographic factors and society.</b>	
<b>17.C.2a Identify how events in the physical environment (e.g., natural hazards) affect human activities.</b>	SB: Physical Environment and Systems, 24–25, 126–127, 137–139 TB: Physical Environment and Systems, 24–25, 126–127, 137–139
<b>17.C.2b Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation and communications).</b>	SB: Effects of Transportation/Communication on the Economy, 154–156, 179, 230–231, 383, 470–471 TB: Effects of Transportation/Communication on the Economy, 154–156, 179, 230–231, 470–471
<b>17.C.2c Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.</b>	SB: Exchange of Goods/Services, 113–115, 138, 160–161, 165, 168, 184–186, 270–272, 290–293, 302–303, 554 TB: Exchange of Goods/Services, 114, 185, 272, 290, 302–303
<b>D. Explain the historical significance of geography.</b>	
<b>17.D.2 Describe how physical characteristics of places influence people’s perceptions and their roles in the world over time.</b>	SB: Physical Features and Communities, 26–27, 28–29, 64–65, 66–67, 91–93, 126–127, 136–139, 153–157, 174–176, 196–197, 379–383, 424–425, 462–463, 500–501 TB: Physical Features and Communities, 26–27, 28–29, 64–65, 126, 136, 424–425
<b>STATE GOAL 18: Understand, analyze and compare social systems, with an emphasis on the United States.</b>	
<i>As a result of their schooling, students will be able to:</i>	
<b>A. Identify and compare characteristics of culture as reflected in language, literature, the arts and traditions.</b>	

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<p><b>18.A.2 Analyze ways in which language, stories, folk tales, music, and artistic creations serve as expressions of culture.</b></p>	<p>SB: Literature, Art, Music, 30–31, 35–39, 44–48, 76, 84–87, 144–145, 199–214–217, 337, 343, 395–399, 448–449, 450–453, 483, 522–525            TB: Literature, Art, Music, 30–31, 57D, 78, 199, 210, 337, 343</p>
<p><b>B. Analyze the roles of groups and institutions in relation to people and societies.</b></p>	
<p><b>18.B.2a Compare roles of social institutions (e.g., educational, military, charitable, governmental) and describe the interactions of people with institutions.</b></p>	<p>SB: Forms and Interactions of Institutions, 37, 70–71, 74–75, 82–83, 95–96, 131–134, 142, 144–147, 184, 199–201, 204–205, 219, 226–229, 247–251, 258–259, 288–293, 305, 326–328, 361–363, 393–394, 406–408, 414–417, 443–447, 478–483, 503–506, 526–530, 558, 575–577, 585–589, 628–629, 662–664            TB: Institutions and Interactions with People, 118, 123, 134, 246, 247, 444</p>
<p><b>18.B.2b Describe the impact of media (e.g., print, electronic) on institutions (e.g., schools, governments).</b></p>	<p>TB: Media, 611</p>