

**Illinois Learning Standards addressed by the University of Chicago
2009 Summer Teacher Institute**

Understanding the Global Economy: Bringing the World Market into Your Classroom

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations. <i>Local, State, and United States (US) and World History (W)</i>	Early Elementary	Late Elementary	Middle/Junior High School	Early high School	Late High School
Standard A: Apply the skills of historical analysis and interpretation.				16.A.4a: Analyze and report historical events to determine cause-and-effect relationships.	16.A.5a: Analyze historical and contemporary developments using methods of historical inquiry (pose questions; collect and analyze data, make and support inferences with evidence, report findings).
Standard B: Understand the development of significant political events.					16.B.5a (US): Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy).

					<p>16.B.5b (US): Analyze how United States political history has been influenced by the nation's economic, social and environmental history.</p> <p>16.B.5c: Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history.</p>
<p>Standard C: Understand the development of economic systems.</p>	<p>16.C.1b (US): Explain how the economy of the students' local community has changed over time.</p> <p>16.C.1a(W): Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their lives.</p>	<p>16.C.2b(US): Explain how individuals including John Deere, Thomas Edison, Robert McCormack, George Washington Carver and Henry Ford, contributed to economic change through ideas, inventions and entrepreneurship.</p>	<p>16.C.3b(US): Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p> <p>16.C.3c(US): Describe how economy developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.</p>	<p>16.C.4a(US): Explain how trade patterns developed between the Americas and the rest of the global economy.</p> <p>16.C.4b(US): Analyze the impact of westward expansion on the United States economy.</p>	<p>16.C.5a(US): Analyze how and why the role of the United States in the world economy has changed since World War II.</p> <p>16.C.5b(US): Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.</p> <p>16.C.5a(W): Explain how industrial capitalism became the dominant economic model in the world.</p>

	<p>16.C.1b(W): Explain how trade among people brought an exchange of ideas, technology and language.</p>	<p>16.C.2c(US): Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.</p> <p>16.C.2c(W): Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalism and the information/communication revolution.</p>	<p>16.C.3a(W): Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.</p> <p>16.C.3c(W): Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500-present.</p>	<p>16.C.4c(US): Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</p> <p>16.C.4d(W): Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism.</p>	<p>16.C.5b(W): Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems.</p> <p>16.C.5c(W): Analyze the relationships between an issue in world economic history and the related aspects of political, social and environmental history.</p>
<p>Standard D: Understand Illinois, United States and world social history.</p>	<p>16.D.1(W): Identify how customs and traditions from around the world influence the local community.</p>	<p>16.D.2c(US): Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States.</p>	<p>16.D.3(W): Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.</p>	<p>16.D.4(W): Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.</p>	<p>16.D.5(US): Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</p>

		16.D.2(W): Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places.			16.D.5(W): Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history.
Standard E: Understand Illinois, United States and world environmental history.		16.E.2c(US): Describe environmental factors that influenced the development of transportation and trade in Illinois.	16.E.3b(US): Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.	16.E.4b(US): Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation). 16.E.4b(W): Describe how migration has altered the world's environment since 1450.	16.E.5b(US): Analyze the relationship between an issue in United State environmental history and the related aspects of political, economic and social history. 16.E.5a(W): Analyze how technological and scientific developments have affected human productivity, human comfort and the environment. 16.E.5b(W): Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.