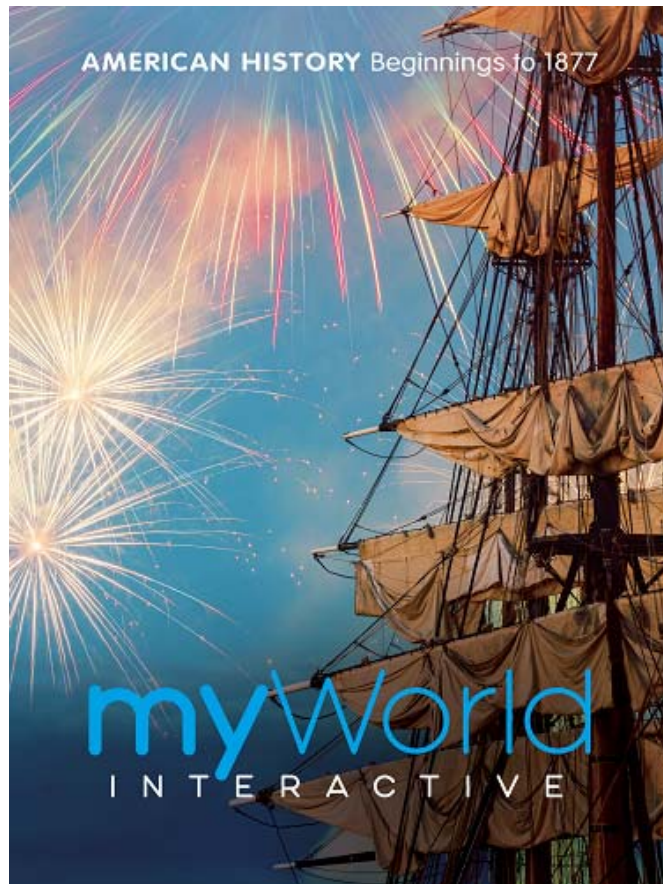


A Correlation of



To the

2018 Mississippi College- and Career- Readiness Standards Social Studies Grade 8

A Correlation of myWorld Interactive American History, Beginnings to 1877, ©2019 to the Mississippi Career- and College-Readiness Standards for Social Studies

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Mississippi Career- and College-Readiness Standards for Social Studies	myWorld Interactive American History Beginnings to 1877, ©2019
8th GRADE	
US HISTORY: EXPLORATION TO 1877	
8.1 Examine major aspects of the development of the United States from Exploration to 1754. (Strands: Civics, Civil Rights, Geography, History, Economics)	
1. Trace explorers' routes to the New World.	<p>SE/TE: Crossing the Atlantic, 40–41; European Voyages of Exploration, 42; Spanish Exploration Continues, 43; Lesson Check, 46; Primary Source: Christopher Columbus, Diary, 47; Analyze Maps, 49; Spanish Explorers and Settlements in North America, 58; Exploring North America, 68</p> <p>Active Journal: Take Notes & Practice Vocabulary, 34–35</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 3: New Technologies and Exploration; 21st Century Skills: Read Physical Maps; Create Charts and Maps</p>
2. Give examples of items involved in the Columbian Exchange.	<p>SE/TE: Columbian Exchange, 44–46</p> <p>Active Journal: Quick Activity: Dinner Party, 21</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 4: The Columbian Exchange</p>
3. Identify the beginning of the Atlantic slave trade with Spaniards in South/Central America.	<p>SE/TE: The Transatlantic Slave Trade, 63–64; Africans Arrive in Virginia, 76; also see: Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109</p> <p>Active Journal: Take Notes & Practice Vocabulary, 34–35</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 1: Northern Borderlands of New Spain</p>

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<p>4. Examine the diversity that emerged with the establishment of colonial America.</p>	<p>SE/TE: Spanish Colonization and New Spain, 55–64; Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109</p> <p>Active Journal: Take Notes & Practice Vocabulary, 34–44; Quests: Examining the Colonial Environment, 26–33</p> <p><u>Digital Sources</u> Lesson Videos: Topic 2: Lesson 1: Northern Borderlands of New Spain; Lesson 2: France, the Netherlands and the Fur Trade; Lesson 3: Religious Freedom in New England; Lesson 4: The Middle Colonies; Lesson 5: The Southern Colonies; Lesson 6: Colonial Cultural Achievements</p>
<p>5. Describe how the English Bill of Rights, The Mayflower Compact, and The Virginia House of Burgesses led to the English Colonial idea of self-government. Describe the social structures that formed in the various colonies.</p>	<p>SE/TE: The Virginia House of Burgesses, 74–75; Mayflower Compact, 80–81, 90, 213; English Bill of Rights, 125, 212, 246; Colonial Society, 110–120; What Were the Foundations of Representative Government?, 123–125</p> <p>Active Journal: Take Notes & Practice Vocabulary, 45–46</p> <p><u>Digital Sources</u> Lesson Videos: Topic 2: Lesson 7: Colonial Government; Interactive Primary Sources: Topic 2: Lesson 3: Mayflower Compact</p>

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6. Describe the relationships between the various Native American and colonial groups.	<p>SE/TE: Harsh Treatment of American Indians, 62; Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65; Interaction with American Indians and the Environment, 71–72; War Erupts Between Settlers and American Indians, 86–87; The French and Indian War, 133–140; Conflict Over Land, 142–143</p> <p>Active Journal: Take Notes & Practice Vocabulary, 67–68; Quests: Examining the Colonial Environment, 26–33</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 2: France, the Netherlands and the Fur Trade; Topic 3: Lesson 1: Causes and Results of the French and Indian War</p>
8.2 Evaluate the key people, factors and events which led to the American Revolution and establishment of United States government. (Strands: Civics, Civil Rights, Geography, History, Economics)	
1. Explain colonists' roles in the French and Indian War.	<p>SE/TE: The French and Indian War, 133–140; Analysis Skills: Identify Physical and Cultural Features, 141; Review and Assessment, 190–191</p> <p>Active Journal: Take Notes & Practice Vocabulary, 62–63</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 1: Causes and Results of the French and Indian War</p>
2. Recognize and trace the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774 (Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.).	<p>SE/TE: Growing Resentment Against Britain, 142–152; The Boston Tea Party, 154–156; How Did George III Strike Back at Boston? 156–159; Review and Assessment, 190–191</p> <p>Active Journal: Take Notes & Practice Vocabulary, 64–65</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 2: Taxation and Mercantilism; Topic 3: Lesson 3: The Boston Tea Party</p>

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<p>3. Identify key figures in the early Revolutionary Era (George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.).</p>	<p>SE/TE: Growing Resentment Against Britain, 142–152; Primary Sources: John and Abigail Adams, Letters, 154; Taking Up Arms, 154–163; Analysis Skill: Compare Different Points of View, 164; The Move Toward Independence, 165–176; Primary Sources: Thomas Paine, <i>Common Sense</i>, 177; Winning Independence, 178–188; Review and Assessment, 190–191</p> <p>Active Journal: Take Notes & Practice Vocabulary, 64–73</p> <p><u>Digital Sources</u> Celebrating Your State: Mississippi: Who Was Horatio Gates? Worksheet; Who Was Henry Knox? Worksheet; Who Was Deborah Sampson? Worksheet; Social Studies Reference Center: Biographies: King George III; Samuel Adams; George Washington; Crispus Attucks; Mercy Otis Warren; Frederick Douglass</p>
<p>4. Compare and contrast the decisions that the First Continental Congress and Second Continental Congress made.</p>	<p>SE/TE: First Continental Congress, 158–159, 197, 198; Second Continental Congress, 161, 168, 169</p> <p>Active Journal: Quick Activity: Edit the Declaration, 71</p> <p><u>Digital Sources</u> Celebrating Your State: Mississippi: Decisions Made at the First and Second Continental Congresses Worksheet; Comparing the First and Second Continental Congresses Worksheet</p>

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<p>5. Examine the immediate events that led to the first shot of the Revolutionary War and the significance of major battles and places (Bunker Hill/Breeds Hill, Long Island, Trenton/Princeton, Saratoga, Valley Forge, Monmouth, Cowpens, Yorktown, Morristown, etc.).</p>	<p>SE/TE: Growing Resentment Against Britain, 142–152; Taking Up Arms, 154–163; The Move Toward Independence, 165–176; Winning Independence, 178–188 Active Journal: Take Notes & Practice Vocabulary, 64–65, 69–70, 72–73</p> <p>Digital Sources Celebrating Your State: Mississippi: The Battle of Monmouth Worksheet; Why Was Morristown Important in the American Revolution? Worksheet; Lesson Videos: Topic 3: Lesson 3: The Boston Tea Party; Topic 3: Lesson 4: The Declaration of Independence; Topic 3: Lesson 5: Winning Independence</p>
<p>6. Recognize key people’s roles during the Revolutionary War (George Washington, Benedict Arnold, Horatio Gates, Nathanael Greene, Henry Knox, Charles Cornwallis, Abigail Adams, Mercy Otis Warren, Deborah Sampson, Loyalists, Patriots, etc.).</p>	<p>SE/TE: Growing Resentment Against Britain, 142–152; Primary Sources: John and Abigail Adams, Letters, 154; Taking Up Arms, 154–163; Analysis Skill: Compare Different Points of View, 164; The Move Toward Independence, 165–176; Primary Sources: Thomas Paine, <i>Common Sense</i>, 177; Winning Independence, 178–188; Review and Assessment, 190–191 Active Journal: Take Notes & Practice Vocabulary, 64–65, 69–70, 72–73</p> <p>Digital Sources Celebrating Your State: Mississippi: Who Was Horatio Gates? Worksheet; Who Was Henry Knox? Worksheet; Who Was Deborah Sampson? Worksheet; Lesson Videos: Topic 3: Lesson 5: Winning Independence; Social Studies Reference Center: Biographies: Mercy Otis Warren; George Washington; Marquis de Lafayette</p>
<p>7. Summarize the terms of the Treaty of Paris, 1783.</p>	<p>SE/TE: The Treaty of Paris, 186–187</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 5: Winning Independence</p>

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<p>8.3 Identify and evaluate the people, places, and documents that caused the founding of the nation and relate their significance to the development of the American constitutional republic. (Strands: Civics, Civil Rights, History)</p>	
<p>1. Describe the powers given to the Continental Congress by the Articles of Confederation.</p>	<p>SE/TE: The Articles of Confederation, 198–200 Active Journal: Take Notes & Practice Vocabulary, 86–87</p> <p><u>Digital Sources</u> Lesson Videos: Topic 4: Lesson 1: The Articles of Confederation; Interactive Primary Sources: Topic 4: Lesson 1: Articles of Confederation</p>
<p>2. Analyze the weaknesses of the Articles of Confederation that led to a call for a new constitution.</p>	<p>SE/TE: Weaknesses of the Confederation, 200–201; Lesson Check, 203 Active Journal: Take Notes & Practice Vocabulary, 86–87</p> <p><u>Digital Sources</u> Lesson Videos: Topic 4: Lesson 1: The Articles of Confederation; Interactive Primary Sources: Topic 4: Lesson 1: Articles of Confederation</p>
<p>3. Identify the major compromises at the Constitutional Convention.</p>	<p>SE/TE: Disagreements Over a New Government, 206; The Great Compromise, 206; The Three-Fifths Compromise, 207–208; Lesson Check, 209 Active Journal: Take Notes & Practice Vocabulary, 88–89; Quick Activity: Focus on a Framers, 90</p> <p><u>Digital Sources</u> Lesson Videos: Topic 4: Lesson 2: The Constitutional Convention</p>

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4. Describe the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches.	<p>SE/TE: The Legislative Branch—Congress, 229–232; The Executive Branch—The President, 232–233; The Judicial Branch—The Supreme Court, 233–234; What System Exists to Prevent the Abuse of Power, 235–236; The United States Constitution; 584–607</p> <p>Active Journal: Take Notes & Practice Vocabulary, 95–96</p> <p>Digital Sources Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government; Interactive Primary Sources: Topic 4: Lesson 5: United States Constitution</p>
5. Describe the process of a bill becoming a law.	<p>SE/TE: Bills, 230; The Committee System, 231; House and Senate Versions, 232; Passing a Bill, 233; Veto/Overriding, 235, 236</p> <p>Digital Sources Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government; Lesson 6: Amending the Constitution</p>
6. Describe the compromises between Federalists and Anti-Federalists that lead to the Bill of Rights.	<p>SE/TE: Federalist, Antifederalists, and the Bill of Rights, 217–222; Primary Sources: Federalist and Antifederalist Writings, 223; Primary Sources: Hamilton and Madison Disagree, 253</p> <p>Active Journal: Take Notes & Practice Vocabulary, 93–94</p> <p>Digital Sources Lesson Videos: Topic 4: Lesson 4: The Bill of Rights; Interactive Primary Sources: Topic 4: Lesson 4: Anti-Federalist Papers; Lesson 4: The Federalist No. 10; Lesson 4: The Federalist No. 39; Lesson 4: The Federalist No. 51; Lesson 4: The Federalist No. 78; Topic Videos: Topic 4: James Madison, The Federalist Papers</p>

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8.4 Analyze the challenges and central ideas involved in creating the new nation. (Strands: Civics, Civil Rights, Geography, History, Economics)	
1. Evaluate the differences in political opinions of the new federal government that lead to the formation of political parties.	<p>SE/TE: A Two Party System Develops, 273–279; Review and Assessment, 330–331 Active Journal: Take Notes & Practice Vocabulary, 116–117; Quick Activity: Take Sides, 118</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 2: The Origin of Political Parties</p>
2. Distinguish the importance of George Washington’s Presidency and his Farewell Address on the American Presidency.	<p>SE/TE: Washington’s Presidency, 261–272; Review and Assessment, 331 Active Journal: Take Notes & Practice Vocabulary, 114–115</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 1: Securing the New Government; Interactive Primary Sources: Lesson 2 Farewell Address, George Washington</p>
3. Analyze the significance of early Supreme Court cases and explain impacts on the United States, including: <i>Marbury v. Madison</i> , <i>McCulloch v. Maryland</i> , <i>Dartmouth College v. Woodward</i> , <i>Worcester v. Georgia</i> .	<p>SE/TE: Landmark Supreme Court Cases, 288–290; How Did Supreme Court Decisions Expand Federal Power? 321–323; <i>Worcester v. Georgia Decision Is Ignored</i>, 363–364; Lesson Check, 367 Active Journal: Take Notes & Practice Vocabulary, 119–120</p> <p>Digital Sources Celebrating Your State: Mississippi: What Was the <i>Dartmouth College v. Woodward</i> Case? Worksheet; Social Studies Reference Center: Landmark Supreme Court Cases: Topic 5: Lesson 4: <i>Marbury v. Madison</i>; Topic 5: Lesson 6: <i>McCulloch v. Maryland</i>; Topic 6: Lesson 3: <i>Worcester v. Georgia</i></p>

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<p>4. Assess the United States' development and impact of foreign policy, including: response to the French Revolution, Neutrality Proclamation, Alien and Sedition Acts, XYZ Affair, Embargo Act, impressment, War of 1812, Era of Good Feelings, etc.</p>	<p>SE/TE: Conflict with France, 281–282; What Were the Alien and Sedition Acts? 283–285; Challenges to American Shipping, 299–300; A Ban on Trade, 301–302; Madison and the War of 1812, 304–315; Independence in Latin America, 323–324; How Did the United States Gain Florida? 325–326; Review and Assessment, 330–331</p> <p>Active Journal: Take Notes & Practice Vocabulary, 119–120, 121–122, 124–125</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 5: The War of 1812; Lesson 6: Strength After the War</p>
<p>8.5 Interpret the geographical, social, and political causes, challenges, and effects of westward expansion. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	
<p>1. Assess the reasons that the United States purchased Louisiana from France.</p>	<p>SE/TE: The Louisiana Purchase, 292–294; Lesson Check, 302; Review and Assessment, 330–331</p> <p>Active Journal: Take Notes & Practice Vocabulary, 121–122; Quick Activity: Explore, 123</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 4: Jefferson's Presidency; Topic Videos: Topic 5: William Clark, Mapping the American Frontier</p>
<p>2. Discuss the significant of the Lewis and Clark Expedition.</p>	<p>SE/TE: How Did Americans Explore These New Lands? 295–299; Lesson Check, 302; Primary Sources: William Clark and Meriwether Lewis, Journals, 303</p> <p>Active Journal: Quick Activity: Explore, 123</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 4: Jefferson's Presidency; Topic Videos: Topic 5: William Clark, Mapping the American Frontier</p>

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<p>3. Analyze the purpose, challenges, political, racial, religious and economic incentives associated with the concept of Manifest Destiny.</p>	<p>SE/TE: Westward Movement, 368-374; Settling Oregon Country, 375-381; Manifest Destiny in California and the Southwest, 392-401; Review and Assessment, 402-403 Active Journal: Writing Workshop: Narrative Essay, 156-157</p> <p><u>Digital Sources</u> Celebrating Your State: Mississippi: What Was Manifest Destiny? Worksheet; Lesson Videos: Topic 6: Lesson 7: Manifest Destiny</p>
<p>4. Summarize Andrew Jackson’s roles in the growing United States, including: Jacksonian Era, “Corrupt Bargain”, Democratic Party, Bank War, Nullification Crisis, Indian Removal, etc.</p>	<p>SE/TE: Jackson Wins the Presidency, 337-347; Political Conflict and Economic Crisis, 349-358; Analysis Skill: Interpret Economic Performance, 359; Conflict with American Indians, 360-367; Review and Assessment, 402-403 Active Journal: Quick Activity: Write about Equality in America, 142</p> <p><u>Digital Sources</u> Lesson Videos: Topic 6: Lesson 1: Jackson as President; Lesson 2: North vs South in the Age of Jackson; Interactive Primary Sources: Topic 6: Lesson 2: Debate Over Nullification</p>
<p>5. Trace Indian Removal including the Cherokees’ “Trail of Tears.”</p>	<p>SE/TE: Conflict with American Indians, 360-367; Review and Assessment, 402-403 Active Journal: Take Notes & Practice Vocabulary, 145-146</p> <p><u>Digital Sources</u> Lesson Videos: Topic 6: Lesson 3: The Trail of Tears</p>

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6. Explain the causes and effects of Texas Independence and Mexican-American War.	<p>SE/TE: New Spain and Independence for Texas, 383–391; Review and Assessment, 402–403 Active Journal: Quests: The Mexican-American War, 132–139</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 6: The Mexican-American War</p>
8.6 Interpret the causes, challenges, and effects of the Industrial Revolution. (Strands: Civics, Civil Rights, Geography, History, Economics)	
1. Summarize how the Industrial Revolution began in the United States.	<p>SE/TE: The Industrial Revolution Begins, 409–410; America’s First Factories, 411–414; Lesson Check, 420 Active Journal: Take Notes & Practice Vocabulary, 168–169</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 1: The Spread of Industrialization</p>
2. Identify key people and their contributions in the Industrial Revolution.	<p>SE/TE: The Industrial Revolution, 409–420; Industrialization and Immigration, 422–430; Review and Assessment, 472–473 Active Journal: Take Notes & Practice Vocabulary, 168–169, 170–171</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 1: The Spread of Industrialization; Topic 10: Lesson 5: The Labor Movement; Lesson 6: A Surge of Invention</p>

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3. Trace the development of transportation and communication systems during the Industrial Revolution.	<p>SE/TE: The Telegraph Connects the Nation, 419–420; What Changes Did the Age of Steam Power Bring? 422–425; Technology Spreads Transportation, 371–372</p> <p>Active Journal: Take Notes & Practice Vocabulary, 168–169, 170–171</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 1: The Spread of Industrialization; Topic 10: Lesson 5: The Labor Movement; Lesson 6: A Surge of Invention</p>
4. Compare and contrast the cultural, religious and social impact in American life that resulted from the Industrial Revolution.	<p>SE/TE: Daily Life in Factory Towns, 414–416; How Did Cities Expand? 417–418; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442; Review and Assessment, 472–473</p> <p>Active Journal: Take Notes & Practice Vocabulary, 168–169; Writing Workshop: Narrative Essay, 182–183</p> <p>Digital Sources Lesson Videos: Topic 10: Lesson 4: Big Business; Lesson 6: A Surge of Invention</p>
5. Assess how geography that led to the location of factories, including: rivers, urban areas, etc.	<p>SE/TE: Daily Life in Factory Towns, 414–416; How Did Cities Expand? 417–418; Map: Expansion of U.S. Railroads, 423; also see: Technology Spreads Transportation, 371–372</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 1: The Spread of Industrialization; Topic 11: Lesson 1: An Immigrant Story; Lesson 2: Life in Cities</p>

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<p>8.7 Evaluate the impact of the American social and political reforms on developing American society during the first half of the nineteenth century. (Strands: Civics, Civil Rights, History)</p>	
<p>1. Summarize the works of formerly enslaved African Americans who worked to lead others to freedom.</p>	<p>SE/TE: African American Abolitionists, 445–446; Frederick Douglass, 446; What Were the Contributions of Sojourner Truth? 458–459 Active Journal: Quick Activity: Formerly a Slave, 198</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 7: Lesson 4: Frederick Douglass; Sojourner Truth; Harriet Tubman; Lesson Videos: Topic 7: Lesson 4: Abolitionism; Interactive Primary Sources: Topic 7: Lesson 5: “Ain’t I a Woman,” Sojourner Truth</p>
<p>2. Evaluate abolitionists’ roles in bringing the reality of slavery to the nation, including, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.</p>	<p>SE/TE: Abolitionism, 443–449 Active Journal: Quests: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176; Formerly a Slave, 198</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 7: Lesson 4: William Lloyd Garrison; Frederick Douglass; Sojourner Truth; Harriet Tubman; Lesson Videos: Topic 7: Lesson 4: Abolitionism; Interactive Primary Sources: Topic 8: Lesson 1: Uncle Tom’s Cabin, Harriet Beecher Stowe; Lesson 2: “A House Divided,” Abraham Lincoln</p>

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<p>3. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments, including: phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”.</p>	<p>SE/TE: How Did the Women’s Movement Start? 460–461; Declaration of Independence, 582–583; also see: Analyze Primary and Secondary Sources, ELA4–ELA5 Active Journal: Take Notes & Practice Vocabulary, 177, 178</p> <p><u>Digital Sources</u> Celebrating Your State: Mississippi: Declaration of Independence and the Declaration of Sentiments Worksheet; 21st Century Skills: Compare and Contrast; Compare Viewpoints; Interactive Primary Sources: Topic 3: Lesson 4: Declaration of Independence; Topic 7: Lesson 5: Declaration of Sentiments and Resolutions; Lesson Videos: Topic 7: Lesson 5: The Seneca Falls Convention</p>
<p>4. Examine leaders in the women suffrage movement, including: biographies, writings, and speeches of Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, and their influence on women’s rights.</p>	<p>SE/TE: Reform and Women’s Rights, 452--463 Active Journal: Take Notes & Practice Vocabulary, 177, 178</p> <p><u>Digital Sources</u> Social Studies Reference Center: Biographies: Topic 7: Lesson 5: Susan B. Anthony; Elizabeth Cady Stanton; Margaret Fuller; Lucretia Mott; Lesson Videos: Topic 7: Lesson 5: The Seneca Falls Convention</p>

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<p>8.8 Interpret the social and economic conflicts between the North and South, that would eventually lead to the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)</p>	
<p>1. Synthesize prior knowledge of the geography of the Northern states and the Industrial Revolution to explain why slavery did not grow in the North.</p>	<p>SE/TE: The Slave Trade Expands, 107–109; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442 Active Journal: Take Notes & Practice Vocabulary, 172–173</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: North vs South in the Age of Jackson; Topic 7: Lesson 2: Cotton Shapes the South</p>
<p>2. Trace the origins and development of slavery and its impact on the nation’s political, social, religious, economic, and cultural development.</p>	<p>SE/TE: The Transatlantic Slave Trade, 63–64; Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; King Cotton and Life in the South, 431–442; Northern Anger Over the Fugitive Slave Act, 485–486; A Book Sways the North Against Slavery, 486–487; Primary Sources: Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, 488; How Did the Dred Scott Case Affect the Nation? 493–494 Active Journal: Quests: Slavery and Abolition, 160–167; Quick Activity: Formerly a Slave, 198</p> <p>Digital Sources Social Studies Reference Center: Landmark Supreme Court Cases: Topic 8: Lesson 2: <i>Dred Scott v. Sandford</i> Lesson Videos: Topic 7: Lesson 2: Cotton Shapes the South; Lesson 4: Abolitionism; Topic 8: Lesson 1: Compromise; Lesson 2: Bleeding Kansas; Lesson 3: Southern States React; Lesson 5: The Emancipation Proclamation</p>

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3. Analyze the impact of the cotton gin on all social classes and the importance of agriculture in antebellum Mississippi.	<p>SE/TE: King Cotton and Life in the South, 431–442 Active Journal: Take Notes & Practice Vocabulary, 172–173</p> <p>Digital Sources Celebrating Your State: Mississippi: Agriculture in Mississippi Before the Civil War Worksheet; Lesson Videos: Topic 7: Lesson 2: Cotton Shapes the South</p>
4. Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife, including: Missouri Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Bleeding Kansas, Dred Scott Decision, Underground Railroad, Quakers' influence, etc.	<p>SE/TE: Conflict and Compromises, 479–487; Growing Tensions, 489–499 Active Journal: Take Notes & Practice Vocabulary, 194–195, 196–197</p> <p>Digital Sources Social Studies Reference Center: Landmark Supreme Court Cases: Topic 8: Lesson 2: <i>Dred Scott v. Sandford</i>; Biographies: Harriet Tubman; Lesson Videos: Topic 8: Lesson 1: Compromise; Lesson 2: Bleeding Kansas</p>
8.9 Identify and evaluate the key events and people involved in the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	
1. Analyze the reasons that the North and the South waged war against one another, including: slavery, states' rights.	<p>SE/TE: Growing Tensions, 489–499; Division and Outbreak of War, 501–511 Active Journal: Writing Workshop: Informative Essay, 208–209; Take Notes & Practice Vocabulary, 194–195</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 2: Cotton Shapes the South; Lesson 4: Abolitionism; Topic 8: Lesson 1: Compromise; Lesson 2: Bleeding Kansas; Lesson 3: Southern States React; Interactive Primary Sources: Topic 8: Lesson 1: Uncle Tom's Cabin, Harriet Beecher Stowe; Lesson 2: "A House Divided," Abraham Lincoln</p>

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<p>2. Examine key early battles and plans which shaped decisions in the North and South, including: First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.</p>	<p>SE/TE: Division and Outbreak of War, 501–511; The Course of War, 513–519; The War’s End, 533–543 Active Journal: Take Notes & Practice Vocabulary, 199–200, 201–202, 203–204</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 4: Strategies for War; Lesson 6: The Civil War Ends; Interactive Primary Sources: Topic 8: Lesson 6: Gettysburg Address, Abraham Lincoln</p>
<p>3. Identify key Northern and Southern political and military leaders and their contributions.</p>	<p>SE/TE: Division and Outbreak of War, 501–511; The Course of War, 513–519; The War’s End, 533–543 Active Journal: Quests: Quests: A Lincoln Website, 186–193</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 4: Strategies for War; Lesson 6: The Civil War Ends; Topic Videos: Topic 8: Robert E. Lee, The Marble Man; Social Studies Reference Center: Biographies: Abraham Lincoln John Brown; Jefferson Davis; Robert E. Lee; Ulysses S. Grant</p>
<p>4. Evaluate the contributions of women, African Americans and other minority groups to the war effort, including: Clara Barton, 54th Massachusetts Regiment, Native Americans.</p>	<p>SE/TE: Emancipation and Life in War, 520–530 Active Journal: Quick Activity: Living Through the War, 205</p> <p>Digital Sources Celebrating Your State: Mississippi: Native Americans in the Civil War Worksheet</p>

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5. Trace the events that led to northern victory in the Civil War, including: total war, industrial, population, resources, and technological advantages.	<p>SE/TE: The War's End, 523–543; also see: Analysis Skill, 532</p> <p>Active Journal: Take Notes & Practice Vocabulary, 203–204</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 4: Strategies for War; Lesson 6: The Civil War Ends</p>
6. Analyze key documents and actions (North and South) during the Civil War, including: Emancipation Proclamation, Gettysburg Address, draft laws, income tax.	<p>SE/TE: How Did Lincoln and Davis Lead Their People, 510–511; The Course of War, 513–519; Analysis Skill: Access Credibility of a Source, 512; Emancipation and Life in War, 520–530; Primary Sources: Abraham Lincoln, The Emancipation Proclamation, 531; The War's End, 533–543; Review and Assessment, 544–545</p> <p>Active Journal: Take Notes & Practice Vocabulary, 199–200, 201–202, 203–204</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 5: The Emancipation Proclamation; Social Studies Reference Center: Interactive Primary Sources: Topic 8: Lesson 2: "A House Divided," Abraham Lincoln; Lesson 3: First Inaugural Address, Abraham Lincoln; Lesson 5: Emancipation Proclamation, Abraham Lincoln; Gettysburg Address, Abraham Lincoln; Lesson 6: Lesson 6: Second Inaugural Address, Abraham Lincoln</p>
8.10 Analyze the Reconstruction efforts in post-Civil War America. (Strands: Civics, Civil Rights, Geography, History, Economics)	
1. Compare congressional and presidential reconstruction plans.	<p>SE/TE: Early Reconstruction, 551–557; Radical Reconstruction, 558–563; Review and Assessment, 580–581</p> <p>Active Journal: Quick Activity: Debate with a Partner, 222</p> <p>Digital Sources Lesson Videos: Topic 9: Lesson 1: Lincoln's Reconstruction Plan; Lesson 2: Radical Reconstruction; Lesson 4: Reconstruction Ends</p>

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<p>2. Trace the economic changes in the post- Civil War South, including: Lincoln’s Plan, Wade-Davis Bill, Johnson’s Plan, Radical Reconstruction.</p>	<p>SE/TE: Early Reconstruction, 551–557; Radical Reconstruction, 558–563; Review and Assessment, 580–581 Active Journal: Take Notes & Practice Vocabulary, 220–221, 223–224</p> <p>Digital Sources Lesson Videos: Topic 9: Lesson 1: Lincoln's Reconstruction Plan; Lesson 2: Radical Reconstruction; Lesson 4: Reconstruction Ends; Social Studies Reference Center: Biographies: Abraham Lincoln</p>
<p>3. Distinguish the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty.</p>	<p>SE/TE: The Thirteenth Amendment, 556–557; The Fourteenth Amendment, 560; The Fifteenth Amendment, 563; Lesson Check, 563 Active Journal: Take Notes & Practice Vocabulary, 220–221, 223–224</p> <p>Digital Sources Lesson Videos: Topic 4: Lesson 6: Amending the Constitution</p>
<p>4. Examine the Southern resistance to Reconstruction reforms, including: Black Codes, Jim Crow Laws, Ku Klux Klan, etc.</p>	<p>SE/TE: Reconstruction and Southern Society, 566–572; The Aftermath of Reconstruction, 574–579; Review and Assessment, 580–581 Active Journal: Quests: The End of Reconstruction, 212–219</p> <p>Digital Sources Lesson Videos: Topic 9: Lesson 3: New Forces in Southern Politics</p>