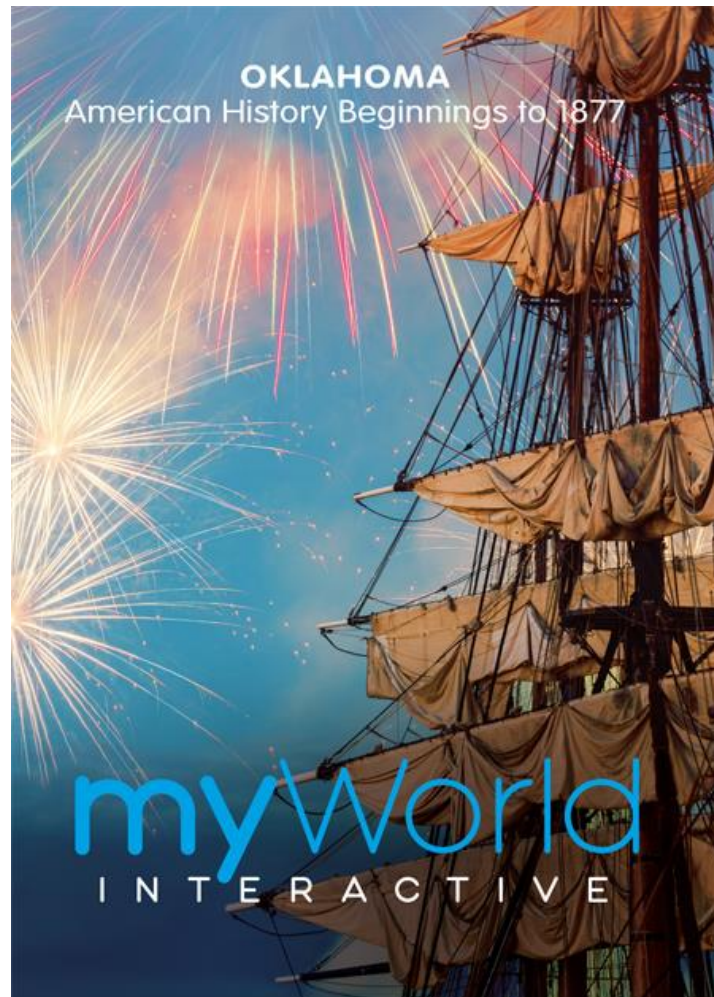


A Correlation of



To the

Oklahoma Academic Standards and Practices for Social Studies 8th Grade

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Table of Contents

8th Grade Content Standards

8.1	3
8.2	10
8.3	14
8.4	20
8.5	21
8.6	22
8.7	23
8.8	24
8.9	26
8.10	28
8.11	29
8.12	32

Social Studies Practices

1. Engage in Democratic Processes	35
2. Analyze and Address Authentic Civic Issues	39
3. Acquire, Apply, and Evaluate Evidence	41
4. Read Critically and Interpret Informational Sources	48
5. Engage in Evidence-Based Writing	51

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of
Savvas Learning Company LLC in the US and in other countries.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
8th Grade Content Standards	
8.1 The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution	
<p>SE/TE: Course Introduction Topic 3, xlii; The Iroquois League, 23–24; Primary Source: Constitution of the Iroquois Nations: The Great Binding Law, 25; European Exploration in the Americas, 39–46; Colonial Trade and Government, 121–125; The French and Indian War, 133–140; Growing Resentment Against Britain, 142–152</p> <p>Active Journal: Take Notes & Practice Vocabulary, 48–49, 62–63</p> <p>Digital Resources: <i>Interactive Primary Sources</i>>Iroquois Constitution; <i>Topic 2</i>><i>Lesson 7</i>><i>Lesson Videos</i>>Colonial Government><i>Interactive Maps</i>>The Triangular Trade><i>Interactive Charts</i>>Influences on Colonial Government ; <i>Topic 3</i>><i>Lesson 1</i>><i>Lesson Videos</i>>Causes and Results of the French and Indian War><i>Interactive Maps</i>>Major Battles of the French and Indian War><i>Interactive Charts</i>>Effects of the French and Indian War ><i>Lesson 2</i>><i>Lesson Videos</i>>Taxation and Mercantilism</p>	<p>8.1.1 Describe the political climate in the British colonies prior to the French and Indian War including the policy of salutary neglect, mercantilism through the Navigation Acts and colonial reaction through the Albany Plan of Union; compare the Iroquois Confederacy to early attempts to unite the colonies.</p>
<p>SE/TE: The British Make Huge Gains, 139; Geography Skills: North America in 1763, 140; Growing Resentment Against Britain, 142–152</p> <p>Active Journal: Take Notes & Practice Vocabulary, 64–65; Quick Activity: Make a Timeline, 66 (Revolutionary War)</p> <p>Digital Resources: <i>Topic 3</i>><i>Lesson 1</i>><i>Interactive Charts</i>>Effects of the French and Indian War><i>Lesson 2</i>><i>Lesson Videos</i>>Taxation and Mercantilism><i>Interactive Charts</i>>Crisis on the Frontier ><i>Interactive Galleries</i>>Important People of the American Revolution</p>	<p>8.1.2 Summarize the political and economic consequences of the French and Indian War including imperial policies of taxation, the Proclamation of 1763, and the migration of colonists into American Indian sovereign territories.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
8.1.3 Summarize British attempts to regulate the colonies and colonial responses including:	
<p>SE/TE: The Sugar Act Taxes the Colonies, 145; Visual Review, 190 Active Journal: Take Notes, 64</p> <p>Digital Resources: <i>Topic 3>Lesson 2>Lesson Videos> The Rights of Colonists>Taxation and Mercantilism</i></p>	8.1.3.A Sugar Act
<p>SE/TE: Course Introduction Topic 3, xlii; Topic Events Timeline, 130; Why Did the Stamp Act Anger Colonists?, 145–147; Lesson Check, 152; Review and Assessment, 190, 191 Active Journal: Take Notes & Practice Vocabulary, 64–65</p> <p>Digital Resources: <i>Topic 3>Lesson 2>Lesson Videos> The Rights of Colonists>Taxation and Mercantilism</i></p>	8.1.3.B Stamp Act Congress Resolves
<p>SE/TE: Committees of Correspondence, 151; Lesson Check, 152; The Intolerable Acts Draw Other Colonies into the Struggle, 158 Active Journal: Practice Vocabulary, 65</p> <p>Digital Resources: <i>Social Studies Reference Center>Biographies>Samuel Adams</i></p>	8.1.3.C Committees of Correspondence
<p>SE/TE: Growing Resentment Against Britain, 142–152; Mercantilist System, 154; Review and Assessment, 190–191 Active Journal: Take Notes & Practice Vocabulary, 64–65, 67–68</p> <p>Digital Resources: <i>Topic 3>Lesson 2>Lesson Videos>The Rights of Colonists>Taxation and Mercantilism</i></p>	8.1.3.D legal principle of taxation and political representation

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Topic Events Timeline, 130; How Did Colonists React to the Townshend Acts?, 147–149; Virginians Join the Cause, 150; The King Repeals Most Colonial Taxes, 151; Mercantilist System, 154; Visual Review, 190 Active Journal: Take Notes & Practice Vocabulary, 64–65, 67–68</p> <p>Digital Resources: <i>Topic 3>Lesson 2>Lesson Videos>The Rights of Colonists>Taxation and Mercantilism</i></p>	8.1.3.E Townshend Act and boycotts of British goods
<p>SE/TE: Topic Events Timeline, 130; Quartering Act, 150, 151, 157; Visual Review, 190 Active Journal: Take Notes & Practice Vocabulary, 67–68</p> <p>Digital Resources: <i>Social Studies Reference Center>Biographies> King George III</i></p>	(8.1.3.F Quartering Act
<p>SE/TE: Essential Question: When Is War Justified?, 128; Topic Events Timeline, 130–131; The Boston Massacre, 150–152; Review and Assessment, 190–191 Active Journal: Take Notes, 67</p> <p>Digital Resources: <i>Topic 3>Lesson 2>Interactive Galleries>Important People of the American Revolution; Social Studies Reference Center>Biographies> Crispus Attucks</i></p>	8.1.3.G) Boston Massacre
<p>SE/TE: Topic Events Timeline, 130; The Boston Tea Party, 154–156, 157; Lesson Check, 163; Review and Assessment, 190–191 Active Journal: Take Notes, 64, 67</p> <p>Digital Resources: <i>Topic 3>Lesson 2>Interactive Galleries>Important People of the American Revolution>Lesson 3>Lesson Videos>The Boston Tea Party</i></p>	8.1.3.H Tea Act and Boston Tea Party

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Topic Events Timeline, 130; Primary Source, 146; The Intolerable Acts Anger Massachusetts, 157, 158, 159; King George III Rejects Peace, 161; Review and Assessment, 190–191</p> <p>Active Journal: Take Notes, 64, 67</p> <p>Digital Resources: <i>Social Studies Reference Center>Biographies> King George III; Topic 3>Lesson 2>Interactive Galleries>Important People of the American Revolution</i></p>	8.1.3.I Coercive Acts (Intolerable Acts)
<p>SE/TE: Analyzing Primary Sources, 153; The Intolerable Acts Draw Other Colonies into the Struggle, 158</p> <p>Active Journal: Practice Vocabulary, 64</p> <p>Digital Resources: <i>Interactive Primary Sources>John and Abigail Adams, Letters; Topic 3>Lesson 2>Interactive Galleries>Important People of the American Revolution</i></p>	8.1.3.J First Continental Congress
<p>SE/TE: Essential Question: When Is War Justified?, 128; Topic Events Timeline, 131; The Battles of Lexington and Concord, 159</p> <p>Active Journal: Quest: Make a Timeline, 66 (Revolutionary War); Practice Vocabulary, 67–68</p> <p>Digital Resources: <i>Topic 3>Lesson 3>Interactive Charts>Advantages & Disadvantages of the British and Colonists</i></p>	8.1.3.K British raids on Lexington and Concord
8.1.4 Analyze the significance of the Second Continental Congress including:	
<p>SE/TE: Continental Army, 162, 163</p> <p>Active Journal: Quick Activity: Make a Timeline, 66 (Revolutionary War)</p> <p>Digital Resources: <i>Topic 3>Lesson 3>Interactive Charts>Advantages & Disadvantages of the British and Colonists</i></p>	8.1.4.A formation of the Continental Army

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Concerns Over Debt and Currency & Analyze Images, 200; Lesson Check, 203 Active Journal: Practice Vocabulary, 87</p> <p>Digital Resources: <i>Interactive Primary Source</i>>Articles of Confederation</p>	8.1.4.B establishment of currency
<p>SE/TE: King George III Rejects Peace, 161; Lesson Check, 163</p> <p>Digital Resources: <i>Social Studies Reference Center</i>><i>Biographies</i>> King George III</p>	8.1.4.C Olive Branch Petition
<p>SE/TE: France Aids the American Cause, 176; Foreign Individuals Contribute, 178–179 Active Journal: Practice Vocabulary, 73</p> <p>Digital Resources: <i>Topic 3</i>><i>Topic Video</i>>Benjamin Franklin and the Fight for Independence</p>	8.1.4.D French alliance negotiated by Benjamin Franklin
<p>SE/TE: Drafting the Declaration of Independence, 169; The Declaration of Independence, 170–171; Lesson Check, 176 Active Journal: Practice Vocabulary, 70; Quick Activity: Edit the Declaration, 71</p> <p>Digital Resources: <i>Topic 3</i>><i>Lesson 4</i>><i>Lesson Videos</i>>The Declaration of Independence><i>Interactive Galleries</i>>Interactive Declaration of Independence</p>	8.1.4.E committee to draft a declaration of independence

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
8.1.5 Analyze the ideological and propaganda war between Great Britain and the colonies including:	
<p>SE/TE: Course Introduction Topic 3, xlii; Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Primary Sources: John and Abigail Adams, Letters, 153; In-Text Primary Source, 155; Opposing Sides at War, 162; Loyalists Favor the King, 163; Analysis Skills: Compare Different Points of View, 164</p> <p>Active Journal: Practice Vocabulary, 68</p> <p>Digital Resources: <i>Topic 3>Quest>Project: Choosing Sides; Social Studies Reference Center>Biographies>Patrick Henry; Interactive Primary Sources>John and Abigail Adams, Letters</i></p>	8.1.5.A points of views of the Patriots and the Loyalists
<p>SE/TE: Course Introduction Topic 3, xlii; Mercy Otis Warren, 149; Biography: Phyllis Wheatley, 181</p> <p>Digital Resources: <i>Social Studies Reference Center>Biographies>Mercy Otis Warren; Interactive Primary Sources>"To His Excellency, General Washington," Phillis Wheatley</i></p>	8.1.5.B writings of Mercy Otis Warren and Phillis Wheatley
<p>SE/TE: Colonists React to the Massacre, 151</p>	8.1.5.C use of Paul Revere’s engraving of the Boston Massacre
<p>SE/TE: King George III Rejects Peace, 161; Lesson Check, 163</p> <p>Digital Resources: <i>Social Studies Reference Center>Biographies> King George III</i></p>	8.1.5.D rejection of the Olive Branch Petition
<p>SE/TE: Biography: Patrick Henry, 151; also see: Virginians Join the Cause, 150</p> <p>Digital Resources: <i>Interactive Primary Sources>"Give Me Liberty or Give Me Death," Patrick Henry; Social Studies Reference Center>Biographies>Patrick Henry</i></p>	8.1.5.E Give Me Liberty or Give Me Death, speech attributed to Patrick Henry

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Analysis Skills: Compare Different Points of View, 164; What Did Thomas Paine Say in Common Sense?, 167–168; Lesson Check, 176; Primary Sources: Thomas Paine, <i>Common Sense</i>, 177</p> <p>Digital Resources: <i>Topic 3>Lesson 4>Interactive Galleries>Thomas Paine's Common Sense; Interactive Primary Sources>Thomas Paine, Common Sense</i></p>	8.1.5.F Common Sense pamphlet by Thomas Paine
8.1.6 Examine the central ideas expressed in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, and their intellectual origins including:	
<p>SE/TE: Course Introduction Topic 3, xlii; The Influence of the Enlightenment, 214; also see: Drafting the Declaration of Independence, 169; The Declaration of Independence, 170–171; Lesson Check, 176</p> <p>Active Journal: Practice Vocabulary, 70; Quick Activity: Edit the Declaration, 71; Take Notes, 91</p> <p>Digital Resources: <i>Social Studies Reference Center>Biographies>John Locke; Topic 3>Lesson 4>Interactive Gallery>Interactive Declaration of Independence; Topic 3>Lesson 4>Lesson Videos>The Declaration of Independence>Interactive Galleries>Interactive Declaration of Independence</i></p>	8.1.6.A John Locke's theory on natural and unalienable rights, including life, liberty and the pursuit of happiness
<p>SE/TE: Course Introduction Topic 3, xlii; What Was the Impact of a New Religious Movement?, 114–116; Lesson Check, 120; What Were the Foundations of Representative Government?, 123–125; Assessment, 127; Ideas That Influenced the Constitution, 210–215</p> <p>Active Journal: Take Notes, 45, 91</p> <p>Digital Resources: <i>Social Studies Reference Center>Biographies>John Locke; Topic 4>Lesson 3>Lesson Videos>Roman and Enlightenment Influences on the Constitution>Interactive Timelines>Influences on the Constitution</i></p>	8.1.6.B the ideals of equality for all individuals, including the impact of the First Great Awakening.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: The Influence of the Enlightenment, 214; also see: Drafting the Declaration of Independence, 169; The Declaration of Independence, 170–171; Lesson Check, 176 Active Journal: Practice Vocabulary, 70; Quick Activity: Edit the Declaration, 71; Take Notes, 91</p> <p>Digital Resources: <i>Social Studies Reference Center</i>>Biographies>John Locke; <i>Topic 3</i>><i>Lesson 4</i>><i>Interactive Gallery</i>>Interactive Declaration of Independence; <i>Topic 3</i>><i>Lesson 4</i>><i>Lesson Videos</i>>The Declaration of Independence><i>Interactive Galleries</i>>Interactive Declaration of Independence</p>	8.1.6.C the purpose of government as a social contract requiring the consent of the governed
<p>SE/TE: Growing Resentment Against Britain, 142–152; Drafting the Declaration of Independence, 169; The Declaration of Independence, 170–171; Lesson Check, 176; Review and Assessment, 190–191 Active Journal: Take Notes & Practice Vocabulary, 64–65, 67–68; Practice Vocabulary, 70; Quick Activity: Edit the Declaration, 71</p> <p>Digital Resources: <i>Topic 3</i>><i>Lesson 2</i>><i>Lesson Videos</i>>The Rights of Colonists>Taxation and Mercantilism><i>Lesson 4</i>><i>Lesson Videos</i>>The Declaration of Independence><i>Interactive Galleries</i>>Interactive Declaration of Independence</p>	8.1.6.D economic and political grievances against British policies.
8.2 The student will examine key military and diplomatic events of the Revolutionary War that resulted in an independent nation.	
<p>SE/TE: Course Introduction Topic 4, xlvii; A Weak Confederation, 197–203 Active Journal: Take Notes & Practice Vocabulary, 86–87</p> <p>Digital Resources: <i>Topic 4</i>><i>Lesson 1</i>><i>Lesson Videos</i>>The Articles of Confederation</p>	8.2.1 Explain the purpose of the Articles of Confederation which established the first American national system of government to support and conduct a war against Britain.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
8.2.2 Evaluate the motivations and points of view of various populations to remain loyal to Britain, join the patriot cause, or choose neutrality, including:	
<p>SE/TE: Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Primary Sources: John and Abigail Adams, Letters, 153; In-Text Primary Source, 155; Opposing Sides at War, 162; Loyalists Favor the King, 163; Analysis Skills: Compare Different Points of View, 164 Active Journal: Practice Vocabulary, 68</p> <p>Digital Resources: <i>Topic 3>Quest>Project: Choosing Sides; Social Studies Reference Center>Biographies>Patrick Henry; Interactive Primary Sources>John and Abigail Adams, Letters</i></p>	8.2.2.A Patriots and Loyalists and their political, economic, and family interests
<p>SE/TE: Course Introduction Topic 3, xlii; Conflict Over Land, 142-143; How Did the Proclamation of 1763 Fuel Resentment?, 143-144; American Indians Choose Sides, 183</p> <p>Digital Resources: <i>Topic 3>Lesson 2>Interactive Charts>Crisis on the Frontier</i></p>	8.2.2.B American Indians and the preservation of their homelands, cultures, and trade
<p>SE/TE: Mercy Otis Warren and Abigail Adams Call for Greater Rights, 149; Primary Sources: John and Abigail Adams, Letters, 153; How Did Women Contribute to the War Effort?, 180; Women’s Rights and the Revolution, 181</p> <p>Digital Resources: <i>Topic 3>Quest>Project: Choosing Sides; Interactive Primary Sources>John and Abigail Adams, Letters; Social Studies Reference Center>Biographies>Mercy Otis Warren</i></p>	8.2.2.C women and their political status
<p>SE/TE: Course Introduction Topic 3, xlii; How Did African Americans Serve in the War?, 181; Belief in Freedom, 182-183</p>	8.2.2.D free and enslaved blacks and their petitions to colonial governments for a ban on slavery.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

<p align="center">Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021</p>	<p align="center">Oklahoma Academic Standards and Practices for Social Studies Grade 8</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; Review and Assessment, 190–191</p> <p>Active Journal: Take Notes & Practice Vocabulary, 64–65, 67–68, 69–70, 72–73, 64–65; Quick Activity: Make a Timeline, 66 (Revolutionary War); Writing Workshop: Explanatory Essay, 74–75 (Reasons for Revolution)</p> <p>Digital Resources: <i>Topic 3>Lesson 2>Interactive Galleries>Important People of the American Revolution>Lesson 3>Lesson Videos>The Boston Tea Party>Interactive Charts>Advantages & Disadvantages of the British and Colonists>Lesson 4>Interactive Galleries>Thomas Paine’s Common Sense>Lesson 5>Lesson Videos>Winning Independence5>Interactive Galleries>Notable People of the American Revolution>Interactive Timelines>Foreign Aid Plays a Role; Social Studies Reference Center>Biographies>George Washington</i></p>	<p>8.2.3 Identify and evaluate the contributions of individuals and significant groups toward winning independence from British rule.</p>
<p>SE/TE: Course Introduction Topic 3, xlii-Xlv; The Battles of Lexington and Concord, 159–161; British Advantages and Disadvantages, 163; The Move Toward Independence, 165–176; Winning Independence, 178–188; Review and Assessment, 190–191</p> <p>Active Journal: Take Notes & Practice Vocabulary, 67–68, 69–70, 72–73, 64–65; Quick Activity: Make a Timeline, 66 (Revolutionary War)</p> <p>Digital Resources: <i>Topic 3>Lesson 3>Interactive Charts>Advantages & Disadvantages of the British and Colonists>Lesson 5>Lesson Videos>Winning Independence>Interactive Timelines>Foreign Aid Plays a Role; Social Studies Reference Center>Biographies>George Washington</i></p>	<p>8.2.4 Compare the advantages and disadvantages of the British and the American colonists including political and military leadership, military strength, population and resources, motivation, foreign alliances, financial and military support, and the British recruitment of enslaved black men in exchange for freedom.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
8.2.5 Summarize the impact of key military and diplomatic events of the Revolutionary War including:	
<p>SE/TE: George Washington Takes Command, 162; Washington Leads the Patriots, 162</p> <p>Digital Resources: <i>Topic 3>Lesson 3>Interactive Charts>Advantages & Disadvantages of the British and Colonists; Social Studies Reference Center>Biographies>George Washington></i></p>	8.2.5.A military leadership of General George Washington
<p>SE/TE: The War Comes to Boston, 165–166; Washington Forces the British Out of Boston, 166–167A Surprise Attack Leads to Victory, 173–174; American Troops Prevail at Saratoga, 175–176; Assessment, 191</p> <p>Active Journal: Take Notes & Practice Vocabulary, 69–70</p>	8.2.5.B victories at Boston, Trenton, and Saratoga
<p>SE/TE: Course Introduction Topic 3, xlv</p>	8.2.5.C publication of Thomas Paine’s The Crisis
<p>SE/TE: Winter at Valley Forge, 179–180</p> <p>Active Journal: Take Notes, 72</p> <p><i>Topic 3>Lesson 5>Lesson Videos>Winning Independence</i></p>	8.2.5.D Valley Forge encampment
<p>SE/TE: France Aids the American Cause, 176; Europeans Aid the Colonists, 178–179; Lesson Check, 188</p> <p>Digital Resources: <i>Social Studies Reference Center>Biographies> Benjamin Franklin; Topic 3>Lesson 5>Interactive Timelines>Foreign Aid Plays a Role>Interactive Galleries>Notable People of the American Revolution</i></p>	8.2.5.E French alliance, negotiated by Benjamin Franklin
<p>SE/TE: A Decisive Win Brings the War to a Close, 185–186; Lesson Check, 188</p> <p>Active Journal: Take Notes, 72</p> <p>Digital Resources: <i>Topic 3>Lesson 5>Lesson Videos>Winning Independence</i></p>	8.2.5.F victory at Yorktown

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: The War is Won, 186–187; Assessment, 191 Active Journal: Take Notes, 72</p> <p>Digital Resources: <i>Topic 3>Lesson 5>Lesson Videos>Winning Independence>Interactive Galleries>Notable People of the American Revolution</i></p>	8.2.5.G Treaty of Paris, 1783
<p>8.3 The student will examine the formation of the American system of government following the Revolutionary War and the creation of the Constitution of the United States as the supreme law of the land.</p>	
<p>8.3.1 Examine the strengths and weaknesses of the Articles of Confederation that led to the Constitutional Convention in Philadelphia in 1787, including:</p>	
<p>SE/TE: Course Introduction Topic 4, xlv; An Orderly Expansion, 201–202</p> <p>Digital Resources: <i>Topic 4>Lesson 1 >Interactive Chart>Problems and Effects of the Articles of Confederation; Interactive Primary Source>Articles of Confederation</i></p>	8.3.1.A resolution of disputes over the western territories as resolved by the Northwest Ordinance
<p>SE/TE: A Weak Confederation, 197–203</p> <p>Digital Resources: <i>Topic 4>Lesson 1>Lesson Videos>The Articles of Confederation>Interactive Chart>Problems and Effects of the Articles of Confederation; Interactive Primary Source>Articles of Confederation</i></p>	8.3.1.B organization and leadership necessary to win the war
<p>SE/TE: Weaknesses of the Confederation, 200–201</p> <p>Digital Resources: <i>Topic 4>Lesson 1>Lesson Videos>The Articles of Confederation>Interactive Chart>Problems and Effects of the Articles of Confederation; Interactive Primary Source>Articles of Confederation</i></p>	8.3.1.C lack of a common national currency

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: A Weak Confederation, 197–203</p> <p>Digital Resources: <i>Topic 4>Lesson 1>Interactive Chart>Problems and Effects of the Articles of Confederation; Interactive Primary Source>Articles of Confederation</i></p>	8.3.1.D lack of a common defense
<p>SE/TE: Course Introduction Topic 4, xlvi; Strengths and Weaknesses, 198–199</p> <p>Digital Resources: <i>Topic 4>Lesson 1>Interactive Chart>Problems and Effects of the Articles of Confederation</i></p>	8.3.1.E lack of a national judiciary
<p>SE/TE: Strengths and Weaknesses, 198–199; Concerns Over Debt and Currency, 2900–201</p> <p>Digital Resources: <i>Topic 4>Lesson 1>Interactive Chart>Problems and Effects of the Articles of Confederation</i></p>	8.3.1.F mismanagement of war debts due to an inability to tax
<p>SE/TE: Course Introduction Topic 4, xlvi; Weaknesses of the Confederation, 200–201</p> <p>Digital Resources: <i>Topic 4>Lesson 1>Interactive Chart>Problems and Effects of the Articles of Confederation</i></p>	8.3.1.G unanimous vote required to amend the Articles of Confederation
<p>SE/TE: Course Introduction Topic 4, xlvi; Farmer’s Demand Fair Treatment, 203</p> <p>Digital Resources: <i>Topic 4>Lesson 1> Interactive Chart>Problems and Effects of the Articles of Confederation</i></p>	8.3.1.H civil unrest as typified in Shays’ Rebellion.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Drafting a Constitution, 204–209; Review and Assessment, 254–255</p> <p>Active Journal: Take Notes & Practice Vocabulary, 88–89; Quick Activity: Focus on a Framers, 90</p> <p>Digital Resources: <i>Topic 4>Lesson 2>Lesson Videos>The Constitutional Convention>Interactive Gallery>Delegates of the Constitutional Convention; Interactive Chart>The Great Compromise; Social Studies Reference Center>Biographies>James Madison</i></p>	<p>8.3.2 Analyze the significance of the Constitutional Convention, contributions of the Framers, major debates and compromises including the Virginia and New Jersey Plans, Great Compromise, the leadership of James Madison, Father of the Constitution, and George Washington, President of the Convention.</p>
<p>SE/TE: The Three-Fifths Compromise, 207–208; Lesson Check, 209; United States Constitution, 584–607</p> <p>Active Journal: Take Notes & Practice Vocabulary, 88–89</p> <p>Digital Resources: <i>Topic 4>Lesson 2>Lesson Videos>The Constitutional Convention; Interactive Primary Sources>United States Constitution></i></p>	<p>8.3.3 Describe how the framers of the Constitution addressed the issue of slavery including the Three-Fifth Compromise which maintained the institution of slavery in both northern and southern states, the Fugitive Slave Clause, and the delayed ban on the slave trade.</p>
<p>SE/TE: Understanding Civics: Structure and Processes of Government, lxiv–lxvi; Understanding the Constitution, 225–236; United States Constitution, 584–607</p> <p>Digital Resources: <i>Interactive Primary Sources>United States Constitution</i></p>	<p>8.3.4 Explain the significance of the Commerce Clause in establishing a constitutional relationship between Indian tribes and the United States government.</p>
<p>SE/TE: Course Introduction Topic 4, xvii; Ideas That Influenced the Constitution, 210–215; First Comes the Preamble, 225–227; Lesson Check, 236; United States Constitution: Preamble, 586</p> <p>Active Journal: Take Notes & Practice Vocabulary, 91–92, 95–96</p> <p>Digital Resources: <i>Topic 4>Lesson 3>Interactive Timelines>Influences on the Constitution; Interactive Primary Sources>United States Constitution>Preamble</i></p>	<p>8.3.5 Examine the concept of self-government, the purpose, and the responsibilities of government as expressed in the Preamble to the Constitution of the United States.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
8.3.6 Analyze the key principles of government established by the Constitution of the United States including:	
<p>SE/TE: Federalism, 228–229; also see: Primary Sources: Hamilton and Madison Disagree, 223; Understanding Civics: Principles of American Government: Federalism, lxxviii</p> <p>Active Journal: Take Notes & Practice Vocabulary, 95–96</p>	8.3.6.A federalism (reserved and concurrent powers)
<p>SE/TE: Separation of Power, 228; The Legislative Branch, 229–231; The Executive Branch, 232; The Judicial Branch, 233–235; also see: Understanding Civics: Principles of American Government, lxxviii</p> <p>Active Journal: Take Notes & Practice Vocabulary, 95–96</p> <p>Digital Resources: <i>Topic 4>Lesson 5>Lesson Videos>The Three Branches of Government</i></p>	8.3.6.B separation of powers among three branches of government (legislative, executive, judicial)
<p>SE/TE: Checks and Balances, 228; The Legislative Branch, 229–231; The Executive Branch, 232; The Judicial Branch, 233–235; also see: Understanding Civics: Principles of American Government, lxxviii</p> <p>Active Journal: Take Notes & Practice Vocabulary, 95–96</p> <p>Digital Resources: <i>Topic 4>Lesson 5>Lesson Videos>The Three Branches of Government</i></p>	8.3.6.C a system of checks and balances among the three branches
<p>SE/TE: Popular Sovereignty, 227; also see: Understanding Civics: Principles of American Government, lxxviii</p> <p>Active Journal: Take Notes & Practice Vocabulary, 95–96</p>	8.3.6.D popular sovereignty and consent of the governed

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Understanding Civics: Judicial Review, lxvi; The Judicial Branch, 233–235 Active Journal: Take Notes & Practice Vocabulary, 95–96</p> <p>Digital Resources: <i>Topic 4>Lesson 5>Lesson Videos>The Three Branches of Government</i></p>	8.3.6.E judicial review
<p>SE/TE: Understanding Civics: What Is the Rule of Law?, lxix–lxx; Rule of Law, 215, 289</p>	8.3.6.F rule of law
<p>SE/TE: Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Anti-Federalist Writings, 223 Active Journal: Take Notes & Practice Vocabulary, 94–95</p> <p>Digital Resources: <i>Topic 4>Topic Video>James Madison, The Federalist Papers; Topic 4>Lesson 4>Interactive Maps>Ratification of the Constitution>Interactive Chart>Federalists versus Antifederalists; Interactive Primary Sources>Anti-Federalist Papers>The Federalist No. 10>The Federalist No. 39>The Federalist No. 51>The Federalist No. 78</i></p>	8.3.7 Examine the Federalist and Anti-Federalist arguments for and against the ratification of the Constitution as expressed in the Federalist Papers authored by James Madison, Alexander Hamilton, and John Jay and the writings of Anti-Federalists, such as George Mason, including concerns over a strong central government and the omission of a bill of rights.
<p>SE/TE: New Amendments, 221–222; Federalism and Amendments, 237 Active Journal: Take Notes & Practice Vocabulary, 97–98</p> <p>Digital Resources: <i>Topic 4>Lesson 4>Lesson Videos>The Bill of Rights>Lesson 6>Interactive Gallery>The First Amendment>Lesson 6>Lesson Videos>Amending the Constitution>Interactive Charts>Methods of Amending the Constitution >Interactive Galleries>The First Amendment>Interactive Primary Sources>United States Constitution</i></p>	8.3.8 Explain how the Constitution of the United States was amended to include the Bill of Rights; identify and analyze the guarantees of individual rights and liberties as expressed in each of the ten amendments.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Understanding the Constitution, 225–236; Review and Assessment, 254–255 Active Journal: Take Notes & Practice Vocabulary, 95–96</p> <p>Digital Resources: <i>Topic 4>Lesson 5>Lesson Videos> The Three Branches of Government Interactive Charts>The Federal System; Interactive Primary Sources>United States Constitution</i></p>	<p>8.3.9 Identify the structure and responsibilities of the elected and appointed officials of the three branches of government in relationship to the legislative process, including the role of Congress and the President, as well as the Supreme Court’s power of judicial review.</p>
<p>8.3.10 Describe the responsibilities of United States citizens such as:</p>	
<p>SE/TE: Understanding Civics: What Are Civic Duties?, lxxiv; The Rights and Responsibilities of Citizenship, 249; How Do We Vote?, lxxv; Responsible Citizenship, 251–252 Active Journal: Take Notes & Practice Vocabulary, 100–101</p> <p>Digital Resources: <i>21st Century Skills Tutorials>Voting; Topic 4>Lesson 7>Lesson Videos>Responsibilities of Citizenship</i></p>	<p>8.3.10.A registering and voting in public elections</p>
<p>SE/TE: Understanding Civics: How We Address Public Issues, lx–lxiii; Roles and Responsibilities of Citizens, lxxxii–lxxxv; Civic Virtue, Citizenship, and Democratic Values, 249–250; Responsible Citizenship, 251–252 Active Journal: Take Notes & Practice Vocabulary, 100–101</p> <p>Digital Resources: <i>21st Century Skills Tutorials> Participate in a Discussion or Debate>Political Participation>Being an Informed Citizen; Topic 4>Lesson 7>Lesson Videos>Responsibilities of Citizenship</i></p>	<p>8.3.10.B engaging in informed civil discourse</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Understanding Civics: What Are Civic Duties?, lxxxiv; The Rights and Responsibilities of Citizenship, 249; Responsible Citizenship, 251–252</p> <p>Active Journal: Take Notes & Practice Vocabulary, 100–101</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Serving on a Jury; <i>Topic 4</i>><i>Lesson 7</i>><i>Lesson Videos</i>> Responsibilities of Citizenship</p>	8.3.10.C serving on a jury
<p>SE/TE: Understanding Civics: What Are Civic Duties?, lxxxiv; The Rights and Responsibilities of Citizenship, 249</p> <p>Active Journal: Take Notes & Practice Vocabulary, 100–101</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Paying Taxes; <i>Topic 4</i>><i>Lesson 7</i>><i>Lesson Videos</i>> Responsibilities of Citizenship</p>	8.3.10.D paying taxes
<p>SE/TE: Understanding Civics: Responsibilities of Citizens, lxxxiv; Civic Virtue, Citizenship, and Democratic Values, 249–250; Responsible Citizenship, 251–252</p> <p>Active Journal: Take Notes & Practice Vocabulary, 100–101</p> <p>Digital Resources: <i>Topic 4</i>><i>Lesson 7</i>><i>Lesson Videos</i>>Responsibilities of Citizenship</p>	8.3.10.E obeying laws
<p>SE/TE: Understanding Civics: Roles of Citizens, lxxxiv; Defend the Nation, 252</p>	8.3.10.F registering for military service
8.4 The student will examine the political and economic changes that occurred during the Early Federal Period.	
<p>SE/TE: A New Tax Leads to Rebellion, 266268; Lesson Check, 272;</p> <p>Digital Resources: <i>Topic 5</i>><i>Lesson 1</i>><i>Interactive Chart</i>> A Controversial Tax</p>	8.4.1 Analyze the impact of the Whiskey Rebellion and enforcement of the government's right to tax.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Course Introduction Topic 5, xlvi; What Caused Conflict in Ohio? 304--307</p> <p>Digital Resources: <i>Interactive Primary Source</i>> Farewell Address, George Washington</p>	8.4.2 Describe President Washington's attempt to develop a cohesive Indian policy, which included respectful interactions with American Indian leaders, treaties to delineate tribal lands, and precedent-setting practices of assimilation.
<p>SE/TE: The Impact of Washington's Farewell Address, 271-272</p> <p>Digital Resources: <i>Interactive Primary Source</i>> Farewell Address, George Washington</p>	8.4.3 Describe the advice in President Washington's Farewell Address and its impact.
<p>SE/TE: What Were the Alien and Sedition Acts?, 283-285; Lesson Check, 290</p> <p>Active Journal: Take Notes & Practice Vocabulary, 95-96</p> <p>Digital Resources: <i>Topic 5</i>><i>Lesson 3</i>><i>Lesson Videos</i>>John Adams's Presidency</p>	8.4.4 Evaluate the impact of the Alien and Sedition Acts on individual rights during the Adams Administration, including the responses of the Democratic-Republicans in the Virginia and Kentucky Resolutions.
8.5 The student will analyze the political and geographic changes that occurred during the Jeffersonian Era.	
<p>SE/TE: Why Was the Presidential Election of 1800 Important?, 286; Lesson Check, 290;</p> <p>Digital Resources: <i>Social Studies Reference Center</i>>Biographies>Thomas Jefferson</p>	8.5.1 Explain the impact of the peaceful transfer of power from one political party to another, as exhibited by the presidential election of 1800.
<p>SE/TE: Landmark Supreme Court Cases, 288-290</p> <p>Active Journal: Practice Vocabulary, 120</p> <p>Digital Resources: <i>Social Studies Reference Center</i>><i>Landmark Supreme Court Cases</i>>Marbury v. Madison</p>	8.5.2 Analyze the impact of the Supreme Court under the leadership of Chief John Marshall and the Marbury v. Madison decision which confirmed the principle of judicial review.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Course Introduction Topic 5, xviii-xlix; The Louisiana Purchase, 292–294; How Did Americans Explore These New Lands? 295–299; Lesson Check, 302; Assessment, 331; Primary Source William Clark and Meriwether Lewis, Journals, 303</p> <p>Active Journal: Take Notes & Practice Vocabulary, 121–122; Quick Activity: Explore, 123</p> <p>Digital Resources: <i>Topic 5>Topic Video>William Clark, Mapping the American Frontier; Topic 5>Lesson 4>Lesson Videos>Jefferson's Presidency>Interactive Maps>Expansion and Exploration</i></p>	<p>8.5.3 Analyze the acquisition of the Louisiana territory, the contributions of the Lewis and Clark Corps of Discovery Expedition, and the eventual establishment of the Indian Territory.</p>
<p>8.6 The student will examine the political, economic and social transformations during the “Era of Good Feelings”.</p>	
<p>SE/TE: Course Introduction Topic 5, xlix; Madison and the War of 1812, 304–315 (Francis Scott Key, 312)</p> <p>Active Journal: Take Notes & Practice Vocabulary, 124–125</p> <p>Digital Resources: <i>Topic 5>Lesson 5>Lesson Videos>The War of 1812</i></p>	<p>8.6.1 Explain how the War of 1812 confirmed American independence and fueled a spirit of nationalism, reflected in the lyrics of our national anthem, the Star-Spangled Banner, by Francis Scott Key.</p>
<p>SE/TE: Course Introduction Topic 5, I; What Did the Monroe Doctrine State? 325–326; Lesson Check, 328</p> <p>Active Journal: Practice Vocabulary, 127</p> <p>Digital Resources: <i>Social Studies Reference Center>Biographies>James Monroe</i></p>	<p>8.6.2 Examine the Monroe Doctrine as a policy of isolationism which was designed to protect American interests in the Western Hemisphere.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: How Did Supreme Court Decisions Expand Federal Power?, 321–323; Lesson Check, 328 Active Journal: Take Notes & Practice Vocabulary, 126–127</p> <p>Digital Resources: <i>Social Studies Reference Center>Landmark Supreme Court Cases>McCulloch v. Maryland</i></p>	8.6.3 Analyze the impact of <i>McCulloch v. Maryland</i> which established federal supremacy concerning taxation.
<p>SE/TE: How Did Sectionalism Affect the Early Republic?, 317–318; Lesson Check, 328</p> <p>Digital Resources: <i>Topic 5>Lesson 6>Interactive Chart> The Beginnings of Sectionalism</i></p>	8.6.4 Examine the increased tension between Southern sectionalist and Northern nationalist perspectives.
<p>SE/TE: Conflicts and Compromises, 479–487; Topic 8 Assessment #1, 545 Active Journal: Take Notes & Practice Vocabulary, 194–195</p> <p>Digital Resources: <i>Topic 8>Lesson 1>Lesson Videos>Compromise</i></p>	8.6.5 Summarize the impact of the Missouri Compromise on the expansion of slavery into new western territories.
8.7 The student will examine the political, economic and social transformations of the Jacksonian Era.	
<p>SE/TE: Jackson Wins the Presidency, 337–347 Active Journal: Take Notes & Practice Vocabulary, 140–141</p> <p>Digital Resources: <i>Topic 6>Lesson 1>Lesson Videos>Jackson as President>Interactive Timelines>Changing Voting Rights in Early America>Interactive Charts>Political Parties in the Age of Jackson</i></p>	8.7.1 Describe the factors that led to the election of Andrew Jackson including the “Corrupt Bargain” election of 1824, the expansion of voting rights, and Jackson’s political success by identifying with the “common man”.
<p>SE/TE: A Conflict Over States’ Rights, 349–352; Lesson Check, 358; Topic 6 Assessment #9, 331 Active Journal: Practice Vocabulary, 144</p> <p>Digital Resources: <i>Interactive Primary Source> Debate Over Nullification: Webster and Calhoun</i></p>	8.7.2 Analyze the impact of the Nullification Crisis on the development of the states’ rights debate.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
8.7.3 Analyze the impact of Jackson’s policies and decisions concerning American Indian nations and their tribal sovereignty as a nation’s inherent right to self-govern, including:	
<p>SE/TE: Conflict with American Indians, 360–368 Active Journal: Take Notes & Practice Vocabulary, 145–146</p> <p>Digital Resources: <i>Topic 6>Lesson 3>Lesson Videos>The Trail of Tears>Interactive Maps>Selected Native American Groups, 1820>Southern Native Americans on the Trail of Tears</i></p>	8.7.3.A non-adherence to federal treaties
<p>SE/TE: Worcester v. Georgia decision Is Ignored, 363–364; Lesson Check, 367 Active Journal: Practice Vocabulary, 146</p> <p>Digital Resources: Social Studies Reference Center>Landmark Supreme Court Cases:>Worcester v Georgia</p>	8.7.3.B disregard for the Worcester v. Georgia decision
<p>SE/TE: Course Introduction Topic 6, lii; American Indian Removal, 362–364; Southern American Indians on the Trail of Tears, 365–367; Assessment, 403; also see: Active Journal: Take Notes & Practice Vocabulary, 145–146</p> <p>Digital Resources: <i>Topic 6>Lesson 3>Lesson Videos>The Trail of Tears>Interactive Maps>Southern Native Americans on the Trail of Tears</i></p>	8.7.3.C forced removals of American Indians
8.8 The student will examine the political, economic, social, and geographic changes that occurred during the period of westward expansion.	
<p>SE/TE: Manifest Destiny in California and the Southwest, 392–401; also see: Course Introduction Topic 6, 332–335 Active Journal: Take Notes & Practice Vocabulary, 153–154</p> <p>Digital Resources: <i>Topic 6>Lesson 7>Lesson Videos>Manifest Destiny>Interactive Maps>The Growth of the West to 1860</i></p>	8.8.1 Examine the concept and opposing perspectives toward Manifest Destiny as a motivation and justification for westward expansion.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Quest: The Mexican-American War, 336; New Spain and Independence for Texas, 383–391; Assessment, 403; Conflicts and Compromises, 479–487</p> <p>Active Journal: Take Notes & Practice Vocabulary, 151–152, 194–195</p> <p>Digital Resources: <i>Topic 6>Lesson 6>Lesson Videos>The Mexican-American War>Interactive Maps>The Settlement of Texas>Interactive Galleries>The Defenders of the Alamo>Interactive Timelines>Texas: From Settlement to Statehood</i></p>	<p>8.8.2 Explain the territorial growth of the United States including the annexation of Texas, Mexican Cession, and the Gadsden Purchase; describe the need to maintain a balance of “free” and “slave” states.</p>
<p>SE/TE: Settling Oregon Country, 375–381; Manifest Destiny in California and the Southwest, 392–401; Assessment, 403</p> <p>Active Journal: Take Notes & Practice Vocabulary, 149–150, 153–154</p> <p>Digital Resources: <i>Topic 6>Lesson 5>Lesson Videos>Why Oregon Country?>Interactive Gallery> Oregon Country; Topic 6 Lesson 7>Interactive Map>The Growth of the West to 1860; Social Studies Core Concepts>Geography>Migration</i></p>	<p>8.8.3 Identify push and pull factors of mass migration and the settlement of western territories including the California Gold Rush, settlement of Oregon, and the Mormon migration.</p>
<p>SE/TE: Conflict with American Indians, 360–368; Westward Movement, 369–374; Conflicts and Compromises, 479–487; Growing Tensions, 489–499</p> <p>Active Journal: Take Notes & Practice Vocabulary, 145–146, 149–150, 153–154, 194–187</p> <p>Digital Resources: <i>Topic 6>Lesson 3>Lesson Videos>The Trail of Tears>Lesson 4>Lesson Videos>The Journey West; Topic 8>Lesson 1>Lesson Videos>Compromise; Topic 8>Lesson 2>Lesson Videos>Bleeding Kansas</i></p>	<p>8.8.4 Analyze the consequences of westward expansion, including the impact on the culture of American Indians and their homelands, and the growing sectional tensions regarding the expansion of slavery.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
8.9 The student will analyze the social and economic transformations of the early nineteenth century.	
<p>SE/TE: The Industrial Revolution, 409–420; Industrialization and Immigration, 422–430 Active Journal: Take Notes & Practice Vocabulary, 168–171</p> <p>Digital Resources: <i>Topic 7>Lesson 1>Lesson Videos>The Spread of Industrialization>Interactive Timeline> New Inventions Improve Life>Interactive 3D Models>Early Textile Mill</i></p>	8.9.1 Explain the impact of the Industrial Revolution in the North including the concentration of population, manufacturing, and transportation.
<p>SE/TE: King Cotton and Life in the South, 431–442 Active Journal: Take Notes & Practice Vocabulary, 172–173</p> <p>Digital Resources: <i>Topic 7>Lesson 3>Interactive Charts>Different Ways of Life in the South>Interactive Charts>Lives of Free and Enslaved African Americans>Interactive 3D Models>The Cotton Gin</i></p>	8.9.2 Describe the plantation system and its reliance on a slave labor system in the South, including how Eli Whitney's invention of the cotton gin increased the profitability of the crop and led to the expansion of slavery.
8.9.3 Compare perspectives and experiences of both free and enslaved blacks including the	
<p>SE/TE: Free African Americans, 437–438</p> <p>Digital Resources: <i>Topic 7>Lesson 3>Interactive Charts>Lives of Free and Enslaved African Americans</i></p>	8.9.3.A everyday life of free African Americans
<p>SE/TE: How Did Enslaved African Americans Resist Their Enslavement?, 441–442</p> <p>Digital Resources: <i>Topic 7>Lesson 4>Lesson Videos>Abolitionism</i></p>	8.9.3.B everyday acts of resistance to slavery

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Civil Disobedience and the Underground Railroad, 447–; Lesson Check, 449 Active Journal: Take Notes & Practice Vocabulary, 174–175</p> <p>Digital Resources: <i>Topic 7>Lesson 4>Interactive Maps>The Underground Railroad</i></p>	8.9.3.C efforts of Harriet Tubman and the Underground Railroad
<p>SE/TE: How Did Enslaved African Americans Resist Their Enslavement?, 441–442; Nat Turner, 448</p> <p>Digital Resources: <i>Topic 7>Lesson 4>Lesson Videos>Abolitionism</i></p>	8.9.3.D Nat Turner’s Rebellion
<p>SE/TE: Slavery in the South, 439–441; The Fugitive Slave Act, 485</p> <p>Digital Resources: <i>Topic 7>Lesson 4>Interactive Charts>Opposing Views on Slavery; Topic 8>Lesson 1>Interactive Cartoons>The Fugitive Slave Act</i></p>	8.9.3.E legal restrictions and Slave Codes
<p>SE/TE: Quest: Slavery and Abolition, 408; Abolitionism, 443–449; Assessment, 473 Active Journal: Take Notes & Practice Vocabulary, 174–175; Quest: Slavery and Abolition, 160–167</p> <p>Digital Resources: <i>Social Studies Reference Center>Biographies>Frederick Douglass>William Lloyd Garrison; Topic 7>Lesson 4>Lesson Videos>Abolitionism>Interactive Maps>The Underground Railroad>Interactive Charts>Opposing Views on Slavery; Interactive Primary Sources>Uncle Tom’s Cabin, Harriet Beecher Stowe</i></p>	8.9.4 Summarize the impact of the Abolitionist Movement including the writings and work of Frederick Douglass and William Lloyd Garrison.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Reform and Women’s Rights, 452–463; Assessment, 473</p> <p>Active Journal: Take Notes & Practice Vocabulary, 177–178; Quick Activity: An Echo Across Time, 179</p> <p>Digital Resources: <i>Social Studies Reference Center</i>>Biographies>Charles Finney>Susan B. Anthony>Elizabeth Cady Stanton>Sojourner Truth; <i>Topic 7</i>><i>Lesson 5</i>><i>Interactive Timeline</i>>The Early Women's Rights Movement; <i>Interactive Primary Sources</i>>Declaration of Sentiments and Resolutions>"Ain't I a Woman?" Sojourner Truth</p>	<p>8.9.5 Identify the ideals, significance, and key leaders of the Second Great Awakening and the Women’s Suffrage Movement, including the Declaration of Sentiments and the leadership of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth.</p>
<p>8.10 The student will analyze major political, economic, and social events that resulted in the Civil War.</p>	
<p>SE/TE: Conflicts and Compromises, 479–487; Growing Tensions, 489–499; also see: The Proclamation Changes the Purpose of the War, 522</p> <p>Active Journal: Take Notes & Practice Vocabulary, 194–197</p> <p>Digital Resources: <i>Topic 8</i>><i>Lesson 1</i>><i>Lesson Videos</i>>Compromise><i>Lesson 2</i>><i>Lesson Videos</i>>Bleeding Kansas><i>Interactive Gallery</i>>The Effects of the Kansas-Nebraska Act</p>	<p>8.10.1 Summarize the importance of slavery as the principal cause of increased sectional polarization leading to the Civil War.</p>
<p>SE/TE: A Compromise Holds the Union Together, 484–486; Lesson Check, 487</p> <p>Active Journal: Take Notes & Practice Vocabulary, 194–195</p> <p>Digital Resources: <i>Topic 8</i>><i>Lesson 1</i>><i>Lesson Videos</i>>Compromise ><i>Interactive Cartoon</i>>The Fugitive Slave Act</p>	<p>8.10.2 Evaluate the goals of the Compromise of 1850 regarding the issue of slavery.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: A Book Sways the North Against Slavery, 486–487; Primary Sources: Harriet Beecher Stowe, <i>Uncle Tom's Cabin</i>, 488</p> <p>Digital Resources: <i>Topic 8>Lesson 1>Interactive Gallery>Uncle Tom's Cabin; Interactive Primary Source>Uncle Tom's Cabin</i>, Harriet Beecher Stowe</p>	8.10.3 Evaluate the impact of the publication <i>Uncle Tom's Cabin</i> , by Harriet Beecher Stowe, on anti-slavery sentiments.
<p>SE/TE: Slavery in Kansas and Nebraska, 489–490; Violent Clashes in Kansas, 491–492; Lesson Check, 499</p> <p>Active Journal: Take Notes & Practice Vocabulary, 196–197</p> <p>Digital Resources: <i>Topic 8>Lesson 2>Lesson Videos>Bleeding Kansas>Interactive Gallery>The Effects of the Kansas-Nebraska Act</i></p>	8.10.4 Analyze the impact of the Kansas-Nebraska Act on the issue of popular sovereignty in new territories regarding the institution of slavery, repeal of the Missouri Compromise, and factional feuds in Bleeding Kansas.
<p>SE/TE: Course Introduction Topic 8: liv; How Did the Dred Scott Case the Nation? 493–495; Lesson Check, 499; Assessment, 545</p> <p>Digital Resources: <i>Topic 8>Lesson 2>Interactive Gallery>The Dred Scott Case; Social Studies Reference Center>Landmark Supreme Court Cases> Dred Scott v. Sandford</i></p>	8.10.5 Summarize the Dred Scott v. Sandford case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harpers Ferry.
8.11 The student will analyze the course and consequences of the Civil War.	
8.11.1 Analyze the immediate impact of the presidential election of 1860 including	
<p>SE/TE: Division and the Outbreak of War, 501–511</p> <p>Active Journal: Take Notes, 201</p> <p>Digital Resources: <i>Topic 8>Lesson 3>Lesson Videos>Southern States React</i></p>	8.11.1.A secession of southern states who declared slavery as the central factor for seceding
<p>SE/TE: Division and the Outbreak of War, 501–511</p> <p>Active Journal: Take Notes, 201</p> <p>Digital Resources: <i>Topic 8>Lesson 3>Interactive Charts>Abraham Lincoln and Jefferson Davis</i></p>	8.11.1.B Lincoln's goal to preserve the Union

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: A Move Toward Civil War, 502–503; Jefferson Davis’s Inaugural Address, 504–505 Active Journal: Take Notes, 201</p> <p>Digital Resources: <i>Topic 8>Lesson 3>Lesson Videos>Southern States React</i></p>	8.11.1.C formation of the Confederate States of America
<p>SE/TE: Confederate Troops Attack Fort Sumter, 506 Active Journal: Take Notes, 201</p> <p>Digital Resources: <i>Topic 8>Lesson 3>Lesson Videos>Southern States React</i></p>	8.11.1.D Confederate attack on Fort Sumter
<p>SE/TE: How Did Americans Take Sides?, 506–507; Lesson Check, 511 Active Journal: Take Notes, 201</p> <p>Digital Resources: <i>Topic 8>Lesson 3>Interactive Charts>Resources in the North and the South, 1860</i></p>	8.11.1.E tensions over strategic border states.
<p>SE/TE: Course Introduction Topic 8, Iv; Strengths and Weaknesses of the North and South, 507–509; How Did Lincoln and Davis Lead Their People?, 510–511 Active Journal: Take Notes, 199</p> <p>Digital Resources: <i>Topic 8>Lesson 3>Interactive Chart>Resources in the North and South, 1860>Interactive Charts>Abraham Lincoln and Jefferson Davis</i></p>	8.11.2 Compare the advantages and disadvantages of the Union and the Confederacy including natural resources, population, industrialization, and the military leadership of Ulysses S Grant and Robert E. Lee.
<p>SE/TE: Course Introduction Topic 8, Iv; Why Did African Americans Fight for the Union?, 523–524; Other Challenges in the North and South, 526–527; Women Contribute to the War Effort, 530; The War’s End, 533–543 Active Journal: Practice Vocabulary, 204</p> <p>Digital Resources: <i>Topic 8>Lesson 5>Interactive Galleries>The Hardships of Soldiers Topic 8 Lesson 5</i></p>	8.11.3 Evaluate the impact and contributions of specific groups in the Civil War including free and enslaved African Americans, American Indians, women, and immigrants.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: The Course of War, 513–519; The War’s End, 533–543 Active Journal: Take Notes & Practice Vocabulary, 201–202, 205–206</p> <p>Digital Resources: <i>Topic 8>Lesson 4>Lesson Videos>Strategies for War>Interactive Map>The Union’s Strategies to Win the War>Interactive Timelines>Early Battles of the Civil War; Topic 8>Lesson 6>Lesson Videos>The Civil War Ends</i></p>	<p>8.11.4 Discuss the key strategies utilized during the war, such as the Anaconda Plan, Total War, and the southern defense strategy.</p>
<p>SE/TE: The Course of War, 513–519; The War’s End, 533–540 Active Journal: Take Notes & Practice Vocabulary, 201–202, 205–206</p> <p>Digital Resources: <i>Topic 8>Lesson 4>Interactive Timelines>Early Battles of the Civil War; Topic 8>Lesson 6>Interactive Map>The Battle of Vicksburg; 3-D Model>The Battle of Gettysburg; Interactive Map>Key Battles of the Civil War</i></p>	<p>8.11.5 Summarize the significance of the key battles of the war, including Antietam, Gettysburg, Vicksburg, and Lee’s surrender at Appomattox.</p>
<p>SE/TE: Course Introduction Topic 8, lvi–lvii; Emancipation Proclamation, 520–522; Primary Source Emancipation Proclamation, Abraham Lincoln, 531 Active Journal: Take Notes, 203</p> <p>Digital Resources: <i>Interactive Primary Sources>Emancipation Proclamation, Abraham Lincoln; Topic 8>Lesson 5>Lesson Videos>The Emancipation Proclamation</i></p>	<p>8.11.6 Analyze the Emancipation Proclamation, including its role in expanding the goals of the war and its impact on slavery; identify the significance of Juneteenth in relationship to emancipation.</p>
<p>SE/TE: Course Introduction Topic 8, lvii; Lincoln Delivers the Gettysburg Address, 536–537; Lesson Check, 543; also see: Course Introduction Topic 8, 474–477; Quest: A Lincoln Website, 478 Active Journal: Practice Vocabulary, 206</p> <p>Digital Resources: <i>Interactive Primary Source>The Gettysburg Address</i></p>	<p>8.11.7 Explain how the Gettysburg Address clarified the Union’s motivation for winning the war.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Course Introduction Topic 8, lvii; Lincoln’s Second Inaugural, 539; Abraham Lincoln Is Assassinated, 555</p> <p>Digital Resources: <i>Interactive Primary Source</i>>Second Inaugural Address; <i>Topic 9</i>><i>Lesson 1</i>><i>Interactive Gallery</i>>Lincoln and Reconstruction><i>Lesson Videos</i>>Lincoln’s Reconstruction Plan</p>	8.11.8 Evaluate the impact of Lincoln’s assassination, loss of his leadership, and plans for reconciliation as expressed in his Second Inaugural Address.
8.12 The student will analyze the political, social, and economic transformations during the Reconstruction Era to 1877.	
<p>SE/TE: Early Reconstruction, 551–557; Radical Reconstruction, 558–563; Review and Assessment, 580–581</p> <p>Active Journal: Take Notes & Practice Vocabulary, 220–221, 223–224; Quick Activity: Debate with a Partner, 222</p> <p>Digital Resources: <i>Topic 9</i>><i>Lesson 1</i>><i>Lesson Videos</i>>Lincoln’s Reconstruction Plan><i>Interactive Galleries</i>>Lincoln and Reconstruction><i>Lesson 2</i>><i>Lesson Videos</i>>Radical Reconstruction</p>	8.12.1 Compare the major plans and policies proposed for Reconstruction.
8.12.2 Analyze the impact of state and federal legislation following the Civil War including	
<p>SE/TE: The Thirteenth Amendment Changes Life in the United States, 556; The Reconstruction Era Timeline, 548–549; Radical Reconstruction, 558; The Fourteenth Amendment, 560–561; The Fifteenth Amendment, 563; Assessment, 581</p> <p>Active Journal: Take Notes & Practice Vocabulary, 220, 222–223</p> <p>Digital Resources: <i>Topic 9</i>><i>Lesson 1</i>><i>Lesson Videos</i>>Lincoln’s Reconstruction Plan><i>Lesson 2</i>><i>Lesson Videos</i>>Radical Reconstruction</p>	8.12.2.A 13th, 14th, and 15th Amendments

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Continuing Conflict Over Reconstruction, 558–559; Lesson Check, 563; Jim Crow Laws Separate Whites and African Americans, 577–578; Lesson Check, 579; Review and Assessment, 580–581</p> <p>Active Journal: Take Notes & Practice Vocabulary, 227–228</p> <p>Digital Resources: <i>Topic 9>Lesson 4>Interactive Timelines>Oppression of African Americans</i></p>	8.12.2.B Black Codes and Jim Crow laws
<p>SE/TE: Quest: The End of Reconstruction, 550; The Freedmen’s Bureau Addresses Economic and Social Needs, 554; Lesson Check, 557</p> <p>Active Journal: Take Notes & Practice Vocabulary, 220–221</p> <p>Digital Resources: <i>Topic 9>Lesson 1>Lesson Videos>Lincoln's Reconstruction Plan</i></p>	8.12.2.C establishment of the Freedmen’s Bureau
8.12.3 Compare the emerging social structure of the South including the	
<p>SE/TE: How Did New Political Groups Shape the South?, 566–568; Lesson Check, 572</p> <p>Active Journal: Take Notes & Practice Vocabulary, 225–226</p> <p>Digital Resources: <i>Topic 9>Lesson 3>Interactive Galleries>Reconstruction-Era Political Groups</i></p>	8.12.3.A influx of carpetbaggers and scalawags
<p>SE/TE: Why Did Conservatives Resist Reform, 568–569;</p> <p>Digital Resources: <i>Topic 9>Lesson 4>Interactive Timelines>Oppression of African Americans</i></p>	8.12.3.B rise of the Ku Klux Klan and its acts of intimidation and violence
<p>SE/TE: African Americans, 567–568; Lesson Check, 572</p> <p>Digital Resources: <i>Topic 9>Lesson 3>Lesson Videos>New Forces in Southern Politics>Interactive Galleries>Reconstruction-Era Political Groups; Social Studies Reference Center>Biographies>Hiram Rhodes Revels</i></p>	8.12.3.C election of blacks to government positions

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Problems in the South, 552–553; Poverty in the South, 571–572 Active Journal: Take Notes & Practice Vocabulary, 225–226</p> <p>Digital Resources: <i>Topic 9>Lesson 4>Interactive Timelines>Oppression of African Americans</i></p>	8.12.3.D expansion of the tenant and sharecropper systems
<p>SE/TE: Freedmen Leave the South, 577–578; Lesson Check, 579</p> <p>Digital Resources: <i>Topic 9>Lesson 4>Interactive Timelines>Oppression of African Americans</i></p>	8.12.3.E migration of former slaves.
<p>SE/TE: Quest: The End of Reconstruction, 550; The Aftermath of Reconstruction, 574–579; Review and Assessment, 580–581 Active Journal: Take Notes & Practice Vocabulary, 227–22</p> <p>Digital Resources: <i>Topic 9>Lesson 3>Interactive Gallery> Reconstruction-Era Political Groups; Topic 9>Lesson 4>Lesson Videos>Reconstruction Ends>Interactive Timeline> Oppression of African Americans</i></p>	8.12.4 Assess the impact of the presidential election of 1876 as an end to reconstruction in the South, including decline of black leadership, loss of enforcement of the 14th and 15th amendments, and the development of segregated societies.
8.12.5 Evaluate the impact of federal policies including:	
<p>SE/TE: Course Introduction Topic 9, lix</p>	8.12.5.A Homestead Act of 1862 and the resulting movement westward to free land
<p>SE/TE: Course Introduction Topic 9, lix; also see: Grant Wins the Election of 1868, 562–563</p> <p>Digital Resources: <i>Interactive Primary Source>"I Will Fight No More Forever," Chief Joseph</i></p>	8.12.5.B impact of continued displacement of American Indians
<p>SE/TE: Course Introduction Topic 9, lix; also see: Grant Wins the Election of 1868, 562–563</p> <p>Digital Resources: <i>Interactive Primary Source>"I Will Fight No More Forever," Chief Joseph</i></p>	8.12.5.C President Grant's Peace Policy on Indian affairs

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
SE/TE: Course Introduction Topic 9, lix	8.12.5.D the development of the Transcontinental Railroad.
Social Studies Practices	
1. Engage in Democratic Processes Students will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.	
A. Students will demonstrate an understanding of the virtues that citizens should use when interacting with each other and the virtues that guide official government institutions.	
<p>SE/TE: Understanding Civics: How We Address Public Issues, lx–lxiii; Principles of American Government, lxxviii–lxxx1; Civic Virtue, Citizenship, and Democratic Values, 249–250; Federalists, Antifederalists, and the Bill of Rights, 217–222; Citizens’ Rights and Responsibilities, 247–252</p> <p>Active Journal: Take Notes & Practice Vocabulary,95–96, 100–101</p> <p>Digital Resources: <i>Topic 4>Lesson 4>Lesson Videos>The Bill of Rights; Topic 4>Lesson 7>Lesson Videos>Responsibilities of Citizenship; Social Studies Core Concepts>Government and Civics</i></p>	1.A.6-8.1 Compare and analyze civic virtues and democratic principles in historic and global settings, explaining how they influence various political systems.
<p>SE/TE: Understanding Civics: How We Address Public Issues, lx–lxiii; Citizens’ Rights and Responsibilities, 247–252</p> <p>Active Journal: Take Notes & Practice Vocabulary,100–101</p> <p>Digital Resources: <i>Topic 4>Lesson 7>Lesson Videos>Responsibilities of Citizenship</i></p>	1.A.6-8.2 Analyze the role that perspectives, civic virtues, and democratic principles play when citizens address issues or problems.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
B. Students will demonstrate an understanding of the important institutions of their society and the principles that these institutions are intended to reflect.	
<p>SE/TE: The Legislative Branch, 229–231; The Executive Branch, 232; The Judicial Branch, 233–235; also see: Understanding Civics: Principles of American Government, xxx-lxxxii</p> <p>Active Journal: Take Notes & Practice Vocabulary, 95–96</p> <p>Digital Resources: Social Studies Core Concepts>Government and Civics>Political Structures>Political Systems; <i>Topic 4>Lesson 5>Lesson Videos>The Three Branches of Government >Interactive Chart> The Federal System</i></p>	1.B.6-8.1 Analyze the powers and responsibilities of the United States government and compare it to other forms of government.
<p>SE/TE: Understanding Civics: How We Address Public Issues, lx–lxiii; Roles and Responsibilities of Citizens, lxxxii–lxxxv; Civic Virtue, Citizenship, and Democratic Values, 249–250; Responsible Citizenship, 251–252</p> <p>Active Journal: Take Notes & Practice Vocabulary, 100–101</p> <p>Digital Resources: <i>21st Century Skills Tutorials> Participate in a Discussion or Debate>Political Participation>Being an Informed Citizen> Paying Taxes>Serving on a Jury>Voting; Topic 4>Lesson 7>Lesson Videos>Responsibilities of Citizenship; Social Studies Core Concepts>Government and Civics>Citizenship</i></p>	1.B.6-8.2 Explain specific roles played by informed and responsible citizens (e.g. voters, jurors, taxpayers, military service, office holders) in all forms of government.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: The Colonies Meet in Albany, 136–137; A Weak Confederation, 197–203; Drafting a Constitution, 204–209; Understanding the Constitution, 225–236; Citizens’ Rights and Responsibilities, 247–252; The Louisiana Purchase, 292–294; Manifest Destiny in California and the Southwest, 392–401 Active Journal: Take Notes & Practice Vocabulary, 62–63, 86–90, 95–96, 100–101, 121–122, 153–154</p> <p>Digital Resources: <i>Social Studies Core Concepts</i>>Government and Civics> Foundations of Government>Conflict and Cooperation>Citizenship; <i>Topic 4</i>><i>Lesson 2</i>><i>Lesson Videos</i>>The Constitutional Convention><i>Lesson 5</i>><i>Lesson Videos</i>>The Three Branches of Government; <i>Topic 5</i>><i>Lesson 4</i>><i>Lesson Videos</i>>Jefferson’s Presidency; <i>Topic 6</i>><i>Lesson 7</i>><i>Lesson Videos</i>>Manifest Destiny</p>	<p>1.B.6-8.3 Examine the origins, purposes and impact of constitutions, laws, treaties, and international agreements.</p>
<p>SE/TE: Understanding Civics: What Is the Rule of Law?, lxix–lxx; Rule of Law, 215, 289; Understanding the Constitution, 225–236 Active Journal: Take Notes & Practice Vocabulary, 97–98</p> <p>Digital Resources: <i>Topic 4</i>><i>Lesson 4</i>><i>Lesson Videos</i>>The Bill of Rights><i>Interactive Charts</i>>Federalists Versus Antifederalists><i>Lesson 5</i>><i>Lesson Videos</i>>The Three Branches of Government; <i>Social Studies Core Concepts</i>>Government and Civics> Political Structures</p>	<p>1.B.6-8.4 Explain the concept of the rule of law and how limits on government authority guarantee individual liberties.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
C. Students will demonstrate understanding of the processes and rules by which groups of people make decisions, govern themselves, and address public problems.	
<p>SE/TE: Understanding Civics: Making Laws, lxxiv–lxxvii; Quest: Civic Discussion Inquiry: Senate Representation, 196; Conflicts and Compromises, 479–487; Early Reconstruction, 551–557; also see: Emancipation and Life in Wartime, 520–530; Primary Source Emancipation Proclamation, Abraham Lincoln, 531</p> <p>Active Journal: Quests: Senate Representation, 78–85</p> <p>Digital Resources: <i>Topic 8>Lesson 1>Lesson Videos>Compromise>Interactive Cartoons>The Fugitive Slave Act; Topic 8>Lesson 5>Lesson Videos>The Emancipation Proclamation; Topic 9>Lesson 1>Lesson Videos>Lincoln's Reconstruction Plan</i></p>	1.C.6-8.1 Assess specific laws, both actual and proposed, as means of addressing historic and current national and international problems.
<p>SE/TE: Quest: Project Inquiry: Stay Out? Or Get Involved?, 260; Civic Discussion Inquiry: The Mexican-American War, 336</p> <p>Active Journal: Quests: Stay Out? Or Get Involved? 106–113; The Mexican-American War, 132–139</p> <p>Digital Resources: <i>21st Century Skills Tutorials>Participate in a Discussion or Debate>Consider and Counter Opposing Arguments</i></p>	1.C.6-8.2 Apply a range of deliberative and democratic procedures to debate, make decisions, and propose action about authentic, real-world problems in out-of-school contexts.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>2. Analyze and Address Authentic Civic Issues Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.</p>	
<p>A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.</p>	
<p>SE/TE: Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546; Review and Assessment: Revisit the Essential Question, 49, 127, 191, 255, 331, 403, 473, 545, 581 Active Journal: Essential Question, 2, 24, 52, 76, 104, 130, 158, 184, 210 Digital Resources: <i>Topics 1-9>Introduction>Essential Question Activities</i></p>	<p>2.A.6-8.1 Investigate and propose answers to essential questions representing enduring issues across the social studies disciplines.</p>
<p>SE/TE: Review and Assessment: Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; also see: English-Language Arts Handbook: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Quests; Senate Representation, 196; The Mexican-American War, 336; The End of Reconstruction, 550 Active Journal: Quests: Senate Representation, 78–85; The Mexican-American War, 132–139; The End of Reconstruction, 212–219 Digital Resources: <i>21st Century Skills Tutorials>Ask Questions>Compare Viewpoints; Social Studies Core Concepts>History>Historical Sources> How Do Historians Study History?</i></p>	<p>2.A.6-8.2 Compare points of agreement from reliable information and interpretations associated with discipline-based compelling and supporting questions.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Quests; Senate Representation, 196; The Mexican-American War, 336; The End of Reconstruction, 550</p> <p>Active Journal: Quests: Senate Representation, 78–85; The Mexican-American War, 132–139; The End of Reconstruction, 212–219</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Compare Viewpoints, Identify Bias>Analyze Media Content>Analyze Primary and Secondary Sources>Evaluate Existing Arguments>Identify Evidence>Ask Questions; <i>Social Studies Core Concepts</i>>History: How Do Historians Study History?>Historical Sources</p>	<p>2.A.6-8.3 Develop deeper levels of understanding by questioning ideas and assumptions and identifying inconsistencies or errors in reasoning.</p>
<p>B. Students will demonstrate the ability to investigate problems taking into consideration multiple points of view represented in arguments, structure of an explanation and other sources.</p>	
<p>SE/TE: Understanding Civics: How We Address Public Issues, lx–lxiii; Quests; Senate Representation, 196</p> <p>Active Journal: Quests: Senate Representation, 78–85</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Solve Problems> Work in Teams> Share Responsibility> Make Decisions> Being an Informed Citizen</p>	<p>2.B.6-8.1 Draw upon gathered information to analyze how a specific problem can manifest itself in local, regional, and global levels over time, evaluating options for individual and collective solutions.</p>
<p>SE/TE: Quests, 6, 54, 132, 196, 260, 336, 408, 478, 550</p> <p>Active Journal: Quests, 4–11, 26–33, 54–61, 78–85, 106–113, 132–139, 160–167, 186–193, 212–219</p> <p>Digital Resources: Quests: Topics 1–9; <i>21st Century Skills Tutorials</i>>Write an Essay>Innovate> Search for Information on the Internet> Create a Research Hypothesis Give an Effective Presentation> Participate in a Discussion or Debate</p>	<p>2.B.6-8.2 Demonstrate understanding of social studies content through the development of self-driven investigations and the completion of teacher led authentic tasks and assessments.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>3. Acquire, Apply, and Evaluate Evidence Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.</p>	
<p>A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.</p>	
<p>SE/TE: Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382; Assess Credibility of a Source, 512; English-Language Arts Handbook: Analyze Informational Text, ELA 1; Analyze Primary and Secondary Sources, ELA 4–ELA 5; Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564; Assessment: Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581</p> <p>Active Journal: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Analyze Primary and Secondary Sources, Compare Viewpoints>Identify Evidence; Social Studies Core Concepts>History>Historical Sources</p>	<p>3.A.6-8.1 Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility.</p>
<p>SE/TE: Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564; Assessment: Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; also see: English-Language Arts Handbook: Analyze Informational Text, ELA 1; Analyze Primary and Secondary Sources, ELA 4–ELA 5</p> <p>Active Journal: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Compare Viewpoints (Identify the authors of texts . . .)>Analyze Primary and Secondary Sources, Interpret Sources</p>	<p>3.A.6-8.2 Draw conclusions regarding the plausible author, date, origin, audience, and purpose of primary sources when not easily identifiable in the source.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Quests; The Easter Mutiny, 6; Choosing Sides, 132; Senate Representation, 196; Stay Out? Or Get Involved?, 260; Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564</p> <p>Active Journal: Quests: The Easter Mutiny, 4–11; Choosing Sides, 54–61; Senate Representation, 78–85; Stay Out? Or Get Involved? 106–113</p> <p>Digital Resources: Quests: Topics, 1, 3, 4, 5; See all <i>Interactive Primary Sources</i></p>	<p>3.A.6-8.3 Use multiple historical or contemporary primary sources to identify further areas of inquiry and additional relevant sources.</p>
<p>SE/TE: Analysis Skills: Construct a Timeline, 329; Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458, 529; Sequence, 66, 217, 304, 383; Literacy Skills: Identify Cause and Effect, 39, 337, 392, 465; Analysis Skills: Distinguish Cause and Effect, 224</p> <p>Active Journal: Analyze/Identify Cause and Effect, 19, 64, 66, 140, 153, 180, 196, 220, 242, 271, 274, 329, 352</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Analyze Cause and Effect>Sequence</p>	<p>3.A.6-8.4 Distinguish multiple causation, immediate and long-term cause-effect relationships by constructing timelines which reflect related events.</p>
<p>SE/TE: Distinguish Cause and Effect, 224; Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458, 529; Literacy Skills: Identify Cause and Effect, 39, 337, 392, 465; Events Leading Up to the Civil War, 505</p> <p>Active Journal: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220, 242, 271, 274, 329, 352</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Analyze Cause and Effect</p>	<p>3.A.6-8.5 Distinguish between long-term causes and triggering events on historical developments or contemporary events.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

<p align="center">Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021</p>	<p align="center">Oklahoma Academic Standards and Practices for Social Studies Grade 8</p>
<p>SE/TE: European Exploration in the Americas, 39–46; Growing Resentment Against Britain, 142–152; Winning Independence, 178–188; Monroe’s Presidency and Everyday Life, 317–328; Abolitionism, 443–449; Reform and Women’s Rights, 452–463</p> <p>Active Journal: Take Notes & Practice Vocabulary, 19–20, 64–65, 72–73, 126–127, 177–178</p> <p>Digital Resources: <i>Topic 2>Lesson 1>Interactive Map>Spanish Explorers and Settlements in North America; Topic 3>Lesson 2>Interactive Gallery> Important People of the American Revolution; Lesson 5>Interactive Gallery> Notable People of the American Revolution; Topic 4>Lesson 2>Interactive Gallery>Delegates of the Constitutional Convention; Topic 6>Lesson 3>Interactive Map>Selected Native American Groups, 1820; Topic 9>Lesson 3>Interactive Gallery>Reconstruction-Era Political Groups</i></p>	<p>3.A.6-8.6 Analyze the roles of specific individuals and groups who shaped historically significant events, both nationally, regionally, and on a global scale.</p>
<p>SE/TE: Spanish Colonization and New Spain, 55–64; Primary Source Bartolomé de Las Casas, <i>Historia Apologética</i>, 65; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Quests; Senate Representation, 196; The Mexican-American War, 336; The End of Reconstruction, 550</p> <p>Active Journal: Quests: Senate Representation, 78–85; The Mexican-American War, 132–139; The End of Reconstruction, 212–219</p> <p>Digital Resources: <i>21st Century Skills Tutorials> Compare Viewpoints, Identify Bias>Analyze Media Content>Analyze Primary and Secondary Sources; Social Studies Core Concepts>History> Historical Sources</i></p>	<p>3.A.6-8.7 Describe multiple factors that influence the perspectives of individuals and groups during historical eras or toward contemporary situations.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
B. Students will demonstrate an understanding of geographic concepts and develop mastery of geographic tools and ways of thinking in order to become geographically informed.	
<p>SE/TE: Topic 2 Quest: Examining the Colonial Environment, 54; Maps (examples), 4, 8, 16, 30, 38, 42, 49, 58, 60, 68, 70, 73, 87, 92, 101, 123, 127, 130, 134, 140, 144, 146, 160, 175, 186, 187, 191, 194, 199, 233, 255, 258, 270, 295, 334, 343, 361, 365, 369, 370, 377, 379, 384, 390, 423, 435, 447, 473</p> <p>Active Journal: Topic 2 Quest: Examining the Colonial Environment, 26–33</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Create Charts and Maps>Use Parts of a Map>Read Physical Maps>Read Political Maps>Read Special Purpose Maps; Interactive Maps (examples): <i>Topic 2>Lesson 5</i> > Comparing the Thirteen Colonies; <i>Topic 5>Lesson 5</i>> The War of 1812</p>	<p>3.B.6-8.1 Answer geographic questions and conduct investigations by acquiring, organizing, and interpreting information about the modern world and historical events.</p>
<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Maps (examples), 4, 8, 16, 30, 38, 42, 49, 58, 60, 68, 70, 73, 87, 92, 101, 123, 127, 130, 134, 140, 144, 146, 160, 175, 186, 187, 191, 194, 199, 233, 255, 258, 270, 295, 334, 343, 361, 365, 369, 370, 377, 379, 384, 390, 423, 435, 447, 473</p> <p>Active Journal: Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Create Charts and Maps>Use Parts of a Map>Read Physical Maps>Read Political Maps>Read Special Purpose Maps; <i>Topic 5>Lesson 5>Interactive Maps</i>>The War of 1812; <i>Topic 6>Lesson 3>Interactive Maps</i>>Southern Native Americans on the Trail of Tears; <i>Topic 8>Lesson 4>Interactive Maps</i>>The Union’s Strategies to Win the Civil War</p>	<p>3.B.6-8.2 Use multiple mapping techniques and data visuals to create and analyze spatial patterns of environmental and cultural characteristics.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

<p align="center">Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021</p>	<p align="center">Oklahoma Academic Standards and Practices for Social Studies Grade 8</p>
<p>SE/TE: For supporting content please see: Analysis Skills: Identifying Physical and Cultural Features, 141</p> <p>Digital Resources: <i>Social Studies Core Concepts>Geography>Earth's Structure; 21st Century Skills Tutorials>Use Parts of a Map>Read Physical Maps</i></p>	<p>3.B.6-8.3 Make connections between spatial patterns of physical and human features of the Earth's surface by interpreting satellite images and using geographic technology.</p>
<p>SE/TE: Cultures of North America, 14–24; European Exploration in the Americas, 39–46; Spanish Colonization and New Spain, 55–64; The First French, Dutch, and English Colonies, 66–77; A Changing Nation, 292–302; Westward Movement, 369–374; Manifest Destiny in California and the Southwest, 392–401; Industrialization and Immigration, 422–430</p> <p>Active Journal: Take Notes & Practice Vocabulary, 12–13, 147–148, 153–154, 170–171</p> <p>Digital Resources: <i>Topic 2>Lesson 2>Lesson Videos>France, the Netherlands and the Fur Trade; Topic 5>Lesson 4>Interactive Maps>Expansion and Exploration; Topic 6 Lesson 7>Interactive Map>The Growth of the West to 1860; Social Studies Core Concepts>Culture; 21st Century Skills Tutorials> Develop Cultural Awareness</i></p>	<p>3.B.6-8.4 Explain how cultural patterns, political and economic decisions can affect the physical environment, including how places and regions change over time.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Cultures of North America, 14–24; The Southern Colonies, 100–109; Settling Oregon Country, 375–381; Manifest Destiny in California and the Southwest, 392–401 Active Journal: Take Notes & Practice Vocabulary, 43–44, 149–150, 151–152</p> <p>Digital Resources: <i>Topic 2>>Lesson 3 >Interactive Maps>The New England Colonies>Lesson 5>Interactive Illustrations>A Southern Colonial Plantation; Topic 6>Lesson 5> Interactive Gallery>Oregon Country>Lesson 7 >Interactive Maps>The Growth of the West to 1860; Social Studies Core Concepts>Geography>People's Impact on the Environment, Land Use</i></p>	<p>3.B.6-8.5 Explain the influences of multiple environmental factors on historical events and current situations, which provide both opportunities and limitations on human development.</p>
<p>SE/TE: Cultures of North America, 14–24; Technology Speeds Transportation, 371–372; Telegraph, 419–420; Railroads, 422–425; The National Road, 372 Active Journal: Take Notes & Practice Vocabulary, 36–37, 170–171</p> <p>Digital Resources: <i>Social Studies Core Concepts>Culture>Cultural Diffusion and Change; Topic 6>Lesson 4>Interactive Maps>The Erie Canal>Interactive Galleries>New Transportation Methods>Interactive Galleries>New Technology: The Steamboat</i></p>	<p>3.B.6-8.6 Explain how changes in transportation, communication, and technology affect the diffusion of ideas.</p>
<p>C. Students will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.</p>	
<p>SE/TE: Analysis Skill Interpret Economic Performance, 359; Economic Development in the North and South, 508; Blockade of Southern Ports, 527</p> <p>Digital Resources: <i>Topic 2>Lesson 4>Interactive Galleries>The Economy of the Middle Colonies; Topic 7>Interactive Maps>Two Different Economies; Topic 9>Lesson 1 >Interactive Graphs>The Downfall of the Southern Economy</i></p>	<p>3.C.6-8.1 Analyze, interpret, and compare economic data from multiple charts and graphs.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: Mercantilist System, 154–155; Promoting a Free Market Economy, 287; First Bank of the United States, 266, 275–276; Second Bank of the United States, 319, 322, 352–355; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442</p> <p>Digital Resources: <i>Social Studies Core Concepts>Economics>Economic Systems; Topic 3>Lesson 2>Lesson Videos>Taxation and Mercantilism</i></p>	<p>3.C.6-8.2 Compare the advantages and disadvantages of different types of economic systems.</p>
<p>SE/TE: For supporting content please see: Conflicts Over Water, 398</p> <p>Active Journal: Quick Activity: The Importance of Water, 155</p> <p>Digital Resources: <i>Social Studies Core Concepts>Economics>Personal Finance>Consumer Smarts</i></p>	<p>3.C.6-8.3 Describe alternative solutions to current economic issues in terms of benefits and costs for different groups.</p>
<p>SE/TE: The 31st State, 397–401; The Industrial Revolution, 409–420; Industrialization and Immigration, 422–430; Assessment, 473</p> <p>Active Journal: Take Notes & Practice Vocabulary, 168–171</p> <p>Digital Resources: <i>Topic 7>Lesson 1>Interactive Timeline> New Inventions Improve Life>Lesson 2>Interactive Galleries>The Steam Locomotive</i></p>	<p>3.C.6-8.4 Evaluate how the advancements in technology impact economic growth and standard of living.</p>
<p>SE/TE: Early Europe, Africa, and Asia, 27–38; Analysis Skill: Interpret Economic Performance, 359; Trade, 17, 31, 32–35, 44–46, 71, 121–123, 142, 146, 299–300, 301, 370, 378, 424</p> <p>Digital Resources: <i>Social Studies Core Concepts>Economics>Trade; Topic 1>Lesson 3>Interactive Maps>Routes of Exploration and Trade; Topic 2>Lesson 2>Lesson Videos>France, the Netherlands and the Fur Trade>Lesson 7>Interactive Maps>The Triangular Trade; Topic 6>Lesson 2>Interactive Maps>Tariffs and Trade</i></p>	<p>3.C.6-8.5 Explain how trade impacts standard of living and leads to economic interdependence.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>4. Read Critically and Interpret Informational Sources Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.</p>	
<p>A. Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.</p>	
<p>SE/TE: Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Assess Credibility of a Source, 512; Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; also see: English-Language Arts Handbook: Analyze Informational Text, ELA 1; Analyze Primary and Secondary Sources, ELA 4–Ela 5; Support Your Analysis with Evidence, ELA 6</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Summarize> Identify Main Ideas and Details> Analyze Primary and Secondary Sources> Analyze Political Cartoons> Analyze Media Content; See all Interactive Primary Sources</p>	<p>4.A.6-8.1 Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion.</p>
<p>SE/TE: Interpret Economic Performance, 359; Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; Maps (examples), 4, 30, 42, 49, 60, 70, 87, 101, 134, 140, 160, 187, 233, 270, 295, 305, 313, 335, 365, 370, 379, 390, 396, 407, 423, 435, 480, 502, 515, 549, 575; Timelines, 4, 52, 130, 194, 220, 348, 351, 406, 476, 505, 548; Charts and Graphs (examples), 17, 48, 98, 124, 152, 173, 201, 208, 235, 251, 274, 278, 321, 359, 271, 291, 453, 462, 508, 510, 527, 562; Analyze Political Cartoon (examples), 146, 147, 231, 236, 282, 347, 354, 495, 557</p> <p>Active Journal: Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211; Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211</p>	<p>4.A.6-8.2 Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

<p align="center">Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021</p>	<p align="center">Oklahoma Academic Standards and Practices for Social Studies Grade 8</p>
<p>(Continued) Digital Resources (examples): <i>Topic 1>Lesson 1>Lesson Videos>Maya and Aztec Civilizations; Topic 2>Lesson 3>Interactive 3D Models>Plymouth Plantation; Topic 3>Lesson 4>Interactive Gallery>Thomas Paine's Common Sense; Topic 5>Lesson 3>Interactive Charts>Jefferson's Goals and Policies; Topic 6>Lesson 4>Interactive Maps>The Erie Canal; Topic 7>Lesson 4>Lesson Videos>Abolitionism; Topic 8>Lesson 1>Interactive Galleries>Uncle Tom's Cabin; Topic 8>Lesson 5>Lesson Videos>The Emancipation Proclamation; Interactive Primary Source>Abraham Lincoln, The Emancipation Proclamation; 21st Century Skills Tutorials>Analyze Data and Models>Analyze Images>Analyze Media Content>Analyze Political Cartoons</i></p>	<p>(Continued)</p>
<p>SE/TE: Practice Vocabulary, 7, 14, 27, 39, 55, 66, 78, 91, 100, 110, 121, 133, 142, 261, 273, 54, 165, 178, 197, 204, 210, 217, 225, 237, 247, 261, 273, 281, 292, 304, 317, 337, 349, 360, 369, 375, 383, 392, 409, 422, 431, 443, 452, 465, 479, 489, 501, 513, 520, 533, 551, 558, 566, 574; Assessment, 49, 127, 191, 255, 331, 403, 473, 545, 581</p> <p>Active Journal: Practice Vocabulary, 13, 15, 18, 20, 35, 37, 39, 42, 44, 49, 63, 65, 68, 70, 73, 87, 89, 92, 94, 96, 98, 101, 115, 117, 120, 122, 127, 141, 144, 146, 148, 150, 152, 154, 169, 171, 173, 175, 178, 181, 195, 197, 200, 202, 204, 207, 221, 224, 226, 228</p> <p>Digital Resources: <i>21st Century Skills Tutorials>Use Content Clues</i></p>	<p>4.A.6-8.3 Acquire, determine the meaning, and appropriately use academic vocabulary and phrases used in social studies contexts.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
B. Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.	
<p>SE/TE: English-Language Arts Handbook: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Topic 3 Primary Sources: John and Abigail Adams, Letters, 153; Topic 4 Primary Sources: Federalist and Antifederalist Writings, 223; Analysis Skills: Detect Historical Points of View, 291; Quests; Senate Representation, 196; The Mexican-American War, 336; The End of Reconstruction, 550</p> <p>Active Journal: Quests: Senate Representation, 78–85; The Mexican-American War, 132–139; The End of Reconstruction, 212–219</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Compare Viewpoints>Consider and Counter Opposing Arguments>Evaluate Existing Arguments</p>	4.B.6-8.1 Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes.
<p>SE/TE: English-Language Arts Handbook: Analyze Informational Text, ELA 1; Evaluate Arguments, ELA 2; Support Your Analyses with Evidence, ELA 6; Cite Evidence, 89, 109, 125, 223</p> <p>Active Journal: Cite Evidence, 145, 168</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Identify Evidence>Support Ideas with Evidence> Compare Viewpoints>Consider and Counter Opposing Arguments>Evaluate Existing Arguments</p>	4.B.6-8.2 Evaluate textual evidence to determine whether a claim is substantial or unsubstantial.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
<p>SE/TE: English-Language Arts Handbook: Discuss Your Ideas, ELA 15; Effective Listening, 1; Quest: Civic Discussion Inquiry: Senate Representation, 196; The Mexican-American War, 336; The End of Reconstruction, 550 TE only: Start Up Activities (examples), 27, 78, 154, 237, 292, 369, 443, 520</p> <p>Active Journal: Quests: Senate Representation, 78–85; The Mexican-American War, 132–139; The End of Reconstruction, 212–219</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Participate in a Discussion or Debate</p>	<p>4.B.6-8.3 Engage in collaborative discussions and debates about information presented in social studies texts, expressing ideas clearly while building on the ideas of others.</p>
<p>5. Engage in Evidence-Based Writing Students will apply effective communication skills by demonstrating a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.</p>	
<p>A. Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.</p>	
<p>SE/TE: English-Language Arts Handbook: Write Narrative Essays, ELA 11; Topic 2: Narrative Essay, 64, 77, 89, 99, 109, 120, 125, 127; Topic 6: Write a Narrative, 347, 358, 367, 374, 381, 391, 401, 403; Topic 7: Write Narratives, 420, 430, 442, 449, 463, 471, 473</p> <p>Active Journal: Writing Workshop: Narrative Essay, 50–51, 128–129, 156–157, 182–183</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Write a Journal Entry</p>	<p>5.A.6-8.1 Compose narratives incorporating point of view, the use of an appropriate structure of ideas, and application of information.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

<p align="center">Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021</p>	<p align="center">Oklahoma Academic Standards and Practices for Social Studies Grade 8</p>
<p>SE/TE: English-Language Arts Handbook: Write Informative or Explanatory Essays, ELA10; Write Research Papers, ELA 14; Topic 3: Explanatory Essay, 140, 152, 163, 176, 188, 191; Topic 8: Informative Essay, 487, 499, 511, 519, 530, 543, 545; Topic 9: Research Paper, 557, 563, 572, 579, 581</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23, 128–129, 230–231; Explanatory Essay, 74–75; Informative Essay, 208–209</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Write an Essay</p>	<p>5.A.6-8.2 Compose informative essays and other written products about social studies topics, incorporating evidence (e.g. facts, examples, details) from multiple sources, maintaining an organized, formal structure.</p>
<p>SE/TE: English-Language Arts Handbook: Evaluate Arguments, ELA 2; Write an Argument, ELA 9; Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255; Quest: Topic 5: Stay Out? Or Get Involved?, 260</p> <p>Active Journal: Writing Workshop: Arguments, 102–103; Quest: Topic 5: Stay Out? Or Get Involved?106–113</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Evaluate Existing Arguments> Consider and Counter Opposing Arguments>Participate in a Discussion or Debate</p>	<p>5.A.6-8.3 Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and commentary from credible sources.</p>
<p>SE/TE: English-Language Arts Handbook: Writing, ELA 7–ELA 14; Assessment: Writing Workshop, 49, 127, 191, 255, 331, 403, 473, 545, 581; Quest: Document-Based Writing Inquiry: The Easter Mutiny, 6; Slavery and Abolition, 408; Topic 6 Assessment #8, 403; Topic 9 Assessment #11, 581</p> <p>Active Journal: Writing Workshop, 22–23, 50–51, 74–75, 102–103, 128–129, 156–157, 182–183, 208–209, 230–231, 256–257, 282–283, 310–311, 338–339, 360–361, 388–389, 408–409, 430–431</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Write an Essay>Write a Journal Entry; See all Quest activities</p>	<p>5.A.6-8.4 Write independently over extended periods of time and for shorter time frames, varying modes of expression to suit audience, purpose, and task and/or to analyze different perspectives.</p>

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021	Oklahoma Academic Standards and Practices for Social Studies Grade 8
B. Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.	
<p>SE/TE: English-Language Arts Handbook: Write Informative or Explanatory Essays, ELA10; Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14; Topic 1: Research Paper, 13, 24, 38, 46, 49; Topic 5: Research Paper, 272, 279, 290, 302, 315, 328, 331; Topic 9: Research Paper, 557, 563, 572, 579, 581; Topic 11: Research Paper, 660, 668, 678, 686, 698, 711</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23, 128–129, 230–231</p> <p>Digital Resources: 21st Century Skills>Create a Research Hypothesis>Write an Essay>Search for Information on the Internet</p>	5.B.6-8.1 Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims.
<p>SE/TE: English-Language Arts Handbook: Find and Use Credible Sources, ELA 12–ELA 13; Quests: Topic 1: The Easter Mutiny, 6; Topic 7: Slavery and Abolition, 408; Research Paper (examples): Topic 1: Research Paper, 13, 24, 38, 46, 49; ; Topic 9: Research Paper, 557, 563, 572, 579, 581; Topic 11: Research Paper, 660, 668, 678, 686, 698, 711</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23, 128–129, 230–231; Quests: Topic 1: The Easter Mutiny, 4–11; Topic 7: Slavery and Abolition, 160–167</p> <p>Digital Resources: 21st Century Skills Tutorials>Avoid Plagiarism>Summarize</p>	5.B.6-8.2 Quote, paraphrase, and summarize findings, avoiding plagiarism.

**A Correlation of Oklahoma myWorld Interactive American History, Beginnings to 1877, ©2021
to the Oklahoma Academic Standards and Practices for Social Studies: Grade 8**

<p align="center">Oklahoma myWorld Interactive American History Beginnings to 1877, ©2021</p>	<p align="center">Oklahoma Academic Standards and Practices for Social Studies Grade 8</p>
<p>SE/TE: English-Language Arts Handbook: Give an Effective Presentation, ELA 16; Quests: Examining the Colonial Environment, 54; A Lincoln Website, 478</p> <p>Active Journal: Quests: Topic 2: Examining the Colonial Environment (Create an ePortfolio), 26–33; Topic 8: A Lincoln Website, 186–193</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Give an Effective Presentation>Participate in a Discussion or Debate</p>	<p>5.B.6-8.3 Select, organize, and create presentations using multi-model content (variety of written oral, visual, digital, or interactive texts) encompassing different points of view.</p>