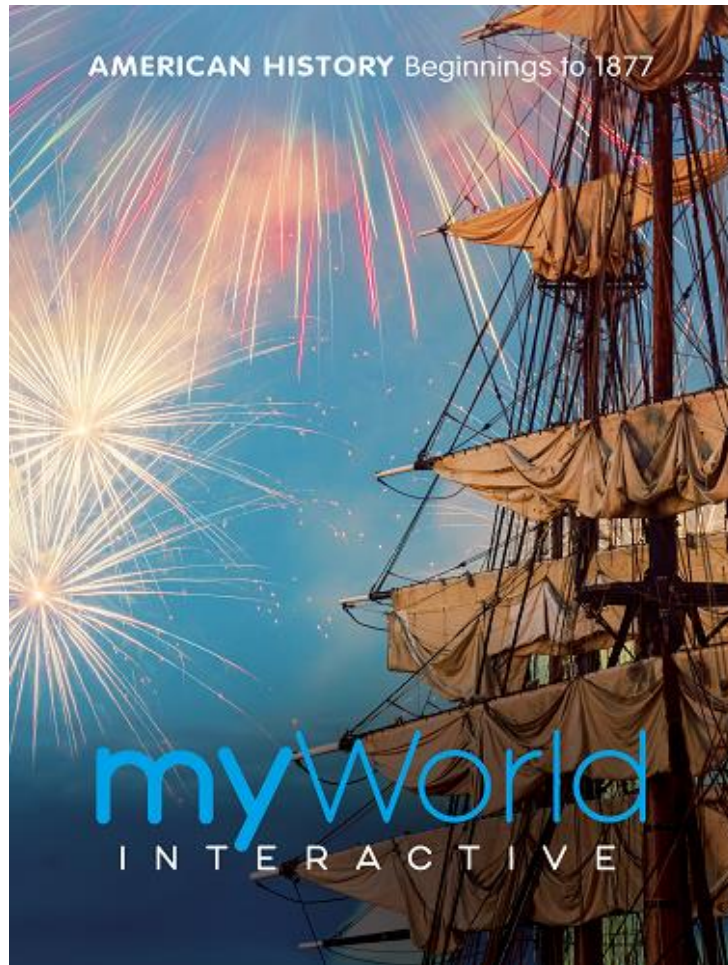


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To the

Utah Core Standards Social Studies United States History I

**A Correlation of myWorld Interactive Social Studies
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Table of Contents

U.S. I Strand 1: THREE WORLDS MEET 4

U.S. I Strand 2: COLONIZATION 7

U.S. I Strand 3: THE AMERICAN REVOLUTION 11

U.S. I Strand 4: THE U. S. CONSTITUTION..... 15

U.S. I Strand 5: THE DEVELOPMENT OF POLITICAL INSTITUTIONS AND PROCESSES 18

U.S. I Strand 6: EXPANSION 20

U.S. I Strand 7: THE CIVIL WAR AND RECONSTRUCTION 23

**A Correlation of myWorld Interactive Social Studies
American History, Beginnings to 1877, ©2019
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Utah Core Standards Social Studies United States History I	myWorld Interactive Social Studies American History Beginnings to 1877, ©2019
Social Studies - United States History I	
Core Code - 09050000030	
U.S. I Strand 1: THREE WORLDS MEET	
(Prehistory–Ca. 1650)	
<p>Europe's exploration of America had a profound impact on the world. For thousands of years, complex and sophisticated American Indian civilizations had flourished in the Americas, separated from other parts of the world by vast bodies of water. After Columbus' arrival, the lands of the Western Hemisphere were forever connected to the rest of the world. The international slave trade forced millions of Africans to the Americas, bringing these "three worlds" together in unprecedented ways. Patterns of trade, exploration, conquest, and settlement have ramifications that continue to the present day.</p>	
<p>U.S. I Standard 1.1: Students will analyze evidence, including artifacts and other primary sources to make evidence-based inferences about life among several American Indian nations prior to European exploration of the Americas.</p>	<p>SE/TE: The Early Americas, 7–13; Cultures of North America, 14–24; Primary Source: Constitution of the Iroquois, 25; also see: Analyze Primary and Secondary Sources, ELA 4–ELA 6; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Assess Credibility of a Source, 512</p> <p>Active Journal: Quick Activity: Matching Game, 16 (Indian Cultures)</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 1: Maya and Aztec Civilizations; Lesson 2: Native American Culture Regions of North</p>

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<p>U.S. I Standard 1.2: Students will compare and evaluate historians’ interpretations of the motivations and conditions that led to European exploration.</p>	<p>SE/TE: Research Paper (research technology and exploration using sources), 13, 24, 38, 46, 49; Point/Counterpoint, 34; Collaborative Learning, 45; also see: European Renaissance and Exploration, 36–38; European Exploration in the Americas, 39–46</p> <p>Active Journal: Writing Workshop: Research Paper: Find and Use Credible Sources (Invention affect Trade, 22–23</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 4: The Columbian Exchange; Topic 2: Lesson 1: Northern Borderlands of New Spain; Lesson 2: France, the Netherlands and the Fur Trade; Lesson 3: Religious Freedom in New England</p>
<p>U.S. I Standard 1.3: Students will draw from multiple perspectives and cite evidence to explain the effects of European exploration, specifically on Africa, the Caribbean, and North and South America.</p>	<p>SE/TE: Point/Counterpoint, 34; Engage with History, 45; Spanish Colonization and New Spain, 55–64; also see: Early Europe, Africa, and Asia, 27–38; Primary Sources: Columbus’ Diary, 47; Bartolomé de Las Casas, <i>Historia Apologética</i>, 65</p> <p>Active Journal: Quick Activity: Dinner Party, 21 (Use items from Columbian Exchange); Writing Workshop: Research Paper: Find and Use Credible Sources (Invention affect Trade, 22–23</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 4: The Columbian Exchange; Topic 2: Lesson 1: Northern Borderlands of New Spain; Lesson 2: France, the Netherlands and the Fur Trade; Lesson 3: Religious Freedom in New England</p>

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<p>U.S. I Standard 1.4: Students will identify how the period of exploration has affected the current human geography of the Americas, and in particular the role their own cultural background has played.</p>	<p>SE/TE: Maps: Portuguese Routes of Exploration, 38; European Voyages of Exploration 1492–1609, 42; Voyages of da Gama and Dias 49; Spanish Explorers and Settlements in North America, 58; Spanish Territories in the Americas, 60; Exploring North America 68; European Settlements, 1660 70; The Location of Jamestown, 73; New England, 87; Middle Colonies 92; Southern Colonies, 101; The Triangular Trade, 123; The Middle Colonies, 127; also see: Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; Analysis Skills: Identifying Physical and Cultural Features, 141</p> <p>Active Journal: Quick Activity: Dinner Party, 21 (use items from Columbian Exchange); Write a Letter 40; Quests: Examining the Colonial Environment, 26–33</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 4: The Columbian Exchange; Topic 2: Lesson 1: Northern Borderlands of New Spain; Lesson 2: France, the Netherlands and the Fur Trade; Lesson 3: Religious Freedom in New England; Core Concepts: Culture; Geography</p>

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U.S. I Strand 2: COLONIZATION	
(Ca. 1565–1776)	
<p>Driven by economic, religious, and political opportunities, colonial powers from Europe established footholds, then empires in North America. Many colonists fled poverty or persecution to start new lives in an unfamiliar land. Africans were enslaved and brought to the Americas against their will. Interactions between colonists and the indigenous peoples living in North America added complexity to the colonies. Geographic and cultural factors influenced where colonists settled and how they lived. Sectional and regional differences emerged that would affect American history. Patterns established within the English colonies on the Eastern seaboard would shape many of the dominant political, economic, linguistic, and religious traditions of the United States.</p>	
<p>U.S. I Standard 2.1: Students will identify the economic, social, and geographic factors that influenced the colonization efforts of the Dutch, English, French, and Spanish.</p>	<p>SE/TE: Spanish Colonization and New Spain, 55–64; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125</p> <p>Active Journal: Quest: Examining the Colonial Environment, 26–33; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 4: The Columbian Exchange; Topic 2: Lesson 1: Northern Borderlands of New Spain; Lesson 2: France, the Netherlands and the Fur Trade; Lesson 3: Religious Freedom in New England</p>

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<p>U.S. I Standard 2.2: Students will compare and contrast the economic, political, and social patterns evident in the development of the 13 English colonies.</p>	<p>SE/TE: How Did the Columbian Exchange Affect the Rest of the World?, 44–46; Explore the Essential Question Why do people move?, 50; What happened and when?, 52; Charts, Graphs, Tables, and Infographics: Colonial Settlers’ Origins, 75; The New England Colonies, 84; New England Fishing Economy, 88; Comparing the New England and Middle Colonies, 98; Life in the Colonial Tidewater and Backcountry, 106; Economics of the Colonial Regions, 107; Foundations of American Democracy, 124; North American Colonial Powers, 126; North American English Colonies, 126; Growth of Colonial Cities, 152</p> <p>Active Journal: Quest: Examining the Colonial Environment, 26–33; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 3: Religious Freedom in New England; Lesson 4: The Middle Colonies; Lesson 5: The Southern Colonies; Lesson 6: Colonial Cultural Achievements; Lesson 7: Colonial Government</p>

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<p>U.S. I Standard 2.3: Students will use primary sources as evidence to contrast the daily life and contexts of individuals of various classes and conditions in and near the English colonies, such as gentry, planters, women, indentured servants, African slaves, landowners, and American Indians.</p>	<p>SE/TE: Quest: Document-Based Writing Inquiry: Examining the Colonial Environment, 54; Primary Sources: William Bradford, Of Plymouth Plantation, 90; Analysis Skills: Identifying Physical and Cultural Features, 141; Compare Different Points of View, 164; also see: Primary Source Quotations: Father Isaac Jogues, quoted in Narratives of New Netherland, 1609–1664, 70; William Bradford, Of Plymouth Plantation, 78, 79; Jonathan Edwards, “Sinners in the Hands of an Angry God”, 127; Benjamin Franklin, in a letter to Massachusetts Governor William Shirley, 1755, 137; George Washington and James Mackay of the Capitulation of Fort Necessity Williamsburg 19 July 1754, 141; “Pacificus,” Maryland Gazette, March 20, 1766, 146; James Otis, February 24, 1761, 148; Hannah Griffitts in Milcah Martha Moore’s Commonplace Book, 1773, 155</p> <p>Active Journal: Quest: Examining the Colonial Environment, 26–33; Quick Activity: Newspaper Headlines, 47; Use Evidence, 69</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 3: Religious Freedom in New England; Lesson 4: The Middle Colonies; Lesson 5: The Southern Colonies; Lesson 6: Colonial Cultural Achievements; Lesson 7: Colonial Government; 21st Century Skills Tutorials: Analyze Primary and Secondary Sources</p>

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<p>U.S. I Standard 2.4: Students will explain historic and modern regional differences that had their origins in the colonial period, such as the institution of slavery; patterns of life in urban and rural areas; differences between the French continental interior, Spanish southwest, and English northeast; and the location of manufacturing centers.</p>	<p>SE/TE: Spanish Colonization and New Spain, 55–64; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; The Industrial Revolution, 409–420; Analysis Skill: Detect Changing Patterns, 421; King Cotton and Life in the South, 431–442; African American migration, 573, 578</p> <p>Active Journal: Quest: Examining the Colonial Environment, 26–33; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129</p> <p><u>Digital Sources</u> Lesson Videos: Topic 1: Lesson 4: The Columbian Exchange; Topic 2: Lesson 1: Northern Borderlands of New Spain; Lesson 2: France, the Netherlands and the Fur Trade; Lesson 3: Religious Freedom in New England</p>

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U.S. I Strand 3: THE AMERICAN REVOLUTION	
(Ca. 1754–1787)	
<p>Enlightened ideas from both sides of the Atlantic, coupled with world events and British policies, led many to question the common sense of the relationship between the American colonies and Britain. Over time, many colonists who had viewed themselves as loyal subjects of the king began to support an independence movement that would result in war, the formation of the United States of America, and the ratification of a unique Constitution. The contributions of Adams, Jefferson, Washington, Hamilton, Madison, and other Founding Fathers, as well as those of men and women of all social classes and conditions, were vital in achieving independence and creating a new nation.</p>	
<p>U.S. I Standard 3.1: Students will use primary sources to identify the significant events, ideas, people, and methods used to justify or resist the Revolutionary movement.</p>	<p>SE/TE: Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Analysis Skills: Compare Different Points of View, 164; Primary Sources: John and Abigail Adams, Letters, 153; Thomas Paine, Common Sense, 177; Thomas Jefferson, Virginia Statute for Religious Freedom, 216; also see: Primary Source Quotations, 137, 141, 146, 148, 155, 156, 158, 160, 164, 164, 167, 168, 170, 171, 179, 188, 191</p> <p>Active Journal: Quests: Choosing Sides, 54–61; Quick Activity: Edit the Declaration, 71; Writing Workshop: Explanatory Essay, 74–75</p> <p>Digital Sources 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Lesson Videos: Topic 3: Lesson 1: Causes and Results of the French and Indian War; Lesson 2: Taxation and Mercantilism; Lesson 3: The Boston Tea Party; Lesson 4: The Declaration of Independence; Lesson 5: Winning Independence</p>

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<p>U.S. I Standard 3.2: Students will compare and evaluate historians' interpretations of the significant historical events and factors affecting the course of the war and contributing to American victory.</p>	<p>SE/TE: Historians' views of founding fathers, 211; Analysis Skills: Compare Different Points of View, 164; Relate Events in Time, 189; Primary Sources: John and Abigail Adams, Letters, 153; Thomas Paine, Common Sense, 177; Thomas Jefferson, Virginia Statute for Religious Freedom, 216; also see: Quest: Project-Based Learning Inquiry: Choosing Sides, 132</p> <p>Active Journal: Quests: Choosing Sides, 54–61; Quick Activity: Edit the Declaration, 71; Writing Workshop: Explanatory Essay, 74–75</p> <p>Digital Sources 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Topic 3: Lesson 1: Causes and Results of the French and Indian War; Lesson 2: Taxation and Mercantilism; Lesson 3: The Boston Tea Party; Lesson 4: The Declaration of Independence; Lesson 5: Winning Independence</p>

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<p>U.S. I Standard 3.3: Students will use primary sources to compare the contributions of key people and groups to the Revolution, such as Paul Revere, Thomas Paine, Abigail Adams, the Sons and Daughters of Liberty, and Thomas Jefferson.</p>	<p>SE/TE: Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Analysis Skills: Compare Different Points of View, 164; Primary Sources: John and Abigail Adams, Letters, 153; Thomas Paine, Common Sense, 177; Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Declaration of Independence, 582–583; also see: Primary Source Quotations, 137, 141, 146, 148, 155, 156, 158, 160, 164, 164, 167, 168, 170, 171, 179, 188, 191</p> <p>Active Journal: Quests: Choosing Sides, 54–61; Quick Activity: Edit the Declaration, 71; Writing Workshop: Explanatory Essay, 74–75</p> <p><u>Digital Sources</u> Lesson Videos: Topic 3: Lesson 1: Causes and Results of the French and Indian War; Lesson 2: Taxation and Mercantilism; Lesson 3: The Boston Tea Party; Lesson 4: The Declaration of Independence; Lesson 5: Winning Independence; 21st Century Skills Tutorials: Analyze Primary and Secondary Sources</p>

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<p>U.S. I Standard 3.4: Students will explain how the ideas and events of the American Revolution continue to shape American identity.</p>	<p>SE/TE: Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Ideas That Influenced the Constitution, 210–215; Primary Source Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; Civic Virtue, Citizenship, and Democratic Values, 249–251; Responsible Citizenship, 251–252; Analysis Skills: Being an Informed Citizen, 26; Declaration of Independence, 582–583</p> <p>Active Journal: Quests: Stay Out? Or Get Involved? 106–113; Quick Activity: Explore Free Speech, 99; Take Sides, 118; Write about Equality in America, 142</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 4: The Declaration of Independence; Lesson 5: Winning Independence; Topic 4: Lesson 1: The Articles of Confederation; Lesson 2: The Constitutional Convention</p>

**A Correlation of myWorld Interactive Social Studies
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U.S. I Strand 4: THE U. S. CONSTITUTION	
(Ca. 1781–1789)	
<p>American independence brought with it the need for self-government. Dissatisfaction with inadequate early political structures led to the creation of the Constitution. The Constitutional Convention brought together the greatest political minds of the fledgling nation. Through debate and compromise, the Founding Fathers brought together in a unique way the principles and philosophies that had been theorized and tested for centuries. The Bill of Rights was then added, enumerating the rights of American citizens. In the end, the Constitution and Bill of Rights created the structure of a government that has functioned, survived crises, and evolved for over two centuries, affecting the life of every citizen today.</p>	
<p>U.S. I Standard 4.1: Students will explain how the ideas, events, and compromises which led to the development and ratification of the Constitution are reflected in the document itself.</p>	<p>SE/TE: Drafting a Constitution, 204–209; Ideas That Influenced the Constitution, 210–215; Primary Source: Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; Citizens’ Rights and Responsibilities, 247–252; Review and Assessment, 254–255</p> <p>Active Journal: Quests: Senate Representation, 78–85; Writing Workshop: Arguments, 102–103 (Power of Federal Government)</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 4: The Declaration of Independence; Lesson 5: Winning Independence; Topic 4: Lesson 1: The Articles of Confederation; Lesson 2: The Constitutional Convention</p>

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<p>U.S. I Standard 4.2: Students will describe the structure and function of the government that the Constitution creates.</p>	<p>SE/TE: Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; United States Constitution, 584–607</p> <p>Active Journal: Writing Workshop: Arguments, 102–103 (Power of Federal Government)</p> <p><u>Digital Sources</u> Lesson Videos: Topic 4: Lesson 2: The Constitutional Convention; Lesson 3: Roman and Enlightenment Influences on the Constitution; Lesson 4: The Bill of Rights; Lesson 5: The Three Branches of Government; Lesson 6: Amending the Constitution</p>
<p>U.S. I Standard 4.3: Students will use historic case studies and current events to trace how and explain why the rights, liberties, and responsibilities of citizens have changed over time.</p>	<p>SE/TE: Quest: Document-Based Writing Inquiry: Senate Representation, 196; Slavery and Abolition, 408; also see: Analysis Skills: Being an Informed Citizen, 26; Federalists, Antifederalists, and the Bill of Rights, 217–222; Citizens’ Rights and Responsibilities, 247–252; Citizens’ Rights and Responsibilities, 247–252; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; Abolitionism, 443–449; Reform and Women’s Rights, 452–463</p> <p>Active Journal: Quest: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176</p> <p><u>Digital Sources</u> Lesson Videos: Topic 7: Lesson 4: Abolitionism; Lesson 5: The Seneca Falls Convention; Topic 8: Lesson 5: The Emancipation Proclamation; Topic 9: Lesson 3: New Forces in Southern Politics; Interactive Primary Sources: Topic 7: Lesson 1: Declaration of Sentiments and Resolutions; Lesson 2: “Ain’t I a Woman,” Sojourner Truth; Topic 8: Lesson 1: Uncle Tom’s Cabin, Harriet Beecher Stowe</p>

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<p>U.S. I Standard 4.4: Students will use evidence to explain how the Constitution is a transformative document that contributed to American exceptionalism.</p>	<p>SE/TE: Ideas That Influenced the Constitution, 210–215; Primary Source: Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; Citizens’ Rights and Responsibilities, 247–252; Review and Assessment, 254–255; United States Constitution, 584–607</p> <p>Active Journal: Quests: Senate Representation, 78–85; Writing Workshop: Arguments, 102–103 (Power of Federal Government)</p> <p><u>Digital Sources</u> Lesson Videos: Topic 3: Lesson 4: The Declaration of Independence; Lesson 5: Winning Independence; Topic 4: Lesson 1: The Articles of Confederation; Lesson 2: The Constitutional Convention</p>

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U.S. I Strand 5: THE DEVELOPMENT OF POLITICAL INSTITUTIONS AND PROCESSES	
(Ca. 1783–1861)	
The United States’ constitutional republic and the political systems that Americans are familiar with took shape as the Constitution was interpreted and applied. Reformers have worked to ensure that increasing numbers and classes of people enjoy the rights guaranteed by the Bill of Rights. Opposing political parties have worked to mold the leadership, laws, and policies of the new nation in order to fit their vision of America. The first half of the nineteenth century was rich with examples of these organizing efforts that have set precedents still followed in the 21st century.	
U.S. I Standard 5.1: Students will use evidence to document the development and evolution of the American political party system and explain the historic and current roles of political parties.	<p>SE/TE: Two-Party System Develops, 273–279; Federalist Party, 282–283, 285, 286, 288, 301, 302, 314, 317, 330; Whig Party, 341–343, 352; Democratic Party, 342–343; party caucuses, 357; Know-Nothing Party, 429, 495; Free-Soil Party, 481–482; Republican Party, 494–495, 496–497; Constitutional Union party, 501</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 2: The Origin of Political Parties; Topic 9: Lesson 3: New Forces in Southern Politics</p>
U.S. I Standard 5.2: Students will identify the conditions that gave rise to, and evaluate the impact of, social and political reform movements such as Jacksonian Democracy, the women’s rights movement, the Abolitionist movement, and anti-immigration reform.	<p>SE/TE: Jacksonian Democracy, 344–346; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; Abolitionism, 443–449; Reform and Women’s Rights, 452–463</p> <p>Active Journal: Quest: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 4: Abolitionism; Lesson 5: The Seneca Falls Convention; Topic 8: Lesson 5: The Emancipation Proclamation; Topic 9: Lesson 3: New Forces in Southern Politics; Interactive Primary Sources: Topic 7: Lesson 1: Declaration of Sentiments and Resolutions; Lesson 2: “Ain’t I a Woman,” Sojourner Truth; Topic 8: Lesson 1: Uncle Tom’s Cabin, Harriet Beecher Stowe</p>

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<p>U.S. I Standard 5.3: Students will use case studies to document the expansion of democratic principles and rights over time.</p>	<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26; Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408; Writing Workshop: Research Paper (rights and opportunities of African Americans), 557, 563, 572, 579, 581; also see: Reform and Women’s Rights, 452–463; Abolitionism, 443–449; Reform and Women’s Rights, 452–463</p> <p>Active Journal: Quest: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 5: The Seneca Falls Convention; Topic 8: Lesson 5: The Emancipation Proclamation; Topic 9: Lesson 3: New Forces in Southern Politics; Interactive Primary Sources: Topic 7: Lesson 1: Declaration of Sentiments and Resolutions; Lesson 2: “Ain’t I a Woman,” Sojourner Truth; Topic 8: Lesson 1: Uncle Tom’s Cabin, Harriet Beecher Stowe</p>

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U.S. I Strand 6: EXPANSION	
(Ca. 1783-1890)	
<p>The territorial expansion of the United States created challenges and opportunities for the young nation. Significant advances in industrial technology, discoveries of vast natural resources, a series of gold rushes, visions of the destiny of the nation, continuing conflicts between American Indians and settlers, disagreements between slave states and free states, and a number of push and pull factors influenced territorial expansion. The physical, political, and human geography of the United States today reflects, in part, the 19th century expansion of the nation.</p>	
<p>U.S. I Standard 6.1: Students will compare and contrast historians’ interpretations of the ideas, resources, and events that motivated the territorial expansion of the United States.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: The Mexican-American war, 336; Why Did Americans Move West? 368-370; Heading into the West, 370-372; Movement Changes the West and the Nation, 373-374; Heading into the West, 370-372; Settling Oregon Country, 375-381; New Mexico Territory and California, 383-384; Mormons Settle the Mexican Cession, 397; Industrialization and Immigration, 422-430</p> <p>Active Journal: Quick Activity: Explore, 123 (Lewis and Clark Expedition); Westward Bound! 246; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128-129</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 3: The Trail of Tears; Lesson 4: The Journey West; Lesson 5: Why Oregon Country?; Lesson 6: The Mexican American War; Lesson 7: Manifest Destiny</p>

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<p>U.S. I Standard 6.2: Students will use primary sources representing multiple perspectives to interpret conflicts that arose during American expansion, especially as American Indians were forced from their traditional lands and as tensions grew over free and slave holding territory.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: The Mexican-American war, 336; Primary Sources: William Clark and Meriwether Lewis, Journals, 303; Tenskwatawa, The Prophet, Speech, 316; also see: Primary Source Quotations: John S. Unruh, quoted in The Plains Across: The Overland Emigrants and the Trans-Mississippi West, 1840–1860, 381; Skill Journal of a Trip to Oregon, Elizabeth Wood, 382; James Marshall, quoted in Hutchings’ Illustrated California Magazine, 1857–1858, 398</p> <p>Active Journal: Quick Activity: Explore, 123 (Lewis and Clark Expedition); Westward Bound! 246; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 3: The Trail of Tears; Lesson 4: The Journey West; Lesson 5: Why Oregon Country?; Lesson 6: The Mexican American War; Lesson 7: Manifest Destiny</p>
<p>U.S. I Standard 6.3: Students will identify the economic and geographic impact of the early Industrial Revolution’s new inventions and transportation methods, such as the Erie Canal, the transcontinental railroad, steam engines, the telegraph, the cotton gin, and interchangeable parts.</p>	<p>SE/TE: Textile Mills, 320–322, 327; Technology Speeds Transportation, 371–372; The Industrial Revolution, 409–420; War and Technology, 524–525</p> <p>Active Journal: Narrative Essay, 182–183 (Essay from point-of-view of young person working in northern industry)</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 1: The Spread of Industrialization</p>

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<p>U.S. I Standard 6.4: Students will make a case for the most significant cultural, political, and economic impacts of territorial and/or industrial expansion.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: The Mexican-American war, 336; Conflict with American Indians, 360–367; Westward Movement, 368–374; Settling Oregon Country, 375–381; New Spain and Independence for Texas, 383–391; Manifest Destiny in California and the Southwest, 392–401</p> <p>Active Journal: Quick Activity: Explore, 123 (Using a map explore Lewis and Clark expedition); Narrative Essay, 156–157 (Write a Journal Entry on the Oregon Trail)</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 4: The Journey West; Lesson 5: Why Oregon Country?; Lesson 6: The Mexican-American War; Lesson 7: Manifest Destiny</p>

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U.S. I Strand 7: THE CIVIL WAR AND RECONSTRUCTION	
(Ca. 1820–1877)	
Trends that started with the earliest colonization of America grew into sectional conflicts, and by the election of Lincoln in 1860 the nation was on the brink of civil war. The war had a profound impact on American society and American identity. Events leading to the war and the heavy toll of the war created a severely fractured America. The period of Reconstruction started the process of mending, but created new controversies as concepts of equality, democracy, and citizenship were redefined. The Civil War era and Reconstruction are important aspects of U.S. history, essential to understanding modern America, including race relations and inequality.	
U.S. I Standard 7.1: Students will explain how slavery and other geographic, social, economic, and political differences between the North, South, and West led to the Civil War.	<p>SE/TE: King Cotton and Life in the South, 431–442; Abolitionism, 443–449; Conflicts and Compromises, 479–487; Primary Source: Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, 488; Growing Tensions, 489–499; Division and the Outbreak of War, 501–511</p> <p>Active Journal: Quests: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176; Writing Workshop: Informative Essay, 208–209 (Differences between North and South)</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 2: Cotton Shapes the South; Lesson 4: Abolitionism; Topic 8: Lesson 1: Compromise; Lesson 2: Bleeding Kansas; Lesson 3: Southern States React</p>
U.S. I Standard 7.2: Students will use evidence to interpret the factors that were most significant in shaping the course of the war and the Union victory, such as the leadership of Lincoln, Grant, and Lee; the role of industry; demographics; and military strategies.	<p>SE/TE: The Course of War, 513–519; Emancipation and Life in Wartime, 520–530; Primary Source: Emancipation Proclamation, Abraham Lincoln, 531; Analysis Skill: Recognize the Role of Chance, Error, and Oversight, 532; The War’s End, 533–543</p> <p>Active Journal: Quests: A Lincoln Website, 186–193; Quick Activity: Living Through the War, 205</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 4: Strategies for War; Lesson 5: The Emancipation Proclamation; Lesson 6: The Civil War Ends</p>

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<p>U.S. I Standard 7.3: Students will compare historians’ interpretations of the competing goals of Reconstruction and why many of those goals were left unrealized.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: The End of Reconstruction, 550; Early Reconstruction, 551–557; Radical Reconstruction, 558–563; Reconstruction and Southern Society, 566–572; The Aftermath of Reconstruction, 574–579</p> <p>Active Journal: Quests: The End of Reconstruction, 212–219; Quick Activity: Debate with a Partner, 222</p> <p><u>Digital Sources</u> Lesson Videos: Topic 9: Lesson 1: Lincoln’s Reconstruction Plan; Lesson 2: Radical Reconstruction; Lesson 3: New Forces in Southern Politics; Lesson 4: Reconstruction Ends</p>
<p>U.S. I Standard 7.4: Students will use current events to evaluate the implications of the Civil War and Reconstruction for contemporary American life.</p>	<p>SE/TE: Contrasting Ideas of Liberty and Union, 539–540; A New Chapter for the United States, 542–543; Quest: Civic Discussion Inquiry: The End of Reconstruction, 550; The Fifteenth Amendment, 563; Analysis Skills: Interpret Thematic Maps, 573</p> <p>Active Journal: Quests: The End of Reconstruction, 212–219</p> <p><u>Digital Sources</u> Lesson Videos: Topic 9: Lesson 1: Lincoln’s Reconstruction Plan; Lesson 2: Radical Reconstruction; Lesson 3: New Forces in Southern Politics; Lesson 4: Reconstruction Ends</p>