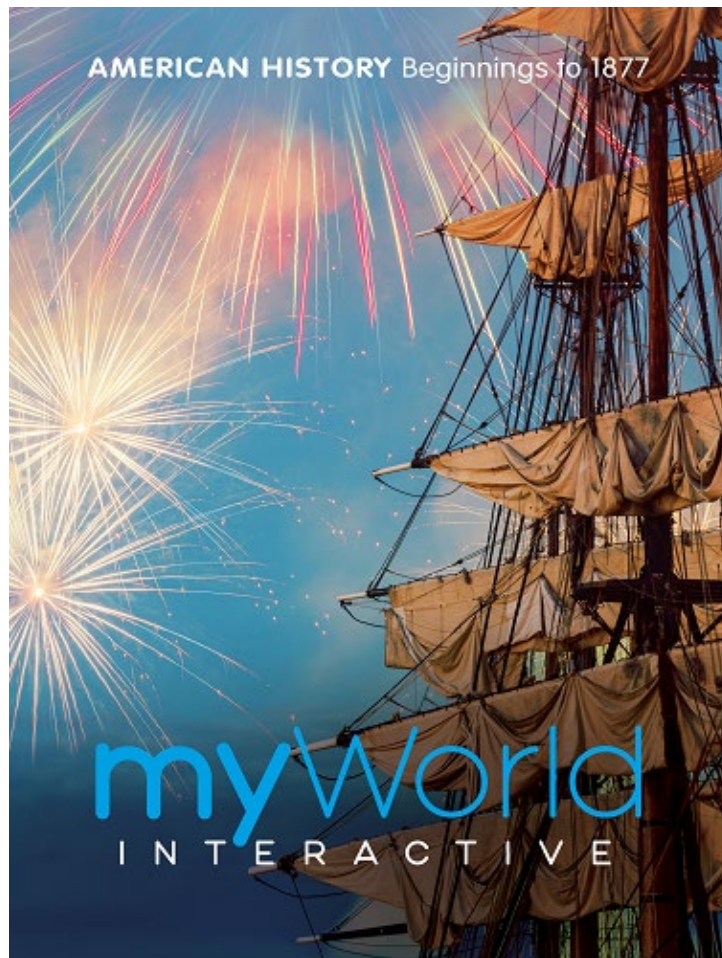


A Correlation of
myWorld Interactive American History
Beginnings to 1877, ©2019



to the
Arkansas Social Studies Curriculum
Framework 2014
Grade 8

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Introduction

This document demonstrates how *myWorld Interactive American History, Beginnings to 1877* ©2019 meets the Arkansas Social Studies Curriculum Framework 2014 for Grade 8. Correlation page references are to the Student Edition and Teacher Edition and Realize digital resources..

myWorld Interactive American History encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive American History provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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Dimension 1 – Questions	
1. Construct compelling questions that promote inquiry around key ideas and issues	<p>SE/TE: Ask Questions, 336 Ask Questions, 408 Ask Questions, 478 Ask Questions, 550</p> <p>TE only: Differentiated Instruction, 286 Formulate Questions, 298 English Language Learners, 336 Frame Questions, 392</p>
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	<p>SE/TE: Writing Workshop: Generate Questions to Focus Research, 557</p> <p>TE only: English Language Learners, 260 English Language Learners, 336</p>

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3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view	<p>SE/TE:</p> <p>Primary Source William Clark and Meriwether Lewis, Journals, 303</p> <p>Primary Source Tenskwatawa, The Prophet, Speech, 316</p> <p>Primary Source John Quincy Adams, Speech on Independence Day, 348</p> <p>Primary Source McGuffey Readers, 451</p> <p>Primary Source James Fenimore Cooper, “The Chainbearer”, 464</p> <p>Primary Source Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, 488</p> <p>Primary Source Emancipation Proclamation, Abraham Lincoln, 531</p> <p>Primary Source Frederick Douglass, “What the Black Man Wants”, 564</p> <p>Realize Digital Resources:</p> <p>Topic 7>Lesson 5>Interactive Primary Source: Declaration of Sentiments and Resolutions</p> <p>Topic 8>Lesson 1>Interactive Primary Source: Uncle Tom’s Cabin, Harriet Beecher Stowe</p>
Dimension 2 – Conceptual Content	
Era 4: Expansion and Reform 1801-1861	
Content Standard 1: Students will analyze the period of expansion and reform in the United States.	
Era4.1.8.1: Analyze multiple factors that affected territorial expansion and influenced the perspectives of people (e.g., Manifest Destiny, mining, War of 1812, Louisiana Purchase)	<p>SE/TE:</p> <p>The Louisiana Purchase, 292–294</p> <p>What Caused Conflict in Ohio?, 304–307</p> <p>What Were the Causes of the War of 1812?, 307–309</p> <p>How Did the War Affect Canada?, 310–311</p> <p>The End of the War, 311–313</p> <p>What Were the Consequences of the War of 1812?, 314–315</p> <p>How Did the United States Gain Florida?, 325</p> <p>What Did the Monroe Doctrine State?, 325–</p> <p>Explore the Essential Question, 332</p> <p>The Age of Jackson and Westward Expansion, 334–335</p> <p>American Indians and the Frontier, 360–362</p> <p>Why Did Americans Move West?, 368–370</p> <p>Heading Into the West, 370–372</p>

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<p>Continued: Era4.1.8.1: Analyze multiple factors that affected territorial expansion and influenced the perspectives of people (e.g., Manifest Destiny, mining, War of 1812, Louisiana Purchase)</p>	<p>Continued: Movement Changes the West and the Nation, 373-374 In Search of New Territory, 375–377 The Oregon Trail, 378–381 New Mexico Territory and California, 383–385 Austin Finds a Colony, 386-387 The United States Considers Annexation, 390–391 The Roots of Manifest Destiny, 392-393 Polk and Westward Expansion, 393-394 The War Ends, 396 Mormons Settle the Mexican Cession, 396</p> <p>Realize Digital Resources: Topic 5>Introduction>Topic Video: William Clark, Mapping the American Frontier; Interactive Topic Map: Expansion During the Early Republic; Interactive Topic Timeline: The Early Republic Topic 5>Lesson 5>Interactive Gallery: Oregon Country Topic 6>Introduction>Topic Video: Narcissa Whitman and the Journey West Topic 6>Lesson 2>Interactive Map: Tariffs and Trade Topic 6>Lesson 4>Interactive Gallery: New Transportation Methods; Interactive Gallery: New Technology: The Steamboat; Interactive Map: The Erie Canal Topic 6>Lesson 5>Video: Why Oregon Country? Topic 6>Lesson 6>Video: the Mexican-American War; Interactive Map: The Settlement of Texas Topic 6>Lesson 7>Video: Manifest Destiny; Interactive Map: The Growth of the West to 1860</p>

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<p>Era4.1.8.2: Analyze the development of regional tensions prior to the Civil War using a variety of primary and secondary sources (e.g., Industrial Revolution, expansion of slavery, immigration, westward movement)</p>	<p>SE/TE: Analyze Images, 350 Political Ideals Lead to Reform, 452-453 Topic 7 Review and Assessment, 472-473 The First American Mill, 411 Where Were Factories Built?, 412 Mills in Lowell, 414 What Were the Effects of Technological Developments?, 424 How Did Railroads Advance the Market Revolution?, 424–425 African Americans Face Discrimination, 429–430 The South’s Cotton Kingdom, 431–432 Limited Southern Industry, 434 Economically Dependent, 435 Southerners Defend Slavery Against the North, 448–449 How Did Western Expansion Increase Tensions?, 480–481 The Free-Soil Party Opposes Slavery in the West, 481–482 California Reignites the Slavery Debate, 482 A Compromise Holds the Union Together, 484–486 Slavery in Kansas and Nebraska, 489–490 How Did the Dred Scott Case Affect the Nation?, 493–494 John Brown Fights Slavery, 498–499 The Nation Splits, 503</p>

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<p>Continued: Era4.1.8.2: Analyze the development of regional tensions prior to the Civil War using a variety of primary and secondary sources (e.g., Industrial Revolution, expansion of slavery, immigration, westward movement)</p>	<p>Continued: Realize Digital Resources: Topic 6>Lesson 4>Interactive Gallery: New Transportation Methods; Interactive Gallery: New Technology: The Steamboat; Interactive Map: The Erie Canal Topic 7>Introduction>Topic Video: Lucy Larcom, Weaving Opportunity Topic 7>Lesson 1>Video: The Spread of Industrialization Topic 7>Lesson 2>Video: Cotton Shapes the South Topic 7>Lesson 3>Video: The Second Great Revival Topic 7>Lesson 4>Video: Abolitionism; Interactive Map: The Underground Railroad</p>

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<p>Era4.1.8.3: Examine economic, political, and geographic causes and effects of territorial expansion</p>	<p>SE/TE: Limited Southern Industry, 434 Economically Dependent, 435 How Did Abolitionism Gain Momentum?, 444–448 The Missouri Compromise, 479-480 How Did Western Expansion Increase Tensions?, 480-481 The Free-Soil Party Opposes Slavery in the West, 481–482 California Reignites the Slavery Debate, 482 Conflicts Between Henry Clay and John C. Calhoun, 483–484 A Compromise Holds the Union Together, 484–486 Slavery in Kansas and Nebraska, 489–490 Violent Clashes in Kansas, 491–492 Violence Over Slavery Breaks Out in the Senate, 493 How Did the Dred Scott Case Affect the Nation?, 493–494 A Symbol of the Nation's Divisions, 498–499 Why Did Abraham Lincoln Win the Election of 1860?, 501 The Nation Splits, 503</p> <p>Realize Digital Resources: Topic 8>Lesson 1>Interactive Cartoon: The Fugitive Slave Act Topic 8>Lesson 2>Interactive Gallery: The Effects of the Kansas-Nebraska Act; Interactive Gallery: The Dred Scott Case Topic 8>Lesson 3>Video: Southern States React</p>

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<p>Era4.1.8.4: Analyze purposes, implementation, and effects of public policies (e.g., currency and banking, Indian Removal, disenfranchisement, economic growth, Manifest Destiny)</p>	<p>SE/TE:</p> <p>Some Federalist Economic Policies Remain, 288</p> <p>How Was a Stable Economy Created After the War? 319–321</p> <p>A Broad Definition of “Necessary and Proper”, 322</p> <p>Visual Review, 330</p> <p>Increased Suffrage, 338</p> <p>The Whig Party, 341–342</p> <p>The Bank War, 352–355</p> <p>Analyze Images, 353</p> <p>The Panic of 1837, 356–357</p> <p>Lesson 6.2 Check #5, 358</p> <p>American Indian Removal, 362–365</p> <p>Southern American Indians on the Trail of Tears, 365–367</p> <p>The Roots of Manifest Destiny, 392-393</p> <p>Polk and Westward Expansion, 393-394</p> <p>Visual Review, 402</p> <p>Why Did Abraham Lincoln Win the Election of 1860?, 501</p> <p>TE only:</p> <p>History Background, 363</p> <p>Realize Digital Resources:</p> <p>Topic 6>Lesson 2> Interactive Map: Tariffs and Trade; Interactive Chart: Disagreements Over the Bank</p> <p>Topic 6>Lesson 3>Video: The Trail of Tears; Interactive Map: Selected Native American Groups, 1820; Interactive Map: Southern Native Americans on the Trail of Tears</p> <p>Topic 6>Lesson 7>Video: Manifest Destiny in California and the Southwest; Interactive Map: The Growth of the West to 1860</p> <p>Topic 7>Lesson 1>Video: The Spread of Industrialization; Interactive Timeline: New Inventions Improve Life</p>

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<p>Era4.1.8.5: Evaluate actual and proposed laws as a means of addressing the issue of slavery prior to the Civil War (e.g., Fugitive Slave Act, Kansas-Nebraska Act, Missouri Compromise, Compromise of 1850)</p>	<p>SE/TE: A Compromise Holds the Union Together, 484-486 Analyze Graphs, 485 Analyze Images, 486 Congress Chooses Popular Sovereignty, 489-490 Geography Skills, 490 Analyze Images, 491</p> <p>Realize Digital Resources: Topic 8>Introduction>Interactive Topic Timeline: Sectionalism and Civil War Topic 8>Lesson 1>Video: Compromise; Interactive Cartoon: The Fugitive Slave Act Topic 8>Lesson 2>Interactive Gallery: The Effects of the Kansas-Nebraska Act</p>
<p>Era4.1.8.6: Evaluate the historical significance of individuals, groups, and events</p>	<p>SE/TE: Exploring the Plains, 296–299 Biography 5 Things to Know About, Tecumseh, 306 American Victory on Lake Erie, 311 Washington, D.C., Burns, 311–312 African Americans in the War, 313–314 Sectional Leaders: Calhoun, Webster, and Clay, 318 How Did Supreme Court Decisions Expand Federal Power?, 321–323 <u>Who</u> will you meet?, 335 The Whig Party, 341–342 Efforts to Make Peace, 362 The Cherokee, 366–367 Settlers Build New Lives, 373 Mountain Men, 378 The 31st State, 397–399 A Mix of Cultures, 400–401 <u>Who</u> will you meet?, 407 “Lowell Girls”, 415 How Did Workers Respond to Challenges?, 425–426</p>

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Era 5: Civil War and Reconstruction 1850-1877	
Content Standard 2: Students will analyze the American Civil War and Reconstruction and their effects on the social, economic, and political development of America.	
<p>Era5.2.8.1: Develop historical arguments and explanations of causes of the Civil War using a variety of sources from multiple perspectives (e.g., federal government vs. state's rights, sectionalism, cultural differences between the North and South, abolitionism)</p>	<p>SE/TE:</p> <p>Analyze Images, 350</p> <p>Where Were Factories Built?, 412</p> <p>How Did Railroads Advance the Market Revolution?, 424–425</p> <p>African Americans Face Discrimination, 429–430</p> <p>The South's Cotton Kingdom, 431–432</p> <p>Limited Southern Industry, 434</p> <p>Economically Dependent, 435</p> <p>How Did Abolitionism Gain Momentum?, 444–448</p> <p>Southerners Defend Slavery Against the North, 448–449</p> <p>Visual Review, 472</p> <p>How Did Western Expansion Increase Tensions?, 480–481</p> <p>The Free-Soil Party Opposes Slavery in the West, 481–482</p> <p>California Reignites the Slavery Debate, 482</p> <p>Conflicts Between Henry Clay and John C. Calhoun, 483–484</p> <p>A Compromise Holds the Union Together, 484–486</p> <p>Slavery in Kansas and Nebraska, 489–490</p> <p>Violence Over Slavery Breaks Out in the Senate, 493</p> <p>How Did the Dred Scott Case Affect the Nation?, 493–494</p> <p>Why Did Abraham Lincoln Win the Election of 1860?, 501</p> <p>How Did Americans Take Sides? 506–507</p>

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<p>Continued:. Era5.2.8.1: Develop historical arguments and explanations of causes of the Civil War using a variety of sources from multiple perspectives (e.g., federal government vs. state’s rights, sectionalism, cultural differences between the North and South, abolitionism)</p>	<p>Continued: Realize Digital Resources: Topic 8>Lesson 2>Video: Bleeding Kansas; Interactive Gallery: The Effects of the Kansas-Nebraska Act Topic 8>Lesson 3>Video: Southern States React; Interactive Map: Resources in the North and the South, 1860 Topic 8>Lesson 4>Video: Abolitionism; Interactive Chart: Opposing Views on Slavery</p>

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<p>Era5.2.8.2: Explain ways economic decisions affected individuals, businesses, and society during the course of the Civil War and over time</p>	<p>SE/TE:</p> <p>Get Ready To Read, 479</p> <p>How Did Western Expansion Increase Tensions?, 480-481</p> <p>How Did Americans Take Sides?, 506-507</p> <p>Strengths and Weaknesses of the North and South, 507–509</p> <p>Lesson 8.3 Check #4, 511</p> <p>The Blockade and the Ironclads, 516</p> <p>A Weak Wartime Economy, 528</p> <p>The Union Blockade Creates Shortages, 528</p> <p>Widespread Destruction, 528-529</p> <p>How Did the War Affect the Northern Economy?, 529</p> <p>Analyze Graphs, 542</p> <p>Problems in the North, 551-552</p> <p>Problems in the South, 552-553</p> <p>Environmental Damage from the War, 553</p> <p>The Freedmen’s Bureau Addresses Economic and Social Needs, 554</p> <p>The Thirteenth Amendment Changes Life in the United States, 556</p> <p>How Did Political Problems Slow Progress?, 569–572</p> <p>Analyze Graphs, 578</p> <p>How Did the South Rebuild Its Economy?, 578-579</p> <p>TE only:</p> <p>History Background, 528</p> <p>History Background, 554</p> <p>Realize Digital Resources:</p> <p>Topic 9>Lesson 1>Interactive Graph: The Downfall of the Southern Economy</p> <p>Topic 9>Lesson 3>Interactive Chart: The Cycle of Poverty</p> <p>Topic 9>Lesson 4>Interactive Map: Change in Southern Industry</p>

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<p>Era5.2.8.3: Analyze social and economic effects of the Civil War on America</p>	<p>SE/TE:</p> <p>Get Ready To Read, 479</p> <p>Analyze Maps, 480</p> <p>How Did Western Expansion Increase Tensions?, 480-481</p> <p>How Did Americans Take Sides?, 506-507</p> <p>Analyze Graphs, 508</p> <p>Strengths and Weaknesses of the North and South, 507–509</p> <p>Lesson 8.3 Check #4, 511</p> <p>The Blockade and the Ironclads, 516</p> <p>Analyze Images, 526</p> <p>Analyze Graphs, 527</p> <p>A Weak Wartime Economy, 528</p> <p>Analyze Images, 528</p> <p>The Union Blockade Creates Shortages, 528</p> <p>Widespread Destruction, 528-529</p> <p>How Did the War Affect the Northern Economy?, 529</p> <p>Women Contribute to the War Effort, 530</p> <p>Analyze Graphs, 542</p> <p>A New Chapter for the United States, 542–543</p> <p>Problems in the North, 551-552</p> <p>Problems in the South, 552-553</p> <p>Environmental Damage from the War, 553</p> <p>Causes and Effects of Reconstruction, 553–554</p> <p>The Thirteenth Amendment Changes Life in the United States, 556</p> <p>The Radical Reconstruction Congress, 559</p> <p>The Fourteenth Amendment, 560</p> <p>New Rules for the South, 560–561</p> <p>The Fifteenth Amendment, 563</p> <p>How Did Political Problems Slow Progress?, 569–572</p> <p>Analyze Graphs, 578</p> <p>How Did the South Rebuild Its Economy?, 578-579</p>

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<p>Continued: Era5.2.8.3: Analyze social and economic effects of the Civil War on America</p>	<p>Continued: Realize Digital Resources: Topic 9>Introduction>Topic Video: Born into Slavery Topic 9>Lesson 2>Video: Radical Reconstruction Topic 9>Lesson 3>Video: New Forces in Southern Politics; Interactive Chart: The Cycle of Poverty Topic 9>Lesson 4>Interactive Timeline: Oppression of African Americans</p>
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<p>Era5.2.8.6: Evaluate successes and failures of Reconstruction (e.g., Reconstruction Plans, Freedman's Bureau, Civil War Amendments, African-American economic positions, sharecropping, crop liens, public education, African-American role in government)</p>	<p>SE/TE:</p> <p>The Effects of the Civil War, 551–553 Causes and Effects of Reconstruction, 553–554 The Thirteenth Amendment Changes Life in the United States, 556–557 The Radical Reconstruction Congress, 559 The Fourteenth Amendment, 560 New Rules for the South, 560–561 Analyze Charts, 561 The Fifteenth Amendment, 563 How Did New Political Groups Shape the South?, 566–568 How Did Political Problems Slow Progress?, 569–572 How Did Reconstruction Come to an End?, 574–578 Analyze Graphs, 578 How Did the South Rebuild Its Economy?, 578-579</p> <p>TE only:</p> <p>Analyze Visuals, 546</p> <p>Realize Digital Resources:</p> <p>Topic 9>Introduction>Interactive Topic Map: Reconstruction Topic 9>Lesson 1>Video: Lincoln’s Reconstruction Plan; Interactive Gallery: Lincoln and Reconstruction; Interactive Graph: The Downfall of the Southern Economy Topic 9>Lesson 2>Video: Radical Reconstruction Topic 9>Lesson 3>Video: New Forces in Southern Politics; Interactive Chart: They Cycle of Poverty Topic 9>Lesson 4> Video: Reconstruction Ends; Interactive Map: Change in Southern Industry</p>

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Era 6: Development of the Industrial United States 1870- 1900	
Content Standard 3: Students will analyze the development of the industrial United States and the economic and cultural transformation that led to modern America.	
Era6.3.8.1: Analyze economic, geographic, and technological growth associated with the Second Industrial Revolution and its impact on American society	This standard is outside of the scope of the program.
Era6.3.8.2: Examine the effects of immigration after 1870 (e.g., social patterns, national unity, cultural diversity, conflicts)	This standard is outside of the scope of this text.
Era6.3.8.3: Analyze the historical significance of individuals, groups, and events	This standard is outside of the scope of this text.
Era6.3.8.4: Examine government policies and laws that addressed the escalating labor conflicts and the rise of labor unions using primary and secondary sources	This standard is outside of the scope of this text.
Era6.3.8.5: Analyze responses to social, economic, and political issues prior to 1900 (e.g., successes and failures of Populism, economic depressions, civil service reform, Tammany Hall, business regulations)	This standard is outside of the scope of this text.
Era6.3.8.6: Evaluate federal Indian policy, westward expansion, and the resulting struggles from a variety of perspectives using multiple sources	SE/TE: How Did Americans Explore These New Lands?, 295–297 Identify Supporting Details, 299 Treaties Are Made, 305 A Push for War, 307–308 Draw Conclusions, 315 Topic 5 Review and Assessment, 330-331 American Indians and the Frontier, 360–361 The Indian Removal Act, 364 The Fourteenth Amendment, 560

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Era6.3.8.7: Explain the origins and development of American expansionism (e.g., acquisition of new territories, Spanish-American War, expansionist foreign policy, Filipino insurrection)	<p>SE/TE: Geography Skills, 295 Compare and Contrast, 302 American Indians and the Frontier, 360–361 The Indian Removal Act, 364 Opportunities and Challenges, 369 Heading Into the West, 370–372 In Search of New Territory, 375–377 Americans Colonize Mexican Texas, 386–387</p> <p>Realize Digital Resources: Topic 5>Lesson 4>Interactive Map: Expansion and Exploration Topic 6>Introduction>Interactive Topic Map: Westward Expansion of the United States Topic 6>Lesson 4>Video: The Journey West</p>
Dimension 3 – Sources and Evidence	
4. Gather relevant information from multiple perspectives and a variety of sources, evaluate the credibility of the source by determining its relevance and intended use	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4 Find and Use Credible Sources, ELA 12 Primary Source, 289 Primary Sources, 303 Primary Sources, 316 Primary Sources, 348 Primary Sources, 451 Primary Sources, 488 Assess Credibility of a Source, 512 Primary Sources, 531</p> <p>Realize Digital Resources: Topic 7>Lesson 5>Interactive Primary Source: Declaration of Sentiments and Resolutions Topic 8>Lesson 1>Interactive Primary Source: Uncle Tom’s Cabin, Harriet Beecher Stowe</p>

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5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	<p>SE/TE:</p> <p>Analyze Images, 314 Analyze Primary Sources, 403 Analyze Images, 416 Analyze Primary Sources, 473 Analyze Primary Sources, 545 Analyze Primary Sources, 581</p>
Dimension 4 – Communicating Ideas	
6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies	<p>SE/TE:</p> <p>Write an Argument, ELA 9 Explain an Argument, 73 Writing Workshop: Support Thesis with Details, 302 Writing Workshop: Find and Use Credible Sources, 563</p> <p>Realize Digital Resources:</p> <p>Topic 5>Lesson 3>Interactive Chart: Jefferson’s Goals and Policies Topic 6>Lesson 1>Interactive Chart: Political Parties in the Age of Jackson Topic 8>Lesson 3>Interactive Chart: Resources in the North and the South, 1860; Interactive Chart: Abraham Lincoln and Jefferson Davis</p>
7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others	<p>SE/TE:</p> <p>Find and Use Credible Sources, ELA 12 Evaluate Arguments, 471 Explain an Argument, 535</p> <p>TE only:</p> <p>Assess Credibility, 547</p>

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<p>8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes</p>	<p>SE/TE: Arts and Literature, 465–471 A Book Sway the North Against Slavery, 486–487</p> <p>TE only: Curriculum Connections: Economics, 293</p> <p>Realize Digital Resources: Topic 6>Lesson 2>Interactive Map: Tariffs and Trade Topic 6>Lesson 4>Interactive Map: The Erie Canal Topic 7>Introduction>Interactive Topic Map: Two Different Economies Topic 9>Lesson 4>Interactive Map: Change in Southern Industry</p>

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