A Correlation of

To the

Arkansas Social Studies Curriculum Framework

Grade 4
A Correlation of myWorld Social Studies, Regions of Our Country to the Arkansas Social Studies Curriculum Framework, Grade 4

Introduction

This document demonstrates how myWorld Social Studies, Regions of Our Country, meets the Arkansas Social Studies Curriculum Framework for Grade 4. Correlation page references are to the Student Worktext and the Teacher’s Guide. Alignments are cited at the page level.

myWorld Social Studies is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today’s classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use.

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Student Materials
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- Student Worktext
- Student Atlas
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- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

SW = Student Worktext  TG = Teacher’s Guide
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<tr>
<td><strong>Strand: Civics/Government</strong></td>
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<tr>
<td><strong>Content Standard 1:</strong> Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.</td>
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<td><strong>Structure and Function</strong></td>
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| C.1.4.1 Explain the purpose of the *founding documents* including the Declaration of Independence, U.S. Constitution, and the Bill of Rights D2.Civ.3.3-5 | **SW:** Abraham Lincoln: Civil War President, 36; A New Constitution, 48-49; The Civil Rights Era, 66; Review and Assessment, 72; Principles of Our Government, 78-83; Critical Thinking Skills, Identify Primary and Secondary Sources, 84-85; Our Rights and Responsibilities, 92; Chapter 3 Study Guide, 98; Review and Assessment, 99, 100; myStory Book: What Is Special About American Government? 101; A New Plan of Government, 155; The Abolitionists, 156; Three Virginians, 202  
**TG:** Active Reading & Lesson Summary: 29, 36, 38, 48, 50, 54, 59, 60, 61, 62, 63, 64, 69, 70, 74, 75, 115, 116, 150 |
| C.1.4.2 Examine responsibilities and powers of government officials at various levels and branches of local and state governments D2.Civ.1.3-5 | **SW:** State and Local Government, 90-91  
**TG:** Active Reading & Lesson Summary: 65, 68 |
| C.1.4.3 Examine the origins, functions, and structure of state and federal government D2.Civ.5.3-5 | **SW:** Principles of Our Government, 78-83; How Our Government Works, 86-91; Chapter 3 Study Guide, 98; Review and Assessment, 99  
**TG:** Active Reading & Lesson Summary: 59, 60, 61, 62, 65, 66, 67, 68, 74 |
| C.1.4.4 Begins in Grade 5                    |                                                      |
| **Content Standard 2:** Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities. |                                                      |
| **Citizenship**                             |                                                      |
| C.2.4.1 Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship D1.3.3-5 | **SW:** Liberty Bell Picture, 34; Envision It! 58-59; Envision It! 92-93; National Pride, 96-97  
**TG:** Active Reading & Lesson Summary: 28, 45, 69, 70, 72 |
| C.2.4.2 Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.3-5 | **SW:** United States Flag Picture, 90; National Pride, 96  
**TG:** Active Reading & Lesson Summary: 68, 69, 72 |

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| C.2.4.3 Evaluate changes in citizens’ rights and responsibilities over time D2.Civ.8.3-5 | **SW**: Liberty Bell Picture, 34; Envision It! 58-59; Envision It! 92-93; National Pride, 96-97  
**TG**: Active Reading & Lesson Summary: 28, 45, 69, 70, 72 |
| C.2.4.4 Use deliberative processes when making decisions and acting upon civic problems D2.Civ.9.3-5 | **SW**: United States Flag Picture, 90; National Pride, 96  
**TG**: Active Reading & Lesson Summary: 68, 69, 72 |

**Content Standard 3:** Processes, Rules, and Laws - Students will analyze the sources and functions of laws as well as the process of making and amending laws.

**Processes, Rules, and Laws**

| C.3.4.1 Examine the creation and enforcement of rules and laws at the state level D2.Civ.3.3-5 | **SW**: What Is Government? 78-79; State and Local Government, 90-91  
**TG**: Active Reading & Lesson Summary: 59, 60, 65, 68 |
| C.3.4.2 Evaluate reciprocal relationships between people and rules, laws, and policies D2.Civ.12.3-5 | **SW**: The Civil Rights Era, 66; Working for Rights, 67; Got It? 83; Citizens and Their Rights, 92; Our Responsibilities, 94-95  
**TG**: Active Reading & Lesson Summary: 48, 50, 62, 69, 71 |
| C.3.4.3 Analyze group actions and responses to local and global problems D2.Civ.6, 13.3-5 | **SW**: Protecting Resources, 22; Saving Resources with Technology, 28-29; What Is Government? 79; Our Responsibilities, 94-95; Collaboration and Creativity: Work in Teams, 164-165; Water Shortages, 284-285  
**TG**: Active Reading & Lesson Summary: 15, 18, 19, 22, 59, 60, 69, 71, 121, 122, 206, 209 |

**Strand: Economics**

**Content Standard 4:** Economic Decision Making - Students will analyze economic decision making.

**Scarcity**

| E.4.4.1 Compare examples of scarcity from different regions in the state and nation D2.Eco.1.3-5 | **SW**: Reading Skills: Compare and Contrast, SSH3; The Things We Want, 121  
**TG**: Active Reading & Lesson Summary: 90, 91 |

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### Costs and Benefits

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| E.4.4.2 Apply economic decision-making models when making decisions (e.g., PACED Decision Making Model) D2.Eco.2.3-5 | **SW**: Making Choices, 106-107; The Economy and You, 120; The Things We Want, 121  
**TG**: Active Reading & Lesson Summary: 80, 81, 90, 91 |

### Content Standard 5: Exchange and Markets

- Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.

#### Human Resources

| Human Resources | SW: Using Resources, 20; Businesses and Markets, 116; Making a Living, 124; Specialization and Productivity, 129  
**TG**: Active Reading & Lesson Summary: 15, 16, 86, 88, 90, 93, 94, 96 |

#### Production and Consumption

| Production and Consumption | SW: Bill Gates: Filling a Need, 103-105; Businesses and Markets, 116; Entrepreneurs, 117; Supply and Demand, 119; Got It? 119; Resources in the Northeast, 146-151; A Land of Many Resources, 194-199; Resources and Farming, 228-233; From Trade to Factories, 239; Western Resources, 308-313  
**TG**: Active Reading & Lesson Summary: 77, 78, 79, 86, 88, 89, 109, 110, 111, 112, 144, 145, 146, 147, 169, 170, 171, 172, 176, 227, 228, 229, 230 |

#### Markets

| Markets | **SW**: Supply and Demand, 118-119  
**TG**: Active Reading & Lesson Summary: 86, 89 |

### Content Standard 6: Growth and Stability

- Students will evaluate economic growth and stability.

#### Money

| Money | **SW**: Types of Economies, 108; Review and Assessment, 133  
**TG**: Active Reading & Lesson Summary: 80, 82, 99 |
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| E.6.4.2 Describe the role of financial institutions in an economy (e.g., banks, credit unions, *investment* firms) D2.Eco.9.3-5 | **myWorld Social Studies Regions of Our Country, Grade 4**
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<td><strong>SW:</strong> Banking and Saving, 124-125 <strong>TG:</strong> Active Reading &amp; Lesson Summary: 90, 93</td>
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### Public Goods and Services

| E.6.4.3 Examine ways state and local governments pay for the goods and services they provide D2.Eco.12.3-5 | **SW:** State and Local Government, 90; Our Responsibilities, 94; Government and the Economy, 110-111 **TG:** Active Reading & Lesson Summary: 65, 68, 69, 71, 80, 83 |

### Economic Factors

| E.6.4.4 Discuss effects of *unemployment*, *inflation*, and *price stability* on the economy D2.Eco.11.3-5 | **SW:** Prices and Inflation, 115 **TG:** Active Reading & Lesson Summary: 86, 87 |

| E.6.4.5 Begins in Grade 5 |

### Content Standard 7: Global Economy - Students will analyze economic interdependence within a global economy.

### Economic Interdependence

| E.7.4.1 Illustrate ways trade has led to economic *interdependence* between Arkansas, other states, and other countries D2.Eco.14.3-5 | **SW:** Continuity and Change, 68; Trade and Money, 114; A Global Economy, 126-131; Chapter 4 Study Guide, 132; Railroads and Shipping, 242; The Pacific Rim and International Trade, 322; Imports and Exports, 323 **TG:** Active Reading & Lesson Summary: 48, 51, 86, 87, 94, 95, 96, 97 98, 99, 179, 235, 237 |

| E.7.4.2 Explain effects of increasing economic *interdependence* on different regions of the United States D2.Eco.15.3-5 | **SW:** Globalization and Interdependence, 128; The Benefits and Costs of Globalization, 130-131; Centers of Population and Commerce, 169-170 **TG:** Active Reading & Lesson Summary: 94, 96, 97, 123, 125 |

### Strand: Geography

### Content Standard 8: Geographic Representations - Students will use geographic representations and skills to become geographically-informed citizens.

### Spatial Views of the World

<p>| G.8.4.1 Use geographic representations to examine the spatial organization of Arkansas citing <em>relative</em> and <em>absolute location</em> D2.Geo.2.3-5 | <strong>SW:</strong> For related material see: Five Themes of Geography: Location, Place, SSH10; Use Latitude and Longitude for Exact Location, SSH20; The Southeast, Political, 181; Map Skills: Latitude and Longitude, 306-307 <strong>TG:</strong> Active Reading &amp; Lesson Summary: SSH1, SSH2, SSH7, 134, 135, 225, 226 |</p>
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| G.8.4.2 Use thematic maps (e.g., climate, political, topographical) and other geographic representations to compare physical and human characteristics of a region to those of another region in the United States and the interactions that shape them D2.Geo.2.3-5 | **SW**: Reading Skills: Compare and Contrast, SSH3; Five Themes of Geography: Region, SSH11; Political Maps, SSH16; Maps Show Events, SSH21; Regions of the United States, 6-7; Climate Regions, 14-15  
**TG**: Active Reading & Lesson Summary: SSH1, SSH2, SSH5, SSH7, 5, 7, 9, 12 |
| G.8.4.3 Construct maps and other graphic representations of Arkansas and the United States, including physical and human characteristics, title, legend, compass rose D2.Geo.1.3-5 | **SW**: For related material see: Maps Show Direction, SSH14; Political Maps, SSH16; Map Skills: Use a Road Map and Scale, 187  
**TG**: Active Reading & Lesson Summary: SSH1, SSH5, 139 |

**Content Standard 9**: Human-Environment Interaction - Students will analyze the interaction between humans and the environment.

**Place, Region, and Culture**

| G.9.4.1 Analyze effects over time of human-generated changes in the physical environment (e.g., deforestation, dams, pollution) D2.Geo.5.3-5 | **SW**: Five Themes of Geography: Human/Environmental Interaction, SSH11; Marjory Stoneman Douglas: Rescuer of the Everglades, 1-3; Protecting Resources, 22-23; People Change the Environment, 26-27; Changing Times, Changing Cities, 170-171; Water Shortages, 284-285  
**TG**: Active Reading & Lesson Summary: SSH1, SSH2, 2, 3, 4, 15, 18, 19, 21, 123, 126, 206, 209 |
| G.9.4.2 Analyze ways cultural characteristics influence population distribution in regions of the United States and the world D2.Geo.6.3-5 | **SW**: The North and the South, 54; Changes for Native Americans, 57; A Diverse Nation, 60; New York City: A City of Sights and Variety, 137-139; Visitors to the Northeast, 150-151; Southern Life, 206-211; Got It? 279  
**TG**: Active Reading & Lesson Summary: 40, 42, 43, 44, 46, 102, 103, 104, 109, 112, 153, 154, 155, 202, 205 |
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**G.9.4.3** Analyze ways *environmental characteristics* affect population distribution in Arkansas, the United States, and the world D2.Geo.4.3-5

**Content Standard 10:** Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of human settlement.

**Resources and Movement**

**G.10.4.1** Compare *natural resources* in various geographic regions to influence human settlement patterns D2.Geo.8.3-5

**G.10.4.2** Determine effects of movement and distribution of people, goods, and ideas on various places using a variety of print and digital sources, *geospatial technologies*, and *geographic representations* D2.Geo.7.3-5

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**SW:** Where People Live, 7; People and the Land, 24-29; Chapter 1 Study Guide, 30; Visitors to the Northeast, 150-151; The Growth of Cities, 166-167; Centers of Population and Commerce, 168-169; Living in a Mild Climate, 189; Settling in the Midwest, 234-239; Arizona: A Sunny Wonderland, 251-253; The Search of Opportunity, 317

**TG:** Active Reading & Lesson Summary: 5, 7, 19, 20, 21, 22, 23, 24, 109, 112, 123, 124, 125, 140, 141, 173, 174, 175, 176, 185, 186, 187, 231, 233

**SW:** Reading Skills: Compare and Contrast, SSH3; Regions and Resources, 18-23; Chapter 1 Study Guide, 30; Resources in the Northeast, 146-151; A Land of Many Resources, 194-199; Nebraska: Great Land for Farming, 217-219; Resources and Farming, 228-233; Natural Resources, 258-259; Western Resources, 308-313

**TG:** Active Reading & Lesson Summary: 15, 16, 17, 18, 23, 24, 109, 110, 111, 112, 144, 145, 146, 147, 160, 161, 162, 169, 170, 171, 172, 188, 191, 227, 228, 229, 230

**SW:** Five Themes of Geography: Movement, SSH11; Lewis and Clark Explore the West, 15; A Global Economy, 126-131; Inventions and the Rise of Industry, 161; Centers of Population and Commerce, 168-169; Changing Times, Changing Cities, 170-171; Pioneers Head West, 203; Manufacturing, 232; Midwestern Cities, 238; From Trade to Factories, 239

**TG:** Active Reading & Lesson Summary: SSH1, SSH2, 36, 39, 94, 95, 96, 97, 117, 119, 123, 125, 126, 148, 150, 169, 172, 176

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<td>G.10.4.3 Compare push- pull-factors that influenced immigration to and migration within the United States D2.Geo.7.3-5</td>
<td><strong>SW</strong>: Reading Skills: Compare and Contrast, SSH3; New Industries, 53; A Diverse Nation, 60; Greater Diversity, 67; Immigrants Come to the Northeast, 158-159; Pioneers Head West, 203; Immigrants Come to the Midwest, 237; Still Growing, 278-279; The Search of Opportunity, 317  <strong>TG</strong>: Active Reading &amp; Lesson Summary: 40, 41, 44, 46, 48, 50, 117, 118, 148, 150, 175, 202, 205, 231, 233</td>
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**Content Standard 11**: Global Interconnections - Students will compare global places and regions and the connections between them.

### Changing Spatial Patterns

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<th>G.11.4.1 Describe global connections created through increased trade, transportation, communication, and technology D2.Geo.11.3-5</th>
<th><strong>SW</strong>: A Global Economy, 126-131; Working in the West, 320-321; The Pacific Rim and International Trade, 322; Imports and Exports, 323  <strong>TG</strong>: Active Reading &amp; Lesson Summary: 94, 95, 96, 97, 235, 236, 237</th>
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<td>G.11.4.2 Analyze ways communities cooperate in providing relief efforts during and after natural and human-made disasters D2.Geo.12.3-5</td>
<td><strong>SW</strong>: Picture: In 2010, Haiti..., 68; Effects of Hurricanes, 191; Handling Floods, 192; Tornado Alley, 263; Earthquakes, 297  <strong>TG</strong>: Active Reading &amp; Lesson Summary: 48, 51, 140, 142, 143, 194, 195, 217, 219</td>
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**Strand: History**

### Content Standard 12: Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.

### Chronology

| H.12.4.1 Create historical narratives using chronological sequences of related events in Arkansas and the United States (e.g., exploration) D2.His.1.3-5 | **SW**: Reading Skills: Sequence, SSH4; The Nation Grows West, 52; Got It? 57  **TG**: Active Reading & Lesson Summary: 40, 41, 43 |

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| H.12.4.2 Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level D2.His.1.3-5 | **SW:** Graph Skills: Use a Timeline, 44-45; War for Independence, 46; The American Revolution, 47; Cold War Conflicts, 64-65; Inventions from the Northeast, 160-161  
**TG:** Active Reading & Lesson Summary: 34, 35, 36, 37, 48, 49, 117, 119 |
| **Change Over Time** | |
| H.12.4.3 Compare specific regions of the United States in the past with those regions today noting changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues) D2.His.2.3-5 | **SW:** Continuity and Change, 68-69; The Northeast Today, 166-171; The Southeast After Slavery, 205; The New South, 209; Fast-Growing Cities, 210; Still Growing, 278; Envision It! 314-315; Growth Continues, 318; Cities in the West, 319; The West Today, 320-325  
**TG:** Active Reading & Lesson Summary: 48, 51, 123, 124, 125, 126, 148, 151, 152, 154, 155, 202, 205, 231, 232, 234, 235, 236, 237, 238 |
| **Contextualization** | |
| H.12.4.4 Analyze the impact of individuals and events on the past, present and future D2.His.3.3-5 | **SW:** Abraham Lincoln: Civil War President, 35-37; Europeans Explore, 40; The Columbian Exchange, 42; A New Nation, 46-51; The Civil War, 54-55; The United States Becomes a World Power, 58-63; The United States Since World War II, 64-69; Thurgood Marshall: Law and Justice, 75-77; Bill Gates: Filling a Need, 103-105; Birthplace of the Nation, 152-157; Growth and Change in the Northeast, 158-163; Settling the Southeast, 200-205; Settling in the Midwest, 234-239; The Midwest on the Move, 240-245; Influences Past and Present, 272; Growth of the Southwest, 274-279; Growth of the West, 314-319  
**TG:** Active Reading & Lesson Summary: 27, 28, 29, 30, 32, 33, 36, 37, 38, 39, 40, 42, 44, 45, 46, 47, 48, 49, 50, 51, 56, 57, 58, 77, 78, 79, 113, 114, 115, 116, 117, 118, 119, 120, 148, 149, 150, 151, 173, 174, 175, 176, 177, 178, 179, 180, 198, 201, 202, 203, 204, 205, 231, 232, 233, 234 |

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<td>H.12.4.5 Reference historic places and national parks to guide inquiry about history (e.g., What do the Toltec Mounds tell us about the people who lived there?)</td>
<td><strong>SW</strong>: The First Americans, 38-39; Got It? 43; New York City: A City of Sights and Variety, 137-139; Mobile Bay: A Busy Port With Natural Beauty, 177-179; Nebraska: Great Land for Farming, 219; Arizona: A Sunny Wonderland: 252-253; Ancient Cultures of the Region, 269; The Colonial Period, 271; Birth of the Oil Industry, 277; The West, San Diego: The City by the Sea, 291-293; Native American Past, 314-315</td>
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<td>H.13.4.1 Describe ways people’s perspectives shaped the <em>historical sources</em> they created D2.His.6.3-5</td>
<td><strong>SW</strong>: Critical Thinking: Identify Primary and Secondary Sources, 84-85</td>
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<td>H.13.4.2 Examine why individuals and groups during the same historical period had differing perspectives D2.His.4.3-5</td>
<td><strong>SW</strong>: The North and the South, 54; The Civil War, 54-55; The Civil Rights Era, 66; Greater Diversity, 67; The Abolitionists, 156; Women’s Rights, 156-157; Slavery and the Civil War, 204</td>
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<td>H.13.4.3 Develop claims in response to <em>compelling questions</em> about Arkansas and United States history using evidence from a variety of <em>primary and secondary sources</em> D1.2, 5.3-5</td>
<td><strong>TG</strong>: Active Reading &amp; Lesson Summary: 63, 148, 151, 155, 192, 193</td>
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<tr>
<td>H.13.4.4 Discuss why historians use a variety of <em>primary and secondary sources</em> D3.2.3-5</td>
<td><strong>SW</strong>: Critical Thinking: Identify Primary and Secondary Sources, 84-85</td>
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**Content Standard 13**: Perspective, Historical Evidence, and Causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.

**Perspective**

| H.13.4.1 Describe ways people’s perspectives shaped the *historical sources* they created D2.His.6.3-5 | **SW**: Critical Thinking: Identify Primary and Secondary Sources, 84-85 |
| **TG**: Active Reading & Lesson Summary: 63, 64 |

**Evidence**

| H.13.4.3 Develop claims in response to *compelling questions* about Arkansas and United States history using evidence from a variety of *primary and secondary sources* D1.2, 5.3-5 | **SW**: Critical Thinking: Identify Primary and Secondary Sources, 84-85; The Southeast After Slavery, 205; Fast-Growing Cities, 210; Media and Technology: Search for Information on the Internet, 260-261 |
| **TG**: Active Reading & Lesson Summary: 63, 148, 151, 155, 192, 193 |

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| H.13.4.5 Formulate questions that relate to specific historical events in Arkansas and the United States to guide inquiry D1.2.3-5 D2.His.12.3-5 | **SW**: Got It? 163; Media and Technology: Search for Information on the Internet, 260-261; Got It? 273  
**TG**: Active Reading & Lesson Summary: 117, 120, 192, 193, 198, 201 |

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| H.13.4.6 Examine current or historical events in Arkansas, the United States, or the world in terms of cause and effect D2.His.14.K-2 | **SW**: Reading Skills: Cause and Effect, SSH2; The First Americans, 39; Independence, 46; A Hard Job, 48; A New Constitution, 48; New Industries, 53; Causes and Effects of the Civil War, 56; An Industrial Nation, 58; A Diverse Nation, 60; Got It? 63; Media and Technology: Search for Information on the Internet, 260-261; Inventions and the Rise of Industry, 160-161; Movement for Reform, 162; Got It? 163; Changing Times, Changing Cities, 170-171; Pioneers Head West, 203; Slavery and the Civil War, 204; Farming Changes, 237; Changes in Transportation, 241; Railroads and Shipping, 242; Highways, 243; The Spanish Arrive, 270; New Arrivals, 274; Cattle Country, 276-277; Birth of the Oil Industry, 277; In Search of Opportunity, 317  
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