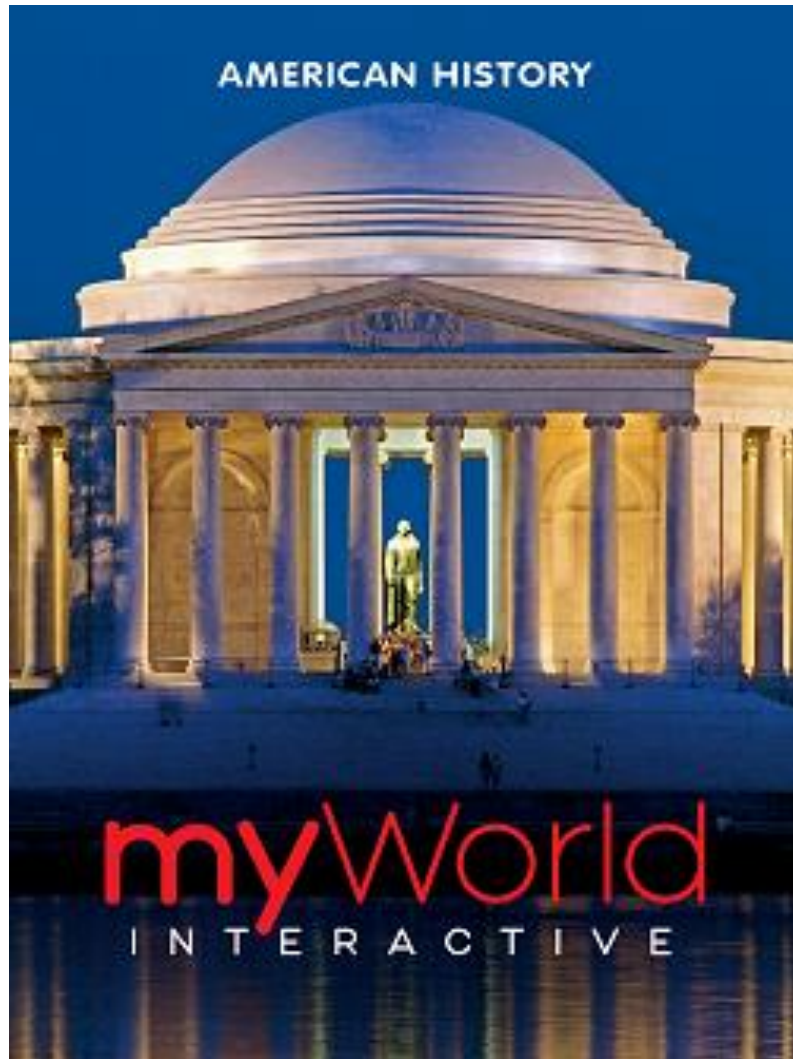


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**To the
Iowa Core in Social Studies
Grade 8**

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Introduction

The all new *myWorld Interactive Social Studies* 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 Social Studies 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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8th Grade: United States History and Civic Ideals	
<p>In eighth grade, students focus on the history of the United States including the American founding and establishment of democratic principles. Students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. As a result, students will gain an understanding of historical events in early American history, democratic principles, individual rights, and government institutions, immigration, globalization, and other political, economic, social, and ecological concerns.</p>	
Inquiry Anchor Standard	
Constructing Compelling Questions	
SS.8.1. Explain points of agreement and disagreement of disciplinary concepts and ideas associated with a compelling question.	SE/TE: Quest Inquiries, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; also see: Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996; Topic 5: Generate Questions to Focus Research, 272; Topic 11: Generate Questions to Focus Research, 660; Topic 13: Generate Questions to Focus Research, 788
Constructing Supporting Questions	
SS.8.2. Construct supporting questions that demonstrate the relationship between them and the compelling question in an inquiry.	SE/TE: Write Research Papers: Ask Questions, ELA 14; Quest: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; also see: Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996; Topic 5: Generate Questions to Focus Research, 272; Topic 11: Generate Questions to Focus Research, 660; Topic 13: Generate Questions to Focus Research, 788

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Gathering and Evaluating Sources	
SS.8.3. Gather relevant information from multiple sources using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	SE/TE: Quest: Project-Based Learning Inquiry, 132, 260, 336, 478, 892; Discussion Inquiry, 196, 550, 586, 716; Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Verifiable from Unverifiable Information, 382; Assess Credibility of a Source, 512; Draw Sound Conclusions from Sources, 630; Distinguish Real News from “Fake News,” 1014; also see: Use the Writing Process: Gather Information, ELA 7; Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14; Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045
SS.8.4. Independently, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.	SE/TE: Use the Writing Process: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers (use credible sources), ELA 14; Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382; Assess Credibility of a Source, 512; Distinguish Real News from “Fake News,” 1014; Writing Workshop: Find and Use Credible Sources, , 38, 222, 279, 563, 629, 668, 678; also see: Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045

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Developing Claims and Using Evidence	
SS.8.5. Independently, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.	SE/TE: Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Stay Out? Or Get Involved?, 260; Document-Based Writing Inquiry: Slavery and Abolition, 408; Dropping the Atomic Bomb, 848; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Verifiable from Unverifiable Information, 382; Assess Credibility of a Source, 512; Draw Sound Conclusions from Sources, 630; Distinguish Real News from “Fake News,” 1014; also see: Use the Writing Process: Gather Information, ELA 7; Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14; Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045
SS.8.6 Independently, develop claims and counterclaims while pointing out the strengths and limitations of both.	SE/TE: Support Your Analyses With Evidence, ELA 6; Write an Argument, ELA 9; Give an Effective Presentation, ELA 16; Writing Workshop: Introduce Claims, 203, 597 Support Claims, 209, 609; Distinguish Claims From Opposing Claims, 215, 619
SS.8.7. Independently, construct arguments using claims and evidence from multiple sources	SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9 Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255 Topic 10: Argumentative Essay, 597, 609, 619, 629, 637, 644, 647

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Communicating and Critiquing Conclusions	
SS.8.8. Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations.	SE/TE: Quest: Document-Based Writing Inquiry: The Easter Mutiny, 6; Examining the Colonial Environment, 54; The Mexican-American war, 336; Slavery and Abolition, 408; Effects of Immigration, 652; The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000; also see: Writing Workshop: Using the Writing Process, ELA 7-ELA 8; Write an Argument, ELA 9 Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255 Topic 10: Argumentative Essay, 597, 609, 619, 629, 637, 644, 647
SS.8.9. Present original arguments based on credible sources using a variety of media to authentic audiences.	SE/TE: Quest Findings, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; Writing Workshop: Use Technology to Produce and Publish, 698, 841
SS.8.10. Independently, analyze disciplinary arguments of peers for credibility	SE/TE: Evaluate Arguments, ELA 2; Support Your Analyses With Evidence, ELA 6; Peer Review, ELA 8; Effective Listening, 1; Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716
Taking Informed Action	
SS.8.11. Analyze how a specific problem can manifest itself at the local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	SE/TE: Analysis Skills: Being an Informed Citizen, 26; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993; Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Stay Out? Or Get Involved?, 260; Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716; Document-Based Writing Inquiry: The Role of Government in the Economy, 782; Look Into the Future, 1000

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SS.8.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.	SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716; Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993
Content Anchor Standard	
Analyze Civic and Political Institutions	
SS.8.13. Explain the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts. (21st century skills)	SE/TE: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; also see: Citizens’ Rights and Responsibilities, 247–252; Primary Source: Hamilton and Madison Disagree, 253; A Two-Party System Develops, 273–279; Abolitionism, 443–449; Reform and Women’s Rights, 452–463
SS.8.14. Examine and explain the origins, functions and structure of government with reference to the US Constitution and other founding documents, branches of government, bureaucracies, and other systems and its effectiveness on citizens. (21st century skills)	SE/TE: Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Primary Source: Hamilton and Madison Disagree, 253; United States Constitution, 1050–1071

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Engage in Economic decision Making	
SS.8.15. Evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.	SE/TE: Quest: Document-Based Writing Inquiry: The Role of Government in the Economy, 782; Analyzing the Reagan Conservative Movement, 962; Analysis Skills: Interpret Economic Performance, 359; Conduct a Cost-Benefit Analysis, 669; also see: Mercantilism, 121; Triangular Trade, 123; Economic Policy: of Hamilton, 274; of Jefferson, 274–275, 287–288; laissez faire, 287, 357; American System, 321, 371; of Quincy Adams, 341; The Industrial Revolution, 409–420; Analysis Skill Detect Changing Patterns, 421; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442
792–Critique Exchange and Markets	
SS.8.16. Analyze the role of innovation and entrepreneurship in institutions throughout early American history in a market economy.	SE/TE: The Industrial Revolution, 409–420; Mining, Railroads, and the Economy, 587–597; Industry and Corporations, 622–629; New Technologies, 638–644; Primary Source: Quotations from Thomas Edison, 645; How Did the Automobile Change America?, 792–794
Evaluate the National Economy	
SS.8.17. Use historical evidence to evaluate the state of regional economies throughout early American history.	SE/TE: The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Political Conflict and Economic Crisis, 349; Analysis Skill: Interpret Economic Performance, 359; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597

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Evaluate Human Environment Interaction	
SS.8.18. Explain how the physical and human characteristics of places and regions influence culture.	SE/TE: This standard is met throughout the program. Examples include the following: Cultures of North America, 14–24; Spanish Colonization and New Spain, 55–64; Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i> , 65; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Conflict Over Land, 142–143; 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; also see: Analysis Skills: Identifying Physical and Cultural Features, 141; Detect Historical Points of View, 291; Interpret Thematic Maps, 573; Quest: The Mexican-American War, 336; Imperialism and Annexation, 716
Analyze Human Population Movements and Patterns	
SS.8.19. Explain how push and pull factors contributed to immigration and migration in early American history.	SE/TE: Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; 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; also see: 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

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Analyze Global Interconnections	
SS.8.20. Explain how global interconnections influenced early American history.	SE/TE: Renaissance & A Search for New Trade Routes, 37; European Exploration in the Americas, 39–46; Spanish Colonization and New Spain, 55–64; Primary Sources: Bartolomé de Las Casas, Historia Apologética, 65; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109
Analyze Change, Continuity, and Content	
SS.8.21. Analyze connections among early American historical events and developments in broader historical contexts.	SE/TE: Analysis Skills: Relate Events in Time, 189; Distinguish Cause and Effect, 224; Identify Sources of Continuity, 246; Detect Historical Points of View, 291; Detect Changing Patterns, 421; also see: Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487; Sequence (examples), 399, 576; Literacy Skills: identify cause and effect, 39, 337, 392, 465, 489
Compare Perspectives	
SS.8.22. Explain how and why prevailing social, cultural, and political perspectives changed during early American history.	SE/TE: How Did New Ideas Influence the Colonists? 118–120; How Did Mercantilism Affect Taxation and Cause Resentment?, 144–145; Lack of Representation in Parliament, 146; Mercantilist System, 154–156; Declaration of Independence, 168, 169, 170, 171, 182, 190, 197, 213, 214, 222, 443, 503; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Primary Source: Hamilton and Madison Disagree, 253; Distinguish Fact from Opinion: Diary Entry, 280; Analysis Skills: Detect Historical Points of View, 291

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Justify Causation and Argumentation	
SS.8.23. Explain multiple causes and effects of events and developments in early American history.	SE/TE: Analysis Skills: Relate Events in Time, 189; Distinguish Cause and Effect, 224; Identify Sources of Continuity, 246; Detect Changing Patterns, 421; also see: Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458, 529; Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487, 503, 579, 609, 658, 686; Sequence (examples), 399, 576; Literacy Skills: identify cause and effect, 39, 337, 392, 465, 489, 587, 663, 805, 855; compare and contrast, 78, 204, 273, 431, 479, 501; sequence, 66, 217, 304, 383, 513, 533, 744, 813, 874, 916, 973, 1015; Quests, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000
Critique Historical Sources and Evidence	
SS.8.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Declaration of Independence, the Bill of Rights, the Constitution, Washington’s Farewell address, the Louisiana Purchase treaty, Monroe Doctrine, Indian Removal Act, Missouri Compromise, Dred Scott v. Sanford, and the Treaty of Guadalupe-Hidalgo.	SE/TE: Quest: Project-Based Learning Inquiry, 132, 260, 336, 478, 892; Discussion Inquiry, 196, 550, 586, 716; Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Verifiable from Unverifiable Information, 382; Assess Credibility of a Source, 512; Draw Sound Conclusions from Sources, 630; Distinguish Real News from “Fake News,” 1014; also see: Use the Writing Process: Gather Information, ELA 7; Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14; Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045

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Iowa History	
SS.8.25. Examine the evolution of the function and structure of government in Iowa.	SE/TE: For supporting content please see: State governments: structure of early, 198; responsibilities of, 244–245, 254; legislative reforms in, 570; States’ Rights, 242–243, 284–285, 349–352, 364, 503
Create a Saving and Spending Plan	
SS.8.26. Discuss the components of a personal spending plan, including income, planned saving and expenses. (21st century skills)	SE/TE: For supporting content please see: Analysis Skill: Interpret Economic Performance, 359; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597
Analyze Credit and Debt Levels	
SS.8.27. Calculate the cost of borrowing money for different types of goods. (21st century skills)	SE/TE: For supporting content please see: Installment Buying, 786; What Caused a World Economic Crisis, 1018–1020; American Recovery and Reinvestment Act, 1021; Economic Dangers Persist, 1022
Evaluate Savings and Long Term Investments	
SS.8.28. Explain how investing may build wealth and help meet financial goals. (21st century skills)	SE/TE: For supporting content please see: Industry and Corporations, 622–629; What Caused a World Economic Crisis, 1018–1020; American Recovery and Reinvestment Act, 1021
Measure Risk Management Tools	
SS.8.29. Identify ways insurance may minimize personal financial risk. (21st century skills)	SE/TE: For supporting content please see: Reconstruction Finance Corporation (loans to insurance companies), 819; Federal Deposit Insurance Corporation (FDIC), 827; Unemployment Insurance, 829; Health Insurance, 908, 970; Medicare, 1003; Affordable Care Act, 1037