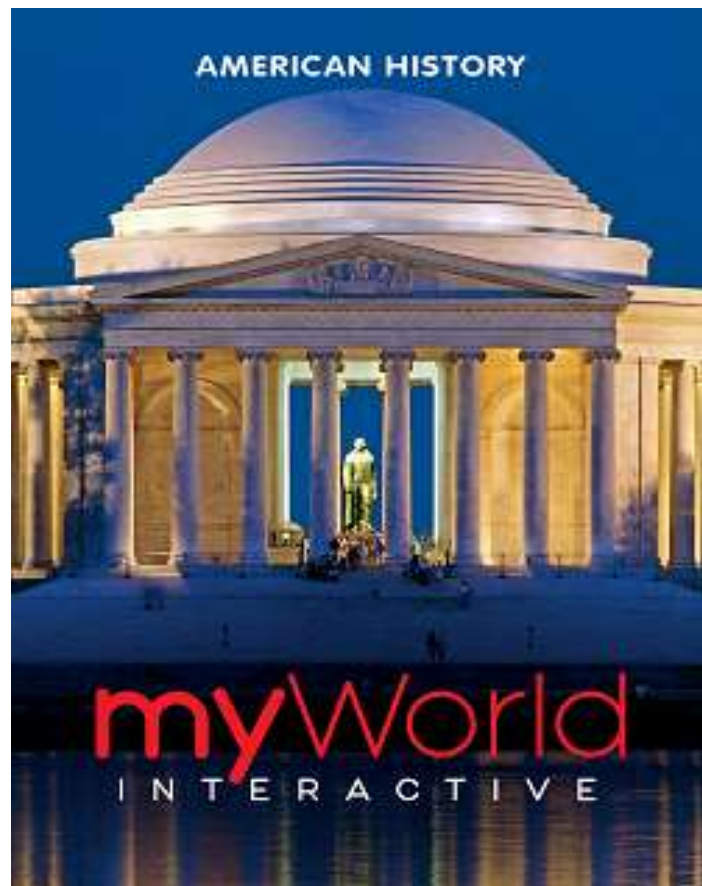


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to the

Indiana Academic Standards 2020
Social Studies, Grade 8
United States History
Growth and Development through 1877

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Introduction

This document demonstrates how *myWorld Interactive American History*, ©2019 meets the Indiana Academic Standards 2020 Social Studies Grade 8, United States History - Growth and Development through 1877. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

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.

**A Correlation of myWorld Interactive American History ©2019 to the
Indiana Academic Standards 2020 Social Studies Grade 8
United States History - Growth and Development through 1877**

Table of Contents

Content Standards

8.1 History

Historical Knowledge–The American Revolution and Founding of the United States: 1754 to 1801	4
Historical Knowledge–National Expansion and Reform: 1801 to 1861	13
Historical Knowledge–The Civil War and Reconstruction Period: 1850 to 1877.....	20
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making	25

8.2 Civics and Government	27
--	-----------

8.3 Geography	29
----------------------------	-----------

8.4 Economics	32
----------------------------	-----------

History/Social Studies Content Area Literacy

Learning Outcome for Literacy in History/Social Studies Learning	36
--	----

Key Ideas and Textual Support (Reading).....	38
--	----

Structural Elements and Organization (Reading).....	40
---	----

Synthesis and Connection of Ideas (Reading).....	41
--	----

Writing Genres (Writing).....	42
-------------------------------	----

The Writing Process (Writing)	44
-------------------------------------	----

The Research Process (Writing).....	45
-------------------------------------	----

**A Correlation of myWorld Interactive American History ©2019 to the
Indiana Academic Standards 2020 Social Studies Grade 8
United States History - Growth and Development through 1877**

Indiana Academic Standards 2020 Social Studies, Grade 8 United States History - Growth and Development through 1877	myWorld Interactive American History ©2019
Content Standards	
8.1 History	
Students examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.	
Historical Knowledge–The American Revolution and Founding of the United States: 1754 to 1801	
8.1.1 Identify the major Native American Indian groups of eastern North America and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation.	<p>SE/TE: Get Ready to Read, 14 Cultures of the Southeast Region, 20-21 Cultures of the Eastern Woodlands Region, 21 The Iroquois League, 23-24 Harsh Treatment of American Indians, 62 Interactions with American Indians and the Environment, 71-72 American Indians Offer Assistance, 82 War Erupts Between Settlers and American Indians, 86-87 Topic 2 Assessment #98, 127 Ohio Valley American Indians Choose Sides, 134-135 Conflict Over Land, 142-143 How Did the Proclamation of 1763 Fuel Resentment?, 143-144 American Indians Choose Sides, 183 Chapter 3 Assessment #11, 191 What Caused Conflict in Ohio?, 304-307</p> <p>TE only: Active Classroom, 306</p>

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**A Correlation of myWorld Interactive American History ©2019 to the
Indiana Academic Standards 2020 Social Studies Grade 8
United States History - Growth and Development through 1877**

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<p>Continued: 8.1.1 Identify the major Native American Indian groups of eastern North America and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation</p>	<p>Continued: Digital Resources: Topic 1>Lesson 2>Interactive Map: Native American Culture Regions of North America; Interactive Gallery: Housing Adaptations Based on Environment Topic 3>Lesson 2>Interactive Chart: Crisis on the Frontier Topic 5>Lesson 5>Interactive Map: Indian Lands Lost by 1810</p>
<p>8.1.2 Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.</p>	<p>SE/TE: Colonizing New Spain, 59-61 Reasons for the Exploration of North America, 67 Trade Rivalries in the Region, 71 Reasons for Colonization, 73 Colonists Seek Religious Freedom, 78-80 Religious Motivation and Creating a Tradition of Religious Freedom, 81 Reasons for Immigration to Massachusetts, 83 Get Ready to Read, 91</p>

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United States History - Growth and Development through 1877**

<p align="center">Indiana Academic Standards 2020 Social Studies, Grade 8 United States History - Growth and Development through 1877</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>8.1.3 Explain the conditions, causes, consequences and significance of Britain’s struggle to maintain control of colonies during the French and Indian War (1754–1763).</p>	<p>SE/TE: Get Ready to Read, 134 Why Did Europeans Fight Over North American Land?, 134-135 Where Did the French and Indian War Begin?, 135—136 The Colonies Meet in Albany, 136-137 British Defeats in the Ohio Valley, 137-138 Quebec and New France Fall, 138-140 Lesson Check #1 - #4, 140</p> <p>TE only: History Background, 139 Active Classroom, 139</p> <p>Digital Resources: Topic 3>Lesson1>Video: Causes of the French and Indian War; Interactive Chart: Effect of the French and Indian War; Interactive Chart: Major Battles of the French and Indian War</p>

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<p>8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).</p>	<p>SE/TE: Get Ready to Read, 142 Conflict Over Land, 142-143 How Did the Proclamation of 1763 Fuel Resentment?, 143-144 How Did Mercantilism Affect Taxation and Cause Resentment?, 144-145 Why Did the Stamp Act Anger Colonists?, 145-147 How Did Colonists React to the Townshend Acts?, 147-149 Leaders Emerge in the Struggle with Britain, 149-150 The Boston Massacre, 150-152 Lesson Check #1 - #6, 152 The Boston Tea Party, 154-156 How Did King George III Strike Back at Boston?, 156-158 Lesson Check #3, 163 Topic 3 Assessment #3, #5, #7, -#8, and #10; 191</p> <p>TE only: Differentiated Instruction, 144 History Background: A Speech Against the Stamp Act, 145 History Background, 156</p> <p>Digital Resources: Topic 3>Lesson 2>Interactive Chart: Crisis on the Frontier; Interactive Gallery: Important People of the American Revolution Topic 3>Lesson 3>Video: The Boston Tea Party</p>

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<p align="center">Indiana Academic Standards 2020 Social Studies, Grade 8 United States History - Growth and Development through 1877</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>8.1.5 Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).</p>	<p>SE/TE: The Battles of Lexington and Concord, 159-161 The Fighting Continues, 161-162 Opposing Sides at War, 162-163 Lesson Check #1-2, #4-6, 163 The War Comes to Boston, 165-167 What Did Thomas Paine Say in <i>Common Sense</i>?, 167-168 What Steps Did Colonial Leaders Take Toward Independence?, 168-169 The Declaration of Independence, 170-171 Primary Sources: Thomas Paine, <i>Common Sense</i>, 177 The War Is Won, 186-187 Topic 3 Assessment #1, #3, #5, #7 and #10; 191 The Articles of Confederation, 198-200 Weaknesses of the Confederation, 200-201 Lesson Check #3 and #5, 203</p> <p>TE only: Active Classroom, 166 History Background, 166 Active Classroom, 167 Differentiated Classroom, 170 Active Classroom, 171 Active Classroom, 201</p> <p>Digital Resources: Topic 3>Lesson 3>Analysis Skill: Compare Different Points of View; Interactive Chart: Advantages and Disadvantages of the British and Colonists Topic 3>Lesson 4>Video: The Declaration of Independence; Quick Activity: Edit the Declaration of Independence; Interactive Gallery: Thomas Paine's <i>Common Sense</i>; Interactive Gallery: Interactive Declaration of Independence; Primary Source: Thomas Paine, <i>Common Sense</i></p>

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<p>Continued: 8.1.5 Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).</p>	<p>Continued: Topic 4>Lesson 1> Video: The Articles of Confederation; Interactive Chart: Problems and Effect of the Articles of Confederation; Interactive Primary Source: Articles of Confederation</p>
<p>8.1.6 Identify and provide the significance of major events in the creation of the Constitution such as the enactment of state constitutions, the weaknesses of the Articles of Confederation, the Constitutional conventions, the willingness to compromise, and the Federalist-anti Federalist debates regarding the vote to ratify the Constitution.</p>	<p>SE/TE: Get Ready to Read, 197 How Were State Constitutions Similar?, 197-198 The Articles of Confederation, 198-200 Weakness of the Confederations, 200-201 How Did Economic Problems Lead to Change?, 202-203 Lesson Check #2 - #3 and #5, 203 Get Ready to Read, 204 Who Led the Convention?, 204-205 Disagreements Over a New Government, 206 The Great Compromise, 206-207 The Three-Fifths Compromise, 207-28 The convention Comes to a Conclusion, 208-209 Lesson Check #1 - #4 Get Ready to Read, 217 The Federalists and Antifederalists Debate, 217-219 Why Did the Antifederalists Demand a Bill of Rights?, 219 The Ratification Process, 219-221 New Amendments, 221-222 Lesson Check #1 - #4, 222 Primary “Sources: Federalist and Antifederalist Writings, 223 Topic 4 Assessment #2 - #5 and #8 - #10, 255</p> <p>TE only: History Background, 200 Active Classroom, 201 Differentiated Instruction, 206</p>

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Indiana Academic Standards 2020 Social Studies Grade 8
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<p>Continued: 8.1.6 Identify and provide the significance of major events in the creation of the Constitution such as the enactment of state constitutions, the weaknesses of the Articles of Confederation, the Constitutional conventions, the willingness to compromise, and the Federalist-anti Federalist debates regarding the vote to ratify the Constitution.</p>	<p>Continued: Digital Resources: Topic 4>Lesson 1> Video: The Articles of Confederation; Interactive Chart: Problems and Effect of the Articles of Confederation; Interactive Primary Source: Articles of Confederation Topic 4>Lesson 2> Video: The Constitutional Convention; Interactive Gallery: Delegates to the Constitutional Convention; Interactive Chart: The Great Compromise</p>
<p>8.1.7 Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.</p>	<p>SE/TE: Get Ready to Read, 261 How Did Washington Shape the American Presidency?, 261-262 How Did Alexander Hamilton Deal with the National Debt?, 263-265 How Did Hamilton Create a Stable Economy?, 266 A New Tax Leads to Rebellion, 266-268 How Did Americans React to the French Revolution?, 268-271 Washington Defends Neutrality, 271-272 Lesson Check #1 - #5, 272</p> <p>TE only: Active Classroom, 267</p> <p>Digital Resources: Topic 5>:Lesson 1>Video: Securing the New Government; Interactive Chart: A Controversial Tax</p>

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<p>8.1.8 Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences caused the development of political parties, affecting the nation for the future.</p>	<p>SE/TE: Primary Sources: Hamilton and Madison Disagree, 253 Get Ready to Read, 273 How Politics Divided Americans?, 273-274 What Issues Divided Hamilton and Jefferson?, 274-276 Political Parties Take Shape, 276-279 Lesson Check #1 and #3 - #5, 279</p> <p>TE only: Active Classroom, 276</p> <p>Digital Resources: Topic 5>Lesson 2>Video: The Origin of Political Parties; Quick Activity: Take Sides; Interactive Gallery: Early American Leaders</p>
<p>8.1.9 Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.</p>	<p>SE/TE: Get Ready to Read, 273 Political Parties Take Shape, 276-279 Lesson Check #4 - #5, 279 Get Ready to Read, 281 Conflict with France, 281-283 What Were the Alien and Sedition Acts?, 283-285 Why Was the Presidential Election of 1800 Important?, 285-286 How Did Jefferson Redefine Government?, 286-287 Lesson Check #3 - #4, 290 Topic 5 Assessment #9</p> <p>TE only: History Background, 285</p> <p>Digital Resources: Topic 5>Lesson 3> Video: John Adams's Presidency; Interactive Chart: Jefferson's Goals and Policies</p>

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<p>8.1.10 Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.</p>	<p>SE/TE: Leaders Emerge in the Struggle with Britain, 149-150 Five Things to Know About Patrick Henry, 151 Primary Sources: John and Abigail Adams, Letters, 153 Washington Leads the Patriots, 162 Washington Forces the British Out of Boston, 166-167 What Did Thomas Paine Say in <i>Common Sense</i>?, 167-168 Drafting the Declaration of Independence, 169 Who Led the Convention?, 204-205 Five Things to Know About Alexander Hamilton, 218 A Vote to Ratify After Long Debates, 220-221 Washington Shows Leadership, 267-268 What Issues Divided Hamilton and Jefferson?, 274-276</p> <p>Digital Resources: Topic 3>Lesson 2>Interactive Gallery: Important People of the American Revolution Social Studies Reference Center>Biographies>Abigail Adams; John Adams; Samuel Adams; Crispus Attucks; Alexander Hamilton; Patrick Henry; John Jay; Thomas Jefferson; James Madison; George Marshall; George Mason; Gouverneur Morris; Thomas Paine; Roger Sherman; Mercy Otis Warren; George Washington; James Wilson</p>

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<p>8.1.11 Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South causing early sectionalism in America.</p>	<p>SE/TE: Daily Life in the Middle Colonies, 97-99 How Did Two Regions Develop Differently, 103-106 Colonial Social Classes, 110-113 Education in the Colonies, 116-117 The Influence of Colonial Cities and Towns, 119-120 How did Sectionalism Affect the Early Republic?, 317-319 The Regional Impact of Tariffs, 320 Henry Clay Fights Sectionalism, 320-321</p> <p>Digital Resources: Topic 2>Lesson 4>Interactive Gallery: The Economy of the Middle Colonies</p>
<p align="center">Historical Knowledge–National Expansion and Reform: 1801 to 1861</p>	
<p>8.1.12 Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America’s initial push towards westward expansion.</p>	<p>SE/TE: The Louisiana Purchase, 292-294 How Did Americans Explore These New Lands?, 295-298 Lesson Check #4, 302 Primary Sources: William Clark and Merriweather Lewis, Journals; 303 Topic 5 Assessment #6 and #10, 331</p> <p>TE only: Differentiated Activity, 295 Differentiated Instruction, 297</p> <p>Digital Resources: Topic 5>Lesson 4>Quick Activity: Explore</p>

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<p>8.1.13 Explain the main issues, consequences, and landmark decisions of the Marshall Court, including how it affected the power of the Judicial Branch.</p>	<p>SE/TE: Landmark Supreme Court Cases, 288-290 How Did Supreme Court Decisions Expand Federal Power?, 321-323 Topic 5 Assessment #1 and #15, 331 Pressure on American Indians Increases, 363 <i>Worcester v. Georgia</i> Decision Is Ignored, 363-364 Lesson Check #5, 367</p> <p>TE only: Curriculum Connection: Visual and Performing Arts, 322 Active Classroom, 323 Curriculum Connection: Economics, 323</p> <p>Digital Resources: Topic 5>Lesson 6>Interactive Gallery: The Expansion of Federal Power</p>
<p>8.1.14 Analyze the causes and consequences of the War of 1812.</p>	<p>SE/TE: Get Ready to Read, 304 What Caused Conflict in Ohio?, 304-307 5 Things to Know About Tecumseh, 306 What Were the Causes of the War of 1812?, 307-309 Jackson Becomes a Hero in the Battle of New Orleans, 312-313 What Were the consequences of the War of 1812?, 314-315 Lesson Check #1 - #4, 315 Primary Source: Tenskwatawa, The Prophet, Speech, 316</p> <p>TE only: Active Classroom, 306</p> <p>Digital Resources: Topic 5>Lesson 5>Video: The War of 1812; Interactive Map: Indian Lands Lost by 1810; Primary Source: Tenskwatawa, The Prophet, Speech</p>

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<p>8.1.15 Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.</p>	<p>SE/TE: A Push for War, 307-308 Lesson Check #1, 315</p>
<p>8.1.16 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.</p>	<p>SE/TE: Get Ready to Read, 337 Jacksonian Democracy, 344-346 The Spoils System, 347 Lesson Check #1 - #2, 347 Get Ready to Read, 349 A Conflict Over States' Rights, 349-352 The Bank War, 352-355 American Indian Removal, 362-365 Lesson Check #2 - #4, 367 Topic 6 Assessment #1 - #2 and #8 - #9, 403</p> <p>TE only: History Background: Jacksonian and Jeffersonian Democracy, 344 History Background: Proclamation to the People of South Carolina, 351 Active Classroom, 353 History Background: The Supreme Court Ruling, 363</p> <p>Digital Resources: Topic 6>Lesson 2> Interactive Map: Tariffs and Trade; Interactive Chart: Disagreements Over the Bank Topic 6>Lesson 3> Interactive Map: Selected Native American Groups, 1820</p>

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<p>8.1.17 Explain relationships and conflict between settlers and Native Americans on the frontier.</p>	<p>SE/TE: What Caused Conflict in Ohio?, 304-307 5 Things to Know About Tecumseh, 306 Primary Source: Tenskwatawa, The Prophet, Speech, 316 American Indians and the Frontier, 360-362 American Indian Removal, 362-365 Southern American Indians on the Trail of Tears, 365-367 Lesson Check #1 - #5, 367</p> <p>TE only: Active Classroom, 306</p> <p>Digital Resources: Topic 5>Lesson 5>Interactive Map: Indian Lands Lost by 1810; Primary Source: Tenskwatawa, The Prophet, Speech</p>
<p>8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.</p>	<p>SE/TE: Get Ready to Read, 368 How Did Americans Move West?, 368-370 Heading into the West, 370-372 Movement Changes the West and the Nation, 373-374 Lesson Check #2 - #5, 374 Get Ready to Read, 375 In Search of New Territory, 375-377 The Far West Fur Trade, 377-378 The Oregon Trail, 378-381 Lesson Check #1 - #4, 3813 Americans Colonize Mexican Texas, 386-387 Get Ready to Read, 392 Manifest Destiny, 392-394 Mormons Settle the Mexican Session, 397 The 31st State, 397-399 Effects of Migration to California, 400-401 Lesson Check #3 - #5, 401 Topic 6 Assessment #3, #6, #10 - #11, 403</p>

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<p>Continued: 8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny</p>	<p>Continued: TE only: Active Classroom, 379 Historical Background: Travel t California, 397</p> <p>Digital Resources: Topic 6>Introduction> Topic Video: Narcissa Whitman and the Journey West; Interactive Topic Map: Westward Expansion of the United States; Interactive Topic Timeline: The Age of Jackson and Westward Expansion Topic 6>Lesson 4>Video: The Journey West; Interactive Gallery: New Technology: The Steamboat; Interactive Map: Erie Canal Topic 6>Lesson 5>Video: Why Oregon Country?; Interactive Gallery: Oregon Country; 3-D Model: The Covered Wagon; Interactive Map: The Oregon Trail Topic 6>Lesson 6>Interactive Map: The Settlement of Texas; Topic 6>Lesson 7>Video: Manifest Destiny; Quick Activity: The Importance of Water; Interactive Map: The Growth of the West to 1860; Interactive Gallery: The People of California</p>
<p>8.1.19 Analyze the causes and effects of the Mexican War (1846-1848).</p>	<p>SE/TE: Get Ready to Read, 383 Americans Colonize Mexican Texas, 386-387 Conflict with the Mexican Government, 387-388 Independence for Texas, 388-389 The United States Considers Annexation, 390-391 Lesso Check #3, 391 Polk and Westward Expansion, 393-394 The Mexican-American War, 394-396</p> <p>TE only: History Background: The Battle of Chapultepec, 395</p>

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Indiana Academic Standards 2020 Social Studies Grade 8
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<p>8.1.20 Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.</p>	<p>SE/TE: Get Ready to Read, 409 The Industrial Revolution Begins, 409-411 Where Were Factories Built?, 412 Daily Life in Factory Towns, 414 How Did Cities Expand?, 417-418 Lesson Check #1 - #4, 420 How Did Ethnic Minorities Fare in the North?, 427-428 A Reaction Against Immigrants, 428-429 Lesson Check #2 and #4, 430</p> <p>TE only: Differentiated Instruction, 412-417 Curriculum Connections: English/Language Arts, 416</p> <p>Digital Resources: Topic 7>Lesson 1>Video: The Spread of Industrialization</p>
<p>8.1.21 Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.</p>	<p>SE/TE: Women Organize, 427 How Did Ethnic Minorities Fare in the North?, 427-428 A Reaction Against Immigrants, 428-429 Lesson Check #2 and #4, 430</p> <p>Digital Resources: Topic 7>Lesson 5>Video: The Seneca Falls Convention; Interactive Timeline: The Early Women's Rights Movement</p>

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<p>8.1.22 Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad, and how the movement affected the division between the North and South.</p>	<p>SE/TE: African Americans Face Discrimination, 429-430 Get Ready to Read, 443 What Form Did Early Opposition to Slavery Take?, 443-444 How did Abolitionism Gain Momentum?, 444-448</p> <p>TE only: Active Classroom, 445 Active Classroom, 447</p> <p>Digital Resources: Topic 7>Lesson 4>Video: Abolitionism; Quick Activity: Abolitionists Speak Out; Interactive Chart: Opposing Views on Slavery; Interactive Map: The Underground Railroad; Social Studies Reference Center>Biographies>John Quincy Adams; James Armistead; John Brown; Wentworth Cheswell; Frederick Douglass; Sojourner Truth; William Wilberforce</p>
<p>8.1.23 Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.</p>	<p>SE/TE: Get Ready to Read, 452 The Era of Reform, 452-454 Social Reform Movements, 454-456 What Impact Did Reformers Have on Education?, 456-458 Early Calls for Women’s Rights, 458-459 How Did the Women’s Movement Start?, 460-461 Women Gain Opportunities, 461-463 Lesson Check #1 - #5, 463 Topic 7 Assessment #4 - #6, #9, and #11; 473</p> <p>TE only: Historical Background: Improvements in Mental Health Care, 454</p>

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<p>Continued: 8.1.23 Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements</p>	<p>Continued: Digital Resources: Topic 7>Lesson 4>Video: Abolitionism; Quick Activity: Abolitionists Speak Out; Interactive Chart: Opposing Views on Slavery; Interactive Map: The Underground Railroad Topic 7>Lesson 5>Video: The Seneca Falls Convention; Quick Activity: An Echo Across Time; Interactive Gallery: Changes in American Schools; Interactive Timeline: The Early Women's Rights Movement; Interactive Primary Source: Declaration of Sentiments and Resolutions Social Studies Reference Center>Biographies>Susan B. Anthony; Charles Finney; Margaret Fuller; Lucretia Mott; Elizabeth Cady Stanton; Sojourner Truth; Theodore Dwight Weld</p>
<p align="center">Historical Knowledge–The Civil War and Reconstruction Period: 1850 to 1877</p>	
<p>8.1.24 Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.</p>	<p>SE/TE: Get Ready to Read, 479 Missouri Compromise, 479-480 How Did Western Expansion Increase Tensions?, 480-481 The Free-Soil Party Oppose Slavery in the West, 481-482 California Reignites the Slavery Debate, 482-484 A Compromise Holds the Union Together, 484-486 A Book Sways the North Against slavery, 486-487 Continued: Lesson Check, #1 - #5, 487 Get Ready to Read, 489 Slavery in Kansas and Nebraska, 459-490 Violent Clashes in Kansas, 491-492 Violence over Slavery Breaks Out in the Senate, 492 How Did the Dred Scott Case Affect the Nation?, 493-494 The Republican Party Forms, 494-495 How Did Abraham Lincoln Come to Lead the Republican Party?, 496-497</p>

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<p>Continued: 8.1.24 Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.</p>	<p>Continued: John Brown Fights Slavery, 498-499 Lesson Check #1 - #6 Get Ready to Read, 501 Why Did Abraham Lincoln Win the Election of 1860?, 501-502 A Move Toward Civil War, 502-503 The Outbreak of War, 504-506 Lesson Check #1 and #4, 511 Tonic 8 Assessment #1- #3, #8, and #10; 545 TE only: History Background: Tipping the Balance, 482 History Background: The Fugitive Slave Law of 1793, 484 Active Classroom, 486 Active Classroom, 491 History Background: Ostend Manifesto, 492 Curriculum Connection: English/Language Arts, 494 History Background: Lincoln and the Abolitionists, 496 Active Classroom, 503 History Background: War of Peace?, 504 Active Classroom, 505 Digital Resources: Topic 8>Introduction>Interactive Topic Timeline: Sectionalism and Civil War Topic 8>Lesson 1>Video: Compromise; Interactive Cartoon: The Fugitive Slave Act; Interactive Gallery: Uncle Tom's Cabin; Primary Source: Harriet Beecher Stowe, Uncle Tom's Cabin; Interactive Primary Source: Uncle Tom's Cabin, Harriet Beecher Stowe Topic 8>Lesson 2>Video: Bleeding Kansas; Quick Activity: Formerly a Slave; 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>8.1.25 Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.</p>	<p>SE/TE: Strengths and Weaknesses of the North and South, 507-509 How Did Lincoln and Davis Lead Their People?, 510-511 Lesson Check #5, 511 How Did the Strategies of the North and South Differ?, 513-514 The Union Army Under George McClellan, 515 Union Success in the West, 519 The Proclamation Changes the Purpose of the War, 522 Analyze Graphs: Blockade of Southern Ports, 527 War Devastates the Southern Economy, 528-529 How did the War Affect the Northern Economy?, 529 The Union Captures Vicksburg, 533-534 A Union Victory at Gettysburg, 534-536 5 Things to Know About Ulysses s. Grant, 537 The Union Advances Into the South, 537-538 How did the War come to an End?, 541-542</p> <p>TE only: Active Classroom, 508, 509 Active Classroom, 509 Recent Scholarship: Sherman’s March to the Sea, 538</p> <p>Digital Resources: Topic 8>Lesson 3>Interactive Chart: Resources in the North and the South, 1860 Topic 8>Lesson 4>Video: Strategies for War; Interactive Map: The Union’s Strategies to Win the Civil War Topic 8>Lesson 6>Video: The Civil War Ends Topic 9>Lesson 1>Interactive Graph: The Downfall of the Southern Economy</p>

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<p>8.1.26 Compare and contrast the three plans for Reconstruction and evaluate the merits of each.</p>	<p>SE/TE: Lincoln’s Plan for Reconstruction, 553 Lincoln Rejects a Rival Proposal, 554 President Johnson’s Reconstruction Plan, 556-557 Lesson Check #1, 557 New Rules for the South, 560-561 Analyze Chart: Rival Plans for Reconstruction, 561</p> <p>Digital Resources: Topic 9>Lesson 1>Video: Lincoln's Reconstruction Plan; Interactive Gallery: Lincoln and Reconstruction</p>
<p>8.1.27 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson’s impeachment, the Black Codes, and the Compromise of 1877.</p>	<p>SE/TE: Get Ready to Read, 551 The Effects of the Civil War, 551-553 Causes and Effects of Reconstruction, 553-554 President Johnson’s Reconstruction Plan, 556-557 Get Ready to Read, 558 Continuing Conflict Over Reconstruction, 558-559 The Radical Reconstruction Congress, 559-561 New Rules for the South, 560-561 Political Problems for the New President, 562-563 Lesson Check #1 - #5, 563 Primary Source: Frederick Douglass, “What the Black Man Wants:”, 264 Get Ready to Read, 566 How Did Political Groups Shape the South?, 566-568 Why Did Conservatives Resist Reform?, 568-569 How Did Political Problems Slow Progress?, 569-570 Economic Problems in the South, 570-572 Lesson Check #1 - #6, 572 Get Ready to Read, 574 How Did Reconstruction Come to an End?, 574-576</p>

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<p>Continued: 8.1.27 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson’s impeachment, the Black Codes, and the Compromise of 1877.</p>	<p>Continued: New Restrictions on African American Rights, 576-578 How did the South Rebuild Its Economy, 578-579 Lesson Check #1 - !6, 579 Topic 9 Assessment #1 - #17</p> <p>TE only: Active Classroom, 577</p> <p>Digital Resources: Topic 9>Introduction> Interactive Topic Map: Reconstruction; Interactive Topic Timeline: The Reconstruction Era Topic 9>Lesson 1>Video: Lincoln's Reconstruction Plan; Interactive Gallery: Lincoln and Reconstruction Topic 9>Lesson 2>Video: Radical Reconstruction</p> <p>Continued: Topic 9>Lesson 3>Video: New Forces in Southern Politics; Interactive Gallery: Reconstruction-Era Political Groups; Interactive Chart: The Cycle of Poverty Topic 9>Lesson 4>Video: Reconstruction Ends; Quick Activity: Newspaper Editorial; Interactive Timeline: Oppression of African Americans; Interactive Map: Change in Southern Industry Topic 9>Writer's Workshop: The Reconstruction Era</p>

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Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making	
8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.	<p>SE/TE: Africans Arrive in Virginia, 76 Analysis Skills: Detect Historical Points of View, 291 Topic 6 Assessment #8 and #12, 403 Topic 7 Assessment #12, 473</p> <p>Digital Resources: Topic 2>Writer's Workshop: European Colonization of North America Topic 9>Introduction> Essential Question: How Should We Handle Conflict?>Explore 21st Century Skills Tutorials>Compare Viewpoints</p>
8.1.29 Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.	<p>SE/TE: Compare Different Points of View, 164 Distinguish Fact From Opinion, 280 Detect Historical Points of View, 291 Update an Interpretation, 450</p> <p>Digital Resources: 21st Century Skills Tutorials>Distinguish Between Fact and Opinion; Draw Conclusions; Draw Inferences</p>
8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.	<p>The Quest Project at the beginning of each chapter features the analysis of an issue using primary and secondary sources. For examples see:</p> <p>SE/TE: Quest Project-Based Learning Inquiry: Examining the Colonial Environment; 54, 88, 96, 106, and 126 Quest Civic Discussion Inquiry: The Mexican War; 336, 386, 394, 397, and 402</p> <p>Digital Resources: Topic 2> Quest: Project: Examining the Colonial Environment Topic 6>Quest: Discussion: The Mexican-American War</p>

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<p>Continued: 8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.</p>	<p>Continued: Primary Source features also feature the analysis of primary sources throughout the book for examples see: SE/TE: Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65 Primary Sources: William Bradford, <i>Of Plymouth Plantation</i>, 90 Primary Sources: John Quincy Adams, Speech on Independence Day, 348 Also Analyze Primary and Secondary Sources, ELA 4-ELA 5</p>
<p>8.1.31 Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.</p>	<p>SE/TE: A New American Style, 465 New forms of Literature and Music, 466-469 Transcendentalism Develops, 469-471 Lesson Check #2 - #4</p>

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8.2 Civics and Government	
Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.	
Foundations of Government	
8.2.1 Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.	<p>SE/TE: What Were the Foundations of Representative Government?, 123-125 Lesson Check #5, 125 First Comes the Preamble, 225-227 Seven Basic Principles, 227-229 Lesson Check #1, 236 What Liberties Does the Bill of Rights Ensure?, 238-240</p> <p>Digital Resources: Topic 2>Lesson 7> Interactive Chart: Influences on Colonial Government</p>
8.2.2 Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.	<p>SE/TE: Separation of Powers, 228 Checks and Balances, 228 The Legislative Branch, 229-232 The Executive Branch, 232-233 The Judicial Branch, 233-236 What System Exists to Prevent the Abuse of Power?, 235-236 Lesson Check #2, 236</p> <p>Digital Resources: Topic 4>Lesson 5> Video: The Three Branches of Government</p>
8.2.3 Examine ways that the national government affects the everyday lives of people of the United States.	<p>SE/TE: What Fundamental Liberties Does the Bill of Rights Ensure?, 238-240</p> <p>Digital Resources: Topic 4>Lesson 6>Quick Activity: Explore Free Speech</p>

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Functions of Government	
8.2.4 Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.	SE/TE: State Government, 242-245
8.2.5 Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.	For opportunities to address this standard, see SE/TE: State Government, 242-245 What Responsibilities Do Local Governments Have?. 245
Roles of Citizens	
8.2.6 Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.	SE/TE: American Citizenship, 247-249 Civic Virtue, Citizenship, and Democratic Values, 249-250 Responsible Citizenship, 251-252 Lesson Check #1 - #4, 252 Digital Resources: 21st Century Skills Tutorials>Being an Informed Citizen; Paying Taxes; Serving on Juries; Political Participation; Voting
8.2.7 Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.	SE/TE: Responsible Citizenship, 251-252 Lesson Check #3, .252 Digital Resources: 21st Century Skills Tutorials>Being an Informed Citizen; Paying Taxes; Serving on Juries; Political Participation; Voting
8.2.8 Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.	Digital Resources: 21st Century Skills Tutorials>Being an Informed Citizen; Political Participation; Voting
8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.	Digital Resources: 21st Century Skills Tutorials>Being an Informed Citizen; Political Participation; Voting

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8.2.10 Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.	<p>SE/TE: Quest Civic Discussion Inquiry; Senate Representation: 196, 206, 229, 254 Writing Workshop: 203, 209, 215, 222, 236, 245, 252, and 255</p> <p>Digital Resources: Topic 4> Quest: Discussion: Senate Representation; Writer's Workshop: A Constitution for the United States</p>
8.3 Geography	
Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.	
The World in Spatial Terms	
8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.	<p>SE/TE: American Indian Culture Regions, 16 Spanish Territories in the Americas, 60 American Indian Groups, 1820, 361 Spanish Territory in North America, 1820, 384</p>
Places and Regions	
8.3.2 Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).	<p>SE/TE: Westward Movement in Defiance of the Proclamation of 1763, 144 Claim to Western Lands, 199 Louisiana Purchase, 1803, 295 Roads and Canals, 1820-1850, 370</p> <p>Digital Resources: Topic 2>Lesson 2>Interactive Map: Lands Controlled by Colonial Powers, 1660 Topic 5>Lesson 4>Interactive Map: Expansion and Exploration</p>

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Physical Systems	
8.3.3 Identify and locate the major climate regions in the United States and describe the characteristics of these regions.	For opportunities to address this standard, see: SE/TE: What Were the Cultural and Physical Characteristics of North America?, 16-21
8.3.4 Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.	SE/TE: What Were the Cultural and Physical Characteristics of North America?, 16-21 American Indians and the Frontier, 360-362 Louisiana Purchase, 292-294 Geography Skills, 296 Digital Resources: Topic 5>Lesson 4>Interactive Map: Expansion and Exploration
Human Systems	
8.3.5 Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.	SE/TE: The Environment Influences Economic Activity, 88-89 A Thriving Economy, 97 How Did Two Regions Develop Differently?, 103-106 Pressure on American Indians Increases, 363 The Cotton Kingdom and Slavery, 432 Reliance on Plantation Agriculture, 433-435 Map: Agriculture in the South, 1860, 435
8.3.6 Using maps identify changes influenced by growth, economic development and human migration in the United States.	SE/TE: European Settlements, 1660, 70 Indian Lands Lost by 1812, 305 Roads and Canals, 1820-1850, 370 Growth of the United States to 1853, 396

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<p>8.3.7 Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.</p>	<p>SE/TE: Quest Project-Base Learning Inquiry: Examining the Colonial Environment: 54, 88, 96, 106, and 127</p> <p>Digital Resources: Topic 2> Quest: Project: Examining the Colonial Environment</p>
<p>8.3.8 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.</p>	<p>SE/TE: Explore the Essential Question, 50 Topic 2 Assessment #12 The Importance of the Ohio Valley, 133-134 From Ireland and Germany, 427-428 Lesson Check #4, 430 Freedmen Leave the South, 577-578</p> <p>Digital Resources: Topic 2>Introduction>Essential Question: Why do people move?</p>
<p>8.3.9 Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.</p>	<p>For opportunities to address this standard, see:</p> <p>SE/TE: The Environment Influence Economic Activity, 88-89 Daily Life in the Middle Colonies, 97-99 How Did Two Regions Develop Differently, 103-106 Map: Agriculture in the South, 1860</p>

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<p>8.4 Economics</p>	
<p>Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.</p>	
<p>8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.</p>	<p>SE/TE: Spanish Exploration Continues, 43-44 Who Were the Conquistadors?, 55-57 Why Did the Spanish Explore Lands to the North?, 58-59 Economic Activity in New France, 68 Where Did the Dutch Establish New Netherland?, 70-72 Reasons for Colonization, 73 How Did Mercantilism Affect Taxation and Cause Resentment?, 144-145 How Did the Colonists React to the Townshend Acts?, 147-149 The Boston Tea Party, 154-156 The Intolerable Acts Draw Other Colonies Into the Struggle, 158-159 Lesson Check #3 Strengths and Weaknesses, 198-199 Concerns Over Debt and currency, 200 How Did Economic Problems Lead to change?, 202-203 Lesson Check #2, 203</p> <p>Digital Resources: Topic 2>Lesson2>Video: France, the Netherlands and the Fur Trade Topic 3>Lesson2>Video: The Rights of the Colonists Topic 3>Lesson 3>Video: The Boston Tea Party Topic 4>Lesson 1>Video: The Articles of Confederation; Interactive Chart: Problems and Effects of the Articles of Confederation</p>

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<p>8.4.2 Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.</p>	<p>For opportunities to address this standard, see: SE/TE: A Proprietary Colony and a Market Economy, 93-94 Promoting a Free Market, 287 Broad Powers Over Interstate Trade, 322-323 The Panic of 1837, 356-357 Market Economy and the Industrial Revolution, 412-413 The Role of Market Forces, 413-414</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Core Concepts: Economic Systems</p>
<p>8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.</p>	<p>For opportunities to address this standard, see: SE/TE: Market Economy and the Industrial Revolution, 412-413</p>
<p>8.4.4 Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.</p>	<p>SE/TE: Technology Speed Transportation, 371-372 Slater Emigrates to the United States, 411 Interchangeable Parts, 411-412 New Inventions, 418-420 Eli Whitney Invents the Cotton Gin, 431-432 Free African Americans, 437-438</p> <p>Digital Resources: Topic 6>Lesson 4>Interactive Gallery: New Technology: The Steamboat Topic 7>Lesson 1>Interactive 3_D Model: Early Textile Mill; Interactive Timeline: New Inventions Improve Life Topic 7>Lesson 3>Interactive 3_D Model: The Cotton Gin</p>

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<p>8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.</p>	<p>SE/TE: New Ways to Produce Goods, 410-411 The First American Mill, 411 Interchangeable Parts, 411-412 What Changes Did the Age of Steam Power Bring?, 422-425</p> <p>Digital Resources: Topic 6>Lesson 4>Interactive Gallery: New Technology: The Steamboat Topic 7>Lesson 1>Interactive 3_D Model: Early Textile Mill; Interactive Timeline: New Inventions Improve Life Topic 7>Lesson >Interactive Gallery: The Steam Locomotive</p>
<p>8.4.6 Identify and give examples of different kinds of money used in the United States throughout its history.</p>	<p>For opportunities to address this standard, see: SE/TE: Concerns Over Debt and Currency, 200 Analyze Images, 200 Analyze Images, 355</p>
<p>8.4.7 Trace the development of the banking system in the United States.</p>	<p>SE/TE: How Did Hamilton Create a Stable Economy?, 266 Some Federalist Economic Policies Remain, 288 How Did Supreme Court Decisions Expand Federal Power?, 321-323 The Bank War, 352-355 The Panic of 1837, 356-357 The Market Economy and the Industrial Revolution, 412-413</p> <p>Digital Resources: Topic 6>Lesson 2> Interactive Chart: Disagreements Over the Bank</p>
<p>8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.</p>	<p>SE/TE: The Whig Party, 341-342 The Democratic Party, 342-343 Economically Dependent, 435</p>

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<p>8.4.9 Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.</p>	<p>SE/TE: How Did Alexander Hamilton Deal with the National Debt?, 263-265 The Bank War, 352-355 New Ways to Produce Goods, 410-411 The Market Economy and the Industrial Revolution, 412-413 Poverty in the South, 571-572</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Core Concepts: Money Management</p>
<p>8.4.10 Compare and contrast job skills needed in different time periods in United States history.</p>	<p>SE/TE: The Market Economy and the Industrial Revolution, 412-413 The Role of Market Forces, 413-414 How Did Workers Respond to Challenges?, 425-427</p>
<p>8.4.11 Analyze how the causes and effects of changes in the price of certain goods and services has had a significant influence on events in United States history.</p>	<p>SE/TE: How Did Economic Problems Lead to Change?, 202-203 How Was a Stable Economy Created After the War?, 319-321 The Panic of 1837, 356-357 The Role of Market Forces, 413-414 A Weak Wartime Economy, 528 Rebuilding the South's Economy, 571</p> <p>TE only: History Background: Financial Panics, 356</p>

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History/Social Studies Content Area Literacy	
Learning Outcome for Literacy in History/Social Studies Learning	
LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.	
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	SE/TE: Analyze Informational Text, ELA 1 Evaluate Arguments, ELA 2 Analyze Primary and Secondary Sources, ELA 4–ELA 5 There are numerous primary source texts in the book. For examples, see: Columbus’ diary, 47 Thomas Paine, <i>Common Sense</i> , 177 William Clark and Meriwether Lewis, Journals, 303 Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i> , 488 TE: Beyond the Classroom & Additional Resources: 2B, 50B, 128B, 192B, 256B, 3332B, 404B, 474B, 546B Digital Resources: Sample Digital Primary Sources: Topic 2>Lesson 1>Primary Source: Bartolomé de Las Casas, Historia Apologética Topic 4>Lesson 3>Interactive Primary Source: Two Treatises of Government

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<p>6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE/TE:</p> <p>Use the Writing Process, ELA 7–ELA 8 Write an Argument, ELA 9 Write Informative or Explanatory Essays, ELA 10 Write Narrative Essays, ELA 11 Write Research Papers, ELA 14</p> <p>Each Topic Assessment has a section for Critical Thinking and Writing, which includes one Writer’s Workshop writing exercise. For examples, see: Topic 1 Assessment # 8 - #13, 49 Topic 4 Assessment # 8 - #13, 255 Topic 7 Assessment # 8 - #13, 473</p> <p>See also: Quest Document-Based Inquiry: The Easter Mutiny, 6 Quest Document-Based Inquiry: Examining the Colonial Environment, 54 Quest Project Inquiry: Choosing Sides, 132 Quest Project Inquiry: Stay Out? Or Get Involved?, 260 Quest Document-Based Inquiry: Slavery and Abolition, 408 Quest Project Inquiry: A Lincoln Website, 478</p> <p>Digital Resources:</p> <p>Topic 1> Quest: Project: The Easter Mutiny; Writer’s Workshop: The Early Americas and European Exploration Topic 2> Quest: Project: Examining the Colonial Environment; Writer’s Workshop: European Colonization of North America Topic 3> Quest: Project: Choosing Sides; Writer’s Workshop: The Revolutionary Era Topic 4>Writer’s Workshop: A Constitution for the United States Topic 5>Quest: Project: Stay Out? Or Get Involved?; Writer’s Workshop: The Early Republic</p>

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<p>Continued: 6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Continued: Topic 6>Writer's Workshop: The Age of Jackson and Westward Expansion Topic 7> Quest: Project: Slavery and Abolition; Writer's Workshop: Society and Culture Before the Civil War Topic 8>Writer's Workshop: Sectionalism and Civil War Topic 9>Writer's Workshop: The Reconstruction Era</p>
<p>Key Ideas and Textual Support (<i>Reading</i>)</p>	
<p>LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.</p>	
<p>6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>SE/TE: Find and Use Credible Sources, ELA 12–ELA 13 Write Research Papers, ELA 14 Quest Document-Based Writing Inquiry: The Easter Mutiny, 6, 34, 43, 48 Quest Project-Base Learning Inquiry: Examining the Colonial Environment: 54, 88, 96, 106, and 127 Quest Project-Base Learning Inquiry: Choosing Sides, 132, 146, 161, 177, 190 Quest Discussion Inquiry: Senate Representation, 196, 206, 229, 254 Quest Project-Based Learning Inquiry: Stay Out? Or Get Involved?, 260, 270, 282, 301, 330 Quest Discussion Inquiry: The Mexican-American War, 336, 386, 394, 397, 402 Quest Document-Based Writing Inquiry: Slavery and Abolition, 408,429, 435, 445, 472 Quest Project Inquiry: A Lincoln Website, 478, 497, 503, 531, 544 Quest Discussion Inquiry: The End of Reconstruction, 550, 552, 577, 580</p>

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<p>Continued: 6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>Continued: TE: Beyond the Classroom & Additional Resources: 2B, 50B, 128B, 192B, 256B, 3332B, 404B, 474B, 546B</p> <p>Digital Resources: Topic 1> Quest: Project: The Easter Mutiny; Writer's Workshop: The Early Americas and European Exploration Topic 2> Quest: Project: Examining the Colonial Environment Topic 3> Quest: Project: Choosing Sides Topic 4> Quest: Project: Senate Representation; Writer's Workshop: A Constitution for the United States Topic 5> Quest: Project: Stay Out? Or Get Involved?; Writer's Workshop: The Early Republic Topic 6> Quest: Project: The Mexican-American War Topic 7> Quest: Project: Slavery and Abolition Topic 8> Quest: Project: A Lincoln Website Topic 9> Quest: Project: The End of Reconstruction; Writer's Workshop: The Reconstruction Era 21st Century Skills Tutorials> Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources 21st Century Skills Tutorials> Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources</p>
<p>6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>SE/TE: Quest Document-Based Inquiry: The Easter Mutiny, 6 Quest Document-Based Inquiry: Examining the Colonial Environment, 54 Quest Project Inquiry: Choosing Sides, 132 Quest Project Inquiry: Stay Out? Or Get Involved?, 260</p>

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<p>Continued: 6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Continued: Quest Document-Based Inquiry: Slavery and Abolition, 408 Quest Project Inquiry: A Lincoln Website, 478</p> <p>Digital Resources: 21st Century Skills Tutorials> Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources</p>
<p>6-8.LH.2.3: Identify key steps in a text’s description of a process related to history/social studies (Examples: how a bill becomes a law, how interest rates are raised or lowered).</p>	<p><i>For opportunities to address this standard, see:</i></p> <p>Digital Resources: 21st Century Skills Tutorials> Compare Viewpoints Evaluate Existing Viewpoints; Consider and Counter Opposing Arguments</p>
Structural Elements and Organization (Reading)	
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.	
<p>6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>SE/TE: Each lesson begins with a Practice Vocabulary feature. For examples, see:7, 154, 247, 337, 452, and 551.</p>
<p>6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).</p>	<p>For opportunities to address this standard, see</p> <p>Digital Resources: 21st Century Skills Tutorials> Analyze Cause and Effect; Sequence; Compare Viewpoints</p>

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<p>6-8.LH.3.3: Identify aspects of a text that reveal an author’s perspective or purpose (Examples: <i>loaded language, inclusion or avoidance of particular facts</i>).</p>	<p>SE/TE: Analysis Skills: Compare Different Points of View, 164 Analysis Skills: Assess Creditability of a Source, 512</p> <p>Digital Resources: 21st Century Skills Tutorials> Analyze Primary and Secondary Sources; Identify Bias; Analyze Media Content; Analyze Political Cartoons</p>
<p align="center">Synthesis and Connection of Ideas (Reading)</p>	
<p>LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.</p>	
<p>6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.</p>	<p>There are numerous instances where students are prompted to analyze images, photographs, maps, charts, or graphs. For examples see:</p> <p>SE/TE: Analyze Charts, 63 Geography Skills 122 Analyze Charts, 124 Analyze Images, 231 Analyze Images, 339 Analyze Images, 492 Analyze Images, 493 Analyze Graphs, 542</p> <p>Digital Resources 21st Century Skills Tutorials>Analyze Images; Analyze Political Cartoons; Create Charts and Maps; Read Charts, Graphs, and Tables; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps</p>

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<p>6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>SE/TE: Analysis Skills: Distinguish Fact from Opinion, 280 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382 Analysis Skills: Assess Creditability of a Source, 512</p> <p>Digital Resources 21st Century Skills Tutorials>Analyze Primary and Secondary Sources; Distinguish Between Fact and Opinion</p>
<p>6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.</p>	<p>SE/TE: Writing: Find and Use Credible Sources, ELA 12– ELA 13 Write Research Papers, ELA 14</p> <p>Digital Resources 21st Century Skills Tutorials>Analyze Primary and Secondary Sources</p>
<p>Writing Genres (Writing)</p>	
<p>LH.5: Write for different purposes and to specific audiences or people.</p>	
<p>6-8.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p>SE/TE: Quest Document-Based Writing Inquiry: The Easter Mutiny, 6, 34, 43, 48 Quest Project-Base Learning Inquiry: Choosing Sides, 132, 146, 161, 177, 190 Quest Document-Based Writing Inquiry: Slavery and Abolition, 408,429, 435, 445, 472</p> <p>Digital Resources Topic 1> Quest: Project: The Easter Mutiny Topic 3> Quest: Project: Choosing Sides Topic 4> Writer's Workshop: A Constitution for the United States Topic 7> Quest: Project: Slavery and Abolition</p>

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<p>6-8.LH.5.2: Write informative texts, including analyses of historical events.</p>	<p>SE/TE: Quest Project-Based Learning Inquiry: Stay Out? Or Get Involved?, 260, 270, 282, 301, 330</p> <p>Digital Resources Topic 1>Writer's Workshop: The Early Americas and European Exploration Topic 2>Writer's Workshop: European Colonization of North America Topic 3> Writer's Workshop: The Revolutionary Era Topic 5> Quest: Project: Stay Out? Or Get Involved?; Writer's Workshop: The Early Republic Topic 6> Writer's Workshop: The Early Republic Topic 7> Writer's Workshop: Society and Culture Before the Civil War Topic 8> Writer's Workshop: Sectionalism and Civil War Topic 9> Writer's Workshop: The Reconstruction Era</p>

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<p>The Writing Process (Writing)</p>	
<p>LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.</p>	
<p>6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</p>	<p>SE/TE: Topic 8 Assessment #12 Topic 9 Assessment #13</p> <p>Digital Resources Topic 1>Quest: Project: The Easter Mutiny>Quest Findings: The Easter Mutiny Topic 3> Quest: Project: Choosing Sides>Quest Findings: Choosing Sides Topic 5> Quest: Project: Stay Out? Or Get Involved?>Quest Findings: Stay Out? Or Get Involved? Topic 7>Quest: Project: Slavery and Abolition>Quest Findings: Slavery and Abolition Topic 8> Quest: Project: A Lincoln Website>Quest Findings: A Lincoln Website</p>
<p>6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>SE/TE: Quest Project-Base Learning Inquiry: Examining the Colonial Environment: 54, 88, 96, 106, and 127 Quest Project-Base Learning Inquiry: Choosing Sides, 132, 146, 161, 177, 190 Quest Project Inquiry: A Lincoln Website, 478, 497, 503, 531, 544</p> <p>Digital Resources Topic 2> Quest: Project: Examining the Colonial Environment Topic 3> Quest: Project: Choosing Sides Topic 8> Quest: Project: A Lincoln Website</p>

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<p>The Research Process (Writing)</p>	
<p>LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.</p>	
<p>6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>SE/TE:</p> <p>Quest Document-Based Writing Inquiry: The Easter Mutiny, 6, 34, 43, 48</p> <p>Quest Project-Base Learning Inquiry: Examining the Colonial Environment: 54, 88, 96, 106, and 127</p> <p>Quest Discussion Inquiry: Senate Representation, 196, 206, 229, 254</p> <p>Quest Project-Based Learning Inquiry: Stay Out? Or Get Involved?, 260, 270, 282, 301, 330</p> <p>Quest Discussion Inquiry: The Mexican-American War, 336, 386, 394, 397, 402</p> <p>Quest Document-Based Writing Inquiry: Slavery and Abolition, 408,429, 435, 445, 472</p> <p>Quest Project Inquiry: A Lincoln Website, 478, 497, 503, 531, 544</p> <p>Quest Discussion Inquiry: The End of Reconstruction, 550, 552, 577, 580</p> <p>Digital Resources:</p> <p>Topic 1>Writer's Workshop: The Early Americas and European Exploration</p> <p>Topic 2> Quest: Project: Examining the Colonial Environment</p> <p>Topic 3> Quest: Project: Choosing Sides</p> <p>Topic 4> Quest: Project: Senate Representation; Writer's Workshop: A Constitution for the United States</p> <p>Topic 5> Quest: Project: Stay Out? Or Get Involved?; Writer's Workshop: The Early Republic</p> <p>Topic 6> Quest: Project: The Mexican-American War</p> <p>Topic 7> Quest: Project: Slavery and Abolition</p> <p>Topic 8> Quest: Project: A Lincoln Website</p>

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<p>Continued: 6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p>	<p>Continued: Topic 9> Quest: Project: The End of Reconstruction; Writer's Workshop: The Reconstruction Era 21st Century Skills Tutorials> Ask Questions; Avoid Plagiarism; Identify Evidence; Identify Trends; Interpret Sources; Search for Information on the Internet; Synthesize; Take Effective Notes; Develop a Clear Thesis; Organize Your Ideas; Support Ideas with Evidence; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>
<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>SE/TE: Quest Document-Based Writing Inquiry: The Easter Mutiny, 6, 34, 43, 48 Quest Project-Base Learning Inquiry: Examining the Colonial Environment: 54, 88, 96, 106, and 127 Quest Discussion Inquiry: Senate Representation, 196, 206, 229, 254 Quest Project-Based Learning Inquiry: Stay Out? Or Get Involved?, 260, 270, 282, 301, 330 Quest Discussion Inquiry: The Mexican-American War, 336, 386, 394, 397, 402 Quest Document-Based Writing Inquiry: Slavery and Abolition, 408,429, 435, 445, 472 Quest Project Inquiry: A Lincoln Website, 478, 497, 503, 531, 544 Quest Discussion Inquiry: The End of Reconstruction, 550, 552, 577, 580</p> <p>Digital Resources: Topic 1>Writer's Workshop: The Early Americas and European Exploration Topic 2> Quest: Project: Examining the Colonial Environment Topic 3> Quest: Project: Choosing Sides Topic 4> Quest: Project: Senate Representation; Writer's Workshop: A Constitution for the United States</p>

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<p>Continued: 6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>Continued: Topic 5> Quest: Project: Stay Out? Or Get Involved?; Writer's Workshop: The Early Republic Topic 6> Quest: Project: The Mexican-American War Topic 7> Quest: Project: Slavery and Abolition Topic 8> Quest: Project: A Lincoln Website Topic 9> Quest: Project: The End of Reconstruction; Writer's Workshop: The Reconstruction Era 21st Century Skills Tutorials> Ask Questions; Avoid Plagiarism; Identify Evidence; Identify Trends; Interpret Sources; Search for Information on the Internet; Synthesize; Take Effective Notes</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: Quest Document-Based Writing Inquiry: The Easter Mutiny, 6, 34, 43, 48 Quest Project-Base Learning Inquiry: Examining the Colonial Environment: 54, 88, 96, 106, and 127 Quest Discussion Inquiry: Senate Representation, 196, 206, 229, 254 Quest Project-Based Learning Inquiry: Stay Out? Or Get Involved?, 260, 270, 282, 301, 330 Quest Discussion Inquiry: The Mexican-American War, 336, 386, 394, 397, 402 Quest Document-Based Writing Inquiry: Slavery and Abolition, 408,429, 435, 445, 472 Quest Project Inquiry: A Lincoln Website, 478, 497, 503, 531, 544 Quest Discussion Inquiry: The End of Reconstruction, 550, 552, 577, 580 Digital Resources: Topic 1>Writer's Workshop: The Early Americas and European Exploration Topic 2> Quest: Project: Examining the Colonial Environment Topic 3> Quest: Project: Choosing Sides</p>

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<p>Continued: 6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Continued: Topic 4> Quest: Project: Senate Representation; Writer's Workshop: A Constitution for the United States Topic 5> Quest: Project: Stay Out? Or Get Involved?; Writer's Workshop: The Early Republic Topic 6> Quest: Project: The Mexican-American War Topic 7> Quest: Project: Slavery and Abolition Topic 8> Quest: Project: A Lincoln Website Topic 9> Quest: Project: The End of Reconstruction; Writer's Workshop: The Reconstruction Era 21st Century Skills Tutorials> Ask Questions; Avoid Plagiarism; Identify Evidence; Identify Trends; Interpret Sources; Search for Information on the Internet; Synthesize; Take Effective Notes</p>

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