

A Correlation of
myWorld Interactive American History
Survey Edition, ©2019



to the

Maryland Social Studies Standards and
Framework 2020
Grade 8

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Introduction

This document demonstrates how *myWorld Interactive Social Studies, American History, ©2019* meets the Maryland Social Studies Standards and Framework 2020, Grade 8. Correlation page references are to the Student Edition and Teacher Edition and Realize digital resources.

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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1.1: Interactions in the New World	
1.1.1: Students will evaluate the interaction of European, African, and Native cultures in colonial America by:	
<p>1.1.1.a: Describing the varied cultures and geographic distribution of Native populations in North America prior to European arrival.</p>	<p>SE/TE: Cultures of North America, 14–24 Map: American Indian Culture Regions, 16 Lesson Check, 24 Primary Sources: Constitution of the Iroquois Nations: The Great Binding Law, 25 Review and Assessment, 48–49</p> <p>Digital Resources: Topic 1>Lesson 2>Lesson Video: Native American Culture Regions of North America Topic 1>Lesson 2>Interactive Maps: Native American Culture Regions of North America</p>
<p>1.1.1.b: Assessing the range of reactions of Native populations to the colonization of North America.</p>	<p>SE/TE: Interaction With American Indians and the Environment, 71–72 American Indians Offer Assistance, 82 War Erupts Between Settlers and American Indians, 86–87 Ohio Valley American Indians Choose Sides, 134–135</p> <p>Digital Resources: Topic 3>Lesson 1>Lesson Video: Causes and Results of the French and Indian War</p>
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<p>3.4: Ratification and the Bill of Rights</p>	
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<p>5.1.1.d: Identifying the push and pull factors driving antebellum immigration.</p>	<p>SE/TE: Analyze Images: The Growth of San Francisco, 1848–1860, 399 The Effects of Migration to California, 400–401 How Did Ethnic Minorities Fare in the North?, 427–428 A Reaction Against Immigrants, 428–429</p> <p>Digital Resources: Topic 6>Lesson 7>Interactive Galleries: The People of California Topic 6>Lesson 7>Interactive Maps: The Growth of the West to 1860 Topic 6>Lesson 7>Lesson Video: Manifest Destiny</p>
<p>5.1.2: Students will examine the institution, conditions, and expansion of slavery while analyzing methods of social and political resistance by:</p>	
<p>5.1.2.a: Evaluating the impact of technology on the geographic expansion of the institution of slavery.</p>	<p>SE/TE: Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 African Americans Face Discrimination, 429–430 The Cotton Kingdom and Slavery, 432 How Did the North and West Promote Slavery?, 432 Limited Southern Industry, 434 Economically Dependent, 435</p> <p>Digital Resources: Topic 7>Lesson 2>Lesson Video: Cotton Shapes the South Topic 7>Lesson 3>Interactive 3D Models: The Cotton Gin</p>

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<p>5.1.2.b: Analyzing the conditions that defined life for the enslaved.</p>	<p>SE/TE: Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 The Cotton Kingdom and Slavery, 432 How Did the North and West Promote Slavery?, 432 What Were the Characteristics of White Southern Society?, 436–437 What Was Life Like for African Americans in the South?, 437–439 Slavery in the South, 439–441</p> <p>Digital Resources: Topic 7>Lesson 2>Lesson Video: Cotton Shapes the South Topic 7>Lesson 3>Interactive Charts: Different Ways of Life in the South Topic 7>Lesson 3>Interactive Charts: Lives of Free and Enslaved African Americans</p>
<p>5.1.2.c: Contrasting the various ways in which enslaved African Americans and free blacks resisted enslavement, oppression, and institutionalized racism.</p>	<p>SE/TE: How Did Enslaved African Americans Resist Their Enslavement?, 441–442 What Form Did Early Opposition to Slavery Take?, 443–444 How Did Abolitionism Gain Momentum?, 444–448 Lesson Check, 449</p> <p>Digital Resources: Topic 7>Lesson 3>Interactive Charts: Lives of Free and Enslaved African Americans Topic 7>Lesson 4>Interactive Biographies: Frederick Douglass Topic 7>Lesson 4>Interactive Biographies: Harriet Tubman Topic 7>Lesson 4>Interactive Charts: Opposing Views on Slavery Topic 7>Lesson 4>Interactive Maps: The Underground Railroad Topic 7>Lesson 4>Lesson Video: Abolitionism</p>

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<p>5.1.2.d: Evaluating the effectiveness of the Missouri Compromise in resolving the influence of slavery on politics and sectionalism.</p>	<p>SE/TE: The Missouri Compromise, 479–480 Lesson Check, 487 Geography Skills, 490 The Supreme Court Rules on Dred Scott v. Sandford, 493 The Nation Splits, 503 Lesson Check, 511 Visual Review, 544 Assessment, 545</p> <p>Digital Resources: Topic 8>Lesson 1>Lesson Video: Compromise Topic 8>Lesson 2>Interactive Galleries: The Dred Scott Case Topic 8>Lesson 2>Landmark Supreme Court Cases: <i>Dred Scott v. Sandford</i></p>
<p>5.2: Jacksonian Era</p>	
<p>5.2.1: Students will evaluate the political, economic, and social impact of Jacksonian Democracy by:</p>	
<p>5.2.1.a: Explaining the impact of President Andrew Jackson’s presidency on sectional politics, democracy, electoral processes, and the economy.</p>	<p>SE/TE: Jacksonian Democracy, 344–346 The Spoils System, 347 A Conflict Over States’ Rights, 349–352 The Bank War, 352–355 Economic Crisis and Political Changes, 356–358 Lesson Check, 358 Assessment, 403</p> <p>Digital Resources: Topic 6>Lesson 1>Interactive Timelines: Changing Voting Rights in Early America Topic 6>Lesson 2>Lesson Video: North vs South in the Age of Jackson Topic 6>Lesson 2>Interactive Charts: Disagreements Over the Bank</p>

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<p>5.2.1.b: Contrasting the Native and American arguments surrounding the issue of Native American rights and land ownership.</p>	<p>SE/TE: American Indians and the Frontier, 360–362 American Indian Removal, 362–365 Southern American Indians on the Trail of Tears, 365–367 Lesson Check, 367 Assessment, 403</p> <p>Digital Resources: Topic 6>Lesson 3>Interactive Maps: Selected Native American Groups, 1820 Topic 6>Lesson 3>Interactive Maps: Southern Native Americans on the Trail of Tears Topic 6>Lesson 3>Lesson Video: The Trail of Tears Topic 6>Lesson 3>Landmark Supreme Court Cases: <i>Worcester v. Georgia</i></p>
<p>5.3: Social Reform Movements</p>	
<p>5.3.1: Students will analyze the impact of antebellum reform movements on American politics and society by:</p>	
<p>5.3.1.a: Evaluating the impact of social reform movements on temperance, prison, and educational reform.</p>	<p>SE/TE: The Era of Reform, 452–454 Social Reform Movements, 454–456 What Impact Did Reformers Have on Education?, 456–458 Opportunities for Women’s Education, 462 Visual Review, 472 Assessment, 473</p> <p>Digital Resources: Topic 7>Lesson 3>Lesson Video: The Second Great Revival Topic 7>Lesson 5>Interactive Galleries: Changes in American Schools</p>

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<p>5.3.1.b: Tracing the evolution, arguments, and impacts of the antebellum women’s movement.</p>	<p>SE/TE: Early Calls for Women’s Rights, 458–459 How Did the Women’s Movement Start?, 460–461 Women Gain New Opportunities, 461–463 Assessment, 473</p> <p>Digital Resources: Topic 7>Lesson 5>Interactive Primary Sources: “Ain’t I a Woman,” Sojourner Truth Topic 7>Lesson 5>Interactive Primary Sources: Declaration of Sentiments and Resolutions Topic 7>Lesson 5>Interactive Timelines: The Early Women’s Rights Movement Topic 7>Lesson 5>Lesson Video: The Seneca Falls Convention Topic 7>Lesson 5>Interactive Biographies: Elizabeth Cady Stanton Topic 7>Lesson 5>Interactive Biographies: Lucretia Mott Topic 7>Lesson 5>Interactive Biographies: Margaret Fuller Topic 7>Lesson 5>Interactive Biographies: Susan B. Anthony</p>
<p>5.3.1.c: Identifying the methods, arguments, and impacts of the abolitionist movement.</p>	<p>SE/TE: What Form Did Early Opposition to Slavery Take?, 443–444 How Did Abolitionism Gain Momentum?, 444–448 Who Opposed the Abolitionists?, 448–449 Lesson Check, 449 Assessment, 473 Opposing Views, 481 Reactions to Dred Scott v. Sandford, 494</p> <p>Digital Resources: Topic 7>Lesson 4>Interactive Biographies: William Lloyd Garrison Topic 7>Lesson 4>Interactive Charts: Opposing Views on Slavery Topic 7>Lesson 4>Lesson Video: Abolitionism Topic 7>Lesson 4>Interactive Biographies: Frederick Douglass Topic 7>Lesson 4>Interactive Biographies: Harriet Tubman Topic 7>Lesson 4>Interactive Biographies: Robert Purvis Topic 7>Lesson 4>Interactive Biographies: Theodore Weld</p>

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5.4: Westward Expansion	
5.4.1: Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups by:	
5.4.1.a: Assessing multiple perspectives on Manifest Destiny and its impacts on territorial possession.	<p>SE/TE: Manifest Destiny, 392–394 Lesson Check, 401 Visual Review, 402 Assessment, 403</p> <p>Digital Resources: Topic 6>Lesson 7>Lesson Video: Manifest Destiny</p>
5.4.1.b: Analyzing the consequences of the rapid settlement of California, Oregon, and Texas.	<p>SE/TE: Settling Oregon Country, 375–381 New Mexico Territory and California, 383–385 The United States Considers Annexation, 390–391 Mormons Settle the Mexican Cession, 397–399 The Effects of Migration to California, 400–401 Assessment, 403</p> <p>Digital Resources: Topic 6>Lesson 5>Interactive Galleries: Oregon Country Topic 6>Lesson 5>Interactive Maps: The Oregon Trail Topic 6>Lesson 5>Lesson Video: Why Oregon Country? Topic 6>Lesson 6>Interactive Galleries: The Defenders of the Alamo Topic 6>Lesson 6>Interactive Maps: The Settlement of Texas Topic 6>Lesson 6>Interactive Timelines: Texas: From Settlement to Statehood Topic 6>Lesson 7>Interactive Galleries: The People of California Topic 6>Lesson 7>Interactive Maps: The Growth of the West to 1860 Topic 6>Topic Video: Narcissa Whitman and the Journey West</p>

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<p>5.4.1.c: Explaining the causes, course, and consequences of the Mexican–American War.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: The Mexican–American war, 336 Americans Colonize Mexican Texas, 386–387 Conflict With the Mexican Government, 387–388 Independence for Texas, 388–389 The Republic of Texas Is Born, 389–391 The Mexican–American War, 394–396 Assessment, 403</p> <p>Digital Resources: Topic 6>Lesson 6>Interactive Maps: The Settlement of Texas Topic 6>Lesson 6>Interactive Timelines: Texas: From Settlement to Statehood Topic 6>Lesson 6>Lesson Video: The Mexican–American War</p>
<p>5.4.1.d: Assessing the impacts of the Compromise of 1850.</p>	<p>SE/TE: Compromise of 1850, 476, 489, 490 The Compromise of 1850 Addresses Regional Concerns, 484–485 Analyze Graphs: The Effects of the Compromise of 1850, 485 Lesson Check, 487 Geography Skills, 490 Visual Review, 544</p> <p>Digital Resources: Topic 8>Lesson 1>Lesson Video: Compromise</p>

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5.5: Path to Disunion	
5.5.1: Students will evaluate the causes of the Civil War by:	
<p>5.5.1.a: Evaluating the impact of territorial expansion, the Supreme Court, and individual action on sectional polarization.</p>	<p>SE/TE: The Missouri Compromise, 479–480 How Did Western Expansion Increase Tensions?, 480–481 The Free–Soil Party Opposes Slavery in the West, 481–482 California Reignites the Slavery Debate, 482–484 Northern Anger Over the Fugitive Slave Act, 485–486 A Book Sways the North Against Slavery, 486–487 Primary Source: <i>Harriet Beecher Stowe, Uncle Tom’s Cabin</i>, 488 Violent Clashes in Kansas, 491–492 Violence Over Slavery Breaks Out in the Senate, 493 How Did the Dred Scott Case Affect the Nation?, 493–494 John Brown Fights Slavery, 498–499</p> <p>Digital Resources: Topic 8>Lesson 1>Lesson Video: Compromise Topic 8>Lesson 1>Interactive Cartoons: The Fugitive Slave Act Topic 8>Lesson 1>Interactive Galleries: <i>Uncle Tom’s Cabin</i> Topic 8>Lesson 1>Interactive Primary Sources: Uncle Tom’s Cabin, Harriet Beecher Stowe Topic 8>Lesson 2>Interactive Biographies: John Brown Topic 8>Lesson 2>Interactive Galleries: The Effects of The Kansas–Nebraska Act Topic 8>Lesson 2>Lesson Video: Bleeding Kansas</p>

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<p>5.5.1.b: Assessing the impact of Abraham Lincoln, the Republican Party and the election of 1860 on the secession of the southern states.</p>	<p>SE/TE: The Republican Party Forms, 494–495 How Did Abraham Lincoln Come to Lead the Republican Party?, 496–497 Lesson Check, 499 Why Did Abraham Lincoln Win the Election of 1860?, 501–502 A Move Toward Civil War, 502–503 Lesson Check, 511 Visual Review, 544 Assessment, 545</p> <p>Digital Resources: Topic 8>Lesson 2>Interactive Primary Sources: “A House Divided,” Abraham Lincoln Topic 8>Lesson 3>Interactive Charts: Abraham Lincoln and Jefferson Davis Topic 8>Lesson 3>Interactive Primary Sources: First Inaugural Address, Abraham Lincoln Topic 8>Lesson 2>Interactive Biographies: Abraham Lincoln</p>

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<p>5.5.1.c: Explaining the causes of the Civil War and evaluate the importance of slavery as a central cause of the conflict.</p>	<p>SE/TE: Northern Anger Over the Fugitive Slave Act, 485–486 A Book Sways the North Against Slavery, 486–487 Primary Source: <i>Harriet Beecher Stowe, Uncle Tom’s Cabin</i>, 488 Slavery in Kansas and Nebraska, 489–490 Violent Clashes in Kansas, 491–492 Violence Over Slavery Breaks Out in the Senate, 493 How Did the Dred Scott Case Affect the Nation?, 493–494 John Brown Fights Slavery, 498–499 The Republican Party Forms, 494–495 How Did Abraham Lincoln Come to Lead the Republican Party?, 496–497 Lesson Check, 499 Why Did Abraham Lincoln Win the Election of 1860?, 501–502 A Move Toward Civil War, 502–503 Lesson Check, 511 Visual Review, 544 Assessment, 545</p> <p>Digital Resources: Topic 8>Lesson 2>Interactive Primary Sources: “A House Divided,” Abraham Lincoln Topic 8>Lesson 2>Lesson Video: Bleeding Kansas Topic 8>Lesson 2>Interactive Galleries: The Effects of The Kansas–Nebraska Act Topic 8>Lesson 3>Lesson Video: Southern States React</p>

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6: Civil War and Reunion (1860–1896)	
6.1: The Civil War	
6.1.1: Students will analyze factors affecting the outcome of the Civil War by:	
<p>6.1.1.a: Contrasting the goals, resources, military technology, and strategies of the Union and Confederacy.</p>	<p>SE/TE: The Outbreak of War, 504–506 Strengths and Weaknesses of the North and South, 507–509 How Did Lincoln and Davis Lead Their People?, 510–511 The Union Strategy, 513 The Confederate Strategy, 513 The Blockade and the Ironclads, 516 Other Challenges in the North and South, 526–527 The Union Advances Into the South, 537–538 Contrasting Ideas of Liberty and Union, 539–540 Assessment, 545</p> <p>Digital Resources: Topic 8>Lesson 4>Interactive Maps: The Union's Strategies to Win the Civil War Topic 8>Lesson 4>Lesson Video: Strategies for War Topic 8>Lesson 5>Interactive Primary Sources: Emancipation Proclamation, Abraham Lincoln Topic 8>Lesson 5>Lesson Video: The Emancipation Proclamation Topic 8>Lesson 6>Interactive 3D Models: The Battle at Gettysburg Topic 8>Lesson 6>Interactive Maps: Key Battles of the Civil War Topic 8>Lesson 6>Interactive Maps: The Battle of Vicksburg</p>

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<p>6.1.1.b: Evaluating how Union and Confederate political, military, and diplomatic leadership affected the outcome of the conflict.</p>	<p>SE/TE: How Did Lincoln and Davis Lead Their People?, 510–511 Stonewall Jackson Makes a Stand at Bull Run, 514–515 Lincoln’s Emancipation Proclamation, 520–522 Primary Source: Emancipation Proclamation, Abraham Lincoln, 531 Grant Targets Vicksburg, 533–534 A Disastrous Decision for the Confederacy, 535–536 Lincoln Delivers the Gettysburg Address, 536–537 General Grant Takes Charge, 537 Biography: Ulysses S. Grant, 537 Sheridan Spreads Destruction in the Shenandoah, 538 Sherman’s March to the Sea, 538 Assessment, 545</p> <p>Digital Resources: Topic 8>Lesson 3>Interactive Biographies: Jefferson Davis Topic 8>Lesson 3>Interactive Biographies: Robert E. Lee Topic 8>Lesson 3>Interactive Charts: Abraham Lincoln and Jefferson Davis Topic 8>Lesson 4>Interactive Biographies: Ulysses S. Grant Topic 8>Lesson 5>Interactive Primary Sources: Emancipation Proclamation, Abraham Lincoln Topic 8>Lesson 6>Interactive 3D Models: The Battle at Gettysburg Topic 8>Lesson 6>Interactive Maps: Key Battles of the Civil War Topic 8>Lesson 6>Interactive Primary Sources: Gettysburg Address, Abraham Lincoln Topic 8>Lesson 6>Interactive Primary Sources: Second Inaugural Address, Abraham Lincoln Topic 8>Topic Video: Robert E. Lee, The Marble Man</p>

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6.1.2: Students will evaluate the effectiveness of the United States Government in protecting the rights of individuals and groups during the Civil War by:	United States Government in protecting the rights
6.1.2.a: Evaluating the military and historic significance of the Emancipation Proclamation.	<p>SE/TE: Lincoln’s Emancipation Proclamation, 520 Lincoln Moves Slowly, 521 The Proclamation Changes the Purpose of the War, 522 Why Did African Americans Fight for the Union? 523–524 Primary Sources: Abraham Lincoln: The Emancipation Proclamation, 531 Assessment, 545 Analyze Images, 674</p> <p>Digital Resources: Topic 8>Lesson 5>Interactive Primary Sources: Emancipation Proclamation, Abraham Lincoln</p>
6.1.2.b: Evaluating the efficacy and constitutionality of President Abraham Lincoln’s suspension of the Writ of Habeas Corpus.	<p>SE/TE: The Draft Leads to Riots (habeas corpus), 526–527 Reading Check, 527</p>
6.1.2.c: Describing economic opportunities and obstacles faced by soldiers, civilians, free and enslaved populations during the Civil War.	<p>SE/TE: An Opportunity for Freedom, 524 Analyze Graphs: African American Population in the North and South, 1860, 524 Analyze Graphs: Blockade of Southern Ports, 527 War Devastates the Southern Economy, 528–529 How Did the War Affect the Northern Economy?, 529 Women Contribute to the War Effort, 530 Lesson Check, 530 Sherman’s March to the Sea, 538 Assessment, 545</p> <p>Digital Resources: Topic 8>Lesson 5>Interactive Galleries: The Hardships of Soldiers Topic 8>Lesson 5>Lesson Video: The Emancipation Proclamation</p>

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6.2: Reconstruction and Reunion	
6.2.1: Students will analyze the political, economic, and social goals of Reconstruction by:	
6.2.1.a: Contrasting the goals and policies of the Congressional and Presidential Reconstruction plans.	<p>SE/TE: Early Reconstruction, 551–557 Analyze Charts, 561 Analyze Graphs: Reconstruction Politics, 562 Radical Reconstruction, 558–563 Topic 9 Review and Assessment, 580–581</p> <p>Digital Resources: Topic 9>Lesson 1>Interactive Galleries: Lincoln and Reconstruction Topic 9>Lesson 2>Lesson Video: Radical Reconstruction Topic 9>Lesson 3>Interactive Galleries: Reconstruction–Era Political Groups</p>
6.2.1.b: Identifying the legal and illegal actions used to deny political, social, and economic freedoms to African Americans.	<p>SE/TE: The Thirteenth Amendment Changes Life in the United States, 556–557 Restrictions in the South, 558 Legislative Reform, 559 The Fourteenth Amendment, 560 Military Rule in the South, 561 The Fifteenth Amendment, 563 African Americans, 567–568 Biography: Blanch K. Bruce, 568 Economic Problems in the South (Sharecropping), 570–572 Analyze Images, 572 Lesson Check, 572 New Restrictions on African American Rights (Jim Crow Laws & <i>Plessy v. Ferguson</i>), 576–578 Lesson Check, 579 Topic 9 Review and Assessment, 580–581</p> <p>Digital Resources: Topic 9>Lesson 3>Interactive Charts: The Cycle of Poverty Topic 9>Lesson 3>Interactive Galleries: Reconstruction–Era Political Groups Topic 9>Lesson 4>Interactive Timelines: Oppression of African Americans Topic 9>Lesson 4>Landmark Supreme Court Cases: <i>Plessy v. Ferguson</i> Topic 9>Lesson 3>Interactive Biographies: Hiram Rhodes Revels</p>

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<p>6.2.1.c: Examining the ways in which African American communities fought to protect and expand their rights.</p>	<p>SE/TE: Problems in the South, 552–553 The Freedmen’s Bureau Addresses Economic and Social Needs, 554 The Thirteenth Amendment Changes Life in the United States, 556–557 The Fourteenth Amendment, 560 Military Rule in the South, 561 The Fifteenth Amendment, 563 African Americans, 567–568 Biography: Blanch K. Bruce, 568 Economic Problems in the South (Sharecropping), 570–572 Analyze Images, 572 Lesson Check, 572 New Restrictions on African American Rights (Jim Crow Laws & <i>Plessy v. Ferguson</i>), 576–578 Lesson Check, 579 Topic 9 Review and Assessment, 580–581</p> <p>Digital Resources: Topic 9>Lesson 3>Interactive Charts: The Cycle of Poverty Topic 9>Lesson 3>Interactive Galleries: Reconstruction–Era Political Groups Topic 9>Lesson 4>Interactive Timelines: Oppression of African Americans Topic 9>Lesson 4>Landmark Supreme Court Cases: <i>Plessy v. Ferguson</i></p>
<p>6.2.2: Students will explain how the United States government protected or failed to protect the rights of individuals and groups by:</p>	
<p>6.2.2.a: Assessing the factors that influenced the end of Reconstruction.</p>	<p>SE/TE: Interactive: Topic Timeline, 548–549 Quest: The End. Of Reconstruction, 550 How Did Reconstruction Come to an End? 574–576 New Restrictions on African American Rights, 576–578 How Did the South Rebuild the Economy, 579 Lesson Check, 579</p> <p>Digital Resources: Topic 9>Lesson 4>Lesson Video: Reconstruction Ends</p>

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<p>6.2.2.b: Evaluating the impact of the Supreme Court, debt peonage, Jim Crow Laws and disenfranchisement on the enforceability of the 13th, 14th, and 15th Amendments.</p>	<p>SE/TE: The Thirteenth Amendment Changes Life in the United States, 556–557 The Fourteenth Amendment, 560 The Fifteenth Amendment, 563 Economic Problems in the South (Sharecropping), 570–572 Analyze Images, 572 Lesson Check, 572 New Restrictions on African American Rights (Jim Crow Laws & <i>Plessy v. Ferguson</i>), 576–578 Lesson Check, 579</p> <p>Digital Resources: Topic 9>Lesson 3>Interactive Charts: The Cycle of Poverty Topic 9>Lesson 4>Interactive Timelines: Oppression of African Americans Topic 9>Lesson 4>Landmark Supreme Court Cases: <i>Plessy v. Ferguson</i></p>
<p>7: Growth of Industrial America (1877–1890)</p>	
<p>7.1: Industrialization</p>	
<p>7.1.1: Students will analyze the causes and consequences of Industrialization in the late 19th century United States by:</p>	
<p>7.1.1.a: Evaluating how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization.</p>	<p>SE/TE: Railroads Encourage Economic Growth, 590–592 Creating a National Railroad Network, 592–595 How Did Railroads Help the Nation Expand?, 597 Lesson Check, 597 The Steel Industry Expands, 622–623 Visual Review, 646</p> <p>Digital Resources: Topic 10>Lesson 1>Interactive Maps: The Transcontinental Railroad Topic 10>Lesson 4>Interactive Maps: Railroads and Industry</p>

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<p>7.1.1.b: Describing the impact of business leaders, laissez-faire capitalism, and the use of trusts/monopolies on the American economy.</p>	<p>SE/TE: How Did Railroads Deal With Competition?, 595–597 How Did Andrew Carnegie Build an Empire?, 623–624 What Led to the Rise of Corporations and Banks?, 624–625 How Did Rockefeller Take Control of the Oil Industry?, 626–627 Americans Debate Over Trusts, 627–629 Lesson Check, 629 Analysis Skills: Draw Sound Conclusions from Sources, 630 Assessment, 647</p> <p>Digital Resources: Topic 10>Lesson 4>Interactive Charts: Advantages and Disadvantages of Big Business Topic 10>Lesson 4>Interactive Maps: Railroads and Industry Topic 10>Lesson 4>Lesson Video: Big Business</p>
<p>7.1.1.c: Evaluating the impact of industrialization and laissez-faire policies on labor.</p>	<p>SE/TE: Labor Organizations and Strikes, 426 The Labor Movement, 631 How Did Working Conditions Change in the Late 1800s? 631–632 Why Did Workers Organize Unions? 632–634 Analyze Graphs: Union Membership, 634 Women in the Workplace, 634–635 Labor Faces Challenges, 635–637 Topic 10 Review and Assessment, 646–647 Government Regulation of Business, 674 Promoting Competition, 674 Empowering Fair Business Practices, 681–682 Increasing the Government’s Role in the Economy, 685 Protecting Competition, 686</p> <p>Digital Resources: Topic 10>Lesson 5>Lesson Video: The Labor Movement</p>

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<p>7.1.1.d: Identifying responses to post–Civil War immigration.</p>	<p>SE/TE: Analyze Images, 604 Interactive: Topic Map, 650–651 Quest: Effects of Immigration, 652 A New Wave of Immigration, 653–660 Interactive: Immigration 1870–1910, 657 Analyze Graphs: Immigrant Groups, 658 Chinese Exclusion, 659–660 Congress Limits Immigration, 660 Immigration and Domestic Migration, 664 African American Migration, 664 A “Gentlemen’s Agreement”, 696–697 Topic 11 Review and Assessment, 710–711</p> <p>Digital Resources: Topic 11>Interactive Maps: Changes in Immigration, 1870 and 1910 Topic 11>Lesson 1>Interactive Charts: Immigration, 1870–1910 Topic 11>Lesson 1>Interactive Charts: Issues Facing Immigrants Topic 11>Lesson 1>Lesson Video: An Immigrant Story</p>
<p>7.2: Westward Movement</p>	
<p>7.2.1: Students will analyze the causes and consequences of westward expansion by:</p>	
<p>7.2.1.a: Describing the impact of geography and technology on the settlement of the west.</p>	<p>SE/TE: How Did Mining Change the West? 587–588; What Problems Came with Mining? 589–590 Railroads Encourage Urban and Rural Growth, 590–592 Creating a National Railroad Network, 592–595 How Did Railroads Help the Nation Expand, 597 How Did a Cattle Kingdom Start on the Plains? 598–600 Ranching Affects Settlement Patterns, 600 Farming Spreads Across the Plains, 601–602 How Did the Homestead Act Affect the West? 602–604 Life on the Plains, 605–606</p> <p>Digital Resources: Topic 10>Lesson 1>Interactive Maps: The Transcontinental Railroad Topic 10>Lesson 2>Interactive 3D Models: Nineteenth–Century Sod House</p>

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<p>7.2.1.b: Evaluating the Native Americans responses to western migration.</p>	<p>SE/TE: Broken Promises, 613–615 Conflict in the West Continues, 616–617 Longing for a Lost Way of Life, 617–618 American Indian Policy Reform, 619 Primary Sources: Chief Joseph: “I Will Fight No More Forever”, 620 Analysis Skills: Frame Questions, 621</p> <p>Digital Resources: Topic 10>Lesson 3>Interactive Maps: Native American Losses</p>
<p>7.2.1.c: Evaluating the impact of government actions on patterns of immigration.</p>	<p>SE/TE: A Reaction Against Immigrants, 428–429 Why Do Nativists Oppose Immigration?, 659 Congress Limits Immigration, 660 Lesson Check, 660 Analyze Images, 674 The Mexican American Experience, 695 The Government Restricts Asian Immigration, 695 Analyze Images, 696 Japanese Immigrants, 695–696 A “Gentlemen’s Agreement”, 696–697 Assessment, 711</p> <p>Digital Resources: Topic 11>Lesson 1>Interactive Charts: Issues Facing Immigrants</p>

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<p>7.2.1.d: Describing the impact of geographic expansion on rights for African Americans, Chinese immigrants, and the political and legal rights to women.</p>	<p>SE/TE: Settlers Build New Lives, 373 African Americans Face Discrimination, 429–430 African Americans Move West, 603 Anglos and Mexicanos in the Southwest, 603 Farming in California, 604 Why Do Nativists Oppose Immigration?, 659 Congress Limits Immigration, 660 Lesson Check, 660 African American Migration, 664 What Was the Path to Women’s Suffrage? 687–688 What Did the Nineteenth Amendment Guarantee? 688–689 What New Opportunities Opened Up for Women? 689–690 Discrimination Against African Americans, 692–694 The Government Restricts Asian Immigration, 695 Japanese Immigrants, 695–696 A “Gentlemen’s Agreement”, 696–697</p> <p>Digital Resources: Topic 11>Lesson 1>Interactive Charts: Issues Facing Immigrants Topic 11>Lesson 5>Interactive Galleries: New Opportunities for Women Topic 11>Lesson 5>Interactive Timelines: African American Reform Movement, 1895–1915</p>

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