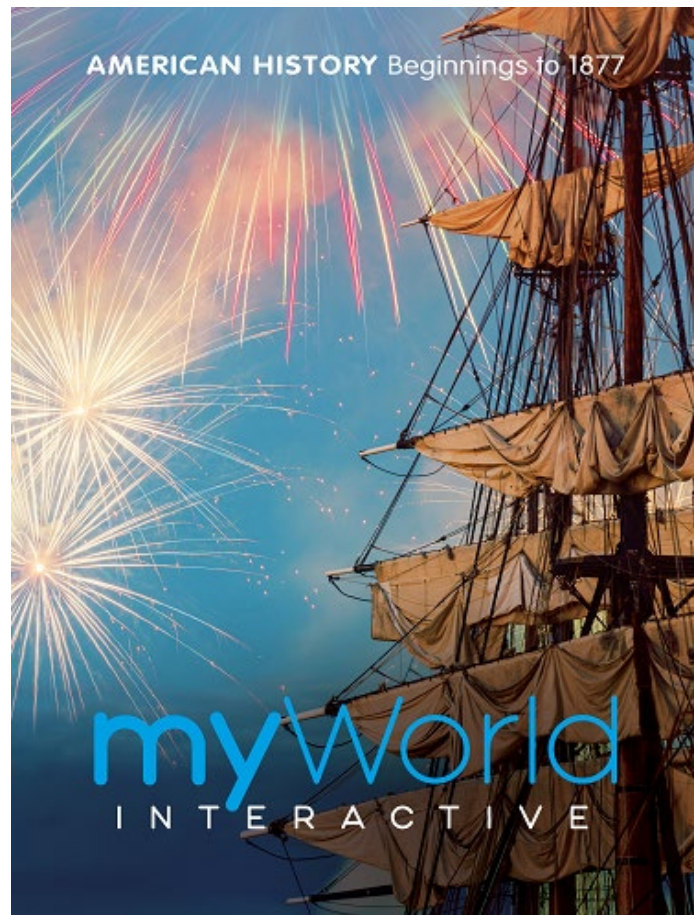


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**and the
Michigan Standards for Social Studies 2019
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myWorld Interactive American History Beginnings to 1877 Student Edition	
English-Language Arts Handbook	
Reading : Analyze Informational Text, ELA 1	<p><u>Social Studies Process and Skills Standards</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p>
Reading : Evaluate Arguments, ELA 2	<p><u>The Arc of Inquiry</u></p> <p>1.2: identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p> <p>1.3: identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</p> <p>4.1: construct arguments using claims and evidence from multiple sources.</p> <p>4.4: critique arguments.</p> <p>4.5: critique explanations.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P1.4 Present an argument supported with evidence.</p> <p>P3.1 Clearly state an issue as a question of public policy; gather and interpret information about that issue; and generate and evaluate possible alternative resolutions.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.</p>
Reading : Analyze Visuals, ELA 3	<p><u>Social Studies Process and Skills Standards</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p>

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<p>Reading : Analyze Primary and Secondary Sources, ELA 4 – ELA 5</p>	<p><u>Social Studies Process and Skills Standards</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>
<p>Reading : Support Your Analyses with Evidence, ELA 6</p>	<p><u>The Arc of Inquiry</u></p> <p>3.3: identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>3.4: use evidence to develop claims in response to compelling questions.</p> <p>4.1: construct arguments using claims and evidence from multiple sources.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P1.4 Present an argument supported with evidence.</p> <p>P3.2 Discuss public policy issues; clarifying position; considering opposing views; and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.</p>
<p>Writing: Using the Writing Process, ELA 7 – ELA 8</p>	<p><u>Social Studies Process and Skills Standards</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>

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<p>Writing: Write an Argument, ELA 9</p>	<p><u>The Arc of Inquiry</u></p> <p>1.2: identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p> <p>1.3: identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</p> <p>4.1: construct arguments using claims and evidence from multiple sources.</p> <p>4.3: present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p>4.7: explain different strategies and approaches that students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P1.4 Present an argument supported with evidence.</p> <p>P3.1 Clearly state an issue as a question of public policy; gather and interpret information about that issue; and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues; clarifying position; considering opposing views; and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.</p> <p>P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.</p>

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<p>Continued: Writing: Write an Argument, ELA 9</p>	<p>Continued: <u>Public Discourse, Decision Making, and Civic Participation</u> 8 - P3.1.1.g: Compose a persuasive essay justifying the position with a reasoned argument.</p>
<p>Writing: Write Informative or Explanatory Essays, ELA 10</p>	<p><u>Social Studies Process and Skills Standards</u> P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p>
<p>Writing: Find and Use Credible Sources, ELA 12 – ELA 13</p>	<p><u>The Arc of Inquiry</u> 3.1: gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. 3.2: use distinctions among fact and opinion to determine the credibility of multiple sources. P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts. P2.3 Know how to find, organize, and interpret information from a variety of sources. P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>
<p>Write Research Papers, ELA 14</p>	<p><u>Social Studies Process and Skills Standards</u> P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images. P2.1 Use compelling and supporting questions to investigate social scientific problems. P2.3 Know how to find, organize, and interpret information from a variety of sources. P3.1 Clearly state an issue as a question of public policy; gather and interpret information about that issue; and generate and evaluate possible alternative resolutions.</p>

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<p>Speaking and Listening: Discuss Your Ideas, ELA 15</p>	<p><u>The Arc of Inquiry</u></p> <p>4.3: present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p>4.7: explain different strategies and approaches that students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p> <p>4.8: use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P3.2 Discuss public policy issues; clarifying position; considering opposing views; and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.1 Act out of the rule of law and hold others to the same standard.</p> <p>P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.</p>
<p>Speaking and Listening: Give and Effective Presentation, ELA 16</p>	<p><u>The Arc of Inquiry</u></p> <p>4.3: present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p>4.7: explain different strategies and approaches that students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p>

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<p>Continued: Speaking and Listening: Give and Effective Presentation, ELA 16</p>	<p>Continued: <u>Social Studies Process and Skills Standards</u> P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images. P1.4 Present an argument supported with evidence. P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy. P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.</p>
<p>Speaking and Listening: Effective Listening, ELA 17</p>	<p><u>The Arc of Inquiry</u> 4.8: use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. P4.1 Act out of the rule of law and hold others to the same standard. P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy. P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.</p>

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Topic 1: The Early Americas and European Exploration (Prehistory-1600)	
<p>Quest: Document-Based Writing Inquiry: The Easter Mutiny: 6</p>	<p><u>The Arc of Inquiry</u></p> <p>3.3: identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>3.4: use evidence to develop claims in response to compelling questions.</p> <p>4.2: construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>
Lesson 2: Cultures of North America	
<p>Primary Source: Constitution of the Iroquois Nations: The Great Binding Law: 25</p>	<p><u>Content Expectations</u></p> <p>8 – U3.3.7 Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p>
<p>Analysis Skills: Be an Informed Citizen: 26</p>	<p><u>Public Discourse, Decision Making, and Civic Participation</u></p> <p>8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>8 – P4.2.3 Participate in projects to help or inform others.</p>

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Topic 2: European Colonization of North America (1500-1750)	
<p>Quest: Project-Based Learning Inquiry: Examining the Colonial Environment: 54</p>	<p><u>The Arc of Inquiry</u></p> <p>3.1: gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>4.3: present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>
Lesson 2: The First French, Dutch, and English Colonies	
How Did Colonists Improve Government?: 74-75	<p><u>Content Expectations</u></p> <p>8 - F1.1.2: experiences with self-government (e.g., House of Burgesses and town meetings).</p>
Lesson 3: The New England Colonies	
A New Pledge to Govern the Colony: 80-81	<p><u>Content Expectations</u></p> <p>8 – U3.3.7 Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p>

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The Importance of Local Government: 88	<p><u>Content Expectations</u></p> <p>8 - F1.1.1: colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights).</p> <p>8 - F1.1.2: experiences with self-government (e.g., House of Burgesses and town meetings).</p>
The Environment Influences Economic Activity: 88-89	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.a: agriculture, including changes in productivity, technology, supply and demand, and price.</p>
Lesson 5: The Southern Colonies	
The Slave Trade Expands: 107-109	<p><u>Content Expectations</u></p> <p>8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.</p>
Lesson 6: Colonial Society	
The Great Awakening’s Impact: 115-116	<p><u>Content Expectations</u></p> <p>8 - F1.1.1: colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights).</p>
John Peter Zenger’s Libel Trial: 120	<p><u>Content Expectations</u></p> <p>8 - F1.1.1: colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights).</p>
Lesson 7: Colonial Trade and Government	
What Were the Foundations of Representative Government?: 123-125	<p><u>Content Expectations</u></p> <p>8 - F1.1.2: experiences with self-government (e.g., House of Burgesses and town meetings).</p>

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<p>The English Bill of Rights: 125</p>	<p><u>Content Expectations</u> 8 - F1.1.1: colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights).</p>
<p>Topic 2 Review and Assessment: 126-127</p>	<p><u>Content Expectations</u> 8 - F1.1.2: experiences with self-government (e.g., House of Burgesses and town meetings).</p>
<p>Topic 3: The Revolutionary Era (1750-1783)</p>	
<p>Quest: Project-Based Learning Inquiry: Choosing Sides: 132</p>	<p><u>The Arc of Inquiry</u> 3.1: gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. 4.3: present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary). 4.6: draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills Standards</u> P2.1 Use compelling and supporting questions to investigate social scientific problems. P2.3 Know how to find, organize, and interpret information from a variety of sources. P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues. P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>

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Lesson 2: Growing Resentment Against Britain	
How Did the Proclamation of 1763 Fuel Resentment?: 143-144	<u>Content Expectations</u> 8 - F1.1.1: colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)
Lack of Representation in Parliament: 146	<u>Content Expectations</u> 8 - F1.1.1: colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)
Virginians Join the Cause: 150	<u>Content Expectations</u> 8 - F1.1.2: experiences with self-government (e.g., House of Burgesses and town meetings)
Lesson 3: Taking Up Arms	
Analysis Skills: Compare Different Points of View: 164	<u>Public Discourse, Decision Making, and Civic Participation</u> 8 - P3.1.1.d: Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
What Did Thomas Paine Say in Common Sense?: 167-168	<u>Content Expectations</u> 8 – U3.3.7 Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.

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<p>The Declaration of Independence: 170-171</p>	<p><u>Content Expectations</u></p> <p>8 - F1.2.1: colonists' views of government</p> <p>8 - F1.2.2: their reasons for separating from Great Britain</p> <p>8 – U3.3.7 Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p>
<p>Lesson Check: 176</p>	<p><u>Content Expectations</u></p> <p>8 - F1.2.1: colonists' views of government</p> <p>8 - F1.2.2: their reasons for separating from Great Britain</p>
<p>Primary Source: Thomas Paine, Common Sense: 177</p>	<p><u>Content Expectations</u></p> <p>8 – U3.3.7 Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p>
<p>Topic 3 Review and Assessment: 190-191</p>	<p><u>Content Expectations</u></p> <p>8 - F1.3.1: birth of an independent republican government</p> <p>8 - F1.2.1: colonists' views of government</p> <p>8 - F1.2.2: their reasons for separating from Great Britain.</p>

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Topic 4: A Constitution for the United States (1776-Present)	
<p>Quest: Civic Discussion Inquiry: Senate Representation: 196</p>	<p><u>The Arc of Inquiry</u></p> <p>3.3: identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>3.4: use evidence to develop claims in response to compelling questions.</p> <p>4.1: construct arguments using claims and evidence from multiple sources</p> <p>4.4: critique arguments.</p> <p>4.5: critique explanations.</p> <p>4.8: use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p>P3.1 Clearly state an issue as a question of public policy; gather and interpret information about that issue; and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues; clarifying position; considering opposing views; and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.</p>

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Lesson 1: A Weak Confederation	
How Were State Constitutions Similar?: 197-198	<u>Content Expectations</u> 8 - F1.3.1: birth of an independent republican government
The Articles of Confederation: 198-200	<u>Content Expectations</u> 8 - F1.3.2: creation of Articles of Confederation 8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation.
Strengths and Weaknesses: 198-199	<u>Content Expectations</u> 8 – U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.
Dispute Over Western Lands: 199-200	<u>Content Expectations</u> 8 – U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.
Concerns Over Debt and Currency: 200	<u>Content Expectations</u> 8 – U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.
Foreign Countries Promote Their Own Interests: 201	<u>Content Expectations</u> 8 – U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention

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<p>An Orderly Expansion: 201-202</p>	<p><u>Content Expectations</u></p> <p>8 – U3.3.7 Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p>8 – U5.1.2 Describe the impact of the Northwest Ordinance on the expansion of slavery.</p>
<p>How Did Economic Problems Lead to Change?: 202-203</p>	<p><u>Content Expectations</u></p> <p>8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation.</p> <p>8 – U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.</p>
<p>Disagreements Over a New Government: 206</p>	<p><u>Content Expectations</u></p> <p>8 – U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.</p>
<p>The Great Compromise: 206-207</p>	<p><u>Content Expectations</u></p> <p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.</p> <p>8 – U3.3.4 Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with Indigenous Peoples.</p>

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The Three-Fifths Compromise: 207-208	<p><u>Content Expectations</u></p> <p>8 – U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention</p> <p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.</p> <p>8 – U3.3.4 Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with Indigenous Peoples.</p> <p><u>Content Expectations</u></p> <p>8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.</p>
Lesson Check: 209	<p><u>Content Expectations</u></p> <p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.</p>
Lesson 3: Ideas That Influenced the Constitution	
What Did Americans Learn from the Roman Republic?: 210-211	<p><u>Content Expectations</u></p> <p>8 - F1.3.1: birth of an independent republican government</p>
Interactive: Influences on the Constitution: 212	<p><u>Content Expectations</u></p> <p>8 - F1.2.2: their reasons for separating from Great Britain</p>

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How Did English Documents Influence the Framers?: 212	<p><u>Content Expectations</u></p> <p>8 - F1.3.3: changing views on freedom and equality.</p> <p>8 – U3.3.7 Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p>
What American Traditions Did the Framers Draw On?: 213	<p><u>Content Expectations</u></p> <p>8 - F1.3.1: birth of an independent republican government.</p>
Limits to Democratic Rights: 213	<p><u>Content Expectations</u></p> <p>8 - F1.3.3: changing views on freedom and equality.</p>
The Influence of the Enlightenment: 214-215	<p><u>Content Expectations</u></p> <p>8 - F1.3.1: birth of an independent republican government</p> <p>8 - F1.3.3: changing views on freedom and equality.</p>
Charles-Louis Montesquieu: 215	<p><u>Content Expectations</u></p> <p>8 - F1.3.4: and concerns over distribution of power within governments, between government and the governed, and among people.</p>
Interactive: Influences on the Constitution: 214	<p><u>Content Expectations</u></p> <p>8 - F1.2.2: their reasons for separating from Great Britain</p>
Analyze Images: 214	<p><u>Content Expectations</u></p> <p>8 - F1.2.2: their reasons for separating from Great Britain.</p>

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<p>The Federalists and the Antifederalists Debate: 217-219</p>	<p><u>Content Expectations</u></p> <p>8 - F1.3.4: and concerns over distribution of power within governments, between government and the governed, and among people.</p> <p>8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.</p>
<p>For Ratification: The Arguments of the Federalists: 217-218</p>	<p><u>Content Expectations</u></p> <p>8 – U3.3.7 Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p>
<p>Why Did Antifederalists Demand a Bill of Rights?: 219</p>	<p><u>Content Expectations</u></p> <p>8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government.</p>
<p>The Ratification Process: 219-221</p>	<p><u>Content Expectations</u></p> <p>8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.</p>
<p>New Amendments: 221-222</p>	<p><u>Content Expectations</u></p> <p>8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.</p> <p>8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government.</p>

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<p>Lesson Check: 222</p>	<p><u>Content Expectations</u> 8 - F1.3.4: and concerns over distribution of power within governments, between government and the governed, and among people.</p>
<p>Primary Source: Federalist and Antifederalist Writings: 223</p>	<p><u>Content Expectations</u> 8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. 8 – U3.3.7 Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p>
<p>Lesson 5: Understanding the Constitution</p>	
<p>Seven Basic Principles: 227-229</p>	<p><u>Content Expectations</u> 8 – U3.3.4 Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with Indigenous Peoples. 8 - P3.1.1.e: Identify and apply core democratic values or constitutional principles.</p>
<p>Supreme Court: 234-235</p>	<p><u>Content Expectations</u> 8 – U4.1.4 Establishing a National Judiciary and its Power – use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review</p>

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Lesson 6: Federalism and Amendments	
What Fundamental Liberties Does the Bill of Rights Ensure?: 238-240	<p><u>Content Expectations</u></p> <p>8 – U3.3.4 Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with Indigenous Peoples.</p> <p>8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government.</p>
Lesson Check: 245	<p><u>Content Expectations</u></p> <p>8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government.</p>
Lesson 7: Citizens' Rights and Responsibilities	
Stay Informed on Public Issues: 252	<p><u>Public Discourse, Decision Making, and Civic Participation</u></p> <p>8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p>
Topic 4 Review and Assessment: 254-255	<p><u>Content Expectations</u></p> <p>8 - F1.3.3: changing views on freedom and equality.</p> <p>8 - F1.3.4: and concerns over distribution of power within governments, between government and the governed, and among people.</p> <p>8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.</p>

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Topic 5: The Early Republic 1789-1825	
<p>Quest: Project-Based Learning Inquiry: Stay Out? Or Get Involved?: 260</p>	<p><u>The Arc of Inquiry</u></p> <p>3.1: gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>4.3: present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p>4.6: draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
Lesson 1: Washington's Presidency	
<p>How Did Alexander Hamilton Deal with the National Debt?: 263-265</p>	<p><u>Content Expectations</u></p> <p>8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.</p>

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<p>How Did Hamilton Create a Stable Economy?: 266</p>	<p><u>Content Expectations</u> 8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies. <u>Content Expectations</u> 8 - U6.1.1.d: governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)</p>
<p>A New Tax Leads to Rebellion: 266-268</p>	<p><u>Content Expectations</u> 8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.</p>
<p>How Did Americans React to the French Revolution?: 268-271</p>	<p><u>Content Expectations</u> 8 – U4.1.2 Establishing America’s Place in the World – assess the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties.</p>
<p>Jay’s Treaty: 271</p>	<p><u>Content Expectations</u> 8 – U4.1.2 Establishing America’s Place in the World – assess the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties.</p>
<p>The Impact of Washington’s Farewell Address: 271-272</p>	<p><u>Content Expectations</u> 8 – U4.1.1 Washington’s Farewell – use President George Washington’s farewell address to analyze Washington’s perspective on the most significant challenges the new nation faced.</p>
<p>Lesson Check: 272</p>	<p><u>Content Expectations</u> 8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.</p>

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Lesson 2: A Two-Party System Develops	
What Issues Divided Hamilton and Jefferson?: 274-276	<u>Content Expectations</u> 8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.
Political Parties Take Shape: 276-279	<u>Content Expectations</u> 8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.
Lesson 3: Presidents Adams and Jefferson	
Conflict with France: 281-283	<u>Content Expectations</u> 8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.
What Were the Alien and Sedition Acts?: 283-285	<u>Content Expectations</u> 8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies. 8 - U6.1.1.b: population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America.
How Did President Jefferson Redefine Government?: 286-288	<u>Content Expectations</u> 8 - U6.1.1.d: governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)

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Landmark Supreme Court Cases: 288-290	<u>Content Expectations</u> 8 – U4.1.4 Establishing a National Judiciary and its Power – use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review.
Lesson Check: 290	<u>Content Expectations</u> 8 - U6.1.1.d: governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act).
Lesson 4: A Changing Nation	
The Louisiana Purchase: 292-294	<u>Content Expectations</u> 8 – U4.1.2 Establishing America’s Place in the World – assess the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties. 8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. 8 - U6.1.1.a: territory, including the size of the United States and land use
Challenges to American Shipping: 299-300	<u>Content Expectations</u> 8 - U6.1.1.e: economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
A Ban on Trade: 301-302	<u>Content Expectations</u> 8 - U6.1.1.e: economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers

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Lesson 5: Madison and the War of 1812	
What Caused Conflict in Ohio?: 304-307	<u>Content Expectations</u> 8 - U6.1.1.g: the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians
What Were the Consequences of the War of 1812?: 314-315	<u>Content Expectations</u> 8 – U4.1.2 Establishing America’s Place in the World – assess the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties.
Lesson 6: Monroe's Presidency and Everyday Life	
How did Sectionalism Affect the Early Republic?: 317-319	<u>Content Expectations</u> 8 – U5.1.3 Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states.
How Was a Stable Economy Created After the War?: 319-321	<u>Content Expectations</u> 8 - U6.1.1.d: governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)
The Regional Impacts of Tariffs: 320	<u>Content Expectations</u> 8 - U4.2.1.b: industry, including entrepreneurial development of new industries, such as textiles 8 - U6.1.1.e: economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
Henry Clay Fights Sectionalism: 320-321	<u>Content Expectations</u> 8 - U4.2.1.d: transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices
How Did Supreme Court Decisions Expand Federal Power?: 321-323	<u>Content Expectations</u> 8 – U4.1.4 Establishing a National Judiciary and its Power – use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review

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Analyze Images: 322	<p><u>Content Expectations</u></p> <p>8 - U6.1.1.c: systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society</p>
How did the United States Gain Florida?: 325	<p><u>Content Expectations</u></p> <p>8 - U6.1.1.a: territory, including the size of the United States and land use</p>
What Was Daily Life Like in the Early Republic?: 326-327	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.b: industry, including entrepreneurial development of new industries, such as textiles</p> <p>8 - U6.1.1.b: population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America</p> <p>8 - U6.1.1.f: the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans</p>
Lesson Check: 328	<p><u>Content Expectations</u></p> <p>8 – U4.1.4 Establishing a National Judiciary and its Power – use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review</p> <p>8 – U5.1.3 Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states.</p>
Topic 5 Review and Assessment: 330-331	<p><u>Content Expectations</u></p> <p>8 – U4.1.2 Establishing America's Place in the World – assess the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties</p> <p>8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.</p> <p>8 - U6.1.1.a: territory, including the size of the United States and land use</p>

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Topic 6: The Age of Jackson and Westward Expansion	
<p>Quest: Civic Discussion Inquiry: The Mexican-American war: 336</p>	<p><u>The Arc of Inquiry</u></p> <p>3.3: identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>3.4: use evidence to develop claims in response to compelling questions.</p> <p>4.1: construct arguments using claims and evidence from multiple sources</p> <p>4.4: critique arguments.</p> <p>4.5: critique explanations.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p><u>Content Expectations</u></p> <p>8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.</p>
Lesson 2: Political Conflict and Economic Crisis	
<p>Jackson Cuts Off the Bank: 354-355</p>	<p><u>Content Expectations</u></p> <p>8 – U4.1.4 Establishing a National Judiciary and its Power – use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review</p>

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Lesson 3: Conflict with American Indians	
American Indians and the Frontier: 360-362	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.f: race relations</p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p>
A History of Conflict and Prejudice: 360-362	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.f: race relations</p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p>
Efforts to Make Peace: 362	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.f: race relations</p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p>
Interactive: Selected Native American Groups, 1820: 361	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.f: race relations</p>
American Indian Removal: 362-365	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.f: race relations</p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p>

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<p>Pressure on American Indians Increases: 363</p>	<p><u>Content Expectations</u> 8 - U4.2.1.f: race relations 8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p>
<p>Worcester v. Georgia Decision Is Ignored: 363-364</p>	<p><u>Content Expectations</u> 8 - U4.2.1.f: race relations 8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p>
<p>The Indian Removal Act: 364-365</p>	<p><u>Content Expectations</u> 8 - U4.2.1.f: race relations 8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p>

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Southern American Indians on the Trail of Tears: 365-367	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.f: race relations</p> <p>8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.</p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p>
Interactive: Southern Native American on the Trail of Tears: 365	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.f: race relations</p>
Lesson 4: Westward Movement	
Northwest Ordinance: 368-369	<p><u>Content Expectations</u></p> <p>8 – U5.1.2 Describe the impact of the Northwest Ordinance on the expansion of slavery.</p>
Heading Into the West: 370-372	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.d: transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices</p>
Lesson Check: 374	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.d: transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices</p>
Lesson 5: Settling Oregon Country	
Life in a Wagon Train: 379-380	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.d: transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices</p>

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Lesson 7: Manifest Destiny in California and the Southwest	
Manifest Destiny: 392-394	<u>Content Expectations</u> 8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.
The Mexican-American War: 394-396	<u>Content Expectations</u> 8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.
The Effects of Migration on California: 400-401	<u>Content Expectations</u> 8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.
Topic 6 Review and Assessment: 402-403	<u>Content Expectations</u> 8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.

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Topic 7: Society and Culture Before the Civil War (1820-1860)	
Quest: Document-Based Writing Inquiry: 408	<p><u>The Arc of Inquiry</u></p> <p>3.3: identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>3.4: use evidence to develop claims in response to compelling questions.</p> <p>4.2: construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p>4.6: draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
Lesson 1: The Industrial Revolution	
America's First Factories: 411-414	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.b: industry, including entrepreneurial development of new industries, such as textiles</p>
Daily Life in Factory Towns: 414-416	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.c: the labor force including labor incentives and changes in labor forces</p>

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Lesson Check: 420	<u>Content Expectations</u> 8 - U4.2.1.b: industry, including entrepreneurial development of new industries, such as textiles
Lesson 2: Industrialization and Immigration	
What Changes Did the Age of Steam Power Bring?: 422-425	<u>Content Expectations</u> 8 - U4.2.1.d: transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices
Families in Factories: 425-426	<u>Content Expectations</u> 8 - U4.2.1.b: industry, including entrepreneurial development of new industries, such as textiles
How Did Ethnic Minorities Fare in the North?: 427-428	<u>Content Expectations</u> 8 - U4.2.1.e: immigration and the growth of nativism
A Reaction Against Immigrants: 428-429	<u>Content Expectations</u> 8 - U4.2.1.e: immigration and the growth of nativism
African Americans Face Discrimination: 429-430	<u>Content Expectations</u> 8 - U4.2.1.f: race relations
Lesson Check: 430	<u>Content Expectations</u> 8 - U4.2.1.e: immigration and the growth of nativism
Lesson 3: King Cotton and Life in the South	
The South's Cotton Kingdom: 431-432	<u>Content Expectations</u> 8 - U4.2.1.a: agriculture, including changes in productivity, technology, supply and demand, and price 8 - U4.2.1.b: industry, including entrepreneurial development of new industries, such as textiles

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<p>The Cotton Kingdom and Slavery: 432</p>	<p><u>Content Expectations</u> 8 - U4.2.1.b: industry, including entrepreneurial development of new industries, such as textiles 8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.</p>
<p>Reliance on Plantation Agriculture: 433-435</p>	<p><u>Content Expectations</u> 8 - U4.2.1.a: agriculture, including changes in productivity, technology, supply and demand, and price</p>
<p>What Were the Characteristics of White Southern Society?: 436-437</p>	<p><u>Content Expectations</u> 8 – U5.1.1 Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.</p>
<p>What Was Life Like for African Americans in the South?: 437-439</p>	<p><u>Content Expectations</u> 8 - U4.2.1.f: race relations 8 – U5.1.1 Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.</p>
<p>Enslaved African Americans: 438-439</p>	<p><u>Content Expectations</u> 8 - U4.2.1.b: industry, including entrepreneurial development of new industries, such as textiles 8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences. 8 – U5.1.1 Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.</p>
<p>Slavery in the South: 439-441</p>	<p><u>Content Expectations</u> 8 - U4.2.1.f: race relations 8 – U5.1.1 Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.</p>

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Interactive: Lives of Free and Enslaved African Americans: 439	<u>Content Expectations</u> 8 - U4.2.1.f: race relations
How Did Enslaved African Americans Resist Their Enslavement?: 441-442	<u>Content Expectations</u> 8 – U5.1.5 Describe the resistance of enslaved persons and effects of their actions before and during the Civil War.
Lesson Check: 442	8 - U4.2.1.a: agriculture, including changes in productivity, technology, supply and demand, and price
Lesson 4: Abolitionism	
The Colonization Movement: 444	<u>Content Expectations</u> 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.
Analyze Images: 444	<u>Content Expectations</u> 8 – U5.1.1 Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.
How Did Abolitionism Gain Momentum?: 444-448	<u>The Arc of Inquiry</u> 4.6: draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places. <u>Social Studies Process and Skills Standards</u> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places. <u>Content Expectations</u> 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.

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<p>Civil Disobedience and the Underground Railroad: 447</p>	<p><u>Content Expectations</u></p> <p>8 – U5.1.1 Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.</p> <p>8 – U5.1.5 Describe the resistance of enslaved persons and effects of their actions before and during the Civil War.</p>
<p>Who Opposed the Abolitionists?: 448-449</p>	<p><u>The Arc of Inquiry</u></p> <p>4.6: draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p> <p><u>Content Expectations</u></p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states</p>
<p>Lesson Check: 449</p>	<p><u>Content Expectations</u></p> <p>8 – U5.1.5 Describe the resistance of enslaved persons and effects of their actions before and during the Civil War.</p>

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Lesson 5: Reform and Women's Rights	
Get Ready To Read: 452	<p><u>Content Expectations</u></p> <p>8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence.</p> <p>8 – U4.3.5 Investigate the role of religion in shaping antebellum reform movements.</p>
The Era of Reform: 452-454	<p><u>The Arc of Inquiry</u></p> <p>4.6: draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
The Second Great Awakening and Its Causes: 453-454	<p><u>Content Expectations</u></p> <p>8 – U4.3.5 Investigate the role of religion in shaping antebellum reform movements.</p>
Social Reform Movements: 454-456	<p><u>The Arc of Inquiry</u></p> <p>4.6: draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>

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<p>The Impact of the Temperance Movement: 455-456</p>	<p><u>Content Expectations</u> 8 – U4.3.4 Analyze the goals and effects of antebellum temperance.</p>
<p>What Impact Did Reformers Have on Education?: 456-458</p>	<p><u>The Arc of Inquiry</u> 4.6: draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p> <p><u>Content Expectations</u> 8 – U4.3.1 Explain the origins of the American education system.</p> <p><u>Social Studies Process and Skills Standards</u> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
<p>Early Calls for Women's Rights: 458-459</p>	<p><u>Content Expectations</u> 8 – U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence. 8 – U6.2.1 U.S. History Investigation Topic and Issue Analysis, Past and Present – use historical perspectives to analyze issues in the United States from the past and the present conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper) include causes and consequences of the historical action and predict possible consequences of the contemporary action (National Geography Standards 9 and 10, pp. 160 and 162).</p>

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<p>What Were the Contributions of Sojourner Truth?: 458</p>	<p><u>Content Expectations</u></p> <p>8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.</p>
<p>How Did the Women's Movement Start?: 460-461</p>	<p><u>The Arc of Inquiry</u></p> <p>4.6: draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p> <p><u>Content Expectations</u></p> <p>8 – U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence.</p> <p>8 – U6.2.1 U.S. History Investigation Topic and Issue Analysis, Past and Present – use historical perspectives to analyze issues in the United States from the past and the present conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper) include causes and consequences of the historical action and predict possible consequences of the contemporary action (National Geography Standards 9 and 10, pp. 160 and 162).</p>

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<p>Women Gain New Opportunities: 461-463</p>	<p><u>The Arc of Inquiry</u></p> <p>4.6: draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p> <p><u>Content Expectations</u></p> <p>8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.</p>
<p>Lesson Check: 463</p>	<p><u>Content Expectations</u></p> <p>8 – U4.3.1 Explain the origins of the American education system. Examples may include but are not limited to: Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.</p> <p>8 – U4.3.5 Investigate the role of religion in shaping antebellum reform movements.</p>

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<p>Topic 7 Review and Assessment: 472-473</p>	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.e: immigration and the growth of nativism</p> <p>8 – U4.3.1 Explain the origins of the American education system.</p> <p><u>Content Expectations</u></p> <p>8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence.</p> <p>8 – U5.1.5 Describe the resistance of enslaved persons and effects of their actions before and during the Civil War.</p> <p>8 – U6.2.1 U.S. History Investigation Topic and Issue Analysis, Past and Present – use historical perspectives to analyze issues in the United States from the past and the present conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings, include causes and consequences of the historical action and predict possible consequences of the contemporary action (National Geography Standards 9 and 10, pp. 160 and 162).</p>
<p>Topic 8: Sectionalism and Civil War (1820-1865)</p>	
<p>Quest: Project-Based Learning Inquiry: A Lincoln Website: 478</p>	<p><u>The Arc of Inquiry</u></p> <p>3.1: gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>4.3: present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>

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Lesson 1: Conflicts and Compromises	
The Missouri Compromise: 479-480	<p><u>Content Expectations</u></p> <p>8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 - U5.1.4.a: the Missouri Compromise (1820)</p> <p><u>Content Expectations</u></p> <p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War.</p>
How Did Western Expansion Increase Tensions?: 480-481	<p><u>Content Expectations</u></p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p>
The Wilmot Proviso Divides Congress: 480	<p><u>Content Expectations</u></p> <p>8 - U5.1.4.b: the Wilmot Proviso (1846)</p>
The Free-Soil Party Opposes Slavery in the West: 481-482	<p><u>Content Expectations</u></p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states</p>

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California Reignites the Slavery Debate: 482-484	<p><u>Content Expectations</u></p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states</p> <p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War.</p>
Conflicts Between Henry Clay and John C. Calhoun: 483-484	<p><u>Content Expectations</u></p> <p>8 – U5.1.3 Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states.</p>
A Compromise Holds the Union Together: 484-486	<p><u>Content Expectations</u></p> <p>8 - U5.1.4.c: the Compromise of 1850 including the Fugitive Slave Act</p>
The Fugitive Slave Act Helps the South: 485	<p><u>Content Expectations</u></p> <p>8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.</p>
Northern Anger Over the Fugitive Slave Act: 485-486	<p><u>Content Expectations</u></p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states</p>
A Book Sways the North Against Slavery: 486-487	<p><u>Content Expectations</u></p> <p>8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.</p>

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Lesson Check: 487	<p><u>Content Expectations</u></p> <p>8 – U5.1.3 Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states.</p> <p>8 - U5.1.4.c: the Compromise of 1850 including the Fugitive Slave Act</p>
Lesson 2: Growing Tensions	
Slavery In Kansas and Nebraska: 489-490	<p><u>Content Expectations</u></p> <p>8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p> <p><u>Content Expectations</u></p> <p>8 - U5.1.4.d: the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</p> <p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War.</p>
Violent Clashes in Kansas: 491-492	<p><u>Content Expectations</u></p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p> <p>8 - U5.1.4.d: the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</p>

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Open Fighting in Kansas: 492	<p><u>Content Expectations</u></p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p>
How Did the Dred Scott Case Affect the Nation?: 493-494	<p><u>Content Expectations</u></p> <p>8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p> <p>8 – U5.1.1 Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.</p> <p>8 - U5.1.4.e: the Dred Scott v. Sandford decision (1857)</p> <p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War.</p>
The Republican Party Forms: 494-495	<p><u>Content Expectations</u></p> <p>8 - U5.1.4.f: changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)</p>
How Did Abraham Lincoln Come to Lead the Republican Party?: 496-497	<p><u>Content Expectations</u></p> <p>8 - U5.1.4.f: changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)</p> <p>8 - U5.2.3.a: his military and political leadership</p>

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<p>John Brown Fights Slavery: 498-499</p>	<p><u>Content Expectations</u></p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p> <p>8 – U5.1.5 Describe the resistance of enslaved persons and effects of their actions before and during the Civil War.</p>
<p>Lesson Check: 499</p>	<p><u>Content Expectations</u></p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p> <p>8 - U5.1.4.d: the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</p> <p>8 - U5.1.4.e: the Dred Scott v. Sandford decision (1857)</p> <p>8 - U5.1.4.f: changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)</p>
<p>Analysis Skills: Distinguish Relevant from Irrelevant Information: 500</p>	<p><u>Public Discourse, Decision Making, and Civic Participation</u></p> <p>8 - P3.1.1.c: Use inquiry methods to trace the origins of the issue and to acquire data about the issue.</p>

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Lesson 3: Division and the Outbreak of War	
A Move Toward Civil War: 502-503	<p><u>Content Expectations</u></p> <p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War.</p> <p>8 – U5.2.1 Discuss the social, political, economic, and cultural reasons for secession.</p>
The Outbreak of War: 504-506	<p><u>Content Expectations</u></p> <p>8 – U5.2.1 Discuss the social, political, economic, and cultural reasons for secession.</p>
Lincoln’s First Inaugural Address: 504	<p><u>Content Expectations</u></p> <p>8 - U5.2.3.a: his military and political leadership</p> <p>8 - U5.2.3.b: the evolution of his emancipation policy (including the Emancipation Proclamation)</p>
Lincoln Faces War: 505-506	<p><u>Content Expectations</u></p> <p>8 - U5.2.3.a: his military and political leadership</p>
Strengths and Weaknesses of the North and South: 507-509	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.b: industry, including entrepreneurial development of new industries, such as textile</p> <p>8 - U5.2.2.c: the respective advantages and disadvantages, including geographic, demographic, economic and technological</p>
The South: 507-508	<p><u>Content Expectations</u></p> <p>8 - U4.2.1.a: agriculture, including changes in productivity, technology, supply and demand, and price</p>
How Did Lincoln and Davis Lead Their People?: 510-511	<p><u>Content Expectations</u></p> <p>8 - U5.2.2.b: the political and military leadership of the North and South.</p> <p>8 - U5.2.3.a: his military and political leadership</p>

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Lesson Check: 511	<u>Content Expectations</u> 8 - U5.2.2.c: the respective advantages and disadvantages, including geographic, demographic, economic and technological
Lesson 4: The Course of War	
Early Battles: 514-517	<u>Content Expectations</u> 8 - U5.2.2.a: critical events and battles in the war
Victories in the East for Confederate Forces: 518	<u>Content Expectations</u> 8 - U5.2.2.a: critical events and battles in the war
Union Success in the West: 519	<u>Content Expectations</u> 8 - U5.2.2.a: critical events and battles in the war
Lesson 5: Emancipation and Life in Wartime	
Lincoln's Emancipation Proclamation: 520-522	<u>Content Expectations</u> 8 - U5.2.3.a: his military and political leadership. 8 - U5.2.3.b: the evolution of his emancipation policy (including the Emancipation Proclamation) 8 - U5.2.3.c: and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence
Why Did African Americans Fight for the Union?: 523-524	<u>Content Expectations</u> 8 – U5.2.4 Describe the role of African-Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people.
Other Challenges in the North and South: 526-527	<u>Content Expectations</u> 8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.

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War Devastates the Southern Economy: 528-529	<p><u>Content Expectations</u></p> <p>8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.</p>
Women Contribute to the War Effort: 530	<p><u>Content Expectations</u></p> <p>8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.</p>
Lesson Check: 530	<p><u>Content Expectations</u></p> <p>8 - U5.2.3.b: the evolution of his emancipation policy (including the Emancipation Proclamation)</p> <p>8 - U5.2.3.c: and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence</p> <p>8 – U5.2.4 Describe the role of African-Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people.</p>
Primary Source: Abraham Lincoln, The Emancipation Proclamation: 531	<p><u>Content Expectations</u></p> <p>8 - U5.2.3.a: his military and political leadership</p> <p>8 - U5.2.3.b: the evolution of his emancipation policy (including the Emancipation Proclamation)</p> <p>8 - U5.2.3.c: and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence</p>
Lesson 6: The War's End	
A Union Victory at Gettysburg: 534-536	<p><u>Content Expectations</u></p> <p>8 - U5.2.2.a: critical events and battles in the war</p>

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<p>Lincoln Delivers the Gettysburg Address: 536-537</p>	<p><u>Content Expectations</u> 8 - U5.2.3.b: the evolution of his emancipation policy (including the Emancipation Proclamation) 8 - U5.2.3.c: and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence</p>
<p>General Grant Takes Charge: 537</p>	<p><u>Content Expectations</u> 8 - U5.2.2.b: the political and military leadership of the North and South</p>
<p>Sherman's March to the Sea: 538</p>	<p><u>Content Expectations</u> 8 - U5.2.2.a: critical events and battles in the war</p>
<p>Contrasting Ideas of Liberty and Union: 539-540</p>	<p><u>Content Expectations</u> 8 - U5.2.3.a: his military and political leadership</p>
<p>How Did the War Come to an End?: 541-542</p>	<p><u>Content Expectations</u> 8 - U5.2.2.a: critical events and battles in the war</p>
<p>Lesson Check: 543</p>	<p><u>Content Expectations</u> 8 - U5.2.3.c: and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence.</p>

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<p>Topic 8 Review and Assessment: 544-545</p>	<p><u>Content Expectations</u></p> <p>8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p> <p>8 - U5.1.4.c: the Compromise of 1850 including the Fugitive Slave Act.</p> <p>8 - U5.1.4.e: the Dred Scott v. Sandford decision (1857).</p> <p>8 - U5.1.4.f: changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party).</p> <p>8 – U5.1.5 Describe the resistance of enslaved persons and effects of their actions before and during the Civil War.</p> <p>8 - U5.2.2.a: critical events and battles in the war</p> <p>8 - U5.2.2.c: the respective advantages and disadvantages, including geographic, demographic, economic and technological</p>

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Topic 9: The Reconstruction Era (1865-1877)	
<p>Quest: Civic Discussion Inquiry: The End of Reconstruction: 550</p>	<p><u>The Arc of Inquiry</u></p> <p>3.3: identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>3.4: use evidence to develop claims in response to compelling questions.</p> <p>4.1: construct arguments using claims and evidence from multiple sources.</p> <p>4.4: critique arguments.</p> <p>4.5: critique explanations.</p> <p><u>Social Studies Process and Skills Standards</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>
Lesson 1: Early Reconstruction	
<p>Causes and Effects of Reconstruction: 553-554</p>	<p><u>Content Expectations</u></p> <p>8 – U5.3.1 Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans.</p>
<p>The Freedmen’s Bureau Addresses Economic and Social Needs: 554</p>	<p><u>Content Expectations</u></p> <p>8 - U5.3.2.a: policies of the Freedmen's Bureau</p>

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Present Johnson's Reconstruction Plan: 556-557	<u>Content Expectations</u> 8 – U5.3.1 Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans.
The Thirteenth Amendment Changes Life in the United States: 556	<u>Content Expectations</u> 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
Lesson Check: 557	<u>Content Expectations</u> 8 - U5.3.2.a: policies of the Freedmen's Bureau
Lesson 2: Radical Reconstruction	
Get Ready To Read: 558	<u>Content Expectations</u> 8 - U5.3.2.b: restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes
Continuing Conflict Over Reconstruction: 558-559	<u>Content Expectations</u> 8 – U5.3.1 Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans.
The Fourteenth Amendment: 560	<u>Content Expectations</u> 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
Analyze Charts: Rival Plans for Reconstruction: 561	<u>Content Expectations</u> 8 – U5.3.1 Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans.

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Lesson Check: 563	<p><u>Content Expectations</u></p> <p>8 - U5.3.2.b: restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes</p> <p>8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p>
Analysis Skills: Distinguish Essential from Incidental Information: 565	<p><u>Public Discourse, Decision Making, and Civic Participation</u></p> <p>8 - P3.1.1.c: Use inquiry methods to trace the origins of the issue and to acquire data about the issue.</p>
Lesson 3: Reconstruction and Southern Society	
Why Did Conservatives Resist Reform?: 568-569	<p><u>Content Expectations</u></p> <p>8 – U5.3.3 Describe the new role of African-Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.</p>
Economic Problems in the South: 570-572	<p><u>Content Expectations</u></p> <p>8 - U5.3.2.b: restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes</p>
Lesson Check: 572	<p><u>Content Expectations</u></p> <p>8 – U5.3.3 Describe the new role of African-Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.</p>
Lesson 4: The Aftermath of Reconstruction	
How Did Reconstruction Come to an End?: 574-576	<p><u>Content Expectations</u></p> <p>8 – U5.3.5 Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans.</p>

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<p>New Restrictions on African American Rights: 576-578</p>	<p><u>Content Expectations</u></p> <p>8 - U5.3.2.b: restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes</p> <p>8 – U5.3.3 Describe the new role of African-Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.</p> <p>8 – U5.3.5 Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans.</p>
<p>Jim Crow Laws Separate Whites and African Americans: 577</p>	<p><u>Content Expectations</u></p> <p>8 - U6.1.1.f: the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans</p>
<p>Lesson Check: 579</p>	<p><u>Content Expectations</u></p> <p>8 – U5.3.3 Describe the new role of African-Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.</p> <p>8 - U6.1.1.f: the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans</p>

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<p>Topic 9 Review and Assessment: 580-581</p>	<p><u>Content Expectations</u></p> <p>8 - U5.3.2.b: restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes</p> <p>8 – U5.3.3 Describe the new role of African-Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.</p> <p>8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p> <p>8 – U5.3.5 Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans.</p>
<p align="center">Celebrating Your State Digital Resources</p>	
<p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.1: State Constitutions and Local Culture</p>	<p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.</p>
<p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.2: Conducting Foreign Affairs</p>	<p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.</p>
<p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.3: The Indian Commerce Clause</p>	<p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.</p>

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<p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.4: A List of Individual Rights</p>	<p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.</p>
<p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.5: Electing the President</p>	<p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.</p>
<p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.6: Indigenous Peoples and the U.S. Constitution</p>	<p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.</p>
<p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.7: Regional Economic Systems</p>	<p>8 - U4.2.1.a: agriculture, including changes in productivity, technology, supply and demand, and price</p>

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<p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.8: Consequences of Westward Expansion</p>	<p>8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. Examples may include but are not limited to: the Trail of Tears, the 19th century removal of Anishnaabek communities in Michigan, the Treaty of Chicago (1833), the Treaty of Fort Wayne (1809).</p> <p>8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.</p>
<p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.9: Roots of the Civil War Found in the Constitution</p>	<p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War.</p> <p>8 – U5.2.1 Discuss the social, political, economic, and cultural reasons for secession.</p>
<p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.10: Economic and Cultural Reasons Behind Secession</p>	<p>8 – U5.2.1 Discuss the social, political, economic, and cultural reasons for secession.</p>
<p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.11: Reconstruction: The Positions of Democrats and African Americans</p>	<p>8 – U5.3.1 Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans.</p>
<p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.12: Comparing U.S. Territory, 1800 and 1898</p>	<p>8 - U6.1.1.a: territory, including the size of the United States and land use</p>

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American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.14: Comparing Transportation in 1800 and 1898	8 - U6.1.1.c: systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society
American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.15: Comparing Government Policy in 1800 and 1898	8 - U6.1.1.d: governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)
American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.16: Comparing Economic Change in 1800 and 1898	8 - U6.1.1.e: economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.17: Then and Now: Analyzing an Issue Over Time	8 - P3.1.1.g: Compose a persuasive essay justifying the position with a reasoned argument. 8 - P3.1.1.h: Develop an action plan to address or inform others about the issue

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