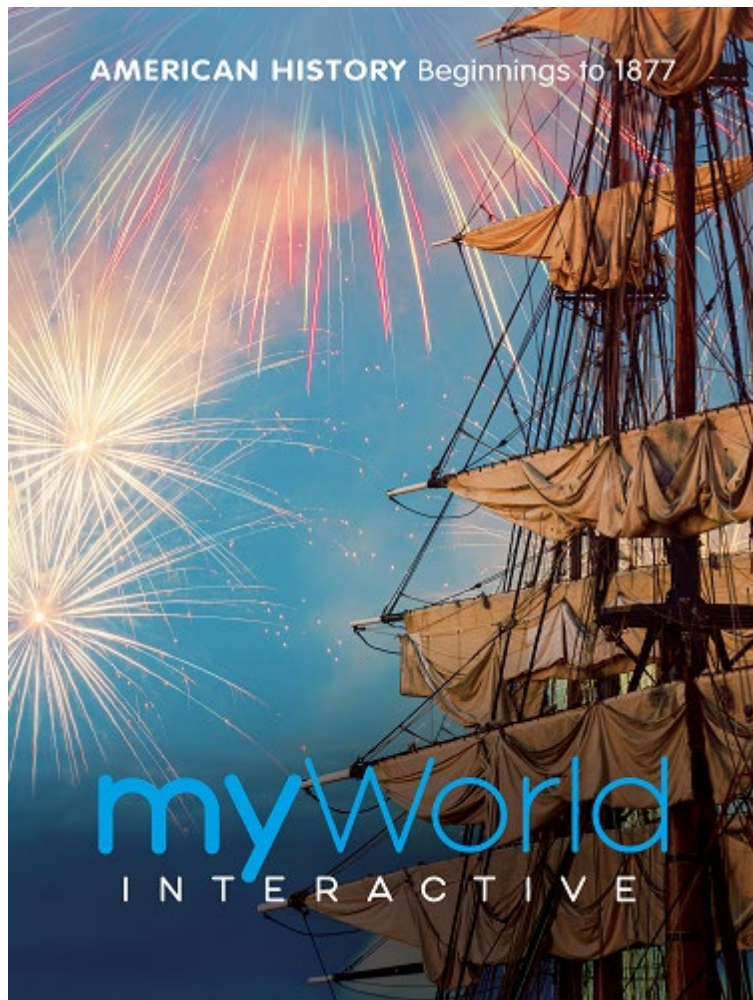


A Correlation of
myWorld Interactive American History
Beginnings to 1877, ©2019



to the
Michigan Standards for Social Studies 2019
Integrated United States History
Grade 8

**A Correlation of myWorld Interactive American History, Beginnings to 1877 ©2019
to the Michigan Standards for Social Studies 2019: Integrated United States History, Grade 8**

Introduction

This document demonstrates how *myWorld Interactive American History* meets the Michigan Social Studies Standards 2019, Integrated United States History, Grade Eight. Correlation page references are to the Student Edition, Teacher Edition, and digital resources.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive Social Studies provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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The Arc of Inquiry: Grades 6-8	
Dimension 1: Developing Questions and Planning Inquiries	
Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.	
1. Individually and collaboratively, students construct compelling questions and:	
1.1: explain why compelling questions are important to others (e.g., peers, adults).	Digital Resources: 21st Century Skills Tutorials> Ask Questions
1.2: identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	SE/TE: Evaluate Arguments, ELA 2 Write an Argument, ELA 9 Digital Resources: 21st Century Skills Tutorials> Ask Question, Compare Viewpoints
1.3: identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	SE/TE: Evaluate Arguments, ELA 2 Write an Argument, ELA 9 Digital Resources: 21st Century Skills Tutorials> Ask Question; Compare Viewpoints
1.4: explain how supporting questions help answer compelling questions in an inquiry.	Digital Resources: 21st Century Skills Tutorials> Ask Questions
1.5: determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	Digital Resources: 21st Century Skills Tutorials> Interpret Sources

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Dimension 2: Applying Disciplinary Concepts and Tools	
The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan’s state standards.	
Dimension 3: Evaluating Sources and Using Evidence	
Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.	
3. Individually and collaboratively, students:	
<p>3.1: gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>	<p>SE/TE: Find and Use Credible Sources, ELA 12 - ELA 13 Topic 2 Quest Project-Based Learning Inquiry, 54 Topic 3 Quest Project-Based Learning Inquiry, 132 Topic 5 Quest Project-Based Learning Inquiry, 260 Topic 8 Quest Project-Based Learning Inquiry, 478</p> <p>Digital Resources: Topics 2, 3, 5, 8>Quest Projects>Conduct Research, Quest Tracker, Quest Findings 21st Century Skills Tutorials>Analyze Data and Models; Analyze Images; Analyze Political Cartoons; Read Charts; Graphs; and Tables; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Evaluate Web Sites; Search for Information on the Internet; Interpret Sources</p>
<p>3.2: use distinctions among fact and opinion to determine the credibility of multiple sources.</p>	<p>SE/TE: Find and Use Credible Sources, ELA 12-ELA 13</p> <p>Digital Resources: 21st Century Skills Tutorials>Distinguish Between Fact and Opinion</p>

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<p>3.3: identify evidence that draws information from multiple sources in response to compelling questions.</p>	<p>SE/TE: Support Your Analysis with Evidence, ELA 6 Topic 1 Quest Document-Based Writing Inquiry, 6 Topic 4 Quest Civic Discussion Inquiry, 196 Topic 6 Quest Civic Discussion Inquiry, 336 Topic 7 Quest Document-Based Writing Inquiry, 408 Topic 9 Quest Civic Discussion Inquiry, 550</p> <p>Digital Resources: Topics 4, 6, 9>Quest Discussions>Quest Sources, Quest Findings, Quest Rubric Topics 1, 7>Quest DBQs> > Examine Primary Sources, Quest Sources, Quest Rubric 21st Century Skills Tutorials>Identify Evidence</p>
<p>3.4: use evidence to develop claims in response to compelling questions.</p>	<p>SE/TE: Support Your Analysis with Evidence, ELA 6 Topic 1 Quest Document-Based Writing Inquiry, 6 Topic 4 Quest Civic Discussion Inquiry, 196 Topic 6 Quest Civic Discussion Inquiry, 336 Topic 7 Quest Document-Based Writing Inquiry, 408 Topic 9 Quest Civic Discussion Inquiry, 550</p> <p>Digital Resources: Topics 4, 6, 9>Quest Discussions>Quest Sources, Quest Findings, Quest Rubric Topics 1, 7>Quest DBQs> > Examine Primary Sources, Quest Sources, Quest Rubric 21st Century Skills Tutorials> Support Ideas with Evidence; Develop a Clear Thesis; Organize Your Ideas</p>

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Dimension 4: Communicating Conclusions and Taking Informed Action	
Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community. Individually and collaboratively, students:	
4.1: construct arguments using claims and evidence from multiple sources.	<p>SE/TE: Evaluate Arguments, ELA 2 Support Your Analysis with Evidence, ELA 6 Write an Argument, ELA 9 Topic 4 Quest Civic Discussion Inquiry, 196 Topic 6 Quest Civic Discussion Inquiry, 336 Topic 9 Quest Civic Discussion Inquiry, 550</p> <p>Digital Resources: Topics 4, 6, 9>Quest Discussions>Quest Sources, Quest Findings, Quest Rubric 21st Century Skills Tutorials> Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Support Ideas with Evidence; Develop a Clear Thesis; Organize Your Ideas</p>
4.2: construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	<p>SE/TE: Write an Argument, ELA 9 Topic 1 Quest Document-Based Writing Inquiry, 6 Topic 7 Quest Document-Based Writing Inquiry, 408</p> <p>Digital Resources: Topics 1, 7>Quest DBQs> > Examine Primary Sources, Quest Sources, Quest Rubric 21st Century Skills Tutorials> Create Charts and Maps, Support Ideas with Evidence, Develop a Clear Thesis, Organize Your Ideas, Sequence</p>

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<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>SE/TE: Write an Argument, ELA 9 Discuss Your Ideas, ELA 15 Give an Effective Presentation, ELA 16 Topic 2 Quest Project-Based Learning Inquiry, 54 Topic 3 Quest Project-Based Learning Inquiry, 132 Topic 5 Quest Project-Based Learning Inquiry, 260 Topic 8 Quest Project-Based Learning Inquiry, 478</p> <p>Digital Resources: Topics 2, 3, 5, 8>Quest Projects>Quest Findings 21st Century Skills Tutorials>Summarize; Give an Effective Presentation</p>
<p>4.4: critique arguments.</p>	<p>SE/TE: Evaluate Arguments, ELA 2 Topic 4 Quest Civic Discussion Inquiry, 196 Topic 6 Quest Civic Discussion Inquiry, 336 Topic 9 Quest Civic Discussion Inquiry, 550</p> <p>Digital Resources: Topics 4, 6, 9>Quest Discussions>Quest Sources, Quest Findings, Quest Rubric 21st Century Skills Tutorials>Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>

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4.5: critique explanations.	<p>SE/TE: Evaluate Arguments, ELA 2 Topic 4 Quest Civic Discussion Inquiry, 196 Topic 6 Quest Civic Discussion Inquiry, 336 Topic 9 Quest Civic Discussion Inquiry, 550</p> <p>Digital Resources: Topics 4, 6, 9>Quest Discussions>Quest Sources, Quest Findings, Quest Rubric 21st Century Skills Tutorials>Identify Bias; Analyze Media Content</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>SE/TE: Topic 3 Quest Project-Based Learning Inquiry, 132 Topic 5 Quest Project-Based Learning Inquiry, 260 Topic 7 Quest Document-Based Writing Inquiry, 408 What Form Did Early Opposition to Slavery Take?: 443-444 Who Opposed the Abolitionists?: 448-449 How Did Abolitionism Gain Momentum?: 444-448 Southerners Defend Slavery Against the North: 448-449 The Era of Reform: 452-454 Social Reform Movements: 454-456 What Impact Did Reformers Have on Education?: 456-458 Early Calls for Women's Rights: 458-459 How Did the Women's Movement Start?: 460-461 Women Gain New Opportunities: 461-463</p> <p>Digital Resources: Topic 3>Quest Project>Choosing Sides Topic 5>Quest Project>Stay Out? Or Get Involved? Topic 7>Quest DBQ>Slavery and Abolition</p>

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<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>SE/TE: Write an Argument, ELA 9 Discuss Your Ideas, ELA 15 Give an Effective Presentation, ELA 16</p> <p>Digital Resources: 21st Century Skills Tutorials> Make Predictions; Political Participation; Work in Teams; Make a Difference; Innovate; Generate New Ideas; Publish Your Work; Participate in a Discussion or Debate; Give an Effective Presentation</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>SE/TE: English Language Arts Handbook, Discuss Your Ideas, ELA 15 Effective Listening, ELA 17 Topic 4 Quest Civic Discussion Inquiry, 196</p> <p>Digital Resources: Topic 4>Quest Discussion>Senate Representation 21st Century Skills Tutorials> Make Decisions; Solve Problems; Participate in a Discussion or Debate; Share Responsibility; Compromise; Develop Cultural Awareness; Generate New Ideas; Innovate; Make a Difference; Work in Teams; Being an Informed Citizen; Political Participation</p>

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Social Studies Process and Skills Standards: Grades 6–8	
P1 Reading and Communication – Read and Communicate Effectively	
<p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p>	<p>SE/TE: Analyze Informational Text, ELA 1 Analyze Visuals, ELA 3 Analyze Primary and Secondary Sources, ELA 4-ELA 5 Find and Use Credible Sources, ELA 12-ELA 13 Topic 2 Quest Project-Based Learning Inquiry, 54</p> <p>Digital Resources: Topic 2> Quest Project> Quest Kick-Off>Conduct Research (Active Journal or Online Notebook) 21st Century Skills Tutorials>Identify Main Ideas and Details; Analyze Data and Models; Analyze Images; Analyze Political Cartoons; Create Charts and Maps; Create Databases; Read Charts; Graphs; and Tables; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map; Interpret Sources</p>
<p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4-ELA 5 Topic 1 Quest Document-Based Writing Inquiry, 6 Topic 4 Quest Civic Discussion Inquiry, 196 Topic 6 Quest Civic Discussion Inquiry, 336 Topic 7 Quest Document-Based Writing Inquiry, 408 Topic 9 Quest Civic Discussion Inquiry, 550</p> <p>Digital Resources: Topics 1, 7>Quest DBQs>Examine Primary Sources, Quest Sources Topics 4, 6, 9, 10>Quest Discussions>Quest Sources</p>

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<p>Continued: P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p>	<p>Continued: 21st Century Skills Tutorials>Set a Purpose for Reading; Context Clues; Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact from Opinion; Identify Bias; Interpret Sources; Evaluate Existing Arguments</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>SE/TE: Use the Writing Process, ELA 7-8 Write an Argument, ELA 9 Write Informative or Explanatory Essays, ELA 10 Write Research Papers, ELA 14 Discuss Your Ideas, ELA 15 Give an Effective Presentation, ELA 16 Topic 1 Quest Document-Based Writing Inquiry, 6 Topic 4 Quest Civic Discussion Inquiry, 196 Topic 6 Quest Civic Discussion Inquiry, 336 Topic 7 Quest Document-Based Writing Inquiry, 408 Topic 9 Quest Civic Discussion Inquiry, 550</p> <p>Digital Resources: Topics 1, 7>Quest DBQs>Quest Findings Topics 4,6,9>Quest Discussions>Quest Findings Topics 2, 3, 5, 8>Quest Projects>Quest Findings 21st Century Skills Tutorials> Create Charts and Maps; Create Databases; Draw Conclusions; Create a Research Hypothesis; Identify Evidence; Identify Trends; Synthesize; Develop a Clear Thesis; Organize Your Ideas; Support Ideas with Evidence; Give an Effective Presentation; Publish Your Work; Write an Essay</p>

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<p>P1.4 Present an argument supported with evidence.</p>	<p>SE/TE: Evaluate Arguments, ELA 2 Support You Analyses with Evidence, ELA 6 Write an Argument, ELA 9 Give an Effective Presentation, ELA 16 Topic 4 Quest Civic Discussion Inquiry, 196 Topic 6 Quest Civic Discussion Inquiry, 336 Topic 9 Quest Civic Discussion Inquiry, 550</p> <p>Digital Resources: Topics 4, 6, 9>Quest Discussions>Quest Findings 21st Century Skills Tutorials> Create a Research Hypothesis; Identify Evidence; Develop a Clear Thesis; Support Ideas with Evidence; Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Give an Effective Presentation; Participate in Discussions</p>
<p>P2 Inquiry, Research, and Analysis</p>	
<p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p>	<p>SE/TE: Write Research Papers, ELA 14 Topic 1 Quest Document-Based Writing Inquiry, 6 Topic 2 Quest Project-Based Learning Inquiry, 54 Topic 3 Quest Project-Based Learning Inquiry, 132 Topic 4 Quest Civic Discussion Inquiry, 196 Topic 5 Quest Project-Based Learning Inquiry, 260 Topic 6 Quest Civic Discussion Inquiry, 336 Topic 7 Quest Document-Based Writing Inquiry, 408 Topic 8 Quest Project-Based Learning Inquiry, 478 Topic 9 Quest Civic Discussion Inquiry, 550</p>

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<p>Continued: P2.1 Use compelling and supporting questions to investigate social scientific problems.</p>	<p>Continued: Digital Resources: Topics 4, 6, 9>Quest Discussions>Examine the Question Topics 1, 7>Quest DBQs> >Ask Questions Topics 2, 3, 5, 8>Quest Projects>Ask Questions 21st Century Skills Tutorials> Ask Questions</p>
<p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p>	<p>SE/TE: Analyze Informational Text, ELA 1 Analyze Visuals, ELA 3 Analyze Primary and Secondary Sources, ELA 4-ELA 5 Find and Use Credible Sources, ELA 12-ELA 13 Topic 2 Quest Project-Based Learning Inquiry, 54</p> <p>Digital Resources: Topic 2> Quest Project> Quest Kick-Off>Conduct Research (Active Journal or Online Notebook) 21st Century Skills Tutorials> Identify Main Ideas and Details; Analyze Data and Models; Analyze Images; Analyze Political Cartoons; Create Charts and Maps; Create Databases; Read Charts; Graphs; and Tables; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map; Interpret Sources,</p>
<p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p>	<p>SE/TE: Using the Writing Process, ELA 7-8 Find and Use Credible Sources, ELA 12-ELA 13 Write Research Papers, ELA 14 Topic 2 Quest Project-Based Learning Inquiry, 54 Topic 3 Quest Project-Based Learning Inquiry, 132 Topic 5 Quest Project-Based Learning Inquiry, 260 Topic 8 Quest Project-Based Learning Inquiry, 478</p>

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<p>Continued: P2.3 Know how to find, organize, and interpret information from a variety of sources.</p>	<p>Continued: Digital Resources: Topics 2, 3, 5, 8>Quest Projects>Conduct Research (Active Journal and Online Notebook), Quest Tracker, Project Team Tracker, Quest Findings 21st Century Skills Tutorials>Set a Purpose for Reading; Categorize; Analyze Media Content; Read Charts; Graphs; and Tables; Evaluate Web Sites; Interpret Sources; Search for Information on the Internet; Synthesize; Take Effective Notes; Organize Your Ideas</p>
<p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4-ELA 5 Using the Writing Process, ELA 7-8 Find and Use Credible Sources, ELA 12-ELA 13 Topic 1 Quest Document-Based Writing Inquiry, 6 Topic 2 Quest Project-Based Learning Inquiry, 54 Topic 3 Quest Project-Based Learning Inquiry, 132 Topic 4 Quest Civic Discussion Inquiry, 196 Topic 5 Quest Project-Based Learning Inquiry, 260 Topic 6 Quest Civic Discussion Inquiry, 336 Topic 7 Quest Document-Based Writing Inquiry, 408 Topic 8 Quest Project-Based Learning Inquiry, 478 Topic 9 Quest Civic Discussion Inquiry, 550</p> <p>Digital Resources: Topics 4, 6, 9>Quest Discussions>Quest Sources Topics 1, 7>Quest DBQs> > Examine Primary Sources, Quest Sources Topics 2, 3, 5, 8>Quest Projects> Conduct Research, Quest Tracker, Quest Findings 21st Century Skills Tutorials>Search for Information on the Internet, Compare Viewpoints, Analyze Media Content, Read Charts, Graphs, and Tables, Evaluate Web Sites</p>

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P3 Public Discourse and Decision Making	
<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>SE/TE: Evaluate Arguments, ELA 2 Write an Argument, ELA 9 Write Research Papers, ELA 14 Topic 4 Quest Civic Discussion Inquiry, 196</p> <p>Digital Resources: Topic 4>Quest Discussion>Senate Representation 21st Century Skills Tutorials>Ask Questions; Solve Problems; Analyze Data and Models; Read Charts; Graphs; and Tables; Evaluate Web Sites; Interpret Sources; Search for Information on the Internet; Synthesize; Take Effective Notes; Organize Your Ideas; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</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>SE/TE: Support Your Analysis with Evidence, ELA 6 Write an Argument, ELA 9 Discuss Your Ideas, ELA 15 Topic 4 Quest Civic Discussion Inquiry, 196</p> <p>Digital Resources: Topic 4>Quest Discussion>Senate Representation 21st Century Skills Tutorials>Participate in a Discussion or Debate; Compromise; Being an Informed Citizen; Organize Your Ideas; Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Generate New Ideas; Develop Cultural Awareness; Share Responsibility</p>

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<p>P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.</p>	<p>SE/TE: Evaluate Arguments, ELA 2 Support Your Analysis with Evidence, ELA 6 Write an Argument, ELA 9 Topic 4 Quest Civic Discussion Inquiry, 196</p> <p>Digital Resources: Topic 4>Quest Discussion>Senate Representation 21st Century Skills Tutorials>Make Decisions; Draw Conclusions; Identify Evidence; Support Ideas with Evidence; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</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>SE/TE: Topic 3 Quest Project-Based Learning Inquiry, 132 Topic 5 Quest Project-Based Learning Inquiry, 260 Topic 7 Quest Document-Based Writing Inquiry, 408 What Form Did Early Opposition to Slavery Take?: 443-444 Who Opposed the Abolitionists?: 448-449 How Did Abolitionism Gain Momentum?: 444-448 Southerners Defend Slavery Against the North: 448-449 The Era of Reform: 452-454 Social Reform Movements: 454-456 What Impact Did Reformers Have on Education?: 456-458 Early Calls for Women's Rights: 458-459 How Did the Women's Movement Start?: 460-461 Women Gain New Opportunities: 461-463</p> <p>Digital Resources: Topic 3>Quest Project>Choosing Sides Topic 5>Quest Project>Stay Out? Or Get Involved? Topic 7>Quest DBQ>Slavery and Abolition</p>

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P4 Civic Participation	
P4.1 Act out of the rule of law and hold others to the same standard.	<p>SE/TE: Discuss Your Ideas, ELA 15 Effective Listening, ELA 17</p> <p>Digital Resources: 21st Century Skills Tutorials>Share Responsibility; Compromise; Make a Difference; Work in Teams; Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>
P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.	<p>SE/TE: Write an Argument, ELA 9 Discuss Your Ideas, ELA 15 Give an Effective Presentation, ELA 16 Effective Listening, ELA 17</p> <p>Digital Resources: 21st Century Skills Tutorials>Political Participation; Work in Teams; Make a Difference; Innovate; Generate New Ideas; Publish Your Work; Participate in a Discussion or Debate; Give an Effective Presentation</p>
P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.	<p>SE/TE: Give an Effective Presentation, ELA 16 Effective Listening, ELA 17 Topic 4 Quest Civic Discussion Inquiry, 196</p> <p>Digital Resources: Topic 4>Quest Discussion>Senate Representation>Rubric for a Civic Discussion 21st Century Skills Tutorials>Give an Effective Presentation; Make a Difference</p>

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Social Studies Content Expectations	
Foundations in U.S. History and Geography Eras 1-2.	
8 - F1 Political and Intellectual Transformations	
These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade. To set the stage for the study of U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of these politics and intellectual understandings.	
8 - F1: Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing:	
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)	SE/TE: The Importance of Local Government, 88 The Great Awakening's Impact, 115-116 John Peter Zenger's Libel Trial, 120 The English Bill of Rights, 125 How Did the Proclamation of 1763 Fuel Resentment?, 143-144 Lack of Representation in Parliament, 146
8 - F1.1.2: experiences with self-government (e.g., House of Burgesses and town meetings)	SE/TE: How Did Colonists Improve Government?, 74-75 The Importance of Local Government, 88 What Were the Foundations of Representative Government?, 123-125 Review and Assessment, 126-127 Virginians Join the Cause, 150
8 - F1.2: Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing:	
8 - F1.2.1: colonists' views of government	SE/TE: The Declaration of Independence, 170-171 Lesson Check, 176 Review and Assessment, 190-191 Digital Resources: Topic 3 > Lesson 4 > Interactive Gallery: Interactive Declaration of Independence

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8 - F1.2.2: their reasons for separating from Great Britain.	<p>SE/TE: Colonial Grievances, 170-171 Lesson Check, 176 Review and Assessment, 190-191 Analyze Images: Some Grievances Against the King, 214</p> <p>Digital Resources: Topic 3 > Lesson 4 > Interactive Gallery: Interactive Declaration of Independence</p>
8 - F1.3: Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of	
8 - F1.3.1: birth of an independent republican government	<p>SE/TE: How Were State Constitutions Similar?, 197-198 What Did Americans Learn from the Roman Republic?, 210-211 What American Traditions Did the Framers Draw On?, 213 The Influence of the Enlightenment, 214-215</p> <p>Digital Resources: Topic 4>Lesson 3> Video: Roman and Enlightenment Influences on the Constitution; Interactive Timeline: Influences on the Constitution; Interactive Gallery: Two Treatises of Government</p>
8 - F1.3.2: creation of Articles of Confederation	<p>SE/TE: The Articles of Confederation, 198-200 Lesson Check, 203</p> <p>Digital Resources: Topic 4 > Lesson 1 > Interactive Primary Source: Articles of Confederation</p>

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8 - F1.3.3: changing views on freedom and equality.	SE/TE: How Did English Documents Influence the Framers?, 212 Limits to Democratic Rights, 213 The Influence of the Enlightenment, 214-215 Review and Assessment, 254-255
8 - F1.3.4: and concerns over distribution of power within governments, between government and the governed, and among people	SE/TE: Charles-Louis Montesquieu, 215 The Federalists and the Antifederalists Debate, 217-219 Lesson Check, 222 Review and Assessment, 254-255
8 - U3 USHG 3: Revolution and the New Nation Individually and collaboratively, students will engage in planned inquiries to analyze the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system.	
U3.3 Creating New Government(s) and a New Constitution Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing (Foundations for Civics HSCE Standard 2.2).	
8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. Examples may include but are not limited to: why its drafters created a weak central government, challenges the nation faced under the Articles, Shay’s Rebellion, conflicts over western lands.	SE/TE: The Articles of Confederation, 198-200 How Did Economic Problems Lead to Change?, 202-203 Digital Resources: Topic 4 > Lesson 1 > Interactive Chart: Problems and Effects of the Articles of Confederation
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.	SE/TE: Strengths and Weaknesses, 198-199 Dispute Over Western Lands, 199-200 Concerns Over Debt and Currency, 200 Foreign Countries Promote Their Own Interests, 201 How Did Economic Problems Lead to Change?, 202-203 Disagreements Over a New Government, 206 The Three-Fifths Compromise, 207-208

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<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>SE/TE: Disagreements Over a New Government, 206-207 The Three-Fifths Compromise, 207-208 Lesson Check, 209</p> <p>Digital Resources American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.1: State Constitutions and Local Culture: MI Activity 8.2: Conducting Foreign Affairs; MI Activity 8.3: The Indian Commerce Clause; MI Activity 8.4: A List of Individual Rights; MI Activity 8.5: Electing the President; MI Activity 8.6: Indigenous Peoples and the U.S. Constitution</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>SE/TE: The Great Compromise, 206-207 The Three-Fifths Compromise, 207-208 Seven Basic Principles, 227-229 What Fundamental Liberties Does the Bill of Rights Ensure?, 238-240</p> <p>Digital Resources: Topic 4 > Lesson 2 > Interactive Chart: The Great Compromise</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>SE/TE: The Federalists and the Antifederalists Debate, 217-219 The Ratification Process, 219-221 New Amendments, 221-222 Primary Sources, 223 Review and Assessment, 254-255</p> <p>Digital Resources: Topic 4 > Lesson 4 > Interactive Chart: Federalists and Antifederalists</p>

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<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>SE/TE: Why Did Antifederalists Demand a Bill of Rights?, 219 New Amendments, 221-222 What Fundamental Liberties Does the Bill of Rights Ensure?, 238-240 Lesson Check, 245</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. Examples may include but are not limited to: the Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance Federalist Papers</p>	<p>SE/TE: Primary Source: Constitution of the Iroquois Nations: The Great Binding Law: 25 A New Pledge to Govern the Colony, 80-81 What Did Thomas Paine Say in Common Sense?, 167-168 The Declaration of Independence, 170-171 Primary Source: Thomas Paine, Common Sense: 177 An Orderly Expansion, 201-202 How Did English Documents Influence the Framers?, 212 For Ratification: The Arguments of the Federalists, 217-218 Primary Sources, 223</p> <p>Digital Resources: Topic 3 > Lesson 4 > Interactive Gallery: Thomas Paine’s Common Sense</p>

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<p>U4 USHG Era 4 – Expansion and Reform (1792-1861) Individually and collaboratively, students will engage in planned inquiries to investigate the territorial expansion of the United States between 1801-1861, how the Industrial Revolution, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions, and the sources and character of cultural, religious, and social reform movements during the antebellum period.</p>	
<p>U4.1 Challenges to an Emerging Nation Analyze the challenges the new federal government faced and the roles of political and social leaders in meeting those challenges.</p>	
<p>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. Examples may include but are not limited to: deciding if and when to get involved in foreign conflicts, the risk of political factions, establishing the limits of executive power.</p>	<p>SE/TE: The Impact of Washington’s Farewell Address, 271-272</p> <p>TE Only: History Background, 285</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. Examples may include but are not limited to: Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, and the Monroe Doctrine.</p>	<p>SE/TE: How Did Americans React to the French Revolution?, 268-271 Jay’s Treaty, 271 The Louisiana Purchase, 292-294 The Indecisive Results of the War, 314-315 What Did the Monroe Doctrine State?, 325-326 Review and Assessment, 330-331</p> <p>Digital Resources: Topic 5 > Lesson 5 > Interactive Map: The War of 1812</p>

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<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. Examples may include but are not limited to: examine the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over relative power of the national government, the Whiskey Rebellion, Alien and Sedition Acts, foreign relations, economic policy, the creation of a national bank, assumption of revolutionary debt.</p>	<p>SE/TE: How Did Alexander Hamilton Deal with the National Debt?, 263-265 How Did Hamilton Create a Stable Economy?, 266 A New Tax Leads to Rebellion, 266-268 Lesson Check, 272 What Issues Divided Hamilton and Jefferson?, 274-276 Political Parties Take Shape, 276-279 Conflict with France, 281-283 What Were the Alien and Sedition Acts?, 283-285 Review and Assessment, 330-331</p> <p>Digital Resources: Topic 5 > Lesson 2 > Video: The Origin of Political Parties</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. Examples may include but are not limited to: McCulloch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden.</p>	<p>SE/TE: Supreme Court, 234-235 Landmark Supreme Court Cases, 288-290 How Did Supreme Court Decisions Expand Federal Power?, 321-323 Lesson Check, 328 Jackson Cuts Off the Bank, 354-355</p>

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<p>U4.2 Regional and Economic Growth Describe and analyze the nature and impact of territorial, demographic, and economic growth in the first three decades of the new nation, using maps, charts, and other evidence.</p>	
<p>8 – U4.2.1 Comparing the Northeast and the South – compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of:</p>	
<p>8 - U4.2.1.a: agriculture, including changes in productivity, technology, supply and demand, and price</p>	<p>SE/TE: The Environment Influences Economic Activity, 88-89 The South’s Cotton Kingdom, 431-432 Reliance on Plantation Agriculture, 433-435 Lesson Check, 442 The South, 507-508</p> <p>Digital Resources 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.b: industry, including entrepreneurial development of new industries, such as textiles</p>	<p>SE/TE: The Regional Impact of Tariffs, 320 What Was Daily Life Like in the Early Republic?, 326-327 America’s First Factories, 411-414 The South’s Cotton Kingdom, 431-432 Strengths and Weaknesses of the North and South, 507-509</p> <p>Digital Resources: Topic 7 > Lesson 1 > Video: The Spread of Industrialization</p>
<p>8 - U4.2.1.c: the labor force including labor incentives and changes in labor forces</p>	<p>SE/TE: Daily Life in Factory Towns, 414-416 Lesson Check, 420 How Did Workers Respond to Challenges?, 425-426 The Cotton Kingdom and Slavery, 432 Enslaved African Americans, 438-439</p>

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8 - U4.2.1.d: transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices	<p>SE/TE: Henry Clay Fights Sectionalism, 320-321 Heading Into the West, 370-372 Lesson Check, 374 Life in a Wagon Train, 379-380 What Changes Did the Age of Steam Power Bring?, 422-425</p> <p>Digital Resources: Topic 5 > Lesson 4 > Interactive Gallery: New Technology: The Steamboat</p>
8 - U4.2.1.e: immigration and the growth of nativism	<p>SE/TE: How Did Ethnic Minorities Fare in the North?, 427-428 A Reaction Against Immigrants, 428-429 Lesson Check, 430 Review and Assessment, 472-473</p>

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8 - U4.2.1.f: race relations	<p>SE/TE:</p> <p>American Indians and the Frontier: 360-362 A History of Conflict and Prejudice: 360-362 Efforts to Make Peace: 362 American Indian Removal: 362-365 Pressure on American Indians Increases: 363 Worcester v. Georgia Decision Is Ignored: 363-364 Southern American Indians on the Trail of Tears: 365-367 Conflict with American Indians, 360-367 A Reaction Against Immigrants, 428-429 African Americans Face Discrimination, 429-430 What Was Life Like for African Americans in the South?, 437-439 Slavery in the South, 439-441</p> <p>Digital Resources:</p> <p>Topic 6>Lesson 3>Video: The Trail of Tears; Interactive Map: Selected Native American Groups; Interactive Map: The Trail of Tears Topic 7>Lesson 3>Interactive Chart: Lives of Free and Enslaved African Americans</p>
8 - U4.2.1.g: class relations	<p>SE/TE:</p> <p>Class in America in 1830, 338 Analyze Images, 413 Guiding Questions, 422 How Did Workers Respond to Challenges?, 425-427 What Were the Characteristics of White Southern Society?, 436-437</p>

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<p>8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.</p>	<p>SE/TE: The Slave Trade Expands, 107-109 The Three-Fifths Compromise, 207-208 The Cotton Kingdom and Slavery, 432 Enslaved African Americans, 438-439 The Missouri Compromise, 479-480 The Fugitive Slave Act Helps the South, 485 Slavery in Kansas and Nebraska, 489-490 How Did the Dred Scott Case Affect the Nation?, 493-494 Review and Assessment, 544-545</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>SE/TE: The Louisiana Purchase, 292-294 Quest: Civic Discussion Inquiry, 336 Southern American Indians on the Trail of Tears, 365-367 Manifest Destiny, 392-394 The Mexican-American War, 394-396 A Mix of Cultures, 400-401 Review and Assessment, 402-403</p> <p>Digital Resources: Topic 9 > Lesson 3 > Interactive Map: Native American Losses, 1850-1890 American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.8: Consequences of Westward Expansion</p>

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<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>SE/TE:</p> <p>American Indians and the Frontier: 360-362 A History of Conflict and Prejudice: 360-362 Efforts to Make Peace: 362 American Indian Removal: 362-365 Pressure on American Indians Increases: 363 Worcester v. Georgia Decision Is Ignored: 363-364 The Indian Removal Act: 364-365 Southern American Indians on the Trail of Tears: 365-367 Who Opposed the Abolitionists?, 448-449 How Did Western Expansion Increase Tensions?: 480-481 The Free-Soil Party Opposes Slavery in the West: 481-482 California Reignites the Slavery Debate: 482-484 Northern Anger Over the Fugitive Slave Act, 485-486 Slavery in Kansas and Nebraska, 489-490 Violent Clashes in Kansas, 491-492</p> <p>Digital Resources</p> <p>American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.8: Consequences of Westward Expansion</p>

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U4.3 Reform Movements Analyze the growth of antebellum American reform movements.	
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.	SE/TE: What Impact Did Reformers Have on Education?, 456-458 Lesson Check, 463 Review and Assessment, 472-473
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. Examples may include but are not limited to: John Brown and the armed resistance, Harriet Tubman, the Underground Railroad, Sojourner Truth, Maria Stewart, William Lloyd Garrison, and Frederick Douglass.	SE/TE: How Did Abolitionism Gain Momentum?: 444-448 What Were the Contributions of Sojourner Truth?, 458 A Book Sways the North Against Slavery, 486-487 Open Fighting in Kansas, 492 How Did the Dred Scott Case Affect the Nation?, 493-494 John Brown Fights Slavery, 498-499 Review and Assessment, 544-545
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. Examples may include but are not limited to: Susan B. Anthony, Elizabeth Cady Stanton the Declaration of Sentiments, Elizabeth Cady Stanton’s Address on Women’s Rights (September 1848).	SE/TE: Guiding Questions, 452 Early Calls for Women’s Rights, 458-459 How Did the Women’s Movement Start?, 460-461 Review and Assessment, 472-473 Digital Resources: Topic 7 > Lesson 5 > Interactive Primary Source: Declaration of Sentiments and Resolutions
8 – U4.3.4 Analyze the goals and effects of antebellum temperance.	SE/TE: The Impact of the Temperance Movement, 455-456
8 – U4.3.5 Investigate the role of religion in shaping antebellum reform movements. Examples may include but are not limited to: differences in beliefs by different denominations of Christianity.	SE/TE: Guiding Questions, 452 The Second Great Awakening and Its Causes, 453-454 Lesson Check, 463

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<p>U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877) Individually and collaboratively, students will engage in planned inquiries to understand the causes, course, and character of the Civil War and its effects on people, as well as how various Reconstruction plans succeeded or failed.</p>	
<p>U5.1 The Coming of the Civil War Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</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>SE/TE: What Were the Characteristics of White Southern Society?, 436-437 What was Life Like for African Americans in the South?, 437-439 Enslaved African Americans: 438-439 Slavery in the South: 439-441 Analyze Images, 444 Civil Disobedience and the Underground Railroad, 447 How Did the Dred Scott Case Affect the Nation?, 493-494</p> <p>Digital Resources: Topic 7 > Lesson 3 > Interactive Chart: Different Ways of Life in the South</p>
<p>8 – U5.1.2 Describe the impact of the Northwest Ordinance on the expansion of slavery. Examples may include but are not limited to: the establishment of free states, including Michigan, as a result of the Northwest Ordinance.</p>	<p>SE/TE: An Orderly Expansion, 201-202 Northwest Ordinance, 368-369 What Form Did Early Opposition to Slavery Take?, 443-444</p> <p>Digital Resources: Topic 4 > Lesson 1 > Interactive Primary Source: Northwest Ordinance</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. Examples may include but are not limited to: sectionalism, nationalism, federalism, state rights.</p>	<p>SE/TE: How Did Sectionalism Affect the Early Republic?, 317-319 Lesson Check, 328 Conflicts Between Henry Clay and John C. Calhoun, 483-484 Lesson Check, 487</p>

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8 – U5.1.4 Draw conclusions about why the following increased sectional tensions:	
8 - U5.1.4.a: the Missouri Compromise (1820)	SE/TE: The Missouri Compromise, 479-480 Lesson Check, 487 Review and Assessment, 544-545
8 - U5.1.4.b: the Wilmot Proviso (1846)	SE/TE: The Wilmot Proviso Divides Congress, 480
8 - U5.1.4.c: the Compromise of 1850 including the Fugitive Slave Act	SE/TE: A Compromise Holds the Union Together, 484-486 Lesson Check, 487 Review and Assessment, 544-545 Digital Resources: Topic 8 > Lesson 1 > Interactive Cartoon: The Fugitive Slave Act
8 - U5.1.4.d: the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas	SE/TE: Slavery in Kansas and Nebraska, 489-490 Violent Clashes in Kansas, 491-492 Lesson Check, 499 Digital Resources: Topic 8 > Lesson 2 > Interactive Gallery: The Effects of the Kansas-Nebraska Act
8 - U5.1.4.e: the Dred Scott v. Sandford decision (1857)	SE/TE: How Did the Dred Scott Case Affect the Nation?, 493-494 Lesson Check, 499 Review and Assessment, 544-545 Digital Resources: Topic 8 > Lesson 2 > Interactive Gallery: The Dred Scott Case

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<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>SE/TE: The Republican Party Forms, 494-495 How Did Abraham Lincoln Come to Lead the Republican Party?, 496-497 Lesson Check, 499</p>
<p>8 – U5.1.5 Describe the resistance of enslaved persons and effects of their actions before and during the Civil War. Examples may include but are not limited to: Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad.</p>	<p>SE/TE: How Did Enslaved Africans Resist Their Enslavement?, 441-442 Civil Disobedience and the Underground Railroad, 447 Lesson Check, 449 Review and Assessment, 472-473 John Brown Fights Slavery, 498-499 Review and Assessment, 544-545</p> <p>Digital Resources: Topic 7 > Lesson 4 > Interactive Map: The Underground Railroad</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>SE/TE: The Missouri Compromise, 479-480 California Reignites the Slavery Debate, 482-484 Slavery in Kansas and Nebraska, 489-490 How Did the Dred Scott Case Affect the Nation?, 493-494 A Move Toward Civil War, 502-503</p> <p>Digital Resources 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>

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U5.2 Civil War Evaluate the multiple causes, key events, and complex consequences of the Civil War.	
8 – U5.2.1 Discuss the social, political, economic, and cultural reasons for secession.	<p>SE/TE: A Move Toward Civil War, 502-503 The Outbreak of War, 504-505</p> <p>Digital Resources 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; MI Activity 8.10: Economic and Cultural Reasons Behind Secession</p>
8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the following:	
8 - U5.2.2.a: critical events and battles in the war	<p>SE/TE: Early Battles, 514-517 Victories in the East for Confederate Forces, 518 Union Success in the West, 519 A Union Victory at Gettysburg, 534-536 Sherman’s March to the Sea, 538 How Did the War Come to an End?, 541-542 Review and Assessment, 544-545</p> <p>Digital Resources: Topic 8 > Lesson 6 > Interactive Map: Key Battles of the Civil War</p>
8 - U5.2.2.b: the political and military leadership of the North and South	<p>SE/TE: How Did Lincoln and Davis Lead Their People?, 510-511 General Grant Takes Charge, 537</p>
8 - U5.2.2.c: the respective advantages and disadvantages, including geographic, demographic, economic and technological	<p>SE/TE: Strengths and Weaknesses of the North and South, 507-509 Lesson Check, 511 Review and Assessment, 544-545</p>

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8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to:	
8 - U5.2.3.a: his military and political leadership	SE/TE: How Did Abraham Lincoln Come to Lead the Republican Party?, 496-497 Lincoln’s First Inaugural Address, 504 Lincoln Faces War, 505-506 How Did Lincoln and Davis Lead Their People?, 510-511 Lincoln’s Emancipation Proclamation, 520-522 Primary Source: Abraham Lincoln, The Emancipation Proclamation: 531 Contrasting Ideas of Liberty and Union, 539-540
8 - U5.2.3.b: the evolution of his emancipation policy (including the Emancipation Proclamation)	SE/TE: Lincoln’s First Inaugural Address, 504 Lincoln’s Emancipation Proclamation, 520-522 Lesson Check, 530 Primary Source: Abraham Lincoln, The Emancipation Proclamation: 531 Lincoln Delivers the Gettysburg Address, 536-537 Digital Resources: Topic 8 > Lesson 5 > Video: 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.	SE/TE: Lincoln’s Emancipation Proclamation, 520-522 Lesson Check, 530 Primary Source: Abraham Lincoln, The Emancipation Proclamation: 531 Lincoln Delivers the Gettysburg Address, 536-537 Lesson Check, 543
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.	SE/TE: How Did African Americans Fight for the Union?, 523-524 Lesson Check, 530

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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.	SE/TE: The Horrors of War, 524-525 Other Challenges in the North and South, 526-527 War Devastates the Southern Economy, 528-529 Women Contribute to the War Effort, 530
U5.3 Reconstruction Using evidence, develop an argument regarding the character and consequences of Reconstruction.	
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.	SE/TE: Causes and Effects of Reconstruction, 553-554 President Johnson’s Reconstruction Plan, 556-557 Continuing Conflicts Over Reconstruction, 558-559 Rival Plans for Reconstruction, 561 Digital Resources: Topic 9 > Lesson 1 > Interactive Gallery: Lincoln and Reconstruction 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
8 – U5.3.2 Describe the early responses to the end of the Civil War by describing:	
8 - U5.3.2.a: policies of the Freedmen's Bureau	SE/TE: The Freedmen’s Bureau Addresses Economic and Social Needs, 554 Lesson Check, 557
8 - U5.3.2.b: restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes	SE/TE: Guiding Questions, 558 Lesson Check, 563 Economic Problems in the South, 570-572 New Restrictions on African American Rights, 576-578 Review and Assessment, 580-581

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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.	SE/TE: Why Did Conservatives Resist Reform?, 568-569 Lesson Check, 572 New Restrictions on African American Rights, 576-578 Lesson Check, 579 Review and Assessment, 580-581
8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.	SE/TE: The Thirteenth Amendment Changes Life in the United States, 556 Lesson Check, 563 The Fourteenth Amendment, 560 Lesson Check, 563 Review and Assessment, 580-581
8 – U5.3.5 Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans.	SE/TE: How Did Reconstruction Come to an End?, 574-576 New Restrictions on African American Rights, 576-578 Review and Assessment, 580-581
U6 USHG Era 6 – The Development of An Industrial, Urban, and Global United States (1870-1930) Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898.	
U6.1 America in the Last Half of the 19th Century Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th century. This era will be addressed in depth and with greater intellectual sophistication in the high school U.S. History and Geography content expectations.	
8 – U6.1.1 America at Century’s End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in:	
8 - U6.1.1.a: territory, including the size of the United States and land use	SE/TE: The Louisiana Purchase, 292-294 How Did the United States Gain Florida?, 325 Review and Assessment, 330-331

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<p>Continued: 8 - U6.1.1.a: territory, including the size of the United States and land use</p>	<p>Continued: Digital Resources 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.b: population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America</p>	<p>SE/TE: What Were the Alien and Sedition Acts?, 283-285 What Was Daily Life Like in the Early Republic?, 326-327</p> <p>Digital Resources American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.13: Comparing U.S. Population 1800 and 1898</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>	<p>SE/TE: Analyze Images, 322</p> <p>TE Only: Predict, 298 Analyze Maps, 310 Hypothesize, 317</p> <p>Digital Resources American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.14: Comparing Transportation in 1800 and 1898</p>

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8 - U6.1.1.d: governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)	<p>SE/TE: How Did Hamilton Create a Stable Economy?, 266 How Did President Jefferson Redefine Government?, 286-288 Lesson Check, 290 How Was a Stable Economy Created After the War?, 319-323</p> <p>Digital Resources American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.15: Comparing Government Policy in 1800 and 1898</p>
8 - U6.1.1.e: economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers	<p>SE/TE: Challenges to American Shipping, 299-300 A Ban on Trade, 301-302 The Regional Impacts of Tariffs, 320</p> <p>Digital Resources American History: myWorld Interactive Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 8.16: Comparing Economic Change in 1800 and 1898</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>SE/TE: What Was Daily Life Like in the Early Republic?, 326-327 Jim Crow Laws Separate Whites and African Americans, 577 Lesson Check, 579</p> <p>Digital Resources: Topic 9 > Lesson 4 > Interactive Timeline: Oppression of African Americans</p>
8 - U6.1.1.g: the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians	<p>SE/TE: What Caused Conflict in Ohio?, 304-307</p>

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<p>U6.2 Investigation Topics and Issue Analysis (P2) Use the historical perspective to investigate a significant historical topic from U.S. History Eras 3-6 that also has significance as an issue or topic in the United States today.</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.</p>	<p>SE/TE: Early Calls for Women’s Rights, 458-459 How Did the Women’s Movement Start?, 460-461 Review and Assessment, 472-473</p> <p>Digital Resources: 21st Century Skills Tutorials > Analyze Cause and Effect > Assessment 21ST Century Skills Tutorials > Give an Effective Presentation > Assessment</p>
<p>PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)</p>	
<p>P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Civic Participation</p>	
<p>8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public-policy issue.</p>	
<p>8 - P3.1.1.a: Identify a national public policy issue.</p>	<p>Digital Resources: Social Studies Core Concepts > Geography Core Concepts: People’s Impact on the Environment</p>
<p>8 - P3.1.1.b: Clearly state the issue as a question of public policy orally or in written form.</p>	<p>Digital Resources: 21st Century Skills Tutorials > Being an Informed Citizen > Assessment</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>	<p>SE/TE: Analysis Skills: Distinguish Relevant from Irrelevant Information: 500 Analysis Skills: Distinguish Essential from Incidental Information: 565</p> <p>Digital Resources: 21st Century Skills Tutorials > Being an Informed Citizen > Assessment</p>

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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.	<p>SE/TE: Analysis Skills, 164</p> <p>Digital Resources: 21st Century Skills > Evaluate Existing Arguments > Assessment 21st Century Skills > Consider and Counter Opposing Arguments > Assessment</p>
8 - P3.1.1.e: Identify and apply core democratic values or constitutional principles.	<p>SE/TE: Seven Basic Principles, 227-229</p> <p>Digital Resources: Social Studies Core Concepts > Government and Civics Core Concepts: Foundations of Government, Political Systems</p>
8 - P3.1.1.f: Share and discuss findings of research and issue analysis in group discussions and debates.	<p>Digital Resources: 21st Century Skills Tutorials > Participate in a Discussion or Debate > Assessment</p>
8 - P3.1.1.g: Compose a persuasive essay justifying the position with a reasoned argument.	<p>SE/TE: Write an Argument, Write an Argument, ELA 9</p> <p>Digital Resources: 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</p>

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8 - P3.1.1.h: Develop an action plan to address or inform others about the issue	<p>Digital Resources: 21st Century Skills Tutorials > Political Participation > Assessment</p> <p>Digital Resources 21st Century Skills Tutorials>Political Participation>Assessment 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</p>
<p>P4.2 Civic Participation Act constructively to further the public good.</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>SE/TE: Analysis Skills, 26 Stay Informed on Public Issues, 252</p> <p>Digital Resources: 21st Century Skills Tutorials > Being an Informed Citizen > Assessment</p>
8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.	<p>Digital Resources: 21st Century Skills Tutorials > Solve Problems > Assessment</p>
8 – P4.2.3 Participate in projects to help or inform others.	<p>SE/TE: Analysis Skills, 26</p> <p>Digital Resources: 21st Century Skills Tutorials > Share Responsibility > Assessment</p>

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