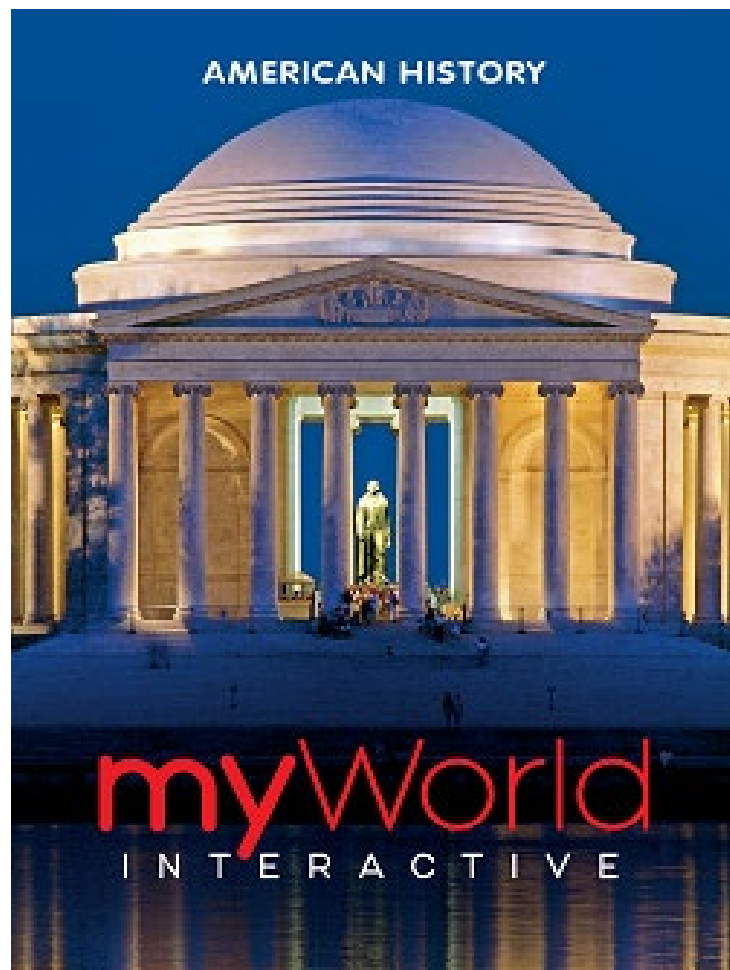


**A Correlation of**  
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to the  
**Michigan Standards for Social Studies 2019**  
**Integrated U.S. History**  
**Grade 8**

# A Correlation of myWorld Interactive American History ©2019 to the Michigan Standards for Social Studies 2019, Integrated U.S. History, Grade 8

## Introduction

This document demonstrates how *myWorld Interactive American History* ©2019 meets the Michigan Social Studies 2019 Integrated U.S. History Grade 8 standards. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

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

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

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

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<p><b>FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY ERAS 1-2</b>            These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade U.S. history with the history studied in 5th grade. To set the stage for the study of U.S. history that begins with the development of the U.S. Constitution, students should be able to draw upon an understanding of these philosophies and intellectual foundations.</p>	
<p><b>F1 Political and Intellectual Transformations</b></p>	
<p>F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing:            Examples may include but are not limited to: limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights, House of Burgesses and town meetings, changing interactions with the royal government of Great Britain after the French and Indian War.</p>	
<ul style="list-style-type: none"> <li>• colonial ideas about government</li> </ul>	<p><b>SE/TE:</b> 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</p>
<ul style="list-style-type: none"> <li>• experiences with self-government</li> </ul>	<p><b>SE/TE:</b> 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</p>
<p>F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing:</p>	
<ul style="list-style-type: none"> <li>• colonists' views of government</li> </ul>	<p><b>SE/TE:</b> The Declaration of Independence, 170-171; Lesson Check, 176; Review and Assessment, 190-191</p> <p><b><u>Digital Resources</u></b>            Topic 3&gt;Lesson 4&gt;Interactive Gallery: Interactive Declaration of Independence</p>

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<ul style="list-style-type: none"> <li>• their reasons for separating from Great Britain</li> </ul>	<p><b>SE/TE:</b> Colonial Grievances, 170-171; Lesson Check, 176; Review and Assessment, 190-191; Some Grievances Against the King, 214</p> <p><b><u>Digital Resources</u></b> Topic 3&gt;Lesson 4&gt;Interactive Gallery: Interactive Declaration of Independence</p>
<p>F1.3 Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of</p>	
<ul style="list-style-type: none"> <li>• establishment of an independent republican government</li> </ul>	<p><b>SE/TE:</b> 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>
<ul style="list-style-type: none"> <li>• creation of the Articles of Confederation</li> </ul>	<p><b>SE/TE:</b> The Articles of Confederation, 198-201; Lesson Check, 203</p> <p><b><u>Digital Resources</u></b> Topic 4&gt;Lesson 1&gt;Interactive Primary Source: Articles of Confederation</p>
<ul style="list-style-type: none"> <li>• changing views on freedom and equality</li> </ul>	<p><b>SE/TE:</b> 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</p>
<ul style="list-style-type: none"> <li>• concerns over the distribution of power within governments, between government and the governed, and among people</li> </ul>	<p><b>SE/TE:</b> Charles-Louis Montesquieu, 215; The Federalists and the Antifederalists Debate, 217-219; Lesson Check, 222; Review and Assessment, 254-255</p>

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<p><b>U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION</b> 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.</p>	
<p><b>U3.3 Creating New Government(s) and a New Constitution</b> 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). <b>Note: Expectations U3.3.1 – U3.3.5 address content that was introduced in Grade 5, but asks for explanation and analysis at a higher level than expected in Grade 5. They are included here to support an in-depth discussion of the historical and philosophical origins of constitutional government in the United States.</b></p>	
<p>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.</p>	<p><b>SE/TE:</b> The Articles of Confederation, 198-201; How Did Economic Problems Lead to Change?, 202-203</p> <p><b><u>Digital Resources</u></b> Topic 4&gt;Lesson 1&gt;Interactive Chart: Problems and Effects 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><b>SE/TE:</b> 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</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><b>SE/TE:</b> Disagreements Over a New Government, 206-207; The Three-Fifths Compromise, 207-208; Lesson Check, 209</p> <p><b><u>Digital Resources</u></b> Celebrating Your State&gt;Michigan&gt;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>

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<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><b>SE/TE:</b> 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><b><u>Digital Resources</u></b> Topic 4&gt;Lesson 2&gt;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><b>SE/TE:</b> 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><b><u>Digital Resources</u></b> Topic 4&gt;Lesson 4&gt;Interactive Chart: Federalists and Antifederalists</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><b>SE/TE:</b> 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><b>SE/TE:</b> Primary Sources, 25, 177, 223; 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; An Orderly Expansion, 201-202; How Did English Documents Influence the Framers?, 212; For Ratification: The Arguments of the Federalists, 217-218</p> <p><b><u>Digital Resources</u></b> Topic 3&gt;Lesson 4&gt;Interactive Gallery: Thomas Paine’s Common Sense</p>

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<p><b>U4 USHG ERA 4 – EXPANSION AND REFORM (1792-1861)</b>  <b>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.</b></p>	
<p><b>U4.1 Challenges to an Emerging Nation</b>  <b>Analyze the challenges the new federal government faced and the roles of political and social leaders in meeting those challenges.</b></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><b>SE/TE:</b> The Impact of Washington’s Farewell Address, 271-272  <b>TE Only:</b> 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><b>SE/TE:</b> How Did Americans React to the French Revolution, 268-271; Jay’s Treaty, 271; The Louisiana Purchase, 292-294; Madison and the War of 1812, 304-315; What Did the Monroe Doctrine State?, 325-326; Lesson Check, 328; Review and Assessment, 330-331</p> <p><b><u>Digital Resources</u></b>            Topic 5&gt;Lesson 5&gt;Interactive Map: The War of 1812</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.            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><b>SE/TE:</b> 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><b><u>Digital Resources</u></b>            Topic 5&gt;Lesson 2&gt;Video: The Origin of Political Parties</p>

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<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><b>SE/TE:</b> 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>
<p><b>U4.2 Regional and Economic Growth</b> <b>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.</b></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>	
<ul style="list-style-type: none"> <li>• agriculture, including changes in productivity, technology, supply and demand, and price</li> </ul>	<p><b>SE/TE:</b> 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><b><u>Digital Resources</u></b> Celebrating Your State&gt;Michigan&gt;MI Activity 8.7: Regional Economic Systems</p>
<ul style="list-style-type: none"> <li>• industry, including the entrepreneurial development of new industries, such as textiles</li> </ul>	<p><b>SE/TE:</b> 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, 431-434; Strengths and Weaknesses of the North and South, 507-509</p> <p><b><u>Digital Resources</u></b> Topic 7&gt;Lesson 1&gt;Video: The Spread of Industrialization</p>
<ul style="list-style-type: none"> <li>• the labor force, including labor incentives and changes in labor forces</li> </ul>	<p><b>SE/TE:</b> 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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<ul style="list-style-type: none"> <li>transportation, including changes in transportation (steamboats and canal barges) and the impact economic markets and prices</li> </ul>	<p><b>SE/TE:</b> 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?, 422-424</p> <p><b><u>Digital Resources</u></b> Topic 5&gt;Lesson 4&gt;Interactive Gallery: New Technology: The Steamboat</p>
<ul style="list-style-type: none"> <li>immigration and the growth of nativism</li> </ul>	<p><b>SE/TE:</b> 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>
<ul style="list-style-type: none"> <li>race relations</li> </ul>	<p><b>SE/TE:</b> 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, 439-442</p>
<ul style="list-style-type: none"> <li>class relations</li> </ul>	<p><b>SE/TE:</b> 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>
<p>8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.</p>	<p><b>SE/TE:</b> The Slave Trade Expands, 107-109; The Three-Fifths Compromise, 207-208; The Cotton Kingdom and Slavery, 432; Enslaved African Americans, 438-442; The Missouri Compromise, 479-484; 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>

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<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 19<sup>th</sup> century removal of Anishnaabek communities in Michigan, the Treaty of Chicago (1833), the Treaty of Fort Wayne (1809).</p>	<p><b>SE/TE:</b> 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><b><u>Digital Resources</u></b> Topic 9&gt;Lesson 3&gt;Interactive Map: Native American Losses, 1850-1890 Celebrating Your State&gt;Michigan&gt;MI Activity 8.8: Consequences of Westward Expansion</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><b>SE/TE:</b> American Indian Removal, 362-367; Who Opposed the Abolitionists?, 448-449; How Did Western Expansion Increase Tensions?, 480-484; Northern Anger Over the Fugitive Slave Act, 485-486; Slavery in Kansas and Nebraska, 489-490; Violent Clashes in Kansas, 491-492; Lesson Check, 499</p> <p><b><u>Digital Resources</u></b> Celebrating Your State&gt;Michigan&gt;MI Activity 8.8: Consequences of Westward Expansion</p>
<p><b>U4.3 Reform Movements</b> <b>Analyze the growth of antebellum American reform movements.</b></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><b>SE/TE:</b> What Impact Did Reformers Have on Education?, 456-458; Lesson Check, 463; Review and Assessment, 472-473</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. 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.</p>	<p><b>SE/TE:</b> Abolitionism, 443-449; What Were the Contributions of Sojourner Truth?, 458-459; 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</p>

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<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. 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).</p>	<p><b>SE/TE:</b> Guiding Questions, 452; Early Calls for Women’s Rights, 458-459; How Did the Women’s Movement Start?, 460-463; Review and Assessment, 472-473</p> <p><b><u>Digital Resources</u></b> Topic 7&gt;Lesson 5&gt;Interactive Primary Source: Declaration of Sentiments and Resolutions</p>
<p>8 – U4.3.4 Analyze the goals and effects of antebellum temperance.</p>	<p><b>SE/TE:</b> The Impact of the Temperance Movement, 455-456</p>
<p>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.</p>	<p><b>SE/TE:</b> Guiding Questions, 452; The Second Great Awakening and Its Causes, 453-454; Lesson Check, 463</p>
<p><b>U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)</b> <b>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.</b></p>	
<p><b>U5.1 The Coming of the Civil War</b> <b>Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</b></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><b>SE/TE:</b> What Were the Characteristics of White Southern Society?, 436-437; What was Life Like for African Americans in the South?, 437-442; Analyze Images, 444; Civil Disobedience and the Underground Railroad, 447; How Did the Dred Scott Case Affect the Nation?, 493-494</p> <p><b><u>Digital Resources</u></b> Topic 7&gt;Lesson 3&gt;Interactive Chart: Different Ways of Life in the South</p>

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<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><b>SE/TE:</b> An Orderly Expansion, 201-202; Northwest Ordinance, 368-369; What Form Did Early Opposition to Slavery Take?, 443-444</p> <p><b><u>Digital Resources</u></b> Topic 4&gt;Lesson 1&gt;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><b>SE/TE:</b> How Did Sectionalism Affect the Early Republic?, 317-319; Lesson Check, 328, 487; Conflicts Between Henry Clay and John C. Calhoun, 483-484</p>
<p>8 – U5.1.4 Draw conclusions about why the following increased sectional tensions: Examples may include but are not limited to: the death of the Whig party, rise of the Republican party, and division of the Democratic party.</p>	
<ul style="list-style-type: none"> <li>• the Missouri Compromise (1820)</li> </ul>	<p><b>SE/TE:</b> The Missouri Compromise, 479-480; Lesson Check, 487; Review and Assessment, 544-545</p>
<ul style="list-style-type: none"> <li>• the Wilmot Proviso (1846)</li> </ul>	<p><b>SE/TE:</b> The Wilmot Proviso Divides Congress, 480</p>
<ul style="list-style-type: none"> <li>• the Compromise of 1850, including the Fugitive Slave Act</li> </ul>	<p><b>SE/TE:</b> A Compromise Holds the Union Together, 484-486; Lesson Check, 487; Review and Assessment, 544-545</p> <p><b><u>Digital Resources</u></b> Topic 8&gt;Lesson 1&gt;Interactive Cartoon: The Fugitive Slave Act</p>
<ul style="list-style-type: none"> <li>• the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</li> </ul>	<p><b>SE/TE:</b> Slavery in Kansas and Nebraska, 489-490; Violent Clashes in Kansas, 491-492; Lesson Check, 499</p> <p><b><u>Digital Resources</u></b> Topic 8&gt;Lesson 2&gt;Interactive Gallery: The Effects of the Kansas-Nebraska Act</p>

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<ul style="list-style-type: none"> <li>the Dred Scott v. Sandford decision (1857)</li> </ul>	<p><b>SE/TE:</b> How Did the Dred Scott Case Affect the Nation?, 493-494; Lesson Check, 499; Review and Assessment, 544-545</p> <p><b><u>Digital Resources</u></b> Topic 8&gt;Lesson 2&gt;Interactive Gallery: The Dred Scott Case</p>
<ul style="list-style-type: none"> <li>changes in the party system</li> </ul>	<p><b>SE/TE:</b> 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><b>SE/TE:</b> How Did Enslaved Africans Resist Their Enslavement?, 441-442; Civil Disobedience and the Underground Railroad, 447; Lesson Check, 449; Review and Assessment, 472-473, 545; John Brown Fights Slavery, 498-499</p> <p><b><u>Digital Resources</u></b> Topic 7&gt;Lesson 4&gt;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><b>SE/TE:</b> 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><b><u>Digital Resources</u></b> Celebrating Your State&gt;Michigan&gt;MI Activity 8.9: Roots of the Civil War Found in the Constitution</p>

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<p><b>U5.2 Civil War</b> Evaluate the multiple causes, key events, and complex consequences of the Civil War.</p>	
<p>8 – U5.2.1 Discuss the social, political, economic, and cultural reasons for secession.</p>	<p><b>SE/TE:</b> A Move Toward Civil War, 502-503; The Outbreak of War, 504-505</p> <p><b><u>Digital Resources</u></b> Celebrating Your State&gt;Michigan&gt;MI Activity 8.9: Roots of the Civil War Found in the Constitution; MI Activity 8.10: Economic and Cultural Reasons Behind Secession</p>
<p>8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the following:</p>	
<ul style="list-style-type: none"> <li>• critical events and battles in the war</li> </ul>	<p><b>SE/TE:</b> 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><b><u>Digital Resources</u></b> Topic 8&gt;Lesson 6&gt;Interactive Map: Key Battles of the Civil War</p>
<ul style="list-style-type: none"> <li>• the political and military leadership of the North and South</li> </ul>	<p><b>SE/TE:</b> How Did Lincoln and Davis Lead Their People?, 510-511; General Grant Takes Charge, 537</p>
<ul style="list-style-type: none"> <li>• respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological</li> </ul>	<p><b>SE/TE:</b> 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:	
<ul style="list-style-type: none"> <li>his military and political leadership</li> </ul>	<p><b>SE/TE:</b> 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 Sources, 531; Contrasting Ideas of Liberty and Union, 539-540</p>
<ul style="list-style-type: none"> <li>the evolution of his emancipation policy (including the Emancipation Proclamation)</li> </ul>	<p><b>SE/TE:</b> Lincoln’s First Inaugural Address, 504; Lincoln’s Emancipation Proclamation, 520-522; Lesson Check, 530; Primary Sources, 531; Lincoln Delivers the Gettysburg Address, 536-537</p> <p><b><u>Digital Resources</u></b> Topic 8&gt;Lesson 5&gt;Video: The Emancipation Proclamation</p>
<ul style="list-style-type: none"> <li>The role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence</li> </ul>	<p><b>SE/TE:</b> Lincoln’s Emancipation Proclamation, 520-522; Lesson Check, 530, 543; Primary Sources, 531; Lincoln Delivers the Gettysburg Address, 536-537</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><b>SE/TE:</b> How Did African Americans Fight for the Union?, 523-524; Lesson Check, 530</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><b>SE/TE:</b> 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</p>

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<b>U5.3 Reconstruction</b> <b>Using evidence, develop an argument regarding the character and consequences of Reconstruction.</b>	
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.	<b>SE/TE:</b> Causes and Effects of Reconstruction, 553-554; President Johnson’s Reconstruction Plan, 556-557; Continuing Conflicts Over Reconstruction, 558-560; Rival Plans for Reconstruction, 561  <b>Digital Resources</b> Topic 9>Lesson 1>Interactive Gallery: Lincoln and Reconstruction 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:	
• the policies of the Freedmen’s Bureau	<b>SE/TE:</b> The Freedmen’s Bureau Addresses Economic and Social Needs, 554; Lesson Check, 557
• the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes	<b>SE/TE:</b> 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
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.	<b>SE/TE:</b> Why Did Conservatives Resist Reform?, 568-569; Lesson Check, 572, 579; New Restrictions on African American Rights, 576-578; 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.	<b>SE/TE:</b> The Thirteenth Amendment Changes Life in the United States, 556; Lesson Check, 557, 563; The Fourteenth Amendment, 560; 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.	<b>SE/TE:</b> How Did Reconstruction Come to an End?, 574-576; New Restrictions on African American Rights, 576-578; Review and Assessment, 580-581

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<p><b>U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)</b> Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898.</p>	
<p><b>U6.1 America in the Last Half of the 19th Century</b> 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.</p>	
<p>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: Examples may include but are not limited to: Territory: the size of the United States and land use. Population: immigration, reaction to immigrants, the changing demographic structure of rural and urban America. Systems of transportation: canals, railroads, etc. Governmental policies: promoting economic development, tariffs, banking, land grants, mineral rights, the Homestead Act. Economic change: industrialization, increased global competition, the impact of conditions of farmers and industrial workers. Policies toward African-Americans: the rise of segregation as endorsed by the Supreme Court decision in Plessy v. Ferguson, the response of African-Americans. Policies toward Indigenous Peoples: the Dawes Act of 1887, the response of Indigenous Peoples.</p>	
<ul style="list-style-type: none"> <li>• territory</li> </ul>	<p><b>SE/TE:</b> The Louisiana Purchase, 292-294; How Did the United States Gain Florida?, 325; Review and Assessment, 330-331; Urbanization, 663-668; Protecting Natural Resources, 684</p> <p><b><u>Digital Resources</u></b> Topic 12&gt;Lesson 1&gt;Interactive Map: U.S. Expansion in the Pacific, 1867-1899 Celebrating Your State&gt;Michigan&gt;MI Activity 8.12: Comparing U.S. Territory, 1800 and 1898</p>

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<ul style="list-style-type: none"> <li>• population</li> </ul>	<p><b>SE/TE:</b> What Were the Alien and Sedition Acts?, 283-285; What Was Daily Life Like in the Early Republic?, 326-327; A New Wave of Immigration, 653-660; Why Did Cities Expand?, 663-664; How Did Status Define City Neighborhoods?, 665; The Government Restricts Asian Immigration, 695-697; Review and Assessment, 710-711</p> <p><b><u>Digital Resources</u></b></p> <p>Topic 11&gt;Lesson 2&gt;Interactive Graph: New York City Changes, 1840-1900</p> <p>Celebrating Your State&gt;Michigan&gt;MI Activity 8.13: Comparing U.S. Population 1800 and 1898</p>
<ul style="list-style-type: none"> <li>• systems of transportation</li> </ul>	<p><b>SE/TE:</b> Analyze Images, 322; Transportation Innovations, 700; Lesson Check, 708</p> <p><b>TE Only:</b> Predict, 298; Analyze Maps, 310; Hypothesize, 317; Summarize, 703</p> <p><b><u>Digital Resources</u></b></p> <p>Topic 10&gt;Lesson 4&gt;Interactive Map: Railroads and Industry</p> <p>Celebrating Your State&gt;Michigan&gt;MI Activity 8.14: Comparing Transportation in 1800 and 1898</p>
<ul style="list-style-type: none"> <li>• governmental policies promoting economic development</li> </ul>	<p><b>SE/TE:</b> How Did Hamilton Create a Stable Economy?, 266; How Did President Jefferson Redefine Government?, 286-288; Lesson Check, 290, 609; How Was a Stable Economy Created After the War?, 319-323; How Did the Homestead Act Affect the West?, 602-604; Regulating Trusts, 681-682</p> <p><b><u>Digital Resources</u></b></p> <p>Topic 10&gt;Lesson 2&gt;Video: The Cattle Boom and the Homestead Act</p> <p>Celebrating Your State&gt;Michigan&gt;MI Activity 8.15: Comparing Government Policy in 1800 and 1898</p>

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<ul style="list-style-type: none"> <li>• economic change</li> </ul>	<p><b>SE/TE:</b> Challenges to American Shipping, 299-300; A Ban on Trade, 301-302; The Regional Impacts of Tariffs, 320; Why Did Cities Expand?, 663; Lesson Check, 668; How Did Muckrakers Push for Reforms?, 675-676</p> <p><b><u>Digital Resources</u></b></p> <p>Topic 10&gt;Lesson 5&gt;Interactive Timeline: The Labor Movement</p> <p>Celebrating Your State&gt;Michigan&gt;MI Activity 8.16: Comparing Economic Change in 1800 and 1898</p>
<ul style="list-style-type: none"> <li>• the treatment of African-Americans</li> </ul>	<p><b>SE/TE:</b> What Was Daily Life Like in the Early Republic?, 326-327; Jim Crow Laws Separate Whites and African Americans, 577; Lesson Check, 579; Discrimination Against African Americans, 692-694; Primary Sources, 709</p> <p><b><u>Digital Resources</u></b></p> <p>Topic 9&gt;Lesson 4&gt;Interactive Timeline: Oppression of African Americans</p>
<ul style="list-style-type: none"> <li>• the policies toward Indigenous Peoples</li> </ul>	<p><b>SE/TE:</b> What Caused Conflict in Ohio?, 304-307; How Were American Indians Treated During the Progressive Era?, 697-699</p> <p><b><u>Digital Resources</u></b></p> <p>Topic 10&gt;Lesson 3&gt;Video: A Way of Life Ends</p>

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<p><b>U6.2 Investigation Topics and Issue Analysis (P2)</b>  <b>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.</b></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).            Examples of Investigation Topics and Questions (and examples from U.S. history): Balance of Power – how has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states’ rights issues, secession, others). Liberty versus Security – how has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War). The Government and Social Change – how have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies). Movement of People – how has the nation addressed the movement of people into and within the United States? (e.g., Indigenous Peoples, immigrants).</p>	<p><b>SE/TE:</b> Early Calls for Women’s Rights, 458-459; How Did the Women’s Movement Start?, 460-463; Review and Assessment, 472-473, 710-711; What Was the Path to Women’s Suffrage?, 687-689; What New Opportunities Opened Up for Women?, 689-690; Lesson Check, 698; The Women’s and Gay Rights Movement, 933-935; Analyze Images, 1040; America’s Promise, 1041-1042</p> <p><b><u>Digital Resources</u></b>            21<sup>st</sup> Century Skills Tutorials&gt;Analyze Cause and Effect&gt;Assessment            21<sup>ST</sup> Century Skills Tutorials&gt;Give an Effective Presentation&gt;Assessment</p>

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<b>PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)</b>	
<b>P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Civic Participation</b>	
8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public-policy issue.	
<ul style="list-style-type: none"> <li>• identify a national public-policy issue</li> </ul>	<p><b><u>Digital Resources</u></b> Social Studies Core Concepts&gt;Geography Core Concepts: People’s Impact on the Environment</p>
<ul style="list-style-type: none"> <li>• clearly state the issue as a question of public policy orally or in written form</li> </ul>	<p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials&gt;Being an Informed Citizen&gt;Assessment</p>
<ul style="list-style-type: none"> <li>• use inquiry methods to trace the origins of the issue and to acquire data about the issue</li> </ul>	<p><b>SE/TE:</b> Analysis Skills, 500, 565, 630, 679, 1014</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials&gt;Being an Informed Citizen&gt;Assessment</p>
<ul style="list-style-type: none"> <li>• generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue</li> </ul>	<p><b>SE/TE:</b> Analysis Skills, 164</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills&gt;Evaluate Existing Arguments&gt;Assessment 21<sup>st</sup> Century Skills&gt;Consider and Counter Opposing Arguments&gt;Assessment</p>
<ul style="list-style-type: none"> <li>• identify and apply democratic values or constitutional principles</li> </ul>	<p><b>SE/TE:</b> Seven Basic Principles, 227-229</p> <p><b><u>Digital Resources</u></b> Social Studies Core Concepts&gt;Government and Civics Core Concepts: Foundations of Government, Political Systems</p>
<ul style="list-style-type: none"> <li>• share and discuss findings of research and issue analysis in group discussions and debates</li> </ul>	<p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials&gt;Participate in a Discussion or Debate&gt;Assessment</p>

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<ul style="list-style-type: none"> <li>compose a persuasive essay justifying the position with a reasoned argument</li> </ul>	<p><b>SE/TE:</b> Write an Argument, ELA 9</p> <p>Celebrating Your State&gt;Michigan&gt;MI Activity 8.17: Then and Now: Analyzing an Issue Over Time</p>
<ul style="list-style-type: none"> <li>develop an action plan to address or inform others about the issue</li> </ul>	<p><b>SE/TE:</b> Analysis Skills, 915, 993; Reporting the Facts, 892</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials&gt;Political Participation&gt;Assessment Celebrating Your State&gt;Michigan&gt;MI Activity 8.17: Then and Now: Analyzing an Issue Over Time</p>
<p><b>P4.2 Civic Participation</b> <b>Act constructively to further the public good.</b></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><b>SE/TE:</b> Analysis Skills, 26, 993; Stay Informed on Public Issues, 252</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials&gt;Being an Informed Citizen&gt;Assessment</p>
<p>8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>	<p><b>SE/TE:</b> Analysis Skills, 915, 993</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials&gt;Solve Problems&gt;Assessment</p>
<p>8 – P4.2.3 Participate in projects to help or inform others.</p>	<p><b>SE/TE:</b> Analysis Skills, 26, 915, 993</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials&gt;Share Responsibility&gt;Assessment</p>

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