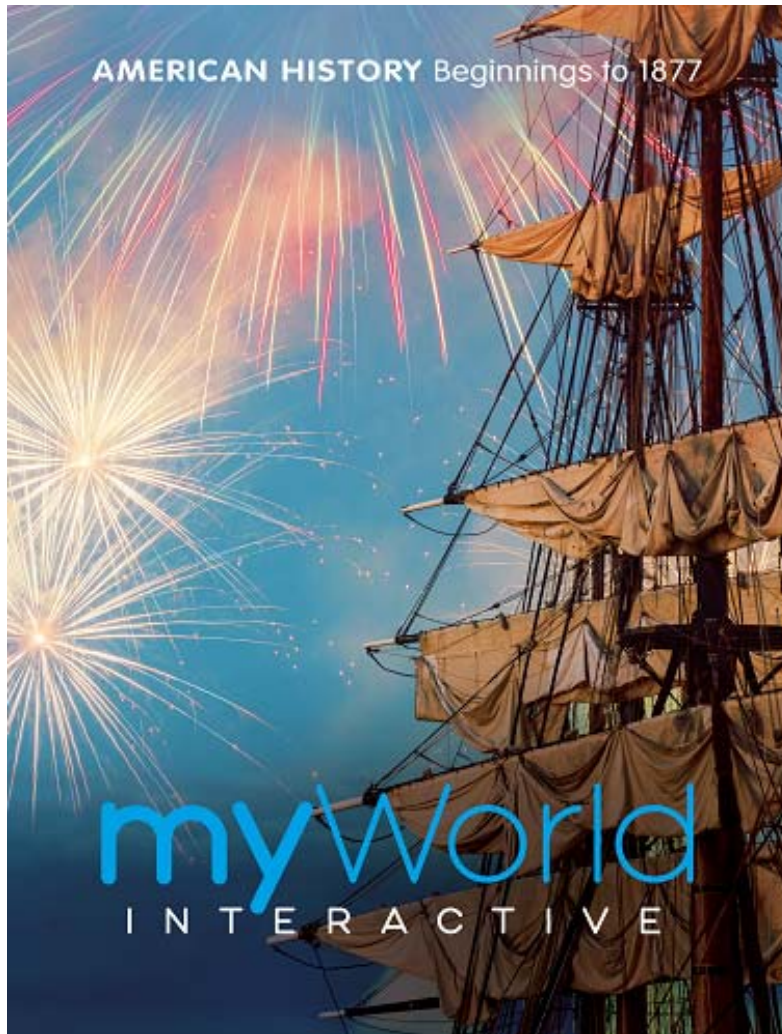


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Introduction

This document demonstrates how ***myWorld Interactive American History, Beginnings to 1877 ©2019***, meets the Missouri Social Studies Grade Level Expectations Grade 6-8 American History. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The all new *myWorld Interactive American History, Beginnings to 1877* encourages students from diverse populations to explore their world, expand their thinking, and engage with the College, Career, and Civic Life (C3) Framework. The curriculum is flexible and easily adapts to every classroom.

- Activity-based learning
- Strong content and literacy connections
- Wide array of teaching options creates active, responsible citizens

Inspire Active Learning

Active, Project-Based Learning creates a rich inquiry experience that develops skills for active and responsible citizenship.

Inspire Literacy Engagement

Aligned lessons help students read closely, analyze information, and communicate academic, well-defended ideas.

Inspire Your Classroom

Teaching options and resources provide access and equity for culturally responsive teaching, differentiation needs, delivery approaches, and time constraints.

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to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Table of Contents

1. Tools of Social Science Inquiry	
CC. History: Continuity and Change	4
GS. Government Systems and Principals	7
G. Geographic Study	8
CC. Economic Concepts	10
PC. People, Groups and Cultures	11
2. Key Concepts and Understandings	
CC. History: Continuity and Change	
Settlements	12
Founding	14
Expansion	18
Conflict and Crisis	20
GS. Governmental Systems and Principles	
Settlements	21
Founding	22
Expansion	26
Conflict and Crisis	26
G. Geographical Study	
Settlements	27
Founding	29
Expansion	30
Conflict and Crisis	31
CC. Economic Concepts	
Settlements	33
Founding	34
Expansion	35
Crisis and Conflict	36
P.C. People, Groups, and Cultures	
Settlements	37
Founding	39
Expansion	42
Conflict and Crisis	44

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
Grades 6-8	
AH American History	
1. Tools of Social Science Inquiry	
CC. History: Continuity and Change	
6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American History	<p>SE/TE Analysis Skills: Construct a Timeline, 329; also see: Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548</p> <p><u>Digital Resources:</u> 21st Century Skills: Sequence</p>
6-8.AH.1.CC.B Explain connections between historical context and peoples’ perspectives at the time in American history.	<p>SE/TE: English-Language Arts Handbook: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Analysis Skills: Compare Different Points of View, 164; Relate Events in Time, 189; also see: Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564; Primary Quote Citations (examples), 34, 56, 69, 79, 127, 141, 148, 156, 160, 164, 170, 179, 191, 209, 248, 272, 283, 294, 314, 354, 403, 454, 467, 473, 508, 532, 554, 581; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581</p> <p><u>Digital Resources:</u> Interactive Primary Sources; Biographies</p> <p>21st Century Skills: Analyze Political Cartoons; Analyze Primary and Secondary Sources; Interpret Sources</p>

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to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

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<p>6-8.AH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.</p>	<p>SE/TE: Quest Project-Based Learning Inquiry, 260; Quest Connections, 270, 282, 301, 330; Quest Civic Discussion Inquiry, 550; Quest Connections, 552, 564, 577, 580;</p> <p>Write Research Papers, ELA 14; Writing Workshop: Generate Questions to Focus Research, 13; Write a Research Paper, 49; Quest (inquiry-based projects with steps), 6, 54, 132, 198, 260, 336, 408, 478, 550; Writing Workshop: Find and Use Credible Source, 279; Analysis Skills: Identify Sources of Continuity, 246; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565; English-Language Arts Handbook: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Reports, ELA 14</p> <p>TE only: Differentiate Instruction: Advanced, 9, 170, 172, 241, 350, 460, 517, 555</p> <p><u>Digital Resources</u> Topic 5, Quest: Project: Stay Out? Or Get Involved? Fillable Active Journal, pp. 106-113 Topic 9, Quest: Discussion: The End of Reconstruction; Fillable Active Journal, pp. 212-219 21st Century Skills: Create a Research Hypothesis; Develop a Clear Thesis; Support Ideas with Evidence; Search for Information on the Internet; Analyze Primary and Secondary Sources; Interpret Sources</p>

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Grades 6-8 American History**

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<p>6-8.AH.1.CC.D Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.</p>	<p>SE/TE Quest Inquiries (Ask Questions), 6, 54, 132, 198, 260, 336, 408, 478, 550; Writing Workshop: Generate Questions to Focus Research, 13, 272</p> <p><u>Digital Resources</u> Topics 1-9, Quest: Project, Ask Questions; Fillable Active Journal; 21st Century Skills: Create a Research Hypothesis; Develop a Clear Thesis</p>
<p>6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>SE/TE: Express Problems Clearly, 136; How Did Political Problems Slow Progress? 569-570</p> <p>Identify Cause and Effect, 255, 268, 277, 284, 290, 300, 321, 325, 387, 388; Predict Consequences, 432, 442, 493</p> <p>Literacy Skill: Identify Cause and Effect, 39, 337, 392, 465, 489; Analysis Skill: Distinguish Cause and Effect, 224; Causes and Effects of Reconstruction, 553-554</p> <p><u>Digital Resources</u> 21st Century Skills: Solve Problems; Analyze Cause and Effect</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

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GS. Government Systems and Principals	
<p>6-8.AH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.</p>	<p>SE/TE: Government in New France, 69; How Did Colonists Improve Government?, 74-75; Mayflower Compact, 80-81, 90, 213; A Greater Say in Government, 83; A New Colony with Limited Government, 84; The Importance of Local Government, 88; What Were the Foundations of Representative Government?, 123-125; Growing Resentment Against Britain, 142-152; Primary Source: John and Abigail Adams, Letters, 153; A Weak Confederation, 197-203; Drafting a Constitution, 204-209; Ideas That Influenced the Constitution, 210-215; Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217-222; Primary Source Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225-236; Federalism and Amendments, 237-246; Citizens' Rights and Responsibilities, 247-252; Primary Source: Hamilton and Madison Disagree, 253; Washington's Presidency, 261-272; A Two-Party System Develops, 273-279; Monroe's Presidency and Everyday Life, 317-328; Early Reconstruction, 551-557; Radical Reconstruction, 558-563</p> <p><u>Digital Resources:</u></p> <p>Lesson Videos: Securing the New Government; The Origin of Political Parties; Topic 7, Lesson 5, Video: The Seneca Falls Convention Topic 8, Lesson 1; Video: Compromise; Interactive Cartoon: The Fugitive Slave Act; Interactive Gallery Topic 8, Lesson 2, Video: Bleeding Kansas; Interactive Gallery: The Effects of the Kansas-Nebraska Act</p>

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Grades 6-8 American History**

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<p>Continued: 6-8.AH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870</p>	<p>Continued: Topic 8, Lesson 5, Video: The Emancipation Proclamation; Interactive Primary Sources (examples): Articles of Confederation; United States Constitution; Debate Over Nullification; Emancipation Proclamation, Abraham Lincoln</p> <p>Social Studies Core Concepts: Government and Civics</p>
<p>G. Geographic Study</p>	
<p>6-8.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American History prior to c. 1870.</p>	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; also see: Maps, 4, 8, 16, 30, 38, 42, 49, 58, 60, 68, 70, 73, 87, 92, 101, 123, 127, 130, 134, 140, 144, 146, 160, 175, 186, 187, 191, 194, 199, 233, 255, 258, 270, 295, 296, 298, 305, 313, 324, 331, 334, 35, 343, 361, 365, 369, 370, 377, 379, 384, 390, 395, 396, 403, 406, 407, 423, 435, 447, 473, 476, 480, 490, 502, 507, 515, 521, 545, 548, 549, 575, 581</p> <p><u>Digital Resources:</u> Interactive Maps</p> <p>21st Century Skills: Analyze Data and Models; Create Charts and Maps; Read Physical Maps; Read Special Purpose Maps; Use Parts of a Map</p>

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<p align="center">Missouri Social Studies Grade Level Expectations Grades 6-8 American History</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<p>6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.</p>	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; also see: Cultures of North America, 14-24; Geography Skills, 70; Colonial Settlers’ Origins, 75; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Trade, 121-122; Primary Source: William Clark and Meriwether Lewis, Journals, 303; Westward Movement, 368-374; Settling Oregon Country, 375-381; Manifest Destiny in California and the Southwest, 392-401; The South’s Cotton Kingdom, 431–432; Reliance on Plantation Agriculture, 433–435</p> <p><u>Digital Resources:</u> Topic 2, Lesson 4, The Middle Colonies; Interactive Gallery: The Middle Colonies Topic 5, Lesson 5, The Southern Colonies Topic 6, Lesson 4, Video: The Journey West Topic 6, Lesson 5, Video: Why Oregon Country?; Interactive Gallery: Oregon Country; Interactive Map: The Oregon Trail Topic 6, Lesson 7, Video: Manifest Destiny; Interactive Map: The Growth of the West to 1860; Interactive Gallery: The People of California Social Studies Core Concepts: Culture; Geography</p>

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Grades 6-8 American History**

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6-8.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world’s continents, and oceans; and major topographical features of the United States.	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; also see: Maps, 4, 8, 16, 30, 38, 42, 49, 58, 60, 68, 70, 73, 87, 92, 101, 123, 127, 130, 134, 140, 144, 146, 160, 175, 186, 187, 191, 194, 199, 233, 255, 258, 270, 295, 296, 298, 305, 313, 324, 331, 334, 35, 343, 361, 365, 369, 370, 377, 379, 384, 390, 395, 396, 403, 406, 407, 423, 435, 447, 473, 476, 480, 490, 502, 507, 515, 521, 545, 548, 549, 575, 581</p> <p><u>Digital Resources:</u> Interactive Maps 21st Century Skills: Create Charts and Maps; Read Physical Maps; Read Special Purpose Maps; Use Parts of a Map</p>
CC. Economic Concepts	
6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	<p>SE/TE:A Proprietary Colony and a Market Economy, 93-94; Mercantilism, 121; Growing Resentment Against Britain, 142–152; How Did Alexander Hamilton Deal with the National Debt?, 263–265; How Did Hamilton Create a Stable Economy?, 266; The Bank War, 352-355; Economic Crisis and Political Changes, 356-357; Analysis Skills: Interpret Economic Performance, 359; Benefits of the American System, 371; The South’s Cotton Kingdom, 431–432; Reliance on Plantation Agriculture, 433–435</p> <p>TE: Opportunity Cost, 293</p> <p><u>Digital Resources</u> Topic 7, Lesson 1, Video: The Spread of Industrialization Social Studies Core Concepts: Economics</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

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PC. People, Groups and Cultures	
6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	<p>SE/TE: Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564; Primary Quote Citations (examples), 34, 56, 69, 79, 127, 141, 148, 156, 160, 164, 170, 179, 191, 209, 248, 272, 283, 294, 314, 354, 403, 454, 467, 473, 508, 532, 554, 581; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; also see: English-Language Arts Handbook: Analyze Primary and Secondary Sources, Analyze Visuals, ELA 3; ELA 4–ELA 5</p> <p>Analysis Skills: Compare Different Points of View, 164; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565</p> <p><u>Digital Resources:</u> Interactive Primary Sources; Biographies 21st Century Skills: Analyze Political Cartoons; Analyze Primary and Secondary Sources; Interpret Sources</p>
6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	<p>SE/TE: A Two-Party System Develops, 273–279; Jackson Wins the Presidency, 337–347; Conflict with American Indians, 360–367; Westward Movement, 368–374; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–432; Abolitionism, 443–449; Reform and Women's Rights, 452–463; Emancipation and Life in Wartime, 520–530; Reconstruction and Southern Society, 566–572</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

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<p>Continued: 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p>	<p>Continued: <u>Digital Resources:</u> Topic 7, Lesson 4, Video: Abolitionism Topic 7, Lesson 5, Video: The Seneca Falls Convention Topic 8, Lesson 5, Video: The Emancipation Proclamation;</p>
2. Key Concepts and Understandings	
CC. History: Continuity and Change	
Settlements	
<p>6-8.AH.2.CC.A Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.</p>	<p>SE/TE: The Early Americas 7-13; Cultures of North America, 14-22</p> <p><u>Digital Resources:</u> Topic 1, Lesson 2, Video: Native American Culture Regions of North America</p>
<p>6-8.AH.2.CC.B Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America.</p>	<p>SE/TE: Renaissance & A Search for New Trade Routes, 37; Columbus Claims Lands for Spain, 41; Spanish Colonization and New Spain, 55-64; How Did European Rivalries Affect Exploration?, 66-67; Geography Skills, 70; Colonial Settlers' Origins, 75; The New England Colonies, 78-89; The Middle Colonies, 91-99; The Southern Colonies, 100-109; Colonial Trade, 121-122; Analysis Skills: Identifying Physical and Cultural Features, 141</p> <p><u>Digital Resources:</u> Topic 2, Lesson 1, Video: Northern Borderlands of New Spain; Interactive Map: Spanish Explorers and Settlements in North America Topic 2, Lesson 2, Video: France, the Netherlands and the Fur Trade; Interactive Map: Lands Controlled by Colonial Powers, 1660</p>

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Grades 6-8 American History**

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<p>Continued: 6-8.AH.2.CC.B Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America.</p>	<p>Continued: Topic 2, Lesson 3, Video: Religious Freedom in New England; Quick Activity: Letter from Pilgrims; Interactive Map: The New England Colonies; Primary Source: William Bradford, Of Plymouth Plantation; Interactive Primary Source: Mayflower Compact Topic 2, Lesson 4, Video: The Middle Colonies; Interactive Gallery: The Middle Colonies Topic 2, Lesson 5, Video: The Southern Colonies; Interactive Map: Comparing the Thirteen Colonies</p>
<p>6-8.AH.2.CC.C Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints.</p>	<p>SE/TE: Harsh Treatment of American Indians, 62; Spanish Colonization and New Spain, 55-64; Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65; Missionary Work Continues, 69; Interaction With American Indians and the Environment, 71-72; Tobacco Crops Help, 74; American Indians Offer Assistance, 82; War Erupts Between Settlers and American Indians, 86-87; Showing Fairness to All, 95 TE: Purchasing Manhattan, 92</p> <p><u>Digital Resources:</u> Topic 2, Lesson 2, Video: France, the Netherlands and the Fur Trade Topic 3, Lesson 1, Video: Causes of the French and Indian War</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
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Grades 6-8 American History**

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6-8.AH.2.CC.D Describe the causes and consequences of the Seven Years War as a turning point in American history.	<p>SE/TE: Seven Years War, 144; Analyze Images, 145 TE: History Background, 139</p> <p><u>Digital Resources:</u> Topic 3, Lesson 1, Video: Causes of the French and Indian War; Interactive Map: Major Battles of the French and Indian War; Interactive Chart: Effects of the French and Indian War;</p>
6-8.AH.2.CC.E Analyze the concept of Manifest Destiny as a catalyst for change in American history.	<p>SE/TE: Manifest Destiny, 392–394; Review and Assessment, 402–403</p> <p><u>Digital Resources:</u> Topic 6, Lesson 7, Video: Manifest Destiny</p>
3. Key Concepts and Understandings	
CC. History: Continuity and Change	
Founding	
6-8.AH.3.CC.A Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints.	<p>SE/TE: Quest: Project Inquiry: Choosing Sides, 132; Growing Resentment Against Britain, 142–152; Primary Source: John and Abigail Adams, Letters, 153; Taking Up Arms, 154–163; The Move Toward Independence, 165–176; Winning Independence, 178–188; Review and Assessment, 190–191</p> <p><u>Digital Resources:</u> Topic 3, Introduction; Topic Video: Benjamin Franklin and the Fight for Independence; Interactive Topic Timeline: The Revolutionary Era Topic 3, Lesson 2, Video: The Rights of the Colonists; Interactive Chart: Crisis on the Frontier; Interactive Gallery: Important People of the American Revolution Topic 3, Lesson 3, Video: The Boston Tea Party Topic 3, Lesson 4, Video: The Declaration of Independence Topic 3, Writer's Workshop: The Revolutionary Era</p>

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Grades 6-8 American History**

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<p>6-8.AH.3.CC.B Analyze the Declaration of Independence to determine the historical context and political philosophies that influenced its creation.</p>	<p>SE/TE: Analyze Images, 168; Drafting the Declaration of Independence, 169; The Declaration of Independence, 170-171, Assessment #1, and #5, 191; The Declaration of Independence, 582–583 TE only: Differentiated Instruction, 170</p> <p><u>Digital Resources:</u> Topic 3, Lesson 4, Video: The Declaration of Independence; Quick Activity: Edit the Declaration; Interactive Gallery: Interactive Declaration of Independence</p>
<p>6-8.AH.3.CC.C Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution.</p>	<p>SE/TE: The Move Toward Independence, 165–176; Winning Independence, 178–188; Review and Assessment, 190–191</p> <p><u>Digital Resources:</u> Topic 3, Lesson 4, Interactive Chart: Advantages & Disadvantages of the British and Colonists Topic 3, Lesson 5, Video: Winning Independence; Interactive Timeline: Foreign Aid Plays a Role</p>
<p>6-8.AH.3.CC.D Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution.</p>	<p>SE/TE: Drafting a Constitution, 204–209; Ideas That Influenced the Constitution, 210-215; Federalists, Antifederalists, and the Bill of Rights, 217-222; Primary Source: Hamilton and Madison Disagree, 253; Review and; Assessment, 255</p> <p><u>Digital Resources:</u> Topic 4, Lesson 2, Video: The Constitutional Convention; Lesson 2; Interactive Gallery: Delegates of the Constitutional Convention; Interactive Chart: The Great Compromise</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
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Grades 6-8 American History**

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<p>Continued: 6-8.AH.3.CC.D Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution.</p>	<p>Continued: Topic 4, Lesson 4, Video: The Bill of Rights; Interactive Chart: Federalists versus Antifederalists; Interactive Map: Ratification of the Constitution; Interactive Primary Source: Anti-Federalist Papers; Interactive Primary Source: The Federalist No. 10; Interactive Primary Source: The Federalist No. 39; Interactive Primary Source: The Federalist No. 51; Interactive Primary Source: The Federalist No. 78; Biography: Alexander Hamilton</p>
<p>6-8.AH.3.CC.E Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.</p>	<p>SE/TE: Washington’s Presidency, 261–272; A Two-Party System Develops, 273–279; Distinguish Fact from Opinion: Diary Entry, 280; Presidents Adams and Jefferson, 281-290; Analysis Skills: Detect Historical Points of View, 291; Construct a Timeline, 329; A Changing Nation, 292-302; Madison and the War of 1812, 304-315; Monroe’s Presidency and Everyday Life, 317-328; The Second Great Awakening and Its Causes, 453-454</p> <p><u>Digital Resources:</u> Topic 5, Lesson 1, Video: Securing the New Government; Interactive Chart: A Controversial Tax Topic 5, Lesson 2, Video: The Origin of Political Parties; Quick Activity: Take Sides; Interactive Gallery: Early American Leaders Topic 5, Lesson 3, Video: John Adams's Presidency; Interactive Chart: Hamilton, Adams, or Jefferson? Topic 5, Lesson 4, Video: Jefferson's Presidency; Interactive Map: Expansion and Exploration; Interactive Chart: Jefferson's Goals and Policies; Topic 5, Lesson 5, Video: The War of 1812; Interactive Map: Indian Lands Lost by 1810; Interactive Map: The War of 1812 Interactive Map: The War of 1812</p>

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Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>Continued: 6-8.AH.3.CC.E Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.</p>	<p>Continued: Topic 5, Lesson 6, Video: Strength After the War; Interactive Chart: The Beginnings of Sectionalism; Interactive Gallery: The Expansion of Federal Power Topic 5, Writer's Workshop: The Early Republic Topic 7, Lesson 3, Video: The Second Great Revival Biographies: George Washington; Alexander Hamilton; James Madison; George Mason; James Monroe; John Quincy Adams</p>
<p>6-8.AH.3.CC.F Infer how events of this period led to the development of philosophies, interest groups and political parties.</p>	<p>SE/TE: A Two-Party System Develops, 273–279; Distinguish Fact from Opinion: Diary Entry, 280; Presidents Adams and Jefferson, 281-290; Analysis Skills: Detect Historical Points of View, 291 TE: Infer, 276, 286, 288</p> <p><u>Digital Resources:</u> Topic 5, Lesson 2, Video: The Origin of Political Parties; Quick Activity: Take Sides; Interactive Gallery: Early American Leaders Topic 5, Lesson 3, Video: John Adams's Presidency; Interactive Chart: Hamilton, Adams, or Jefferson? 21st Century Skills: Draw Inferences</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
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Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
4. Key Concepts and Understandings	
CC. History: Continuity and Change	
Expansion	
6-8.AH.4.CC.A Analyze the expansion of the United States in the early nineteenth century to trace U.S. growth and form hypotheses about future conflicts.	<p>SE/TE: The Louisiana Purchase, 292–295; How Did Americans Explore These New Lands?, 295–299; Challenges to American Shipping, 299-300; A Ban on Trade, 301-302; Primary Source: William Clark and Meriwether Lewis, Journals, 303; Madison and the War of 1812, 304-315; Primary Source: Tenskwatawa, The Prophet, Speech, 316; How Did Sectionalism Affect the Early Republic, 317-319; How Did the United States Gain Florida?, 325-326</p> <p><u>Digital Resources:</u> Topic 5, Introduction, Video: William Clark, Mapping the American Frontier Topic 5, Lesson 4, Interactive Map: Expansion and Exploration Topic 5, Lesson 5, Interactive Map: Indian Lands Lost by 1810</p>
6-8.AH.4.CC.B Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period.	<p>SE/TE: Democracy Expands, 337-339; What Forms Did Early Opposition to Slavery Take?, 443-444; How Did Abolitionism Gain Momentum?, 444-48; Who Opposed Abolitionism?, 48-449; 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><u>Digital Resources:</u> Topic 6, Lesson 1, Video: Jackson as President; Quick Activity: American Equality; Interactive Timeline: Changing Voting Rights in Early America</p>

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to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>Continued: 6-8.AH.4.CC.B Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period</p>	<p>Continued: Topic 7, Lesson 4, Video: Abolitionism; Quick Activity: Abolitionists Speak Out; Interactive Map: The Underground Railroad; Interactive Chart: Opposing Views on Slavery; Biography: Charles Finney Topic 7, Lesson 5, Video: The Seneca Falls Convention; Quick Activity: An Echo Across Time; Interactive Timeline: The Early Women's Rights Movement; Interactive Primary Source: Declaration of Sentiments and Resolutions; Biography: Susan B. Anthony</p>
<p>6-8.AH.4.CC.C Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations.</p>	<p>SE/TE: What Caused Conflict in Ohio, 304-307; Primary Source: Tenskwatawa, The Prophet, Speech, 316; American Indians and the Frontier, 360-362; American Indian Removal, 362-365; American Indians on the Trail of Tears, 365-367; Roots of Manifest Destiny, 393; Assessment #13, 403</p> <p><u>Digital Resources:</u> Topic 4, Lesson 5, Interactive Map: Indian Lands Lost by 1810; Primary Source: Tenskwatawa, The Prophet, Speech Topic 6, Lesson 3, Video: The Trail of Tears; Interactive Map: Selected Native American Groups; Interactive Map: The Trail of Tears Interactive Map: The Trail of Tears</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
5. Key Concepts and Understandings	
CC. History: Continuity and Change	
Conflict and Crisis	
6-8.AH.5.CC.A Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts.	<p>SE/TE: Conflicts and Compromises, 479-487; Slavery in Kansas and Nebraska, 489-490; Violent Clashes in Kansas, 491-492; Lesson Check, 499; Analysis Skills: Distinguish Relevant from Irrelevant Information, 500; Review and Assessment, 544-545</p> <p><u>Digital Resources:</u> Topic 8, Lesson 1; Video: Compromise Topic 8, Lesson 2; Bleeding Kansas; Interactive Gallery: The Effects of the Kansas-Nebraska Act Topic 8, Lesson 3; Southern States React</p>
6-8.AH.5.CC.B Trace the events as well as political, cultural, economic and social conditions leading to conflict between Northern and Southern states.	<p>SE/TE: Conflicts and Compromises, 479-487; Primary Sources: Harriet Beecher Stowe, <i>Uncle Tom's Cabin</i>, 488; Growing Tensions, 489-499; Did Abraham Lincoln Come to Lead the Republican Party? 496-497; John Brown Fights Slavery, 498-499; Review and Assessment, 544-545; also see: The South's Cotton Kingdom, 431-432; Reliance on Plantation Agriculture, 433-435; Lesson Check, 442; Review and Assessment, 472-473</p> <p><u>Digital Resources:</u> Topic 8, Lesson 1; Video: Compromise; Interactive Cartoon: The Fugitive Slave Act; Interactive Gallery: Uncle Tom's Cabin; Interactive Primary Sources: Uncle Tom's Cabin, Harriet Beecher Stowe Topic 8, Lesson 2; Bleeding Kansas; Quick Activity: Formerly a Slave; Interactive Gallery: The Effects of the Kansas-Nebraska Act; Interactive Gallery: The Dred Scott Case Topic 8, Lesson 3; Southern States React;</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
6-8.AH.5.CC.C Describe critical developments and turning points in the Civil War, including major battles.	SE/TE: Quest: A Lincoln Website, 478; The Course of War, 513–519; War’s End, 523–543 <u>Digital Resources:</u> Topic 8, Introduction, Topic Video: Robert E. Lee, The Marble Man; Interactive Topic Map: States in the Civil War; Interactive Topic Timeline: Sectionalism and Civil War Topic 8, Lesson 4, Video: Strategies for War; Interactive Map: The Union’s Strategies to Win the Civil War; Interactive Timeline: Early Battles of the Civil War Topic 8, Lesson 5, Video: The Emancipation Proclamation; Primary Source: Abraham Lincoln, Emancipation Proclamation Topic 8, Lesson 6, Video: The Civil War Ends; Interactive Map: The Battle of Vicksburg; 3-D Model: The Battle at Gettysburg; Interactive Map: Key Battles of the Civil War; Biography: Ulysses S. Grant
2. Key Concepts and Understandings	
GS. Governmental Systems and Principles	
Settlements	
6-8.AH.2.GS.A Compare the governmental systems of European powers to determine their effect on colonization in the Americas.	SE/TE: Renaissance & A Search for New Trade Routes, 37; Columbus Claims Lands for Spain, 41; Colonizing New Spain, 59-61; How Was Society Organized in New Spain?, 61-62; How Did European Rivalries Affect Exploration?, 66-67; Religion in Europe, 79
6-8.AH.2.GS.B Explain how the founding of English colonies influenced their governments and expectations for self- rule.	SE/TE: How Did Colonists Improve Government?, 74-76; A New Pledge to Govern the Colony, 80-81; A Greater Say in Government, 83-85; The Importance of Local Government, 88; Primary Sources: William Bradford, Of Plymouth Plantation, 90; How Did New Ideas Influence the Colonies?, 118-120; What Were the Foundations of Representative Government?, 123-125

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>Continued: 6-8.AH.2.GS.B Explain how the founding of English colonies influenced their governments and expectations for self- rule</p>	<p>Continued: <u>Digital Resources:</u> Topic 3, Lesson7, Video: Colonial Government ; Interactive Chart: Influences on Colonial Government</p>
<p>6-8.AH.2.GS.C Analyze local and colonial governments to trace the factors influencing their structure and function.</p>	<p>SE/TE: What Were the Foundations of Representative Government?, 123-125; also see: How Did Colonists Improve Government?, 74-76; A New Pledge to Govern the Colony, 80-81; A Greater Say in Government, 83-85; The Importance of Local Government, 88; Primary Sources: William Bradford, Of Plymouth Plantation, 90; How Did New Ideas Influence the Colonies?, 118-120</p> <p><u>Digital Resources:</u> Topic 3, Lesson7, Video: Colonial Government; Interactive Chart: Influences on Colonial Government</p>
3. Key concepts and Understandings	
GS. Governmental Systems and Principles	
Founding	
<p>6-8.AH.3.GS.A Evaluate the impact of the French and Indian Wars on Great Britain’s approach to colonial rule.</p>	<p>SE/TE: The French and Indian War, 133-140; Conflict Over Land, 142-143; How Did the Proclamation of 1763 Fuel Resentment? 143-144; How Did Mercantilism Affect Taxation and Cause Resentment?, 144-145</p> <p><u>Digital Resources:</u> Topic 4, Lesson 1, Video: Causes of the French and Indian War; Interactive Chart: Effects of the French and Indian War</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>6-8.AH.3.GS.B Apply the concept of representation to the conflict between the colonies and Great Britain.</p>	<p>SE/TE: The Colonies Meet in Albany, 136-137; Lack of Representation in Parliament, 146; Peaceful Protests Lead Toward Revolution, 146-148; Primary Sources: John and Abigail Adams, Letters, 153; Visual Review, 190</p> <p><u>Digital Resources:</u> Topic 3, Lesson 3, The Boston Tea Party</p>
<p>6-8.AH.3.GS.C Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence.</p>	<p>SE/TE: Analyze Images, 168; Drafting the Declaration of Independence, 169; The Declaration of Independence, 170-171, Assessment #1, and #5, 191; The Declaration of Independence, 582–583</p> <p>TE only: Differentiated Instruction, 170</p> <p><u>Digital Resources:</u> Topic 3, Lesson 4, Video: The Declaration of Independence; Quick Activity: Edit the Declaration; Interactive Gallery: Interactive Declaration of Independence</p>
<p>6-8.AH.3.GS.D Evaluate the successes and challenges of the Articles of Confederation to explain the need for a Constitutional Convention.</p>	<p>SE/TE: A Weak Confederation, 197–203; Drafting a Constitution, 204–209; Primary Source: Hamilton and Madison Disagree, 253; Assessment #6 #11, 255</p> <p><u>Digital Resources:</u> Topic 4, Lesson1; Video: The Articles of Confederation; Interactive Chart: Problems and Effects of the Articles of Confederation; Interactive Primary Source: Articles of Confederation</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>6-8.AH.3.GS.E Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.</p>	<p>SE/TE: Seven Basic Principles, 227-229; The Legislative Branch, 229-232; The Executive Branch—The President, 232-233; The Judicial Branch—The Supreme Court, 233-235; What System Exists to Prevent the Abuse of Power?, 235-236; The Question of State’s Rights, 242; Assessment #3, #6, and #11; 255; The Constitution, 584–607</p> <p><u>Digital Resources:</u> Topic 4, Lesson 3, Video: Roman and Enlightenment Influences on the Constitution; Interactive Timeline: Influences on the Constitution; Interactive Gallery: Two Treatises of Government Topic 4, Lesson 4, Interactive Primary Source: The Federalist No. 39; Interactive Primary Source: The Federalist No. 51; Interactive Primary Source: The Federalist No. 78 Topic 4, Lesson 5, Video: The Three Branches of Government; Interactive Chart: The Federal System; Interactive Primary Sources: United States Constitution</p>
<p>6-8.AH.3.GS.F Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.</p>	<p>SE/TE: The Federalists and the Antifederalists Debate, 217-219; Why Did Antifederalist Demand a Bill of Rights, 219; The Ratification Process, 219–221; New Amendments, 221-222; Primary Source: Federalist and Antifederalist Writings, 223; What Fundamental Liberties Does the Bill of Rights Ensure?, 238-240; Assessment, 255;</p> <p><u>Digital Resources:</u> Topic 4, Lesson 4, Video: The Bill of Rights; Topic 4, Lesson 6, Video: Amending the Constitution; Interactive Chart: Methods of Amending the Constitution; Quick Activity: Explore Free Speech; Interactive Chart: Methods of Amending the Constitution; Interactive Gallery: The First Amendment</p>

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Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>6-8.AH.3.GS.G Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges.</p>	<p>SE/TE: Washington’s Presidency, 261–272; A Two-Party System Develops, 273–279; Presidents Adams and Jefferson, 281-290; Analysis Skills: Detect Historical Points of View, 291; A Changing Nation, 292-302; Madison and the War of 1812, 304-315; Monroe’s Presidency and Everyday Life, 317-328</p> <p><u>Digital Resources:</u> Topic 5, Introduction, Interactive Topic Map: Expansion During the Early Republic Topic 5, Lesson 1, Video: Securing the New Government; Interactive Chart: A Controversial Tax; Interactive Map: Foreign Affairs Under Washington Topic 5, Lesson 2, Video: The Origin of Political Parties; Quick Activity: Take Sides; Interactive Gallery: Early American Leaders Topic 5, Lesson 3, Video: John Adams's Presidency; Interactive Timeline: Relations with France; Interactive Chart: Hamilton, Adams, or Jefferson Topic 5, Lesson 4, Video: Jefferson's Presidency; Quick Activity: Explore; Interactive Map: Expansion and Exploration; Interactive Chart: Jefferson's Goals and Policies Topic 5, Lesson 5, Video: The War of 1812; Interactive Map: Indian Lands Lost by 1810; Interactive Map: The War of 1812 Topic 5, Lesson 6, Video: Strength After the War; Interactive Chart: The Beginnings of Sectionalism; Interactive Gallery: The Expansion of Federal Power Topic 5, Writer's Workshop: The Early Republic Social Studies Reference Center, Biographies, John Adams; John Quincy Adams; Alexander Hamilton; John Jay; Thomas Jefferson; James Madison; George Mason; James Monroe; George Washington</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
4. Key Concepts and Understandings	
GS. Governmental Systems and Principles	
Expansion	
6-8.AH.4.GS.A Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.	SE/TE: Democracy Expands, 337-339; Visual Review, 402; Assessment, 403 <u>Digital Resources:</u> Topic 6, Lesson 1, Video: Jackson as President; Interactive Timeline: Changing Voting Rights in Early America
6-8.AH.4.GS.B Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power.	SE/TE: Debate Over Nullification, 351; McCulloch v. Maryland, 354-355; Worcester v. Georgia Decision Is Ignored, 363-364; Visual Review, 402 <u>Digital Resources:</u> Social Studies Reference Center, Landmark Supreme Court Cases, Marbury v. Madison; McCulloch v. Maryland; Gibbons v. Ogden; Worcester v. Georgia; Dred Scott v. Sandford; Plessy v. Ferguson
6-8.AH.4.GS.C Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy.	SE/TE: A Conflict Over States' Rights, 349-352; The Bank War, 352-355, Worcester v. Georgia Decision Is Ignored, 363-364 <u>Digital Resources:</u> Social Studies Reference Center, Landmark Supreme Court Cases, Landmark Supreme Court Cases: Worcester v. Georgia
5. Key Concepts and Understandings	
GS. Governmental Systems and Principles	
Conflict and Crisis	
6-8.AH.5.GS.A Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and immediately after the Civil War.	SE/TE: A Conflict Over States' Rights, 349-352; The Bank War, 352-355; American Indian Removal, 362-365 <u>Digital Resources:</u> Topic 6, Lesson 2, Interactive Chart: Disagreements Over the Bank

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
6-8.AH.5.GS.B Analyze federalism and popular sovereignty to explain peoples’ expectations of the role of government and their place in governance.	<p>SE/TE: Federalism, 228–229; The Question of States Rights, 242–243; Federalism, 275; States Challenge the Federal Government, 284–285; A Conflict Over States’ Rights, 349–352; Worcester v. Georgia Decision Is Ignored, 363–364; The Wilmot Proviso Divides Congress, 480–481; A Compromise Holds the Union Together, 484; Slavery in Kansas and Nebraska, 489–490; Violent Clashes in Kansas, 491–492, Lincoln and Douglas Debate, 496–497; Causes Leading to War, 503</p> <p><u>Digital Resources:</u> Topic 4, Lesson 5, Interactive Chart: The Federal System Topic 8, Lesson 2, Video: Bleeding Kansas; Interactive Gallery: The Effects of the Kansas-Nebraska Act</p>
6-8.AH.5.GS.C Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.	SE/TE: The Republican Party Forms, 494–495; Why Did Lincoln Win the of 1860, 501–502
6-8.AH.5.GS.D Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems.	SE/TE: Lincoln’s First Inaugural Address & Jefferson Davis’s Inaugural Address, 504–506; Strengths and Weaknesses of the North and South, 507–509; How Did Lincoln and Davis Lead Their People?, 510–511
2. Key Concepts and Understandings	
G. Geographical Study	
Settlements	
6-8.AH.2.G.A Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various. Environments.	<p>SE/TE: The Early Americas, 7–13; Cultures of North America, 14–24; How Did the Columbian Exchange Affect the Rest of the World?, 44–46</p> <p><u>Digital Resources:</u> Topic 1, Lesson 2, Video: Native American Culture Regions of North America</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>6-8.AH.2.G.B Analyze the geography of colonial regions to explain their cultural, social and economic differences.</p>	<p>SE/TE: Interaction With American Indians and the Environment, 71-72; The Colonists Face Difficulties & Tobacco Crops Help, 74; What Hardships Did Colonists Face in Plymouth?, 82; The Environment Influences Economic Activity, 88-89; A Thriving Economy, 97; How Did Two Regions Develop Differently?, 103-106</p> <p><u>Digital Resources:</u> Topic 2, Lesson 2, France, the Netherlands and the Fur Trade; Topic 2, Lesson 4, The Middle Colonies; Interactive Gallery: The Middle Colonies Topic 5, Lesson 5, The Southern Colonies</p>
<p>6-8.AH.2.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p>	<p>SE/TE: Cultures of North America, 14-24; European Exploration in the Americas, 39-46; Spanish Colonization and New Spain, 55-64; Geography Skills, 70; Colonial Settlers' Origins, 75; The New England Colonies, 78-89; The Middle Colonies, 91-99; The Southern Colonies, 100-109; Colonial Trade, 121-122; Analysis Skills: Identifying Physical and Cultural Features, 141</p> <p><u>Digital Resources:</u> Topic 2, Lesson 2, France, the Netherlands and the Fur Trade; Topic 2, Lesson 4, The Middle Colonies; Interactive Gallery: The Middle Colonies Topic 5, Lesson 5, The Southern Colonies Topic 5, Lesson 6, Colonial Cultural Achievements; Religious Freedom in New England</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
3. Key Concepts and Understandings	
G. Geographical Study	
Founding	
6-8.AH.3.G.A Draw conclusions about regional conflict and cooperation as a consequence of physical geography.	<p>SE/TE: French and Indian War, 133–140; How Did the Proclamation of 1763 Fuel Resentment?, 143–144</p> <p><u>Digital Resources:</u> Topic 3, Lesson 1, Video: Causes and Results of the French and Indian War</p>
6-8.AH.3.G.B Evaluate the relationships among population, representation, and their effect on power in the new government.	<p>SE/TE: Disagreements Over a New Government, 206-207; The Three-Fifths Compromise, 207-208</p> <p><u>Digital Resources:</u> Topic 4, Lesson 2, Video: The Constitutional Convention</p>
6-8.AH.3.G.C Compare major patterns of population distribution, demographics and migrations in the United States during this era c. 1763-1812.	<p>SE/TE: Conflict Over Land, 142-143; How Did the Proclamation of 1763 Fuel Resentment? 143-144; An Orderly Expansion, 201-202; The Louisiana Purchase, 292–295; How Did Americans Explore These New Lands?, 295–299; Madison and the War of 1812, 304-315; Primary Source: Tenskwatawa, The Prophet, Speech, 316</p> <p><u>Digital Resources:</u> Topic 2, Lesson 4, The Middle Colonies; Interactive Gallery: The Middle Colonies Topic 5, Lesson 5, The Southern Colonies</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
4. Key Concepts and Understandings	
G. Geographical Study	
Expansion	
6-8.AH.4.G.A Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans.	<p>SE/TE: The Early Republic, 258-259; The Louisiana Purchase, 292–295; How Did Americans Explore These New Lands?, 295–299; William Clark and Meriwether Lewis, Journals, 303; Madison and the War of 1812, 304-315; Primary Source: Tenskwatawa, The Prophet, Speech, 316; How Did Sectionalism Affect the Early Republic, 317-319; How Did the United States Gain Florida?, 325-326; Expanded Territories, 370; Map: North America in 1830; The War Ends, 396; Map: Growth of the United States to 1853, 396</p> <p><u>Digital Resources:</u> Topic 6, Introduction, Topic Video: William Clark, Mapping the American Frontier Interactive Topic Map: Westward Expansion of the United States Lesson 6, Lesson 3, Video: The Trail of Tears Topic 6, Lesson 5, Video: Why Oregon Country? Topic 6, Lesson 6, Video: The Mexican-American War Topic 6, Lesson 7, Video: Manifest Destiny; Interactive Map: The Growth of the West to 1860</p>
6-8.AH.4.G.B Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas.	<p>SE/TE: Manifest Destiny, 392–394; Review and Assessment, 402–403</p> <p><u>Digital Resources:</u> Topic 6, Lesson 7, Video: Manifest Destiny; Quick Activity: The Importance of Water; Interactive Map: The Growth of the West to 1860</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
6-8.AH.4.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life c.1812-1848.	<p>SE/TE: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384</p> <p>TE only: Beyond the Classroom: Use Online and Media Centers, 332B</p> <p><u>Digital Resources:</u> Topic 6, Lesson 4, Video: The Journey West Topic 6, Lesson 5, Video: Why Oregon Country?; Interactive Gallery: Oregon Country; Interactive Map: The Oregon Trail Topic 6, Lesson 6, Interactive Map: The Settlement of Texas Topic 6, Lesson 7, Video: Manifest Destiny; Interactive Map: The Growth of the West to 1860; Interactive Gallery: The People of California</p>
5. Key Concepts and Understandings	
G. Geographical Study	
Conflict and Crisis	
6-8.AH.5.G.A Analyze the United States geography of North, South, and West in order to explain regional cultural, social and economic differences.	<p>SE/TE: Settling Oregon Country, 375-381; Manifest Destiny in California and the Southwest, 392-401; The South’s Cotton Kingdom, 431–432; Reliance on Plantation Agriculture, 433–435; Conflicts and Compromises, 479-487; Primary Sources: Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, 488; Growing Tensions, 489–499</p> <p><u>Digital Resources:</u> Topic 7, Lesson 1, Video: The Spread of Industrialization Topic 8, Lesson 1, Compromise Topic 8, Lesson 3; Southern States React; Interactive Chart: Resources in the North and the South, 1860</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

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<p>6-8.AH.5.G.B Evaluate the significance of geography on the conduct of the war and strategy of the North and South.</p>	<p>SE/TE: The Course of War, 513-519; the War’s End, 523-543</p> <p><u>Digital Resources:</u> Topic 8, Lesson 4, Video: Strategies for War; Interactive Map: The Union’s Strategies to Win the Civil War Topic 8, Lesson 5, Video: The Emancipation Proclamation; Topic 8, Lesson 6, Video: The Civil War Ends;</p>
<p>6-8.AH.5.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p>	<p>SE/TE: Westward Movement, 368-374; Settling Oregon Country, 375-381; Manifest Destiny in California and the Southwest, 392-401; The South’s Cotton Kingdom, 431-432; Reliance on Plantation Agriculture, 433-435</p> <p><u>Digital Resources:</u> Topic 6, Lesson 4, Video: The Journey West Topic 6, Lesson 5, Video: Why Oregon Country?; Interactive Gallery: Oregon Country; Interactive Map: The Oregon Trail Topic 6, Lesson 7, Video: Manifest Destiny; Interactive Map: The Growth of the West to 1860; Interactive Gallery: The People of California</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
2. Key Concepts and Understandings	
CC. Economic Concepts	
Settlements	
6-8.AH.2.EC.A Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America.	<p>SE/TE: Harsh Treatment of American Indians, 62; The Transatlantic Slave Trade, 63-64; How Did New France Develop?, 68-70; How Did New France Develop?, 70-72; The Colonists Face Difficulties & Tobacco Crops Help, 74; Africans Arrive in Virginia, 76; What Hardships Did Colonists Face in Plymouth?, 82; The Environment Influences Economic Activity, 88-89; A Thriving Economy, 97; How Did Two Regions Develop Differently?, 103-106</p> <p><u>Digital Resources:</u> Topic 2, Lesson 2, France, the Netherlands and the Fur Trade; Topic 2, Lesson 4, The Middle Colonies; Interactive Gallery: The Middle Colonies Topic 5, Lesson 5, The Southern Colonies</p>
6-8.AH.2.EC.B Analyze the mercantile system to explain colonial responses to economic control by European nations including Great Britain.	<p>SE/TE: Mercantilism and the English Colonies, 121-122; How Did Mercantilism Affect Taxation and Cause Resentment?, 144-145; Lack of Representation in Parliament, 146; Mercantilist System, 154-156</p> <p>TE: History Background, 111</p> <p><u>Digital Resources</u> Social Studies Core Concepts: Economics</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
3. Key Concepts and Understandings	
CC. Economic Concepts	
Founding	
6-8.AH.3.EC.A Describe the function and purpose of taxes imposed by Great Britain following the Seven Years War, evaluating colonial responses to them.	<p>SE/TE: How Did Mercantilism Affect Taxation and Cause Resentment?, 144-145; Why Did the Stamp Act Anger Colonists?, 145-146; How Did Colonist React to The Townshend Acts?, 147-149; Mercantilist Policies Lead to the tea Act, 155</p> <p>TE: History Background, 145</p> <p><u>Digital Resources</u> Topic 3, Lesson 2, Video: The Rights of the Colonists Topic 3, Lesson 3, Video: The Boston Tea Party;</p>
6-8.AH.3.EC.B Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict.	<p>SE/TE: Free enterprise (benefiting colonies), 94; The New England Colonies, 78-89; The Middle Colonies, 91-99; The Southern Colonies, 100-109; Mercantilism and the English Colonies, 121-122 How Did Mercantilism Affect Taxation and Cause Resentment?, 144-145; Mercantilist System, 154-156</p> <p><u>Digital Resources</u> Social Studies Core Concepts: Economics</p>
6-8.AH.3.EC.C Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.	<p>SE/TE: How Did Alexander Hamilton Deal with the National Debt?, 263-265; How Did Hamilton Create a Stable Economy?, 266</p> <p>TE: Opportunity Cost, 293</p> <p><u>Digital Resources</u> Social Studies Core Concepts: Economics</p> <p>Lesson Videos: Taxation and Mercantilism</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
4. Key Concepts and Understandings	
CC. Economic Concepts	
Expansion	
6-8.AH.4.EC.A Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion.	<p>SE/TE: Harsh Treatment of American Indians, 62; The Transatlantic Slave Trade, 63-64; How Did New France Develop?, 68-70; How Did New France Develop?, 70-72; Africans Arrive in Virginia, 76; The Slave Trade Expands, 107-109; The Triangular Trade, 123; The South’s Cotton Kingdom, 431–432; Reliance on Plantation Agriculture, 433–435; Quest: Document-Based Inquiry: Slavery and Abolition, 408; Conflicts and Compromises, 479-487</p> <p><u>Digital Resources:</u> Topic 7, Lesson 4, Video: Abolitionism; Topic 8, Lesson 5, Video: The Emancipation Proclamation</p>
6-8.AH.4.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship among those regions.	<p>SE/TE: Heading into the West, 370–372; Lesson Check, 374; National Road, 403; The Industrial Revolution Begins, 409–411; America’s First Factories, 411-414; Daily Life in Factory Towns, 414-416; How Did Cities Expand?, 417-418; New Inventions, 418-420; What Changes Did the Age of Steam Power bring?, 422-424; How did Workers Respond to Challenges?, 425-427; Eli Whitney Invents the Cotton Gin, 431-432; How Did the North and West Promote Slavery?, 432-433; Limited Southern Industry, 434; Review and Assessment, 472–473</p> <p><u>Digital Resources:</u> Topic 6, Lesson 4, Video: The Journey West; Interactive Gallery: New Transportation Methods; Interactive Gallery: New Technology: The Steamboat; Interactive Map: The Erie Canal</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>Continued: 6-8.AH.4.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship among those regions.</p>	<p>Continued: Topic 7, Lesson 1, Video: The Spread of Industrialization; 3-D Model: Early Textile Mill; Interactive Timeline: New Inventions Improve Life Topic 7, Lesson 2, Video: Working Conditions; Topic 7, Writer's Workshop: Society and Culture Before the Civil War</p>
<p>6-8.AH.4.EC.C Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.</p>	<p>SE/TE: The Bank War, 352-355; Economic Crisis and Political Changes, 356-357; Analysis Skills: Interpret Economic Performance, 359; Benefits of the American System, 371 TE: Opportunity Cost, 293</p> <p><u>Digital Resources</u> Social Studies Core Concepts: Economics</p>
5. Key Concepts and Understandings	
CC. Economic Concepts	
Crisis and Conflict	
<p>6-8.AH.5.EC.A Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions.</p>	<p>SE/TE: Heading into the West, 370-372; National Road, 403; The Industrial Revolution, 409-420; The South's Cotton Kingdom, 431-432; Reliance on Plantation Agriculture, 433-435; Review and Assessment, 472-473</p> <p><u>Digital Resources:</u> Topic 6, Lesson 4, Video: The Journey West Topic 6, Lesson 5, Video: Why Oregon Country?; Interactive Gallery: Oregon Country; Interactive Map: The Oregon Trail Topic 6, Lesson 7, Video: Manifest Destiny;</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
6-8.AH.5.EC.B Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War.	<p>SE/TE: King Cotton and Life in the South, 431–442; A Move Toward Civil War, 502–503; The Outbreak of War, 504–506; Strengths and Weaknesses of the North and South, 507–509; How Did Lincoln and Davis Lead Their People? 510–511; The Course of War, 513–519; Other Challenges I the North and South, 526–527; War Devastates the Southern Economy, 528; How Did the War Affect the Northern Economy? 529; The Effects of the Civil War, 551–552</p> <p><u>Digital Resources:</u> Topic 8, Lesson 3; Southern States React; Topic 8, Lesson 4, Video: Strategies for War; Interactive Map: The Union’s Strategies to Win the Civil War</p>
2. Key Concepts and Understandings	
P.C. People, Groups, and Cultures	
Settlements	
6-8.AH.2.PC.A Analyze the religious, cultural, political and intellectual developments of Spanish, Portuguese, British and French regions to explain the development of diverse cultures throughout the Americas.	<p>SE/TE: European Exploration in the Americas, 39–46; Spanish Colonization and New Spain, 55–64; Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109</p> <p><u>Digital Resources:</u> Topic 2, Introduction, Topic Video: John Smith, Jamestown and the Roots of America Topic 2, Lesson 2, France, the Netherlands and the Fur Trade; France, the Netherlands and the Fur Trade; Topic 2, Lesson 3, Religious Freedom in New England; Topic 2, Lesson 4, The Middle Colonies; Interactive Gallery: The Middle Colonies Topic 5, Lesson 5, The Southern Colonies</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>6-8.AH.2.PC.B Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity</p>	<p>SE/TE: Spanish Colonization and New Spain, 55-64; Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65; The First French, Dutch, and English Colonies, 66-77; The New England Colonies, 78-89; The Middle Colonies, 91-99; The Southern Colonies, 100-109</p> <p><u>Digital Resources:</u> Topic 2, Introduction, Topic Video: John Smith, Jamestown and the Roots of America France, the Netherlands and the Fur Trade; Topic 2, Lesson 3, Video: Religious Freedom in New England; Topic 2, Lesson 4, Video: The Middle Colonies; Interactive Gallery: The Middle Colonies Topic 5, Lesson 5, Video: The Southern Colonies</p>
<p>6-8.AH.2.PC.C Compare and contrast the interaction of European settlers with Native Americans in both North and South America.</p>	<p>SE/TE: Spanish Exploration Continues, 43; American Indian Influences on Europe, Africa, and Asia, 45-46 Harsh Treatment of American Indians, 62; Spanish Colonization and New Spain, 55-64; Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65; Missionary Work Continues, 69; Interaction With American Indians and the Environment, 71-72; Tobacco Crops Help, 74; American Indians Offer Assistance, 82; War Erupts Between Settlers and American Indians, 86-87; Showing Fairness to All, 95</p> <p>TE: Purchasing Manhattan, 92</p> <p><u>Digital Resources:</u> Lesson Videos: The Columbian Exchange; France, the Netherlands and the Fur Trade; Causes and Results of the French and Indian War</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
3. Key Concepts and Understandings	
PC. People, Groups, and Cultures	
Founding	
6-8.AH.3.PC.A Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War.	<p>SE/TE: Loyalists, Loyalists Favor the King, 163; Patriots and Loyalist Clash, 184; Analysis Skills: Compare Different Points of View, 164</p> <p><u>Digital Resources:</u> 21st Century Skills: Compare Viewpoints</p>
6-8.AH.3.PC.B Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity.	<p>SE/TE: The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Review and Assessment, 126–127</p> <p><u>Digital Resources:</u> Topic 2, Introduction, Topic Video: John Smith, Jamestown and the Roots of America Topic 2, Lesson 2, France, the Netherlands and the Fur Trade; France, the Netherlands and the Fur Trade; Topic 2, Lesson 3, Religious Freedom in New England; Topic 2, Lesson 4, The Middle Colonies; Interactive Gallery: The Middle Colonies Topic 5, Lesson 5, The Southern Colonies</p>
6-8.AH.3.PC.C Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	<p>SE/TE: Colonial Trade and Government, 121–125; Review and Assessment, 126–127; Albany Plan of Union, 136–137, 140; The Move Toward Independence, 165–176; A Weak Confederation, 197–203; Ideas That Influenced the Constitution, 210–215; Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source Federalist and Antifederalist Writings, 223</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>Continued: 6-8.AH.3.PC.C Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.</p>	<p>Continued: <u>Digital Resources:</u> Lesson Videos: The Constitutional Convention Interactive Primary Sources: Anti-Federalist Papers; The Federalist No. 10; The Federalist No. 39; The Federalist No. 51; The Federalist No. 78</p>
<p>6-8.AH.3.PC.D Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.</p>	<p>SE/TE: How Did Women Contribute to the War Effort?, 180-181; How did African Americans Serve in the War?, 181-183; American Indians Choose Sides, 183; Assessment #9, 191; What Caused Conflict in Ohio?, 304-307; African Americans in the War, 313-314; Democracy Expands, 337-339; American Indians and the Frontier, 360-362; American Indian Removal, 362-365; American Indians on the Trail of Tears, 365-367; A Mix of Cultures, 400-401; How Did Ethnic Minorities Fare in the North?, 427-428; A Reaction Against Immigrants, 428-429; African Americans Face Discrimination, 429-430; African American Abolitionists, 445-446; Frederick Douglass, 446; 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><u>Digital Resources:</u> Topic 6, Lesson 1, Video: Jackson as President; Quick Activity: American Equality; Interactive Timeline: Changing Voting Rights in Early America; Topic 6, Lesson 2, Video: The Trail of Tears; Topic 6, Lesson 5, Video: The Seneca Falls Convention; Quick Activity: An Echo Across Time, Interactive Timeline: The Early Women's Rights Movement</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>Continued: 6-8.AH.3.PC.D Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.</p>	<p>Continued: Interactive Primary Sources, Democracy in America; Declaration of Sentiments and Resolutions; “Ain’t I a Woman,” Sojourner Truth; Uncle Tom’s Cabin, Harriet Beecher Stowe; Emancipation Proclamation, Abraham Lincoln</p>
<p>6-8.AH.3.PC.E Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.</p>	<p>SE/TE: Primary Source: James Fenimore Cooper, “The Chainbearer” 464; A New American Art Style, 465–466; New Forms of Literature and Music, 466-469; Transcendentalism Develops, 469-741</p> <p><u>Digital Resources:</u> Topic 7, Lesson 5, Primary Source: James Fenimore Cooper, “The Chainbearer” Topic 7, Lesson 6, Video: American Artists, American Themes; Interactive Gallery: Painting America; Interactive Map: Early American Music and Literature</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
4. Key Concepts and Understandings	
PC. People, Groups, and Cultures	
Expansion	
6-8.AH.4.PC.A Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.	<p>SE/TE: Great Awakening, 114–116, 120, 127; Quest: Document-Based Inquiry: Slavery and Abolition, 408; Abolitionism, 443–449; Analysis Skills: Update an Interpretation, 450; Primary Source: McGuffey Readers, 451; Reform and Women’s Rights, 452–463; Review and Assessment, 472–473; Primary Source: Frederick Douglass, “What the Black Man Wants” 564</p> <p>TE only: Start Up Activity, 479</p> <p><u>Digital Resources:</u> Topic 7, Lesson 3, Video: The Second Great Revival Topic 7, Lesson 4, Video: Abolitionism; Quick Activity: Abolitionists Speak Out; Interactive Map: The Underground Railroad; Interactive Chart: Opposing Views on Slavery Topic 7, Lesson 5, Video: The Seneca Falls Convention; Quick Activity: An Echo Across Time; Interactive Gallery: Changes in American Schools; Interactive Timeline: The Early Women’s Rights Movement</p>
6-8.AH.4.PC.B Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences.	<p>SE/TE: African Americans Face Discrimination, 429–430; King Cotton and Life in the South, 431–442; Abolitionism, 443–449; Primary Sources: Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, 488; How Did the Dred Scott Case Affect the Nation? 493–494; The Republican Party Forms, 494–496; Lesson Check, 499; Lincoln’s Emancipation Proclamation, 520–522; Lesson Check, 530; Primary Sources: Abraham Lincoln, the Emancipation Proclamation, 531; Review and Assessment, 544–545</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>Continued: 6-8.AH.4.PC.B Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences.</p>	<p>Continued: <u>Digital Resources:</u> Topic 7, Lesson 3; Interactive Chart: Different Ways of Life in the South; Interactive Chart: Lives of Free and Enslaved African Americans Social Studies Reference Center, Landmark Supreme Court Cases, <i>Dred Scott v. Sandford</i></p>
<p>6-8.AH.4.PC.C Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.</p>	<p>SE/TE: Great Awakening, 114–116, 120, 127; The Second Great Awakening and Its Causes, 453–454; Arts and Literature, 465–471; Primary Source: James Fenimore Cooper, “The Chainbearer” 464; Review and Assessment, 473</p> <p><u>Digital Resources:</u> Topic 7, Lesson 5, Primary Source: James Fenimore Cooper, “The Chainbearer” Topic 7, Lesson 6, Video: American Artists, American Themes</p>
<p>6-8.AH.4.PC.D Describe the culture and accomplishments of native American cultures to compare the various ways they responded to American expansion.</p>	<p>SE/TE: Early North American Societies, 14-15; What Were the Cultural and Physical Characteristics of North America?, 16-21; Religious Beliefs, 22-24; Primary Sources: constitution of the Iroquois Nations: The Great Binding Law, 25; American Indians and the Frontier, 360–362; American Indian Removal, 362–364; Southern American Indians on the Trail of Tears, 365–367</p> <p><u>Digital Resources:</u> Topic 1, Lesson 2, Video: Native American Culture Regions of North America; Interactive Map: Native American Culture Regions of North America; Interactive Gallery: Housing Adaptations Based on Environment; Primary Source: Constitution of the Iroquois Nations: The Great Binding Law Topic 6, Lesson 2, Video: The Trail of Tears;</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
6-8.AH.4.PC.E Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development.	<p>SE/TE: Manifest Destiny in California and the Southwest, 392–401; How Did Ethnic Minorities Fare in the North? 427–428; A Reaction Against Immigrants, 428–429;</p> <p><u>Digital Resources:</u> Topic 6, Lesson 7, Video: Manifest Destiny; Interactive Map: The Growth of the West to 1860</p>
5. Key Concepts and Understandings	
PC. People, Groups, and Cultures	
Conflict and Crisis	
6-8.AH.5.PC.A Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.	<p>SE/TE: Daniel Webster, Speech in the U.S. Senate, July 17, 1850, 484; Primary Sources: Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, 488; How Did the Dred Scott Case Affect the Nation? 493–494; The Republican Party Forms, 494–496; Lesson Check, 499; Review and Assessment, 544–545; Lincoln’s Emancipation Proclamation, 520–522; Lesson Check, 530; Primary Sources: Abraham Lincoln, the Emancipation Proclamation, 531; Lincoln Delivers the Gettysburg Address, 536–537; Lesson Check, 543; Review and Assessment, 545; Frederick Douglass, “What the Black Man Wants” 564</p> <p><u>Digital Resources:</u> Social Studies Core Concepts, Landmark Supreme Court Cases, <i>Dred Scott v. Sandford</i> Interactive Primary Sources, Farewell Address, George Washington; First Inaugural Address, Abraham Lincoln; Emancipation Proclamation, Abraham Lincoln; Gettysburg Address; Abraham Lincoln; Second Inaugural Address, Abraham Lincoln</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
6-8.AH.5.PC.B Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.	SE/TE: The Blockade and the Ironclads, 516; Modern War Technology, 524–525; Primitive Medical Technology, 525
6-8.AH.5.PC.C Analyze the evolution of the women’s movement to trace its continued development and evaluate its impact.	<p>SE/TE: The Second Great Awakening and Its Causes, 453–454; Social Reform Movements, 454–455; Early Call for Women’s Rights, 458–459; How Did the Women’s Movement Start? 460–463; Review and Assessment, 472–473</p> <p><u>Digital Resources:</u> Topic 7, Lesson 5, Video: The Seneca Falls Convention; Quick Activity: An Echo Across Time; Interactive Gallery: Changes in American Schools; Interactive Timeline: The Early Women’s Rights Movement Social Studies Reference Center, Biographies, Susan B. Anthony; Elizabeth Cady Stanton; Sojourner Truth Interactive Primary Sources: Declaration of Sentiments and Resolutions; “Ain’t I a Woman,” Sojourner Truth</p>
6-8.AH.5.PC.D Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact.	<p>SE/TE: The Second Great Awakening and Its Causes, 453–454; Social Reform Movements, 454–455; Quest: Document-Based Inquiry: Slavery and Abolition, 408; Abolitionism, 443–449; Analysis Skills: Update an Interpretation, 450; Review and Assessment, 472–473; Primary Sources: Frederick Douglass, “What the Black Man Wants” 564; Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, 488</p> <p>TE only: Start Up Activity, 479</p>

**A Correlation of myWorld Interactive, American History, Beginnings to 1877, ©2019
to the Missouri Social Studies Grade Level Expectations
Grades 6-8 American History**

Missouri Social Studies Grade Level Expectations Grades 6-8 American History	myWorld Interactive American History Beginnings to 1877, ©2019
<p>Continued: 6-8.AH.5.PC.D Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact.</p>	<p>Continued: <u>Digital Resources:</u> Topic 7, Lesson 4, Video: Abolitionism; Quick Activity: Abolitionists Speak Out; Interactive Map: The Underground Railroad; Interactive Chart: Opposing Views on Slavery Social Studies Reference Center, Biographies, Theodore Weld; William Lloyd Garrison; Frederick Douglass; Charles Remond; Sojourner Truth; Harriet Tubman</p>
<p>6-8.AH.5.PC.E Trace the development of African American culture in non-slave states and in the context of slavery.</p>	<p>SE/TE: African Americans Face Discrimination, 429–430; Abolitionism, 443–449; Primary Sources: Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, 488</p> <p><u>Digital Resources:</u> Social Studies Reference Center, Biographies, Frederick Douglass; Sojourner Truth; Harriet Tubman</p>