

**A Correlation of**  
**myWorld Interactive American History**  
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**to the**  
**North Carolina Essential Standards**  
**8th Grade Social Studies**

**A Correlation of myWorld Interactive American History ©2019  
to the North Carolina Essential Standards 8<sup>th</sup> Grade Social Studies**

**Introduction**

This document demonstrates how *myWorld Interactive Social Studies American History*, ©2019 meets the North Carolina Essential Standards Eighth Grade Social Studies. Correlation page references are to the Student Edition and Teacher Edition, and Realize digital resources..

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

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

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

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**Table of Contents**

<b>NCES.8.H: History .....</b>	<b>4</b>
<b>NCES.8.G: Geography and Environmental Literacy.....</b>	<b>10</b>
<b>NCES.8.E: Economics and Financial Literacy .....</b>	<b>12</b>
<b>NCES.8.C&amp;G: Civics and Government.....</b>	<b>14</b>
<b>NCES.8.C: Culture.....</b>	<b>20</b>

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<b>NCES.8.H: History</b>	
<b>NCES.8.H.1:</b> Apply historical thinking to understand the creation and development of North Carolina and the United States.	
<b>NCES.8.H.1.1:</b> Construct charts, graphs, and historical narratives to explain particular events or issues.	<p><b>SE/TE:</b>            Write Narrative Essays, ELA 11            Lesson Check, #6, 109            Critical Thinking and Writing, #13, 127            Analysis Skills: Construct a Timeline, 329            Lesson Check, #6, 374            Critical Thinking and Writing, #12, 403            Interactive: Sequence, 662            Lesson Check, #6, 885            Critical Thinking and Writing, #14, 887            Critical Thinking and Writing, #13, 957</p> <p><b>TE only:</b>            Construct Timelines, 363            Active Classroom, 817</p>
<b>NCES.8.H.1.2:</b> Summarize the literal meaning of historical documents in order to establish context.	<p><b>SE/TE:</b>            Primary Sources: Federalist and Antifederalist Writings, 223            Primary Sources: Abraham Lincoln, The Emancipation Proclamation, 531</p> <p><b>TE only:</b>            Summarize, 170            Summarize, 922</p>
<b>NCES.8.H.1.3:</b> Use primary and secondary sources to interpret various historical perspectives.	<p><b>SE/TE:</b>            Primary Sources: John and Abigail Adams, Letters, 153            Analysis Skills: Compare Different Points of View, 164            Primary Sources: Federalist and Antifederalist Writings, 223            Primary Sources: Hamilton and Madison Disagree, 253</p>

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<p><b>Continued:</b> <b>NCES.8.H.1.3:</b> Use primary and secondary sources to interpret various historical perspectives.</p>	<p><b>Continued:</b> <b>TE only:</b> Detect Historical Point of View, 216 Detect Historical Point of View, 464 Compare Points of View, 488 Detect Historical Point of View, 709 Determine Point of View, 729</p> <p><b>Digital Resources:</b> Topic 4&gt;Lesson 4&gt;Interactive Primary Source: The Anti-Federalist Papers</p>
<p><b>NCES.8.H.1.4:</b> Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).</p>	<p><b>SE/TE:</b> Find and Use Credible Sources, ELA 12-ELA 13 Quest Document-Based Writing Inquiry: The Easter Mutiny, 6 Quest Project-Based Learning Inquiry: Choosing Sides, 132 Quest Project-Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Quest Document-Based Writing Inquiry: The Role of Government in the Economy, 782</p> <p><b>TE only:</b> Evaluate Sources, 833</p>
<p><b>NCES.8.H.1.5:</b> Analyze the relationship between historical context and decision-making.</p>	<p>For related content, please see: <b>SE/TE:</b> The Significance of the <i>Marbury v. Madison</i> Decision, 289 Reading Check, 290 How Did Supreme Court Decisions Expand Federal Power?, 321-323 <i>Worcester v. Georgia</i> Decision Is Ignored, 363-364 The Supreme Court Rules on <i>Dred Scott v. Sandford</i>, 493-494 The Fourteenth Amendment, 560 Jim Crow Laws Separate Whites and African Americans, 577</p>

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<p><b>Continued:</b> <b>NCES.8.H.1.5:</b> Analyze the relationship between historical context and decision-making.</p>	<p><b>Continued:</b> How Did FDR Fight the Depression?, 823-824 The Legal Struggle for Equality, 918-919 Reading Check, 919 A Legal Victory, 930 Primary Sources: Ronald Reagan, “Tear Down This Wall,” 980 The War in Afghanistan, 1003-1004</p> <p><b>TE only:</b> History Background, 259</p>
<p><b>NCES.8.H.2:</b> Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.</p>	
<p><b>NCES.8.H.2.1:</b> Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states’ rights and citizenship and immigration policies) on the development of North Carolina and the United States.</p>	<p><b>SE/TE:</b> How Did Economic Problems Lead to Change?, 202-203 The Question of States’ Rights, 242-243 States Challenge the Federal Government, 284-285 Calhoun Opposes Federal Power, 318 A Conflict Over States’ Rights, 349-352 The Indian Removal Act, 364-365 How Did Western Expansion Increase Tensions?, 480-481 California Reignites the Slavery Debate, 482-484 A Move Toward Civil War, 502-503 The Outbreak of War, 504-506 How Did Americans Take Sides?, 506-507 How Did Political Problems Slow Progress?, 569-570 Why Did Natives Oppose Immigration?, 659-660</p> <p><b>TE only:</b> Draw Conclusions, 404 Generate Explanations, 446 Understand Effects, 447 Generate Explanations, 664</p>

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<p><b>Continued:</b>  <b>NCES.8.H.2.1:</b> Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.</p>	<p><b>Continued:</b>  <b>Digital Resources:</b>                      Topic 6&gt;Lesson 3&gt;Interactive Map: The Trail of Tears                      Topic 8&gt;Lesson 2&gt;Interactive Gallery: The Effects of the Kansas-Nebraska Act</p>
<p><b>NCES.8.H.2.2:</b> Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.</p>	<p><b>SE/TE:</b>                      Lesson Check, #4, 140                      George Washington Takes Command, 162                      Washington Leads the Patriots, 162                      Lesson Check, #3, 163                      Washington Forces the British out of Boston, 166-167                      What Steps Did Colonial Leaders Take Toward Independence?, 168-169                      Primary Sources: Thomas Paine, <i>Common Sense</i>, 177                      John Brown Fights Slavery, 498-499                      How Did Lincoln and Davis Lead Their People?, 510-511                      General Grant Takes Charge, 537                      The Final Offensive, 764-765</p> <p><b>Digital Resources:</b>                      Topic 3&gt;Lesson 5&gt;Interactive Gallery: Notable People of the American Revolution</p>
<p><b>NCES.8.H.2.3:</b> Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.</p>	<p><b>SE/TE:</b>                      The Great Compromise, 206-207                      The Three-Fifths Compromise, 207-208                      The Federalists and the Antifederalists Debate, 217-219                      The Debate in New England, 220                      Primary Sources: Federalist and Antifederalist Writings, 223                      The Missouri Compromise, 479-480                      California Reignites the Slavery Debate, 482-484                      A Compromise Holds the Union Together, 484-486                      Americans Debate Over Trusts, 627-629</p>

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<p><b>Continued:</b> <b>NCES.8.H.2.3:</b> Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.</p>	<p><b>Continued:</b> <b>TE only:</b> Define, 265</p> <p><b>Digital Resources:</b> Topic 4&gt;Lesson 2&gt;Interactive Chart: The Great Compromise Topic 8&gt;Lesson 1&gt;Video: Compromise</p>
<p><b>NCES.8.H.3:</b> Understand the factors that contribute to change and continuity in North Carolina and the United States.</p>	
<p><b>NCES.8.H.3.1:</b> Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).</p>	<p><b>SE/TE:</b> Quest Project-Based Learning Inquiry: Examining the Colonial Environment, 54 Reasons for Colonization, 73 Conflict Over Land, 142-143 An Orderly Expansion, 201-202 Southern American Indians on the Trail of Tears, 365-367 Why Did Americans Move West?, 368-370 Heading Into the West, 370-372 Movement Changes the West and the Nation, 373-374 Quest Document-Based Writing Inquiry: Effects of Immigration, 652 Why Did People Immigrate?, 653-654 What Was an Immigrant's Journey Like?, 655-656 What Was the Immigrant Experience in America?, 656-658 Why Did Cities Expand?, 663-664 Urban Migration, 758-759 International Migration, 759 The Great Migration, 811</p> <p><b>Digital Resources:</b> Topic 6&gt;Lesson 4&gt;Video: The Journey West</p>

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<p><b>NCES.8.H.3.2:</b> Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).</p>	<p><b>SE/TE:</b>            Technology Spreads Transportation, 371-372            New Inventions, 418-420            Lesson Check, #4, 420            What Changes Did the Age of Steam Power Bring?, 422-425            Railroads Encourage Economic Growth, 590-592            Creating a National Railroad Network, 592-595            How Did Communication Technology Change?, 638-640            How Did Inventions Change Everyday Life?, 641-642            A Networked World, 1029-1032</p> <p><b>Digital Resources:</b>            Topic 6&gt;Lesson 4&gt;Interactive Gallery: New Transportation Methods            Topic 10&gt;Lesson 6&gt;Video: A Surge of Invention</p>
<p><b>NCES.8.H.3.3:</b> Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.</p>	<p><b>SE/TE:</b>            Primary Sources: John and Abigail Adams, Letters, 153            Primary Sources: Thomas Paine, <i>Common Sense</i>, 177            Early Calls for Women’s Rights, 458-459            How Did the Women’s Movement Start?, 460-461            Women Gain New Opportunities, 461-463            Primary Sources: Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, 488            Primary Sources: Frederick Douglass, “What the Black Man Wants,” 564            Primary Sources: Chief Joseph, “I Will Fight No More Forever,” 620            Primary Sources: Langston Hughes, “The Negro Speaks of Rivers” and “My People,” 804            Primary Sources: Martin Luther King, Jr., “I Have a Dream,” 928</p>

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<p><b>Continued:</b> <b>NCES.8.H.3.3:</b> Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.</p>	<p><b>Continued:</b> <b>Digital Resources:</b> Topic 7&gt;Lesson 5&gt;Video: The Seneca Falls Convention Topic 15&gt;Lesson 4&gt;Interactive Primary Source: "I Have a Dream," Martin Luther King, Jr.</p>
<p><b>NCES.8.H.3.4:</b> Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.</p>	<p><b>SE/TE:</b> Analysis Skills: Identify Sources of Continuity, 246 Analysis Skills: Detect Changing Patterns, 421 How Did Inventions Change Everyday Life?, 641-642</p> <p><b>TE only:</b> Explain Historical Continuity, 107 Explain Historical Continuity, 827 Explain Historical Continuity, 942</p>
<b>NCES.8.G: Geography and Environmental Literacy</b>	
<b>NCES.8.G.1:</b> Understand the geographic factors that influenced North Carolina and the United States.	
<p><b>NCES.8.G.1.1:</b> Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.</p>	<p><b>SE/TE:</b> Contact with the Americas, 39-40 The Voyages of Columbus, 40-42 How Did the Columbian Exchange Affect the Rest of the World?, 44-46 Interaction With American Indians and the Environment, 71-72 How Did New Ideas Influence the Colonies?, 118-120 Geography Skills, #1, 365 Southern American Indians on the Trail of Tears, 365-367 Why Did Americans Move West?, 368-370 The Far West Fur Trade, 377-378 Geography Skills, #1, 379 The Oregon Trail, 378-381</p> <p><b>Digital Resources:</b> Topic 1&gt;Lesson 4&gt;Video: The Columbian Exchange</p>

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<p><b>NCES.8.G.1.2:</b> Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).</p>	<p><b>SE/TE:</b>            What Were the Cultural and Physical Characteristics of North America?, 16-21            Geography Skills, 101            The Carolinas Develop Differently, 102            How Did Two Regions Develop Differently?, 103-106            Analysis Skills: Identify Physical and Cultural Features, 141            Reliance on Plantation Agriculture, 433-435</p> <p><b>Digital Resources:</b>            Topic 1&gt;Lesson 2&gt;Video: Native American Culture Regions of North America</p>
<p><b>NCES.8.G.1.3:</b> Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).</p>	<p><b>SE/TE:</b>            Adapting to and Modifying Environments, 8            Early North American Societies, 14-15            Adapting to and Modifying Environments, 17            Geography Skills, 73            The Backcountry Farther Inland, 105-106            Where Were Factories Built?, 412            Ranching Affects Settlement Patterns, 600-601            Bison Populations Fall Dramatically, 615            Effects of Rapid Urbanization, 666-667            Responding to Environmental Challenges, 1024-1027</p> <p><b>TE only:</b>            Draw Conclusions, 88            Identify Patterns, 98</p> <p><b>Digital Resources:</b>            Topic 10&gt;Lesson 2&gt;Interactive Map: Cattle Trails</p>

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<b>NCES.8.E: Economics and Financial Literacy</b>	
<b>NCES.8.E.1:</b> Understand the economic activities of North Carolina and the United States.	
<b>NCES.8.E.1.1:</b> Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions).	<p><b>SE/TE:</b></p> <p>How Did Economic Problems Lead to Change?, 202-203</p> <p>Economic Crisis and Political Change, 356-358</p> <p>Lesson Check, #2, 358</p> <p>Economic Problems in the South, 570-572</p> <p>How Did Railroads Deal With Competition?, 595-597</p> <p>Labor Faces Challenges, 635-637</p> <p>Lesson Check, #5, 637</p> <p>Quest Document-Based Writing Inquiry: The Role of the Government in the Economy, 782</p> <p>How Did the Economy Perform Under President Coolidge?, 785-787</p> <p>The Great Depression Begins, 815-816</p> <p>How Did a Worldwide Economy Develop?, 1015-1018</p> <p>Analyze Charts, 1016</p> <p>What Caused a World Economic Crisis?, 1018-1020</p> <p><b>Digital Resources:</b></p> <p>Topic 13&gt;Lesson 5&gt;Video: The Great Depression</p> <p>Topic 17&gt;Lesson 2&gt;Interactive Before and After: Effects of the Recession</p>

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<p><b>NCES.8.E.1.2:</b> Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.</p>	<p><b>SE/TE:</b>            How Did Hamilton Create a Stable Economy?, 266            How Was a Stable Economy Created After the War?, 319-321            Analysis Skills: Interpret Economic Performance, 359            Analyze Graphs, 785            Analyze Graphs, 815            Analyze Graphs, 950            Analyze Charts, 1016            Analyze Graphs, 1020</p> <p><b>Digital Resources:</b>            Topic 13&gt;Lesson 1&gt;Interactive Chart: Economic Expansion in the 1920s</p>
<p><b>NCES.8.E.1.3:</b> Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).</p>	<p>For related content, please see:  <b>SE/TE:</b>            Analyze Graphs, 785            How Did the Economy Perform Under President Coolidge?, 785-787            Lesson Check, #1, #2, 788</p> <p><b>Digital Resources:</b>            Topic 13&gt;Lesson 1&gt;Interactive Chart: Economic Expansion in the 1920s</p>

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<p><b>NCES.8.C&amp;G: Civics and Government</b></p>	
<p><b>NCES.8.C&amp;G.1:</b> Analyze how democratic ideals shaped government in North Carolina and the United States.</p>	
<p><b>NCES.8.C&amp;G.1.1:</b> Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).</p>	<p><b>SE/TE:</b>            What Was Civic Republicanism?, 210-211            What American Traditions Did the Framers Draw On?, 213            The Influence of the Enlightenment, 214-215            Seven Basic Principles, 227-229            State Government, 242-245            Vocabulary and Key Ideas, #3, #4, #6, 255            Federalism, 275            Congress Chooses Popular Sovereignty, 489-490</p> <p><b>Digital Resources:</b>            Topic 4&gt;Lesson 3&gt;Video: Roman and Enlightenment Influences on the Constitution</p>

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<p><b>NCES.8.C&amp;G.1.2:</b> Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).</p>	<p><b>SE/TE:</b>            What Steps Did Colonial Leaders Take Toward Independence?, 168-169            Vocabulary and Key Ideas, #5, 191            How Were State Constitutions Similar?, 197-198            The Articles of Confederation, 198-200            What Did Americans Learn from the Roman Republic?, 210-211            How Did English Documents Influence the Framers?, 212            What American Traditions Did the Framers Draw On?, 213            The Influence of the Enlightenment, 214-215            First Comes the Preamble, 225-227            What Fundamental Liberties Does the Bill of Rights Ensure?, 238-240            Lesson Check, #1, #4, 245            Analysis Skills: Identify Sources of Continuity, 246            Declaration of Independence, 1046-1047            United States Constitution: Preamble, 1050-1063            The United States Constitution: Amendments, 1064-1071</p> <p><b>Digital Resources:</b>            Topic 4&gt;Lesson 3&gt;Video: Roman and Enlightenment Influences on the Constitution;            Lesson 5&gt;Interactive Primary Source: United States Constitution</p>

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<p><b>NCES.8.C&amp;G.1.3:</b> Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).</p>	<p><b>SE/TE:</b>            Analysis Skills: Compare Different Points of View, 164            The Federalists and Antifederalists Debate, 217-219            Primary Sources: Federalist and Antifederalist Writings, 223            Primary Sources: Hamilton and Madison Disagree, 253            How Did Politics Divide Americans?, 273-274            What Issues Divided Hamilton and Jefferson?, 274-276            Analysis Skills: Detect Historical Points of View, 291            What Impact Did Reformers Have on Education?, 456-458            Why Did Nativists Oppose Immigration?, 659-660</p> <p><b>Digital Resources:</b>            Topic 4&gt;Lesson 4&gt;Interactive Primary Source: The Federalist No. 78; Interactive Primary Source: The Anti-Federalist Papers</p>

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<p><b>NCES.8.C&amp;G.1.4:</b> Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).</p>	<p><b>SE/TE:</b></p> <p>Liberties Are Restricted, 125</p> <p>Limits to Democratic Rights, 213</p> <p>Why Have Additional Amendments Been Created?, 241</p> <p>What Was Life Like for African Americans in the South?, 437-439</p> <p>Women Gain New Opportunities, 461-463</p> <p>Analyze Graphs, 462</p> <p>American Indian Policy Reform, 619</p> <p>Why Did Workers Organize Unions?, 632-634</p> <p>What Did the Nineteenth Amendment Guarantee?, 688-689</p> <p>What New Opportunities Opened Up for Women?, 689-690</p> <p>How Did Women’s Lives Change During the 1920s?, 791-792</p> <p>The Downside of the 1920s, 805-806</p> <p>Why Did Other Minorities Fight for Equality?, 929-932</p> <p><b>Digital Resources:</b></p> <p>Topic 7&gt;Lesson 5&gt;Video: The Seneca Falls Convention</p> <p>Topic 15&gt;Lesson 5&gt;Video: Civil Rights Legislation</p>

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<b>NCES.8.C&amp;G.2:</b> Understand the role that citizen participation plays in societal change.	
<b>NCES.8.C&amp;G.2.1:</b> Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).	<p><b>SE/TE:</b></p> <p>Peaceful Protests Lead Toward Revolution, 146-147</p> <p>How Did Colonists React to the Townshend Acts?, 147-149</p> <p>A Boycott Against Tea, 155</p> <p>Vote, 251</p> <p>What Was the Path to Women’s Suffrage?, 687-688</p> <p>A Moderate Approach to Gain Equality, 693</p> <p>A More Radical Approach to Gain Equality, 693</p> <p>What Caused the Montgomery Bus Boycott?, 919-922</p> <p>A Continuing Crusade for Equality, 923-927</p> <p>Cooperation Yields Results, 931-932</p> <p>The Women’s and Gay Rights Movement, 933-935</p> <p>Analysis Skills: Political Participation, 993</p> <p><b>Digital Resources:</b></p> <p>Topic 3&gt;Lesson 3&gt;Video: The Boston Tea Party</p> <p>Topic 15&gt;Lesson 4&gt;Video: The Civil Rights Movement</p>
<b>NCES.8.C&amp;G.2.2:</b> Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).	<p><b>SE/TE:</b></p> <p>Analysis Skills: Be an Informed Citizen, 26</p> <p>The Boston Tea Party, 154-156</p> <p>Responsible Citizenship, 251-252</p> <p>How Did Abolitionism Gain Momentum?, 444-448</p> <p>Social Reform Movements, 454-456</p> <p>Why Did Workers Organize Unions?, 632-634</p> <p>What Was the Path to Women’s Suffrage?, 687-688</p> <p>Analysis Skills: Make a Difference, 915</p> <p>African Americans Fight Segregation, 916-917</p> <p>Cooperation Yields Results, 931-932</p> <p>What Did the Conservative Movement Demand?, 965-966</p>

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<p><b>Continued:</b> <b>NCES.8.C&amp;G.2.2:</b> Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).</p>	<p><b>Continued:</b> <b>Digital Resources:</b> Topic 7&gt;Lesson 5&gt;Video: The Seneca Falls Convention Topic 15&gt;Lesson 4&gt;Interactive Primary Source: "I Have a Dream," Martin Luther King, Jr.</p>
<p><b>NCES.8.C&amp;G.2.3:</b> Explain the impact of human and civil rights issues throughout North Carolina and United States history.</p>	<p><b>SE/TE:</b> Human Rights Are Often Ignored, 108-109 Unalienable Human Rights, 170 What Was Life Like for African Americans in the South?, 437-439 Early Calls for Women’s Rights, 458-459 The Legal Struggle for Equality, 918-919 A Continuing Crusade for Equality, 923-927 Why Did Other Minorities Fight for Equality?, 929-932 The Women’s and Gay Rights Movements, 933-935 Analyze Images, 935 Getting Results, 926-927</p> <p><b>Digital Resources:</b> Topic 7&gt;Lesson 5&gt;Interactive Timeline: The Early Women’s Rights Movement Topic 15&gt;Lesson 5&gt;Video: Civil Rights Legislation</p>

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<b>NCES.8.C: Culture</b>	
<b>NCES.8.C.1:</b> Understand how different cultures influenced North Carolina and the United States.	
<p><b>NCES.8.C.1.1:</b> Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations).</p>	<p><b>SE/TE:</b></p> <p>The Impact of Columbus’s Voyages, 42            How Did the Columbian Exchange Affect the Rest of the World?, 44-46            The Transatlantic Slave Trade, 63-64            How Did European Rivalries Affect Exploration?, 66-67            How Did New France Develop?, 68-70            Where Did the Dutch Establish New Netherland?, 70-72            Africans Arrive in Virginia, 76            Analyze Images, 95            The Slave Trade Expands, 107-109            African Influences in the Colonies, 112-113            What Caused Conflict in Ohio?, 304-307            American Indians and the Frontier, 360-362            American Indian Removal, 362-365            Southern American Indians on the Trail of Tears, 365-367            Lesson Check, #2, #4, 367            New Mexico Territory and California, 383-385            Americans Colonize Mexican Texas, 386-387            Longing for a Lost Way of Life, 617-618</p> <p><b>Digital Resources:</b></p> <p>Topic 1&gt;Lesson 4&gt;Video: The Columbian Exchange            Topic 6&gt;Lesson 3&gt;Video: The Trail of Tears</p>

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<p><b>NCES.8.C.1.2:</b> Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latino, Hmong, African, and American Indian).</p>	<p><b>SE/TE:</b>                      Religious Beliefs, 22-23                      Religious Reforms, 66-67                      Founding the Plymouth Colony, 80-81                      Which New Colonies Formed Over Religious Differences?, 84-86                      Religious Practice, 88                      The Puritans Leave a Lasting Legacy, 89                      The Quakers Seek Religious Freedom, 94-95                      Lesson Check, #4, 99                      The Backcountry Further Inland, 105-106                      What Was the Impact of a New Religious Movement?, 114-116                      A New Tradition Emerges, 215                      Analysis Skills: Detect Historical Points of View, 291</p> <p><b>Digital Resources:</b>                      Topic 2&gt;Lesson 3&gt;Video: Religious Freedom in New England; Lesson 6&gt;Video: Colonial Cultural Achievements</p>
<p><b>NCES.8.C.1.3:</b> Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic minorities such as American Indians, African Americans, and European immigrants).</p>	<p><b>SE/TE:</b>                      Africans Arrive in Virginia, 76                      American Indians Offer Assistance, 82                      The Puritans Leave a Lasting Legacy, 89                      Who Settled the Carolinas and Georgia?, 101-103                      African Influences in the Colonies, 112-113                      France Aids the American Cause, 176                      Europeans Aid the Colonies, 178-179                      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                      How Did Americans Explore These New Lands?, 295-299                      African Americans in the War, 313-314                      Missionaries Bring Settlers, 378-379</p>

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<p><b>Continued:</b> <b>NCES.8.C.1.3:</b> Summarize the contributions of particular groups to the development of North Carolina and the United States.</p>	<p><b>Continued:</b> Mormons Settle the Mexican Cession, 397 Immigrants Enrich the Nation, 428 What Impact Did Reformers Have on Education?, 456-458</p> <p><b>Digital Resources:</b> Topic 3&gt;Lesson 5&gt;Video: Winning Independence Topic 7&gt;Lesson 5&gt;Video: The Seneca Falls Convention</p>

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