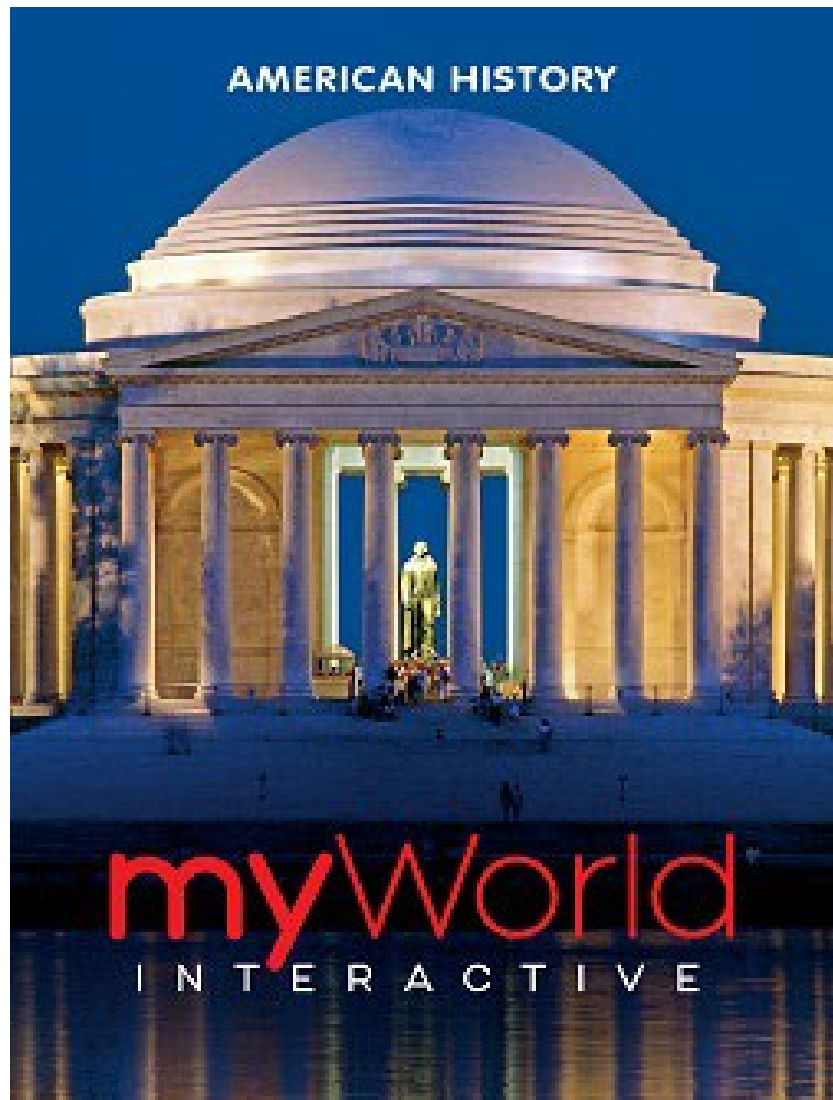


A Correlation of



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to the

Nebraska Social Studies Standards 2019 Grade 8 United States History

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Introduction

This document demonstrates how *myWorld Interactive American History* ©2019 meets the Nebraska Social Studies Standards 2019 for Grade 8. Correlation page references are to the Student Edition, 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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| Grade Level Summary and Theme | |
| <p>United States History: In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this understanding is U.S. history and government. After reviewing the Colonial foundations of what became the United States, students explore the ideas, issues, and events from the adoption of the United States Constitution through the Gilded Age. Study of the founding of the United States allows students to explore the development of the United States' unique institutions of government, civic ideals, geography and economy.</p> | |
| Civics | |
| Forms and Functions of Government | |
| SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. | |
| <p>SS 8.1.1.a Identify and describe the different systems of government. <i>For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate</i></p> | <p>SE/TE: What Did Americans Learn from the Roman Republic?, 210-211 Federalism, 228-229 The South, 507-508 American Indians, 932</p> <p>Digital Resources: Topic 4>Lesson 3>Interactive Gallery: Two Treatises of Government Topic 4>Lesson 5>Interactive Chart: The Federal System</p> |
| <p>SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. <i>For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act</i></p> | <p>SE/TE: Analyze Images, 236 The Indian Removal Act, 364-365 The Fugitive Slave Act Helps the South, 485 Northern Anger Over the Fugitive Slave Act, 485 Analyzes Images, 491 Topic 8 Assessment, 545 Grant Wins the Election of 1868, 562-563 The Fifteenth Amendment, 563 Lesson Check, 563 How Did the Homestead Act Affect the West?, 602-604 Lesson Check, 609 Chinese Exclusion, 659-660 Lesson Check, 660</p> |

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| <p>Continued: SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.</p> | <p>Continued: Analysis Skills: Analyze Sequence, Causation, and Correlation, 662 Promoting Competition, 674 Regulating Trusts, 681-682 Protecting Competition, 686 13th Amendment, 1066 14th Amendment, 1067 15th Amendment, 1068</p> <p>Digital Resources: Topic 8>Lesson 1>Interactive Cartoon: The Fugitive Slave Act Topic 11>Lesson 1>21st Century Skill: Analyze Sequence, Causation, and Correlation: Video</p> |
| <p>SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government. <i>For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights</i></p> | <p>SE/TE: Analyze Charts: Foundations of American Democracy, 124 Drafting the Declaration of Independence, 169 Adopting the Declaration of Independence, 169 The Declaration of Independence, 170-171 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 Lesson Check, 215 First Comes the Preamble, 225-227 What Fundamental Liberties Does the Bill of Rights Ensure?, 238-240 Quest: Civic Discussion Inquiry – The Mexican – American War, 336, 386, 394, 397, 402 Declaration of Independence, 1046-1047 United States Constitution, 1050-1071 Topic 3>Lesson 4>Interactive Gallery: Interactive Declaration of Independence</p> |

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| <p>Continued: SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.</p> | <p>Continued: Digital Resources: Topic 4>Lesson 3>Interactive Timeline: Influences on the Constitution; Primary Source: Hamilton and Madison Disagree; Interactive Primary Source: Two Treatises of Government; Interactive Primary Source: Virginia Statute for Religious Freedom, Thomason; Interactive Primary Source: The Magna Carta Topic 6>Quest Project>The Mexican –American War</p> |
| <p>SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history. <i>For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican-American War</i></p> | <p>This standard is met throughout the program. For representative references see: SE/TE: A New Tax Leads to Rebellion, 266-268 The Louisiana Purchase, 292-294 Early Events in the War of 1812, 309-310 What Were the Consequences of the War of 1812, 314-315 The Indian Removal Act, 364-365 Southern American Indians on the Trail of Tears, 365-367 The Mexican-American War, 394-396 How Did the Dred Scott Case Affect the Nation?, 493-494 Lesson Check, 499 Taxation and Inflation, 529 A New Chapter for the United States, 542-543</p> <p>Digital Resources: Topic 5>Lesson 1>Interactive Chart: A Controversial Tax Topic 5>Lesson 4>Interactive Map: Expansion and Exploration Topic 6>Lesson 3>Interactive Map: Trail of Tears Topic 8>Lesson 2>Interactive Gallery: The Dred Scott Case Topic 8>Lesson 5>Interactive Map: The War of 1812</p> |

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| <p>SS 8.1.1.e Describe how important government principles are shown in American government. <i>For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty</i></p> | <p>SE/TE: Analyze Charts: Foundations of American Democracy, 124 Seven Basic Principles, 227-229 Analyze Charts: Separation of Powers, 228 What Fundamental Liberties Does the Bill of Rights Ensure?, 238-240 Civic Virtue, Citizenship, and Democratic Values, 249-250 Topic 4 Assessment, 255 Analyze Images, 289 American Indians, 932</p> <p>Digital Resources: Topic 4>Lesson 5>Video: The Three Branches of Government; Interactive Gallery: The U.S. Congress; Interactive Chart: The Federal System; Interactive Primary Source: United States Constitution Topic 4>Lesson 6>Interactive Gallery: The First Amendment</p> |
| <p>SS 8.1.1.f Analyze the development and significance of political parties in the United States. <i>For example: Federalists and Antifederalists</i></p> | <p>SE/TE: The Federalists and Antifederalists Debate, 217-219 Why Did Antifederalists Demand a Bill of Rights, 219 Origin of New Political Parties, 340 The Whig Party, 341-342 The Democratic Party, 342 Who Supported the Whigs and Democrats?, 342-343 Birth of the Republican Party, 495</p> <p>Digital Resources: Topic 4>Lesson 4>Interactive Chart: Federalists Versus Antifederalists Topic 6>Lesson 1>Interactive Chart: Political Parties in the Age of Jackson</p> |

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| Civic Participation | |
| SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. | |
| <p>SS 8.1.2.a Demonstrate ways individuals participate in the political process. <i>For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information</i></p> | <p>SE/TE: American Citizenship, 247-249 Primary Source, 248 Civic Virtue, Citizenship, and Democratic Values, 249-250 Responsible Citizenship, 251-252 Lesson Check, 252 Analysis Skills: Political Participation, 993</p> <p>Digital Resources: Topic 4>Lesson 7>Video: Responsibilities of Citizenship; Interactive Chart: Civic Responsibility; Interactive Chart: Voting Responsibly; Lesson Check with Writing Workshop: Citizens' Rights and Responsibilities Topic 16>Lesson 3>21st Century Skill: Political Participation: Video</p> |
| <p>SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts. <i>For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs</i></p> | <p>SE/TE: Washington D.C, Burns, 311-312 Primary Sources: John Quincy Adams, Speech on Independence Day, 348 Analyze Images, 868 How Did the United States Respond to the Attacks of September 11, 2001?, 1002 Primary Sources: George W. Bush, 9/11 Address to the Nation, 1013</p> <p>TE only: Support Ideas with Examples, 249</p> <p>Digital Resources: Topic 17>Lesson 1>Interactive Gallery: September 11, 2001</p> |

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| <p>SS 8.1.2.c Demonstrate civic engagement. <i>For example: engaging in service learning projects, volunteerism, student government participation, participation in simulations of democratic processes (mock trials, elections, etc.), USCIS Citizenship test, communicating through civil discourse</i></p> | <p>For opportunities to address this standard, see: SE/TE: Civic Virtue, Citizenship, and Democratic Values, 249-250 Responsible Citizenship, 251-252 Analysis Skills: Political Participation, 993</p> <p>Digital Resources: Topic 4>Lesson 7>Interactive Chart: Civic Responsibility; Interactive Chart: Voting Responsibly Topic 16>Lesson 3>21st Century Skill: Political Participation: Video</p> |
| <p>SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. <i>For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws</i></p> | <p>This standard is met throughout the program. For representative references see the following: SE/TE: The Louisiana Purchase, 292-294 How Did the Women's Movement Start?, 460-461 Lesson Check, 463 Women Gain New Opportunities, 461-463 Jim Crow Laws Separate Whites and African Americans, 577 Lesson Check, 579 A New Chapter for the United States, 542-543 The Effects of the Civil War, 551-553 Conflicts Over Land, 601 A More Radical Approach to Gain Equality, 693 African Americans Fight Segregation, 916-917</p> <p>Digital Resources: Topic 7>Lesson 5>Interactive Timeline: The Early Women's Rights Movement; Interactive Primary Source: <i>Declaration of Sentiments and Resolutions</i> Topic 8>Introduction>Interactive Topic Map: States in the Civil War</p> |

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| <p>Continued: SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> | <p>Continued: Topic 9>Lesson 4>Interactive Timeline: Oppression of African Americans Topic 9>Lesson 4>Interactive Timeline: African American Reform Movement, 1895-1915</p> |
| <p>SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government. <i>For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington, Chief Standing Bear, Susan La Flesche</i></p> | <p>SE/TE: Analyze Images, 222 Primary Sources: Federalist and Antifederalist Writings, 223 Analyze Images, 242 Analyze Charts: Differing Views: Jefferson vs. Hamilton, 274 Analyze Charts: Sectional Leaders: Calhoun, Webster, and Clay, 318 Reading Check, 503 Analyze Images, 555 Reading Check, 557 Analyze Charts: Rival Plans for Reconstruction, 561</p> <p>TE only: Compare and Contrast, 287 Compare and Contrast, 438 Compare and Contrast, 461</p> <p>Digital Resources: Topic 7>Lesson 3>Interactive Chart: Different Ways of Life in the South</p> |

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| Economics | |
| Economic Decision Making | |
| SS 8.2.1 Not addressed at this level | |
| Financial Literacy | |
| SS 8.2.2 Understand personal and business financial management. | |
| <p>SS 8.2.2.a Identify skills for future financial success. <i>For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.</i></p> | <p><i>For opportunities to address this standard please see:</i> SE/TE: What Responsibilities Do Local Governments Have?, 245 Hamilton’s Plan, 264 The Market Economy and the Industrial Revolution, 412-413 What Caused a World Economic Crisis?, 1018-1019</p> <p>TE only: History Background: Planning a State Budget, 243 Practice Vocabulary, 292 Active Classroom, 1019</p> <p>Digital Resources: Topic 17>Lesson 2>Interactive Chart: Economic Challenges in the 2000s</p> |
| <p>SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources. <i>For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions.</i></p> | <p><i>For opportunities to address this standard please see:</i> SE/TE: Promoting a Free Market Economy, 287 New Ways to Produce Goods, 410-411 Americans Debate Over Trusts, 626-629 What Caused a World Economic Crisis?, 1018-1019</p> <p>TE only: Differentiated Instruction: Advanced, 145 Compare and Contrast, 624</p> <p>Digital Resources: Topic 6>Lesson 2>Interactive Chart: Advantages and Disadvantages of Big Business</p> |

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| Exchange and Markets | |
| SS 8.2.3 Not addressed at this level | |
| National Economy | |
| SS 8.2.4 Justify and debate economic decisions made by North American societies. | |
| <p>SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States. <i>For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.</i></p> | <p>SE/TE: How Did Alexander Hamilton Deal with the National Debt?, 263-265 What Issues Divided Hamilton and Jefferson?, 274-276 Promoting a Free Market Economy, 287 Topic 5 Assessment, 331 The Bank War, 352-355 Economic Crisis and Political Changes, 356-357 Strengthening Banks, 823 Primary Sources: Franklin Roosevelt, Fireside Chat on Banking, 833</p> <p>Digital Resources: Topic 6>Lesson 2>Interactive Chart: Disagreements Over the Bank</p> |
| <p>SS 8.2.4.b Explain how tax revenues are collected and distributed. <i>For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.</i></p> | <p>SE/TE: Separation of Powers, 228 Analyze Charts: Separation of Powers, 228 What System Exists to Prevent the Abuse of Power?, 235-236 How Did Alexander Hamilton Deal with the National Debt?, 263-265 United States Constitution, 1053 United States Constitution, 1059</p> <p>Digital Resources: Topic 4>Lesson 5>Interactive Chart: The Federal System</p> |

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| <p>SS 8.2.4.c Describe the progression of money and its role in early United States history. <i>For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.</i></p> | <p>SE/TE: Analyze Images, 200 Concerns Over Debt and Currency, 200 How Did Alexander Hamilton Deal with the National Debt?, 263-265 How Did Hamilton Create a Stable Economy?, 266 Analyze Images, 355 How Was a Stable Economy Created After the War?, 319-321 The Whig Party, 341-342 Progressive Reforms, 676-678 Reforming the Economic System, 827</p> <p>Digital Resources: Topic 6>Lesson 2>Interactive Chart: Disagreements Over the Bank; Interactive Graph: New York City Changes, 1840-1900</p> |
| Global Economy | |
| SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations. | |
| <p>SS 8.2.5.a Explain that currency must be converted to make purchases in other countries. <i>For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.</i></p> | <p>For opportunities to address this standard please see: SE/TE: How Did New France Develop?, 66-69 Where Did the Dutch Establish New Netherland?, 70-71 New Amsterdam, 92 Concerns Over Debt and Currency, 200 The Far West Fur Trade, 377-378</p> |
| <p>SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods. <i>For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765.</i></p> | <p>SE/TE: Why Did the Stamp Act Anger Colonists?, 145-147 Topic 3 Assessment, 191 A Ban on Trade, 301-302</p> |

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| Geography | |
| Location and Place | |
| SS 8.3.1 Not addressed at this level | |
| Regions | |
| SS 8.3.2 Examine how regions form and change over time. | |
| <p>SS 8.3.2.a Evaluate physical and human characteristics of places and regions. <i>For example: climate, landforms, religious groups, ethnic groups</i></p> | <p>This standard is met throughout the program. For representative references see the following:</p> <p>SE/TE: What Were the Cultural and Physical Characteristics of North America?, 16-21 Quest: Project-Based Learning Inquiry – Examining the Colonial Environment, 54, 96, 106, 126 Analysis Skills: Identify Physical and Cultural Features, 141 Reliance on Plantation Agriculture, 433-435 Moving South, 911</p> <p>TE only: Explain Central Issues from Past, 11 Contrast, 437</p> <p>Digital Resources: Topic 1>Lesson 2>Interactive Map: Native American Culture Regions of North America Topic 2>Quest Project>Examining the Colonial Environment Topic 2>Lesson 2>Interactive Map: Lands Controlled by Colonial Powers, 1660 Topic 3>Lesson 1>21st Century Skills Tutorials>Identify Physical and Cultural Features: Video</p> |

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| <p>SS 8.3.2.b Determine the impact of land and water features on human decisions. <i>For example: location of settlements and transportation with respect to physical features</i></p> | <p>SE/TE: The Environment Influences Economic Activity, 88-89 Quest Connections, 96 Analyze Charts: Life in the Colonial Tidewater and Backcountry, 106 Geography Skills, 134 New Mexico Territory and California, 383 Where Were Factories Built?, 412 Building the Transcontinental Railroad, 591</p> <p>TE only: Identify Patterns, 73 Identify Central Ideas, 137</p> <p>Digital Resources: Topic 6>Lesson 6>Interactive Map: The Settlement of Texas Topic 10>Lesson 1>Interactive Map: The Transcontinental Railroad</p> |
| <p>SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies. <i>For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure</i></p> | <p>SE/TE: What Were the Cultural and Physical Characteristics of North America?, 16-21 Topic 1 Review and Assessment, 48 Mapping New Regions, 67</p> <p>TE only: Compare and Contrast, 12</p> <p>Digital Resources: Topic 1>Introduction>Interactive Map: Topic Map Topic 1>Lesson 2>Interactive Map: Native American Culture Regions of North America</p> |

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| Human Environment Interaction | |
| SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. | |
| SS 8.3.3.a Interpret the impact of natural processes on human and physical environments. <i>For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</i> | SE/TE: The Dust Bowl, 834-835 The Issue of Climate Change, 1025-1026 Why Did President Bush's Popularity Decline?, 1035 TE only: Curriculum Connection: Environmental Education, The Great Plains, 596 Curriculum Connection: Science, 1-35 Digital Resources: Topic 13>Lesson 7>Interactive Gallery: The Dust Bowl |
| SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment. <i>For example: rivers, wetlands, forests, treeless plains, precipitation, drought</i> | SE/TE: Early Peoples Spread Across a Continent, 7-8 Adapting to and Modifying Environments, 8 Land and People of the Southwest, 14-15 Adapting to and Modifying Environments, 17 Close Ties to Nature, 22 Quest: Project-Based Learning Inquiry - Examining the Colonial Environment, 54, 96, 106, 126 Building the Transcontinental Railroad, 591 Relying on the Physical Environment, 606 Bison Populations Fall Dramatically, 615 Digital Resources: Topic 1>Lesson 2>Interactive Gallery: Housing and the Environment Topic 2>Quest Project> Examining the Colonial Environment Topic 10>Lesson 1>Interactive Map: The Transcontinental Railroad Topic 10>Lesson 2>Interactive 3-D Model: Nineteenth Century Sod House |

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| Movement | |
| SS 8.3.4 Not addressed at this level | |
| Geospatial Skills and Geo-literacy | |
| SS 8.3.5 Not addressed at this level | |
| History | |
| Continuity, Change, and Context | |
| SS 8.4.1 Analyze patterns of continuity and change over time in United States history. | |
| <p>SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. <i>For example: Columbian Exchange, European colonization and Native American response, Colonial America, Great Awakening, Benjamin Franklin, George Washington, Thomas Jefferson, establishing a nation, Manifest Destiny, Indian Removal Act, slavery, expansion and reform, Dred Scott decision, secession, Abraham Lincoln, Civil War and Reconstruction, Standing Bear, rise of corporations, growth of organized labor, assembly line, immigration, industrialization John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, democratic ideals, patriotism, citizen's rights</i></p> | <p><i>This standard is met throughout the program. For representative references see the following:</i></p> <p>SE/TE: How Did the Columbian Exchange Affect the Rest of the World, 44-46 Responsible Citizenship, 251-252 Manifest Destiny, 392-394 Immigrants Enrich the Nation, 428 Watch NBC Learn: Max Marcus's Lower East Side, 649 Quest: Document-Based Writing Inquiry – Effects of Immigration, 652, 654, 661, 667, 695, 710 Ellis Island, 655 Primary Source, 656 Analyze Images, 657 A New Wave Brings New People, 657 Analyze Images, 694 Life in the United States, 694-695 Mutual Aid, 695</p> <p>Digital Resources: Topic 1>Lesson 4>Interactive Map: The Columbian Exchange Topic 11>Quest Project>Effects of Immigration Topic 11>Lesson 1>Interactive Chart: Issues Facing Immigrants</p> |

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| <p>SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts. <i>For example: founders and founding documents, national symbols</i></p> | <p>SE/TE: Geography Skills, 134 Primary Source, 198 Analyzing Primary Sources, 216 Geography Skills, 423 Geography Skills, 435 Geography Skills, 447 Geography Skills, 480 Geography Skills, 490 Geography Skills, 502 Geography Skills, 507 Geography Skills, 515 Geography Skills, 521 Analyze Images, 534 Topic 8 Assessment #13-#16, 545 Geography Skills, 599 Topic 10 Assessment #15-#17, 647 Geography Skills, 659 Geography Skills, 664 Geography Skills, 689 Topic 11 Assessment, 711</p> <p>Digital Resources: Topic 3>Lesson 3>21st Century Skills Tutorials>Compare Viewpoints: Video Topic 8>Introduction>Interactive Topic Map: States in the Civil War Topic 11>Introduction>Interactive Topic Map: Foreign-Born Residents, 1870 and 1910</p> |

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| Multiple Perspectives | |
| SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. | |
| <p>SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history. <i>For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement</i></p> | <p><i>This standard is met throughout the program. For representative references see the following:</i> SE/TE: Quest: Document-Based Writing Inquiry – The Easter Mutiny, 6, 34, 43, 47, 48 Analysis Skills: Compare Different Points of View, 164 The Influence of the Enlightenment, 214-215 Analysis Skills: Detect Historical Points of View, 291 The War Ends, 396 How Did the Women’s Movement Start?, 460-461 The Proclamation Changes the Purpose of the War, 522 Analyze Charts: Rival Plans for Reconstruction, 561 Watch NBC Learn: “The McCormicks, Strikes and Violence in Chicago,” 582 Dawes Act, 619 Chinese Exclusion, 659-660 How Were American Indians Treated During the Progressive Era?, 697-698</p> <p>TE only: Compare Points of View, 301</p> <p>Digital Resources: Topic 1>Quest Project>The Easter Mutiny Topic 3>Lesson 3>21st Century Skills Tutorials>Compare Viewpoints: Video Topic 4>Lesson 3>Interactive Gallery: Two Treaties of Government Topic 4>Lesson 7>Primary Source: Hamilton and Madison Disagree Topic 5>Lesson 3>21st Century Skills Tutorials>Compare Viewpoints: Video</p> |

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| <p>Continued: SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> | <p>Continued: Topic 7>Lesson 5>Interactive Timeline: The Early Women’s Rights Movement; Interactive Primary Source: <i>Declaration of Sentiments and Resolutions</i> Topic 3>Lesson 3>21st Century Skills Tutorials>Compare Viewpoints: Video Topic 8>Lesson 5>Interactive Primary Source: Emancipation Proclamation</p> |
| <p>SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. <i>For example: The Bill of Rights, slavery, Gettysburg Address, “The New Colossus” poem</i></p> | <p>SE/TE: Reading: Analyze Primary and Secondary Sources, ELA4-ELA5 Reading: Find and Use Credible Sources, ELA12 Quest: Document-Based Writing Inquiry – The Easter Mutiny, 6, 34, 43, 47, 48 Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65 What Fundamental Liberties Does the Bill of Rights Ensure?, 238-240 Quest: Document-Based Writing Inquiry – Slavery and Abolition, 408, 429, 435, 445, 472 Analysis Skills: Assess Credibility of a Source, 512 Lincoln Delivers the Gettysburg Address, 536 Primary Source: <i>“The New Colossus”</i>, 655</p> <p>Digital Resources: Topic 1>Quest Project>The Easter Mutiny Topic 4>Lesson 3>Interactive Gallery: Two Treaties of Government Topic 7>Quest Project>Slavery and Abolition Topic 8>Lesson 3>21st Century Skills Tutorials>Assess Credibility of a Source: Video Topic 8>Lesson 6>Interactive Primary Source: Lincoln’s Gettysburg Address and Second Inaugural Address</p> |

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| SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. | |
| <p>SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives. <i>For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.</i></p> | <p>SE/TE: Analysis Skills: Compare Different Points of View, 164 Watch NBC Learn: James Madison, 192 Why Did Antifederalists Demand a Bill of Rights, 219 Analysis Skills: Detect Historical Points of View, 291 Watch NBC Learn: “The McCormicks, Strikes and Violence in Chicago,” 582 Settlers Misinterpret the Ghost Dance, 618 Quest: Document-Based Writing Inquiry – Effects of Immigration, 652, 654, 661, 667, 695, 710</p> <p>TE only: Compare Points of View, 57</p> <p>Digital Resources: Topic 3>Lesson 3>21st Century Skills Tutorials>Compare Viewpoints: Video Topic 5>Lesson 3>21st Century Skills Tutorials>Compare Viewpoints: Video Topic 11>Quest Project>Effects of Immigration</p> |
| <p>SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. <i>For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican-American War.</i></p> | <p><i>For opportunities to address this standard please see:</i></p> <p>SE/TE: Interactive: Compare Viewpoints, 291 The Indian Removal Act, 364-365 American Indian Policy Reform, 619 The Mexican American Experience, 694-695 How Were American Indians Treated During the Progressive Era?, 697-698 Why Did Other Minorities Fight for Equality?, 929-932 The Women’s and Gay Rights Movement, 933-935</p> |

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| <p>Continued: SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> | <p>Continued: Digital Resources: Topic 6>Lesson 3>Interactive Map: The Trail of Tears</p> |
| Historical Analysis and Interpretation | |
| SS 8.4.4 Evaluate and interpret sources for perspective and historical context. | |
| <p>SS 8.4.4.a Compare and contrast primary and secondary sources of history. <i>For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event.</i></p> | <p>SE/TE: Reading: Analyze Primary and Secondary Sources, ELA4-ELA5 Reading: Find and Use Credible Sources, ELA12 Quest: Document-Based Writing Inquiry – The Easter Mutiny, 6, 34, 43, 48 Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65 Analysis Skills: Identify Physical and Cultural Features, 141 Analysis Skills: Assess Credibility of a Source, 512</p> <p>Digital Resources: Topic 1>Quest Project>The Easter Mutiny Topic 3>Lesson 1>21st Century Skills Tutorials>Identify Physical and Cultural Features: Video Topic 8>Lesson 3>21st Century Skills Tutorials>Assess Credibility of a Source: Video</p> |
| <p>SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues. <i>For example: political party platforms, continuing debates about role of government</i></p> | <p>SE/TE: Analysis Skills: Identify Sources of Continuity, 246 Quest: Document-Based Writing Inquiry – Effects of Immigration, 652, 654, 661, 667, 695, 710 Quest: Document-Based Writing Inquiry – The Role of Government in the Economy, 782, 806, 833, 842 Quest: Project-Based Learning Inquiry – Reporting the Facts, 892, 919, 928, 933, 956</p> |

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| <p>Continued: SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> | <p>Continued: Digital Resources: Topic 4>Lesson 6>21st Century Skills Tutorials>Identify Trends: Video Topic 11>Quest Project>Effects of Immigration Topic 13>Quest Project>The Role of Government in the Economy Topic 15>Quest Project>Reporting the Facts Topic 17>Lesson 4>Interactive Chart: Turning Points in U.S. History</p> |
| <p>Historical Inquiry and Research Skills</p> | |
| <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions.</p> | |
| <p>SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources. <i>For example: Why is the Gettysburg Address considered an important statement of American national ideals?</i></p> | <p>Students identify areas of inquiry and develop questions in the Quest Inquiry feature at the beginning of each chapter. For examples, see: SE/TE: Quest: Document-Based Writing Inquiry – The Easter Mutiny, Step 1, 6 Quest: Project-Based Learning Inquiry – Examining the Colonial Environment, 54 Quest: Civic Discussion Inquiry – The Mexican – American War, Step 1, 336 Quest: Document-Based Writing Inquiry – Effects of Immigration, Step 1, 652 Quest: Project-Based Learning Inquiry – Reporting the Facts, Step 1, 892</p> <p>Digital Resources: Topic 1>Quest Project>The Easter Mutiny Topic 2>Quest Project> Examining the Colonial Environment Topic 6>Quest Project>The Mexican –American War Topic 11>Quest Project>Effects of Immigration Topic 15>Quest Project>Reporting the Facts</p> |

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| <p>SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. <i>For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives</i></p> | <p>The Quest feature at the beginning of each Topic, provides an opportunity for students to locate, analyze, and cite appropriate sources for research about United States history. For examples see:</p> <p>SE/TE: Reading: Analyze Primary and Secondary Sources, ELA4-ELA5 Reading: Find and Use Credible Sources, ELA12 Quest: Document-Based Writing Inquiry – The Easter Mutiny, Step 3, 6 Quest: Project-Based Learning Inquiry – Examining the Colonial Environment, Step 3, 54 Quest: Civic Discussion Inquiry – The Mexican – American War, Step 3, 336 Quest: Document-Based Writing Inquiry – Effects of Immigration, Step 3, 652 Quest: Project-Based Learning Inquiry – Reporting the Facts, Step 3, 892</p> <p>Digital Resources: Topic 1>Quest Project>The Easter Mutiny Topic 2>Quest Project> Examining the Colonial Environment Topic 6>Quest Project>The Mexican –American War Topic 11>Quest Project>Effects of Immigration Topic 15>Quest Project>Reporting the Facts</p> |

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| <p>SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources. <i>For example: primary sources, secondary sources, popular media, scholarly perspectives</i></p> | <p>The Quest feature at the beginning of each Topic, provides an opportunity for students to gather, analyze, and communicate historical information about United States from multiple sources. For examples see:</p> <p>SE/TE: Reading: Analyze Primary and Secondary Sources, ELA4-ELA5 Reading: Find and Use Credible Sources, ELA12 Quest: Document-Based Writing Inquiry – The Easter Mutiny, 6, 34, 43, 47, 48 Quest: Project-Based Learning Inquiry – Examining the Colonial Environment, 54, 96, 106, 126 Quest: Civic Discussion Inquiry – The Mexican – American War, 336, 386, 394, 397, 402 Quest: Document-Based Writing Inquiry – Effects of Immigration, 652, 654, 661, 667, 695, 710 Quest: Project-Based Learning Inquiry – Reporting the Facts, 892, 919, 928, 933, 956</p> <p>Digital Resources: Topic 1>Quest Project>The Easter Mutiny Topic 2>Quest Project> Examining the Colonial Environment Topic 6>Quest Project>The Mexican –American War Topic 11>Quest Project>Effects of Immigration Topic 15>Quest Project>Reporting the Facts</p> |

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