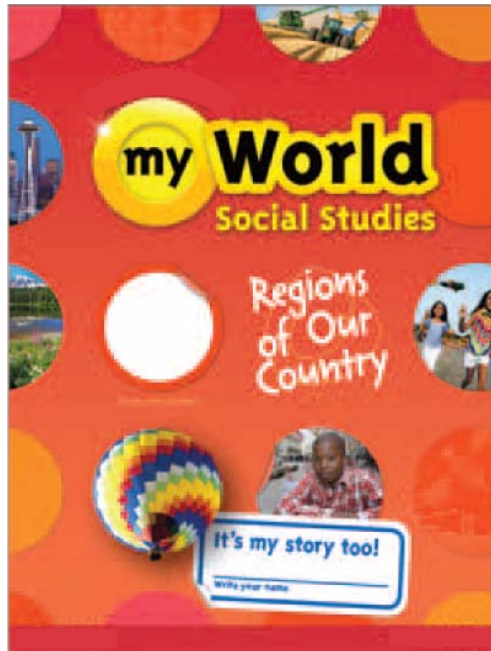


A Correlation of

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To the

**Nebraska**  
**Social Studies Standards**

**Grade 4**

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**Introduction**

**myWorld Social Studies** is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today's classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use. This document demonstrates how **myWorld Social Studies** ©2013 meets the Nebraska Social Studies Standards for Grade 4. Correlation page references are to the Student Edition and Teacher's Guide. Alignments are cited at the page level.

**Everyone has a story. What's yours?**

*myWorld Social Studies*<sup>™</sup> utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that's easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

**Reinforce literacy instruction** Every minute spent teaching social studies also reinforces reading and writing instruction.

**Reduce prep time** Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

**Keep it current** Teach to the moment using *Savvas'* exclusive *myStory Book Current Events Events* prompts.

**Prepare students for the next level** Embedded interactive skills instruction prepares students for lifelong learning.

**Interactive Student Text**

Interactive Student Worktexts promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

**Student Materials**

- Kindergarten Flip Book
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

**Teacher Materials**

- Teacher Guide
- Kindergarten Teacher Lesson Plan Blackline Masters
- Accelerating Progress for English Language Learner's Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

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<b>Civics</b>	
<b>K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.</b>	
<b>Forms and Functions of Government</b>	
<b>SS 4.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.</b>	
SS 4.1.1. a Explain the historical foundation and the events that led to the formation and structure of Nebraska's government (e.g., modeled from U.S. government, three branches of government)	<b>SE:</b> For related material see: How Our Government Works, 86–91 <b>TG:</b> Active Reading & Lesson Summary pages 65–68
SS 4.1.1.b Describe the origin, structure, and function of Nebraska's unicameral government	<b>SE:</b> For related material see: How Our Government Works, 86–91 <b>TG:</b> Active Reading & Lesson Summary pages 65–68
SS 4.1.1.c Understand how a bill becomes a law in the Nebraska unicameral	<b>SE:</b> Opportunities to address this standard may be found with the following: State and Local Government, 90–91
SS 4.1.1.d Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government	<b>SE:</b> Opportunities to address this standard may be found with the following: State and Local Government, 90–91
<b>Civic Participation</b>	
<b>SS 4.1.2 Students will investigate how different perspectives impact government decisions at the state level.</b>	
SS 4.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level	<b>SE:</b> Our Rights and Responsibilities, 92–97; Thurgood Marshall: Law and Justice, 75–77 <b>TG:</b> Active Reading & Lesson Summary, 69–72
SS 4.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day)	<b>SE:</b> Opportunities to address this standard may be found with the following: National Pride, 96; Liberty Bell, 34, Envision It!, 92; Statue of Liberty, 58, 138
SS 4.1.2.c Identify ways students can be engaged to have an impact in their state.	<b>SE:</b> Our Rights and Responsibilities, 92–97; Collaboration and Creativity: Work in Teams, 166–167 <b>TG:</b> Active Reading & Lesson Summary pages, 69–72, 123–124

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SS 4.1.2.d Describe how various individuals and groups influence the way an issue affecting the state is viewed and resolved (e.g., lobbying, petitions, media, social media)	<b>SE:</b> Marjorie Stoneman Douglas, 1–3; Abraham Lincoln, 35–37; Clara Barton, 55; Harriet Tubman, 55; The Civil Rights Era, 66–67; Thurgood Marshall: Law and Justice, 75–77; Our Rights and Responsibilities, 92–97 <b>TG:</b> Active Reading & Lesson Summary pages 3–4, 56–58, 69–72
SS 4.1.2.e Identify state leaders and the impact of their decisions that effect public policy	<b>SE:</b> Opportunities to address this standard may be found with the following: State and Local Government, 90–91
<b>Economics</b>	
<b>K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.</b>	
<b>Markets</b>	
<b>SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.</b>	
SS 4.2.1.a Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)	<b>SE:</b> Opportunities to address this standard may be found with the following: Making Choices, 106–107; Trade and Markets, 114–119; A Global Economy, 126–131 <b>TG:</b> Active Reading & Lesson Summary pages 81, 86–89, 94–97
SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed	<b>SE:</b> Making Choices, 106–107; Trade and Markets, 114–119 <b>TG:</b> Active Reading & Lesson Summary pages 81, 86–89
<b>SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce services.</b>	
SS 4.2.2.a Give examples of capital resources used in making goods and services in Nebraska and the United States (e.g., tools, laboratories, equipment, and machinery)	<b>SE:</b> Opportunities to address this standard may be found with the following: The Midwest: Resources and Farming, 228–233

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<b>Institutions</b>	
<b>SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.</b>	
SS 4.2.3.a Discuss the purpose of early NE financial institutions (e.g., barter, trading posts, banks)	<b>SE:</b> For related material see: Trade and Money, 114; Banking and Saving, 124–125 <b>TG:</b> Active Reading & Lesson Summary page 93
SS 4.2.3.b Identify financial institutions in the community and their purpose (e.g., banks, credit unions, consumer/business loans, safety of deposit, investments/trust services)	<b>SE:</b> Banking and Saving, 124–125 <b>TG:</b> Active Reading & Lesson Summary page 93
<b>Financial Literacy</b>	
<b>SS 4.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.</b>	
SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing	<b>SE:</b> Banking and Saving, 124–125 <b>TG:</b> Active Reading & Lesson Summary page 93
<b>Government</b>	
<b>SS 4.2.10 Students will understand what goods and services state governments provide.</b>	
SS 4.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)	<b>SE:</b> For related material see: Resources of the Northeast, 146–151; A Land of Many Resources, 194–199; Resources and Farming, 228–233; Southwestern Land and Water, 254–259; Western Resources, 308–313
<b>Globalization</b>	
<b>SS 4.2.12 Students will recognize and explain specialization and why different regions produce different goods and services.</b>	
SS 4.2.12.a Compare Nebraska with different regions and the goods and services each region produces (e.g., beef, wheat, telemarketing, cotton, coal)	<b>SE:</b> For related material see: Resources of the Northeast, 146–151; A Land of Many Resources, 194–199; Resources and Farming, 228–233; Southwestern Land and Water, 254–259; Western Resources, 308–313
SS 4.2.12.b Discuss how technology has affected the specialization of Nebraska’s economy and surrounding states	<b>SE:</b> For related material see: New Technologies, 127; Specialization and Productivity, 129; The Midwest: Resources and Farming, 228–233

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<b>Geography</b>	
<b>K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.</b>	
<b>The World in Spatial Terms</b>	
<b>SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.</b>	
SS 4.3.1.a Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara and Missouri)	<b>SE:</b> Map and Globe Handbook, SSH10–SSH21; The Midwest: Political, 221 <b>TG:</b> Active Reading & Lesson Summary pages SSH2–SSH7, 164
SS 4.3.1.b Apply map skills to analyze physical/political maps of the state (e.g., utilize grid systems to find locations, identify the location and purpose of time zones, identify and locate cities of the state identify relative and absolute locations east/west, north/south, left/right, next to)	<b>SE:</b> Map and Globe Handbook, SSH10–SSH21; The Midwest: Political, 221 <b>TG:</b> Active Reading & Lesson Summary pages SSH2–SSH7, 164
SS 4.3.1.c Analyze why things in Nebraska are located where they are in Nebraska (e.g., <i>Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?</i> )	<b>SE:</b> Political Maps, SSH16; Physical Maps, SSH17; Nebraska: Great Land for Farming, 217–219; In the Heart of the Nation, 220–225 <b>TG:</b> Active Reading & Lesson Summary page SSH5
SS 4.3.1.d Differentiate between cities, states, countries, and continents	<b>SE:</b> For related material see: Nebraska: Great Land for Farming, 217–219; Continents, SSH12; Political Maps, SSH16; The Midwest: Political, 221
<b>Places and Regions</b>	
<b>SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.</b>	
SS 4.3.2.a Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage)	<b>SE:</b> For related material see: Nebraska: Great Land for Farming, 217–219; In the Heart of the Nation, 220–225; A Region of Farming, 229; Regions Within a Region, 230; Land Use of the Midwest, 231 <b>TG:</b> Active Reading & Lesson Summary pages 163–166, 170, 171

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SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features (e.g., Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban)	<b>SE:</b> Opportunities to address this standard may be found with the following: Nebraska: Great Land for Farming, 217–219; In the Heart of the Nation, 220–225; A Region of Farming, 229; Regions Within a Region, 230; Land Use of the Midwest, 231 <b>TG:</b> Active Reading & Lesson Summary pages 163–166, 170, 171
SS 4.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)	<b>SE:</b> For related material see: Nebraska: Great Land for Farming, 217–219; In the Heart of the Nation, 220–225; A Region of Farming, 229; Regions Within a Region, 230; Land Use of the Midwest, 231 <b>TG:</b> Active Reading & Lesson Summary pages 163–166, 170, 171
<b>Physical Systems</b>	
<b>SS 4.3.3 Students will identify natural processes in the physical world.</b>	
SS 4.3.3.a Identify physical processes that shape Nebraska’s features and patterns (e.g., weathering, erosion)	<b>SE:</b> Nebraska: Great Land for Farming, 217–219; Climate of the Midwest, 223; Resources and Farming, 228–233 <b>TG:</b> Active Reading & Lesson Summary pages 165, 169–172
SS 4.3.3.b Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)	<b>SE:</b> Nebraska: Great Land for Farming, 217–219; In the Heart of the Nation, 220–225 <b>TG:</b> Active Reading & Lesson Summary pages 163–166
<b>Human Systems</b>	
<b>SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.</b>	
SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food)	<b>SE:</b> Nebraska: Great Land for Farming, 217–219; Native Americans of the Midwest, 234; The Fur Trade, 235; Farmers Settle the Land, 236; Immigrants Come to the Midwest, 237; Arts and Culture, 244 <b>TG:</b> Active Reading & Lesson Summary pages 174, 175, 176
SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)	<b>SE:</b> For related material see: Nebraska: Great Land for Farming, 217–219; Farming Changes, 237; Midwestern Cities, 238



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<b>Human/Environment Interaction</b>	
<b>SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.</b>	
SS 4.3.5.a Describe the impact of extreme natural events in Nebraska (e.g., tornadoes, floods, dust storm, insect infestation) on the human and physical environment.	<b>SE:</b> Climate of the Midwest, 223 <b>TG:</b> Active Reading & Lesson Summary page 165
SS 4.3.5.b Describe how humans have adapted to and modified Nebraska's physical environment (e.g., progression of home construction materials from sod, timber, bricks and concrete; Homestead Act opened the prairie for agriculture; irrigation; Arbor Day: introduction of trees; rangeland management; soil conservation)	<b>SE:</b> Nebraska: Great Land for Farming, 217–219; Climate of the Midwest, 223; Resources and Farming, 228–233; The Midwest on the Move, 240–245 <b>TG:</b> Active Reading & Lesson Summary pages 165, 169–172, 177–180
SS 4.3.5.c Classify resources as renewable or nonrenewable resources	<b>SE:</b> Renewable or Nonrenewable Resources, 22–23; Resources and Farming, 228–233 <b>TG:</b> Active Reading & Lesson Summary pages 18, 169–172
SS 4.3.5.d Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)	<b>SE:</b> Climate of the Midwest, 223; Resources and Farming, 228–233 <b>TG:</b> Active Reading & Lesson Summary pages 165, 169–172
SS 4.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)	<b>SE:</b> Nebraska: Great Land for Farming, 217–219; People and the Land, 24–29; Resources and Farming, 228–233; Settling in the Midwest, 234–239; The Midwest on the Move, 240–245 <b>TG:</b> Active Reading & Lesson Summary pages 19–22, 169–172, 173–176, 177–180
<b>Application of Geography to Issues and Events</b>	
<b>SS 4.3.6 Students will use geographic skills to make connections to issues and events.</b>	
SS 4.3.6.a Identify how changes in human and physical geography have shaped Nebraska. (e.g., map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live)	<b>SE:</b> Climate of the Midwest, 223; Resources and Farming, 228–233; The Midwest on the Move, 240–245 <b>TG:</b> Active Reading & Lesson Summary pages 165, 169–172, 177–180

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SS 4.3.6.b Identify questions that help explain the interrelationships of human or physical geographic characteristics of places (e.g., A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption)	<b>SE:</b> Opportunities to address this standard may be found with the following: Nebraska: Great Land for Farming, 217–219; Climate of the Midwest, 223; Resources and Farming, 228–233; The Midwest on the Move, 240–245 <b>TG:</b> Active Reading & Lesson Summary pages 165, 169–172, 177–180
<b>History</b>	
<b>K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</b>	
<b>Chronological Thinking</b>	
<b>SS 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.</b>	
SS 4.4.1.a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)	<b>SE:</b> For related material see: Timelines, 44–45, 160–161
SS. 4.4.1.b Differentiate amongst years, decades, centuries, and millennia.	<b>SE:</b> For related material see: Timelines, 44–45, 160–161
SS 4.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines)	<b>SE:</b> For related material see: Timelines, 44–45, 160–161; Sequence, SSH4, 40, 43, 44, 47, 52, 61, 69, 71, 83, 99, 146, 157, 201
SS 4.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future	<b>SE:</b> Nebraska: Great Land for Farming, 217–219; Settling in the Midwest, 234–239; The Midwest on the Move, 240–245 <b>TG:</b> Active Reading & Lesson Summary pages 160–162, 173–176, 177–180

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<b>Historical Comprehension</b>	
<b>SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.</b>	
SS 4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)	<b>SE:</b> Settling in the Midwest, 234–239; The Midwest on the Move, 240–245 <b>TG:</b> Active Reading & Lesson Summary pages 173–176, 177–180
SS 4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)	<b>SE:</b> Nebraska: Great Land for Farming, 217–219; Settling in the Midwest, 234–239; The Midwest on the Move, 240–245 <b>TG:</b> Active Reading & Lesson Summary pages 160–162, 173–176, 177–180
SS 4.4.2.c Differentiate between primary and secondary sources	<b>SE:</b> Critical Thinking: Identify Primary and Secondary Sources, 84–85 <b>TG:</b> Active Reading & Lesson Summary pages 63, 64
<b>Multiple Perspectives</b>	
<b>SS 4.4.3 Students will describe and explain multiple perspectives of historical events.</b>	
SS 4.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)	<b>SE:</b> For related material see: Nebraska: Great Land for Farming, 217–219; Critical Thinking: Identify Primary and Secondary Sources, 84–85; Graph Skills: Compare Line and Bar Graphs, 112–113

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SS 4.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal)	<b>SE:</b> Critical Thinking: Identify Primary and Secondary Sources, 84–85; Graph Skills: Compare Line and Bar Graphs, 112–113; Compare and Contrast, SSH3, 17, 21, 50, 60, 184, 198, 225, 245, 266, 279, 299, 305, 313, 319, 328
<b>Historical Analysis and Interpretation</b>	
<b>SS 4.4.4 Students will analyze past and current events, issues, and problems.</b>	
SS 4.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration	<b>SE:</b> For related material see: Critical Thinking: Identify Primary and Secondary Sources, 84–85; Nebraska: Great Land for Farming, 217–219; myStory Spark, 216; myStory Book, 249
SS 4.4.4.b Explain alternative courses of action in Nebraska history (e.g., <i>Why are cities chosen as state capitals/county seats? How are county borders determined?</i> )	<b>SE:</b> For related material see: Immigrants Come to the Midwest, 237; Farming Changes, 237; Midwestern Cities, 238; From Trade to Factories, 239; Changes in Transportation, 241; Railroads and Shipping, 242; Highways, 243; New Industries, 243
SS 4.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)	<b>SE:</b> Opportunities to address this objective may be found with the following: Nebraska: Great Land for Farming, 217–219; Settling in the Midwest, 234–239; The Midwest on the Move, 240–245
SS 4.4.4.d Describe the cause and effect relationships among key events in history (e.g. Kansas-Nebraska Act, Statehood Day, Homestead Act, Ponca Trail of Tears)	<b>SE:</b> Cause and Effect, SSH2, 7, 9, 16, 17, 27, 29, 32, 38, 53, 56, 58, 63, 131, 148, 161, 163, 171, 191, 203, 220, 241, 257, 270, 283, 288, 297, 305 <b>TG:</b> Cause and Effect, 6, 10, 11, 17, 20, 21, 28, 31, 32, 37, 38, 41, 42, 45, 47, 50, 60, 62, 67, 68, 78, 81, 88, 89, 91, 92, 93, 95, 97, 107, 108, 114, 116, 119, 120, 135, 137, 141, 142, 143, 145, 150, 151, 165, 172, 174, 175, 176, 179, 186, 190, 195, 196, 197, 200, 204, 207, 209, 219, 220, 223, 224, 233, 236, 238

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SS 4.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)	<b>SE:</b> Nebraska: Great Land for Farming, 217–219; Settling in the Midwest, 234–239; The Midwest on the Move, 240–245 <b>TG:</b> Active Reading & Lesson Summary pages 160–162, 173–176, 177–180
<b>Historical Research Skills</b>	
<b>SS 4.4.5 Students will develop historical research skills.</b>	
SS 4.4.5.a Develop questions about Nebraska history	<b>SE:</b> Think About It, 219; Got it? 225, 233, 239, 245; Review and Assessment, 249–250
SS 4.4.5.b Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	<b>SE:</b> For related material see: Critical Thinking: Identify Primary and Secondary Sources, 84–85; Nebraska: Great Land for Farming, 217–219; myStory Spark, 216; myStory Book, 249; Collaboration and Creativity: Give an Effective Presentation, 226–227
SS 4.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews)	<b>SE:</b> For related material see: Critical Thinking: Identify Primary and Secondary Sources, 84–85; Nebraska: Great Land for Farming, 217–219; myStory Spark, 216; myStory Book, 249; Collaboration and Creativity: Give an Effective Presentation, 226–227
SS 4.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations)	<b>SE:</b> For related material see: Nebraska: Great Land for Farming, 217–219; myStory Spark, 216; myStory Book, 249; Collaboration and Creativity: Give an Effective Presentation, 226–227