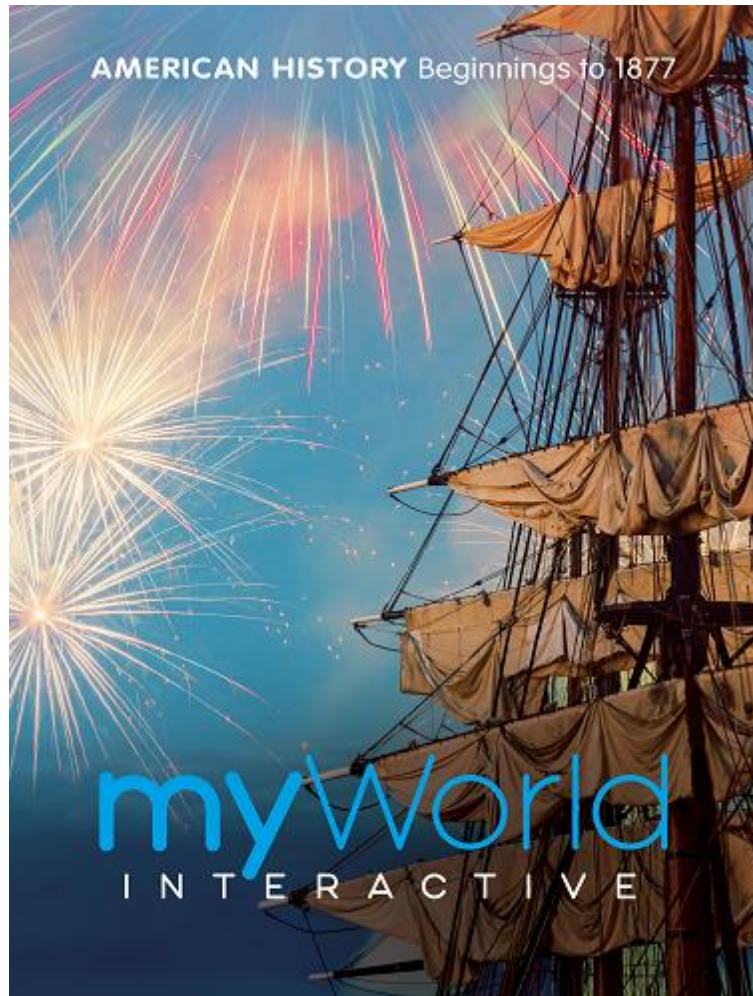


## A Correlation of



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To  
**Ohio's Learning Standards  
in Social Studies  
Grade 8**

**A Correlation of myWorld Interactive Social Studies  
American History, Beginnings to 1877, ©2019  
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**Introduction**

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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<b>Grade Eight</b>	
<b>Topic: Historical Thinking and Skills</b>	
1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	<p><b>SE/TE:</b> Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564; Primary Quote Citations (examples), 34, 56, 69, 79, 127, 141, 148, 156, 160, 164, 170, 179, 191, 209, 248, 272, 283, 294, 314, 354, 403, 454, 467, 473, 508, 532, 554, 581; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; also see: English-Language Arts Handbook: Analyze Primary and Secondary Sources, Analyze Visuals, ELA 3; ELA 4–ELA 5</p> <p>Analysis Skills: Compare Different Points of View, 164; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565</p>
<b>Topic: Colonization to Independence</b>	
2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.	<p><b>SE/TE:</b> Cultures of North America, 14–24; Renaissance &amp; A Search for New Trade Routes, 37; European Exploration in the Americas, 39–46; Spanish Colonization and New Spain, 55–64; Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109</p>

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3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.	<b>SE/TE:</b> Harsh Treatment of American Indians, 62; Spanish Colonization and New Spain, 55–64; Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i> , 65; Missionary Work Continues, 69; Interaction with American Indians and the Environment, 71–72; War Erupts Between Settlers and American Indians, 86–87; The French and Indian War, 133–140; Conflict Over Land, 142–143; How Did the Proclamation of 1763 Fuel Resentment? 143; Seven Years War, 144; Analyze Images, 145 <b>TE:</b> History Background, 139
4. The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.	<b>SE/TE:</b> The Transatlantic Slave Trade, 63–64; Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109
5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.	<b>SE/TE:</b> How Did New Ideas Influence the–Colonists? 118–120; How Did Mercantilism Affect Taxation and Cause Resentment?, 144–145; Lack of Representation in Parliament, 146; Mercantilist System, 154–156; Declaration of Independence, 168, 169, 170, 171, 182, 190, 197, 213, 214, 222, 443, 503; Full text of, 582–583
(6?) Proposed: Key events and significant figures in American history influenced the course and outcome of the American revolution.	<b>SE/TE:</b> The Move Toward Independence, 165–176; Winning Independence, 178–188; Review and Assessment, 190–191

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<b>Topic: A New Nation</b>	
6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.	<b>SE/TE:</b> The Early Republic, 258-259; Washington’s Presidency, 261–272; A Two-Party System Develops, 273–279; Distinguish Fact from Opinion: Diary Entry, 280; Presidents Adams and Jefferson, 281–290; Analysis Skills: Detect Historical Points of View, 291; Construct a Timeline, 329; A Changing Nation, 292–302; Madison and the War of 1812, 304–315; Monroe’s Presidency and Everyday Life, 317–328
7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.	<b>SE/TE:</b> A Weak Confederation, 197–203; Drafting a Constitution, 204–209; Primary Source: Hamilton and Madison Disagree, 253; Review and Assessment, 255
8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.	<b>SE/TE:</b> The Early Republic, 258–259; Washington’s Presidency, 261–272; A Two-Party System Develops, 273–279; Distinguish Fact from Opinion: Diary Entry, 280; Presidents Adams and Jefferson, 281-290; Analysis Skills: Detect Historical Points of View, 291; Construct a Timeline, 329; A Changing Nation, 292-302; Madison and the War of 1812, 304–315; Monroe’s Presidency and Everyday Life, 317–328
<b>Topic: Expansion</b>	
9. The United States added to its territory through treaties and purchases.	<b>SE/TE:</b> An Orderly Expansion, 201–202; The Early Republic, 258–259; The Louisiana Purchase, 292–295; How Did Americans Explore These New Lands? 295–299; William Clark and Meriwether Lewis, Journals, 303; Madison and the War of 1812, 304–315; Primary Source: Tenskwatawa, The Prophet, Speech, 316; How Did the United States Gain Florida?, 325--326

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10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.	<b>SE/TE:</b> Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Review and Assessment, 402–403 <b>TE only:</b> Beyond the Classroom: Use Online and Media Centers, 332B
<b>Topic: Civil War and Reconstruction</b>	
11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.	<b>SE/TE:</b> Federalism, 228–229, 242, 254, 275; Conflicts and Compromises, 479–487; Primary Sources: Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i> , 488; Growing Tensions, 489–499; Did Abraham Lincoln Come to Lead the Republican Party? 496–497; John Brown Fights Slavery, 498–499; Review and Assessment, 544–545; also see: The South’s Cotton Kingdom, 431–432; Reliance on Plantation Agriculture, 433–435; Lesson Check, 442; Review and Assessment, 472–473; A Move Toward Civil War, 502–503; The Outbreak of War, 504–506
(12?) Proposed: Key events and significant figures in American history influenced the course and outcome of the Civil War.	<b>SE/TE:</b> The Outbreak of War, 504–506; Strengths and Weaknesses of the North and South, 507–509; How Did Lincoln and Davis Lead Their People? 510–511; The Course of War, 513–519; Other Challenges I the North and South, 526–527; War Devastates the Southern Economy, 528; How Did the War Affect the Northern Economy? 529; The Effects of the Civil War, 551–552

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12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.	<b>SE/TE:</b> Early Reconstruction, 551–557; Radical Reconstruction, 558–563; Reconstruction and Southern Society, 566–572; Review and Assessment, 580–581
<b>Topic: Spatial Thinking and Skills</b>	
13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.	<b>SE/TE:</b> Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; also see: Maps, 4, 8, 16, 30, 38, 42, 49, 58, 60, 68, 70, 73, 87, 92, 101, 123, 127, 130, 134, 140, 144, 146, 160, 175, 186, 187, 191, 194, 199, 233, 255, 258, 270, 295, 296, 298, 305, 313, 324, 331, 334, 35, 343, 361, 365, 369, 370, 377, 379, 384, 390, 395, 396, 403, 406, 407, 423, 435, 447, 473, 476, 480, 490, 502, 507, 515, 521, 545, 548, 549, 575, 581
<b>Topic: Human Systems</b>	
14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.	<b>SE/TE:</b> Analysis Skills: Identifying Physical and Cultural Features, 141; also see: Cultures of North America, 14-24; Geography Skills, 70; Colonial Settlers’ Origins, 75; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Trade, 121-122; Primary Source: William Clark and Meriwether Lewis, Journals, 303; Westward Movement, 368-374; Settling Oregon Country, 375-381; Manifest Destiny in California and the Southwest, 392-401; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442
15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.	<b>SE/TE:</b> Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Review and Assessment, 402–403

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<p>16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p>	<p><b>SE/TE:</b> Quest: Choosing Sides, 132; Slavery and Abolition, 408; Analysis Skills: Being an Informed Citizen, 26; Compare Different Points of View, 164; Distinguish Fact and Opinion, 280; Assess the Credibility of a Source, 512</p> <p>What Were the Alien and Sedition Acts? 383–384; Jacksonian Democracy, 344–346; Conflict with American Indians, 360–367; The Effect of Migration to California, 400–401; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; Reconstruction and Southern Society, 566–572</p>
<p>17. Americans began to develop a unique national identity among its diverse regional and cultural populations based on democratic ideals.</p>	<p><b>SE/TE:</b> Colonial Society, 110–120; Great Awakening, 114–116, 120, 127; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; Arts and Literature, 465–471</p>
<p><b>Topic: Civic Participation and Skills</b></p>	
<p>18. Active participation in social and civic groups can lead to the attainment of individual and public goals.</p>	<p><b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26; Citizens’ Rights and Responsibilities, 247–252; also see: Great Awakening, 114–116, 120, 127; Quest: Document-Based Inquiry: Slavery and Abolition, 408; Abolitionism, 443–449; Reform and Women’s Rights, 452–463 <b>TE only:</b> Differentiated Instruction, 249, 250, 444, 456</p>



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19. Informed citizens understand how media and communication technology influence public opinion.	<b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26; Compare Different Points of View, 164; Detect Historical Points of View, 291; Assess Credibility of a Source, 512; Citizens’ Rights and Responsibilities, 247–252; Analyze Political Cartoons, 147, 148, 171, 231, 236, 271, 276, 282, 326, 347, 492, 495, 503, 557, 569, 576
<b>Topic: Roles and Systems of Government</b>	
20. The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.	<b>SE/TE:</b> Drafting a Constitution, 204–209; Ideas That Influenced the Constitution, 210–215; Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; Citizens’ Rights and Responsibilities, 247–252; Review and Assessment, 254–255
21. The U.S. Constitution protects citizens’ rights by limiting the powers of government.	<b>SE/TE:</b> What System Exists to Prevent the Abuse of Power? 235–236; Federalism and Amendments, 237–245; Citizens’ Rights and Responsibilities, 247–252; Landmark Supreme Court Cases, 288–290; Debate Over Nullification, 351; <i>McCulloch v. Maryland</i> , 354–355; <i>Worcester v. Georgia</i> Decision Is Ignored, 363–364; Visual Review, 402; Federalism, 228–229, 242, 254, 275; States’ Rights, 242–243, 284–285, 349–352, 364, 503; Quest, Senate Representation, 196; Analysis Skills: Being an Informed Citizen, 26

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<b>Topic Economic Decision Making and Skills</b>	
22. Choices made by individuals, businesses and governments have both present and future consequences.	<b>SE/TE:</b> How Did Mercantilism Affect Taxation and Cause Resentment? 144–145; Peaceful Protests Lead to Revolution, 146–147; A New Tax Law Leads to Rebellion, 266–267; How Was a Stable Economy Created After the War? 319; Anger Over Tariffs, 350–351; The Bank War, 352; Benefits of the American System, 371; The Industrial Revolution, 409–420; Review and Assessment, 472–473; Analysis Skills: Interpret Economic Performance, 359
<b>Topic: Production and Consumption</b>	
23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.	<b>SE/TE:</b> The Industrial Revolution, 409–420; Industrialization and Immigration, 422–430; Review and Assessment, 472–473
<b>Topic: Markets</b>	
24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.	<b>SE/TE:</b> How Did Hamilton Create a Stable Economy, 266; A New Tax Law Leads to Rebellion, 266–267; How Was a Stable Economy Created After the War? 319; The Regional Impacts of Tariffs, 320–321; Assessment, 331; Anger Over Tariffs, 350–351; The Bank War, 352; Benefits of the American System, 371; Analysis Skills: Interpret Economic Performance, 359