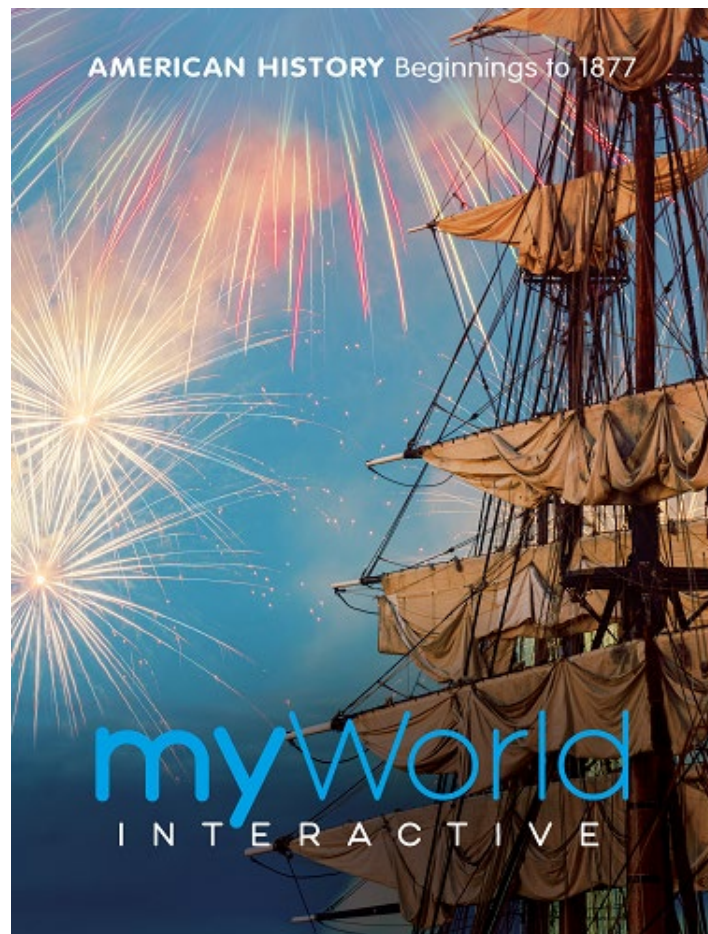


**A Correlation of**  
**myWorld Interactive American History**  
**Beginnings to 1877, ©2019**



to the  
**Ohio Learning Standards**  
**in Social Studies 2018**  
**Grade 8**

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**Introduction**

This document demonstrates how *myWorld Interactive American History, Beginnings to 1877, ©2019* meets the Ohio Learning Standards in Social Studies 2018, Grade 8. Correlation page references are to the Student Edition and Teacher Edition.

*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>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            Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581  <i>also see:</i>            Analyze Primary and Secondary Sources, ELA 3            Analyze Visuals, ELA 4–ELA 5            Analysis Skills: Compare Different Points of View, 164            Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382            Analysis Skills: Distinguish Relevant from Irrelevant Information, 500            Analysis Skills: Assess Credibility of a Source, 512            Analysis Skills: 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            European Renaissance and Exploration, 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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<b>Ohio Learning Standards in Social Studies 2018, Grade 8</b>	<b>myWorld Interactive American History Beginnings to 1877, ©2019</b>
3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.	<p><b>SE/TE:</b>            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</p> <p><b>TE only:</b>            History Background, 139</p>
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.	<p><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</p>
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.	<p><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            Declaration of Independence, 582–583</p>
6. Key events and significant figures in American history influenced the course and outcome of the American revolution.	<p><b>SE/TE:</b>            The Move Toward Independence, 165–176            Winning Independence, 178–188            Review and Assessment, 190–191</p>

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<b>Topic: A New Nation</b>	
7. 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 Analysis Skills: Distinguish Fact from Opinion: Diary Entry, 280 Presidents Adams and Jefferson, 281-290 Analysis Skills: Detect Historical Points of View, 291 Analysis Skills: 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
8. 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 Sources: Hamilton and Madison Disagree, 253 Review and Assessment, 255
9. 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 Analysis Skills: Distinguish Fact from Opinion: Diary Entry, 280 Presidents Adams and Jefferson, 281-290 Analysis Skills: Detect Historical Points of View, 291 A Changing Nation, 292-302 Madison and the War of 1812, 304-315 Monroe's Presidency and Everyday Life, 317-328 Analysis Skills: Construct a Timeline, 329

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<b>Topic: Expansion</b>	
10. The United States added to its territory through treaties and purchases.	<p><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 Sources: Tenskwatawa, The Prophet, Speech, 316            How Did the United States Gain Florida?, 325–326</p>
11. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.	<p><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            Settling Oregon Country, 375–381            New Mexico Territory and California, 383–384            Mormons Settle the Mexican Cession, 397            Review and Assessment, 402–403</p> <p><b>TE only:</b>            Beyond the Classroom: Use Online and Media Centers, 332B</p>

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<b>Topic: Civil War and Reconstruction</b>	
12. 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 <i>also see:</i> 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
13. 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
14. 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



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<b>Topic: Spatial Thinking and Skills</b>	
<p>15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p>	<p><b>SE/TE:</b>            Analysis Skills: Identifying Physical and Cultural Features, 141            Analysis Skills: Interpret Thematic Maps, 573            Topic Introduction: 4, 52, 130, 194, 258, 334, 335, 406, 407, 476, 548, 549,            Topic Review and Assessment: 49, 127, 191, 255, 331, 403, 473, 545, 581            Geography Skills: 8, 16, 30, 38, 42, 58, 60, 68, 70, 73, 87, 92, 101, 123, 134, 140, 144, 146, 160, 175, 185, 187, 199, 233, 270, 295, 296, 298, 305, 313, 324, 343, 361, 365, 369, 370, 377, 379, 384, 390, 395, 396, 423, 435, 447, 480, 490, 502, 507, 515, 521, 575</p>
<b>Topic: Human Systems</b>	
<p>16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.</p>	<p><b>SE/TE:</b>            Analysis Skills: Identifying Physical and Cultural Features, 141  <i>also see:</i>            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 Sources: 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</p>

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<p>17. 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.</p>	<p><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            Settling Oregon Country, 375–381            New Mexico Territory and California, 383–384            Mormons Settle the Mexican Cession, 397            Review and Assessment, 402–403</p>
<p>18. 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>            Analysis Skills: Being an Informed Citizen, 26            Quest Project-Based Learning Inquiry: Choosing Sides, 132            Analysis Skills: Compare Different Points of View, 164            Analysis Skills: Distinguish Fact and Opinion, 280            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            Quest Document-Based Writing Inquiry: Slavery and Abolition, 408            Industrialization and Immigration, 422–430            King Cotton and Life in the South, 431–442            Abolitionism, 443–449            Reform and Women’s Rights, 452–463            Analysis Skills: Assess the Credibility of a Source, 512            Reconstruction and Southern Society, 566–572</p>
<p>19. 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            Topic 2 Review and Assessment, 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>

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<b>Topic: Civic Participation and Skills</b>	
20. Active participation in social and civic groups can lead to the attainment of individual and public goals.	<p><b>SE/TE:</b>            Analysis Skills: Being an Informed Citizen, 26            Citizens' Rights and Responsibilities, 247–252  <i>also see:</i>            Great Awakening: 114–116, 120            Topic 2 Review and Assessment, 127</p> <p>Quest Document-Based Writing Inquiry: Slavery and Abolition, 408            Abolitionism, 443–449            Reform and Women's Rights, 452–463</p> <p><b>TE only:</b>            Differentiated Instruction: 249, 250, 444, 456</p>
21. Informed citizens understand how media and communication technology influence public opinion.	<p><b>SE/TE:</b>            Analysis Skills: Being an Informed Citizen, 26            Analysis Skills: Compare Different Points of View, 164            Citizens' Rights and Responsibilities, 247–252            Analysis Skills: Detect Historical Points of View, 291            Analysis Skills: Assess Credibility of a Source, 512  <i>Also see:</i>            Analyze Political Cartoons: 147, 148, 171, 231, 236, 271, 276, 282, 326, 347, 492, 495, 503, 557, 569, 576</p>

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<b>Topic: Roles and Systems of Government</b>	
22. 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 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, 237–245 Citizens’ Rights and Responsibilities, 247–252 Review and Assessment, 254–255
23. The U.S. Constitution protects citizens’ rights by limiting the powers of government.	<b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26 Quest Civic Discussion Inquiry: Senate Representation, 196 What System Exists to Prevent the Abuse of Power? 235–236 Federalism and Amendments, 237–245 Citizens’ Rights and Responsibilities, 247–252 Review and Assessment, 254 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 Federalism: 228–229, 242, 275 States’ Rights: 242–243, 284–285, 349–352, 364, 503

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<b>Topic: Economic Decision Making and Skills</b>	
24. 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 Analysis Skills: Interpret Economic Performance, 359 Benefits of the American System, 371 The Industrial Revolution, 409–420 Review and Assessment, 472–473
<b>Topic: Production and Consumption</b>	
25. 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>	
26. 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 Analysis Skills: Interpret Economic Performance, 359 Benefits of the American System, 371

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