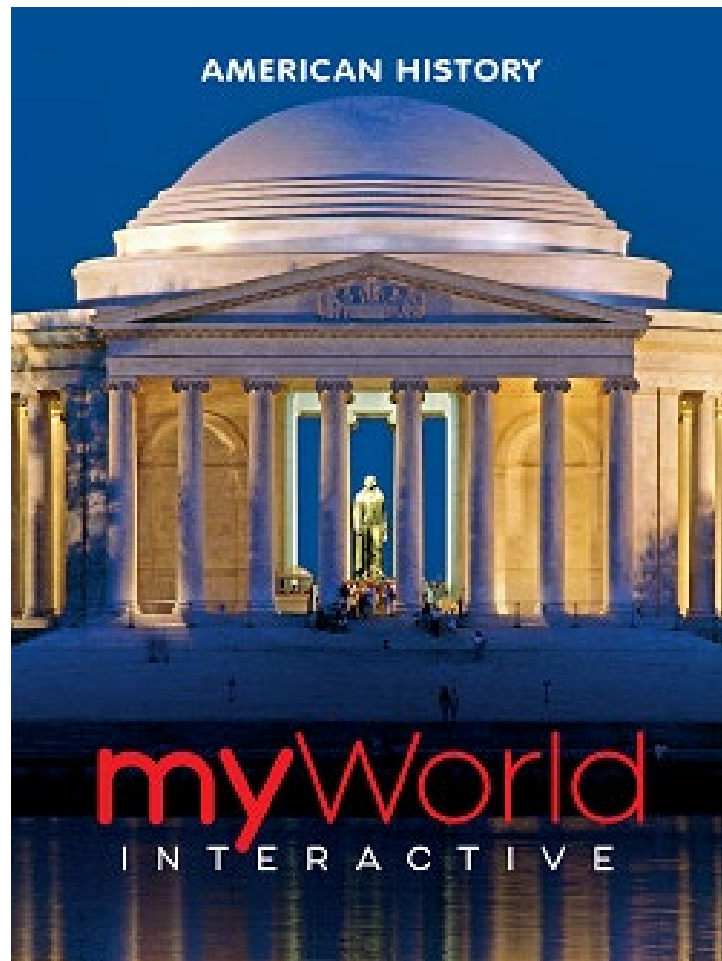


A Correlation of

**myWorld Interactive American History
Survey Edition, ©2019**



to the
**Oregon 2021 Social Science Standards
Integrated with Ethnic Studies
Grade 8**

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Introduction

This document demonstrates how *myWorld Interactive American History, Survey Edition, ©2019* meets the Oregon 2021 Social Science Standards Integrated with Ethnic Studies, Grade 8. Correlation page references are to the Student Edition and Teacher Edition and Realize digital resources.

myWorld Interactive American History 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 American History 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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Civics and Government	
8.1 Compare and contrast the Articles of Confederation to the U.S. Constitution.	<p>SE/TE: A Weak Confederation, 197–203 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 Constitution of the United States, 1048–1071</p> <p>Realize Digital Resources: Interactive Primary Sources>Articles of Confederation</p>
8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.	<p>SE/TE: Why Did Antifederalists Demand a Bill of Rights?, 219–222 Citizens’ Rights and Responsibilities, 247–252 also see: Abolitionism, 443–449 Reform and Women’s Rights, 452–463 also see: Analysis Skills: Being an Informed Citizen, 26 Political Participation, 993 Progress and Setbacks for Social Justice, 687–698 The Civil Rights Movement, 916–927 The Struggle for Equal Rights Continues, 929–935 Constitution of the United States, 1048–1071</p> <p>Realize Digital Resources: Social Studies Core Concepts: Government and Civics Core Concepts Fillable Active Journal>Literacy Skills: Use Evidence to Support Ideas, 100; Vocabulary, 101</p>

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<p>8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples.</p>	<p>SE/TE:</p> <p>The Impact of Columbus’s Voyages, 42 The Spanish Destroy an Empire, 56 The Inca Empire Falls, 56–57 Colonizing New Spain, 59–61 Harsh Treatment of American Indians, 62 Lesson Check #1–3 and #6, 64 Primary Sources: Bartolomé de Las Casas, Historia Apologética, 65 Missionary Work Continues, 69 Interaction with American Indians and the Environment, 71–72 American Indians Offer Assistance, 82 War Erupts Between Settlers and American Indians, 86–87 Expanding Beyond Philadelphia, 99 Conflict Over Land, 142–143 How Did the Proclamation of 1763 Fuel Resentment?, 143–144 What Caused Conflict in Ohio?, 304–306 Primary Source: Tenskwatawa, The Prophet, Speech, 316 American Indians and the Frontier, 360–362 American Indian Removal, 362–364 Southern American Indians on the Trail of Tears, 365–367 Lesson Check #2–3, 367 Broken Promises, 613–615 Conflict in the West Continues, 616–617 American Indian Policy Reform, 619 Lesson Check #2 and #4–5, 619 Primary Source Chief Joseph, “I Will Fight No More Forever”, 620</p> <p>Realize Digital Resources:</p> <p>Fillable Active Journal>Vocabulary, 35; Literacy Skills: Summarize, 34; Literacy Skills: Cite Evidence, 145; Vocabulary, 146 Social Studies Core Concepts: Government and Civics</p>

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<p>8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.</p>	<p>SE/TE: A Two–Party System Develops, 273–279 Origin of New Political Parties, 341–343 Reform and Women’s Rights, 452–463 The Labor Movement, 631–637 A More Radical Approach to Gain Equality, 693</p> <p>Realize Digital Resources: Topic 5>Lesson 1>Interactive Chart: Political Parties in the Age of Jackson Topic 5>Lesson 6>Video: The Origin of Political Parties; Quick Activity: Take Sides Topic 5>Lesson 6>Interactive Chart: Political Parties in the Age of Jackson Fillable Active Journal>Literacy Skills: Compare and Contrast, 116; Vocabulary, 117; Quick Activity, 118; Literacy Skills: Summarize, 174; Literacy Skills: Draw Conclusions, 177; Literacy Skills: Determine Central Ideas, 278; Literacy Skills: classify and Categorize, 381</p>

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<p>8.5 Examine and analyze significant documents establishing civil rights in the United States and Oregon, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution</p>	<p>SE/TE:</p> <p>The Move Toward Independence, 165–176 Weak Confederation, 197–203 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 The Thirteenth Amendment Changes Life in the United States, 556 The Fourteenth Amendment, 560 The Fifteenth Amendment, 563 Topic Assessment #1 and #10, 581 Declaration of Independence, 1046–1047 United States Constitution, 1050–1071</p> <p>Realize Digital Resources:</p> <p>Interactive Primary Sources: Anti-Federalist Papers; The Federalist No. 10; The Federalist No. 39; The Federalist No. 51; The Federalist No. 78; United States Constitution Topic 4>Lesson 4>Video: The Bill of Rights Topic 4>Lesson 4>Video: The Three Branches of Government Fillable Active Journal>Quick Activity, 71; Quest Connections, 80-82; Literacy Skills: 95</p>

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<p>8.6 Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900 and their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups.</p>	<p>SE/TE: Human Rights Are Often Ignored, 108–109 Landmark Supreme Court Cases, 288–290 How Did Supreme Court Decisions Expand Federal Power?, 321–323 Pressure on American Indians Increases, 363 <i>Worcester v. Georgia</i> Decision Is Ignored, 363–364 Slave Codes, 439–440 The Supreme Court Rules on <i>Dred Scott v. Sandford</i>, 493–494 Lesson Check #5, 499 Assessment #6, 545 Black codes: 558 The Fourteenth Amendment, 560 The Fifteenth Amendment, 563 Lesson Check #1, 563 Jim Crow Laws Separate Whites and African Americans, 577 Lesson Check #2, 579 Topic Assessment #9, 581 Discrimination Against African Americans, 692</p> <p>TE Only: English Language Learners: Expanding and Bridging, 577</p> <p>Realize Digital Resources: Social Studies Reference Center>Landmark Supreme Court Cases><i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Gibbons v. Ogden</i>; <i>Worcester v. Georgia</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i> Fillable Active Journal>Literacy Skills: Draw Conclusions, 126</p>

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<p>8.7 Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.</p>	<p>SE/TE:</p> <p>Increased Suffrage, 338–339</p> <p>Limits of Suffrage, 339</p> <p>Topic Assessment #1, 403</p> <p>Different Views of Suffrage at the Seneca Falls Convention, 460–461</p> <p>Lesson Check #2, 463</p> <p>Topic Assessment #11, 473</p> <p>The Fourteenth Amendment, 560</p> <p>The Fifteenth Amendment, 563</p> <p>Lesson Check #1, 563</p> <p>Topic Assessment #1 and #10, 581</p> <p>What was the Path to Women’s Suffrage?, 687–688</p> <p>What Did the Nineteenth Amendment Guarantee?, 688–689</p> <p>Discrimination Against African Americans, 692–694</p> <p>The Mexican American Experience, 694–695</p> <p>The Government Restricts Asian Immigration, 695–697</p> <p>How Were American Indians Treated During the Progressive Era?, 697–698</p> <p>Lesson Check #3</p> <p>Why Did Discrimination Continue?, 916–917</p> <p>The Legal Struggle for Equality, 918–919</p> <p>What Caused the Montgomery Bus Boycott?, 919–922</p> <p>A Continuing Crusade for Equality, 923–927</p> <p>Lesson Check #13 and #5, 927</p> <p>Primary Sources: Martin Luther King, Jr., “I Have a Dream,” 928</p> <p>Why Did Other Minorities Fight for Equality?, 929–932</p> <p>The Women’s and Gay Rights Movements, 933–935</p> <p>Lesson Check #15, 935</p> <p>Topic Assessment #2, #11, and #14; 957</p>

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<p>Continued: 8.7 Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.</p>	<p>Continued: TE Only: Differentiated Instruction, 693</p> <p>Realize Digital Resources: Topic 6>Lesson 1>Interactive Timeline: Changing Voting Rights in Early America Topic 7>Lesson 4>Video: Abolitionism; Interactive Map: The Underground Railroad Topic 7>Lesson 5>Video: The Seneca Falls Convention; Quick Activity: An Echo Across Time; Interactive Gallery: Changes in American Schools; Interactive Timeline: The Early Women's Rights Movement Topic 11>Lesson 5>Video: Victories and Setbacks; Interactive Gallery: New Opportunities for Women; Interactive Timeline: African-American Reform Movement, 1895-1915 Topic 15>Lesson 4>Video: The Civil Rights Movement; Interactive Gallery: Nonviolent Strategies in the Civil Rights Movement Topic 15>Lesson 5>Interactive Gallery: Leaders for Change Interactive Primary Sources>Declaration of Sentiments and Resolutions; Emancipation Proclamation, Abraham Lincoln; "I Have a Dream," Martin Luther King, Jr. Social Studies Reference Center>Biographies>Susan B. Anthony; Elizabeth Cady Stanton; Margaret Fuller; Lucretia Mott Fillable Active Journal>Literacy Skills: Determine Central Ideas, 278; Quick Activity, 380; Literacy Skills: Classify and Categorize, 381</p>

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<p>8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.</p>	<p>SE/TE: Declaration of Independence: 168, 169, 170, 171, 182, 190, 197, 213, 214, 222, 443, 503 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 Primary Source: Hamilton and Madison Disagree, 253 United States Constitution, 1050–1071</p> <p>Realize Digital Resources: Fillable Active Journal>Quick Activity, 71; Quest: Discussion Inquiry: 78-85; Literacy Skills: Compare and Contrast, 88; Literacy Skills: Classify and Categorize, 91; Literacy Skills: Classify and Categorize, 95 Lesson Videos: Topic 4: Lesson 4: The Bill of Rights Interactive Primary Sources>Anti-Federalist Papers; The Federalist No. 10; The Federalist No. 39; The Federalist No. 51; The Federalist No. 78; United States Constitution</p>

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<p>8.9 Compare historical and contemporary means of changing societies and identify individuals and/or groups* promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker’s rights) for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.</p> <p>American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p>	<p>SE/TE:</p> <p>What Form Did Early Opposition to Slavery Take?, 443–444</p> <p>How Did Abolitionism Gain Momentum?, 444–448</p> <p>Lesson Check #1-2 and #4–5, 449</p> <p>The Era of Reform, 452–454</p> <p>Social Reform Movements, 454–456</p> <p>What Impact Did Reformers Have on Education?, 456–458</p> <p>Early Calls for Women’s Rights, 458–459</p> <p>How Did the Women’s Movement Start?, 460–461</p> <p>Women Gain New Opportunities, 461–463</p> <p>The Rise of Progressivism, 670–678</p> <p>The Progressive Presidents, 680–686</p> <p>Progress and Setbacks for Social Justice, 687–698</p> <p>Social Change, 789–796</p> <p>The Civil Rights Movement, 916–927</p> <p>The Struggle for Equal Rights Continues, 929–935</p> <p>The Conservative Revolution, 963–972</p> <p>Realize Digital Resources:</p> <p>Topic 7>Lesson 4>Video: Abolitionism; Quick Activity: Abolitionists Speak Out; Interactive Chart: Opposing Views on Slavery; Interactive Map: The Underground Railroad</p> <p>Topic 7>Lesson 5>Video: The Seneca Falls Convention; Quick Activity: An Echo Across Time; Interactive Gallery: Changes in American Schools; Interactive Timeline: The Early Women’s Rights Movement</p> <p>Interactive Primary Sources>Declaration of Sentiments and Resolutions; Emancipation Proclamation, Abraham Lincoln; Preamble to the Platform of the Populist Party; “I Have a Dream,” Martin Luther King, Jr.</p> <p>Social Studies Reference Center>Biographies: William Lloyd Garrison; Frederick Douglas; Sojourner Truth; Harriet Tubman; Susan B. Anthony; Elizabeth Cady Stanton; Margaret Fuller; Lucretia Mott</p>

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<p>8.10 Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</p>	<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26 Citizens' Rights and Responsibilities, 247–252 Make a Difference, 915 Political Participation, 993 Quest: Civic Discussion Inquiry: Senate Representation, 196</p> <p>Realize Digital Resources: Topic 4>Lesson 7>Video: Responsibilities of Citizenship; Interactive Chart: Civic Responsibility Fillable Active Journal>Literacy Skills: Use Evidence to Support Ideas, 100 Social Studies Core Concepts: Government and Civics Core Concepts 21st Century Skills>Participate in a Discussion or Debate; Paying Taxes; Political Participation; Serving on a Jury; Solve Problems; Voting; Work in Teams</p>
<p>8.11 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.</p>	<p>For opportunities to address this standard please see: SE/TE: Weak Confederation, 197–203 Ideas That Influenced the Constitution, 210–215 Republicanism, 229</p> <p>Realize Digital Resources: Social Studies Core Concepts: Government and Civics Core Concepts</p>

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Economics	
8.12 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies.	<p>SE/TE:</p> <p>The Market Economy and the Industrial Revolution, 412–413</p> <p>The Role of Market Forces, 413–414</p> <p>What Led to the Rise of Corporations and Banks, 624–625</p> <p>Quest: Document–Based Inquiry: The Role of Government in the Economy, 782</p> <p>Realize Digital Resources:</p> <p>Social Studies Core Concepts: Economics</p>
8.13 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy	<p>SE/TE:</p> <p>Mercantilism and the English Colonies, 121–122</p> <p>Trading Across the Atlantic, 122–123</p> <p>Lesson Check, #1, 125</p> <p>How Did Hamilton Create a Stable Economy?, 266</p> <p>Promoting a Free Market Economy, 287</p> <p>How Was a Stable Economy Created After the War?, 319–321</p> <p>Table: Benefits of the American System, 371</p> <p>The Market Economy and the Industrial Revolution, 412–413</p> <p>The Role of Market Forces, 413–414</p> <p>New Inventions, 418–420</p> <p>Lesson Check #1-2, 420</p> <p>What Changes Did the Age of Steam Power Bring?, 422–425</p> <p>The Railroads and Economic Growth, 594</p> <p>Transportation Innovations, 700</p> <p>Arguments Against Trusts, 628</p> <p>How Did a Worldwide Economy Develop?, 1015–1018</p> <p>Lesson Check #6, 1022</p> <p>Realize Digital Resources:</p> <p>Social Studies Core Concepts: Economics</p>

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<p>8.14 Examine and explain the significance of historic and modern-day exploitative labor systems (e.g., enslavement, chattel slavery, indenture, human trafficking, peonage, convict leasing, sharecropping, migrant labor, and immigrant labor) in the development of the economic system in the U.S.</p>	<p>SE/TE: Africans Arrive in Virginia, 76 Tidewater Plantations on the Coast, 103–105 The Slave Trade Expands, 107 The Lower Social Classes, 111 “Lowell Girls,” 415 Child Labor, 416 Families in Factories, 425–426 Women Organize, 427 The Cotton Kingdom and Slavery, 432 Limited Southern Industry, 434 Slavery in the South, 439–441 Poverty in the South, 571–572 Lesson Check #3, 572 Building the Transcontinental Railroad, 591 Child Labor, 631–632 Effects of the Dust Bowl, 835 Mexican Americans, 929–930</p> <p>TE Only: History Background Indentured Servants, 76</p> <p>Realize Digital Resources: Topic 2>Lesson 5>Interactive Illustration: A Southern Colonial Plantation Topic 7>Lesson 2>Video: Cotton Shapes the South Topic 7>Lesson 3>Interactive Chart: Different Ways of Life in the South Topic 9>Lesson 3>Interactive Chart: The Cycle of Poverty</p>
Financial Literacy	
<p>8.15 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services)</p>	<p>Realize Digital Resources: Social Studies Core Concepts>Personal Finance Core Concepts: Checking; Savings and Retirement; Credit and Debt</p>

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8.16 Explain how compound interest can generate both wealth and debt.	<p>Realize Digital Resources: Social Studies Core Concepts>Personal Finance Core Concepts>Savings and Retirement</p>
8.17 Define and analyze the concept of “fair lending practices” and the history of discrimination and systemic inequalities in the US financial system.	<p>For opportunities to address this standard please see: SE/TE: Poverty in the South, 571 Installment Buying: 786</p> <p>Realize Digital Resources: Social Studies Core Concepts>Personal Finance Core Concepts>Credit and Debt</p>
8.18 Describe how marketing and advertising can influence spending and saving decisions.	<p>For opportunities to address this standard please see: SE/TE: A New Pastime, 701 Production Increases, 785–786 Lesson Check #4, 788 Analyze Images, 794</p> <p>Realize Digital Resources: Social Studies Core Concepts: Personal Finance</p>

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Geography	
8.19 Interpret maps to identify growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade).	<p>SE/TE:</p> <p>Analysis Skills: Identifying Physical and Cultural Features, 141</p> <p>Interpret Thematic Maps, 573</p> <p>Maps (examples), 4, 30, 49, 60, 87, 101, 123, 130, 140, 160, 186, 191, 199, 258, 270, 305, 313, 331, 343, 365, 377, 384, 395, 403, 423, 447, 476, 490, 507, 521, 895, 896, 900, 903, 912, 939, 943, 957, 960, 989, 995</p> <p>Realize Digital Resources:</p> <p>21st Century Skills: Read Physical Maps</p> <p>Read Special Purpose Maps</p> <p>Use Parts of a Map. See all Interactive Maps (chart in front matter of textbook xxv–xxvi).</p>
8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.	<p>SE/TE:</p> <p>Analysis Skills: Identifying Physical and Cultural Features, 141</p> <p>Technology Speeds Transportation, 371–372</p> <p>Railroads, 423–424</p> <p>Interpret Thematic Maps, 573</p> <p>Mining, Railroads, and the Economy, 587–597</p> <p>Industry and Corporations, 622–629</p> <p>New Technologies, 638–644</p> <p>Dust Bowl, 834–835</p> <p>Environmental Challenges, 1024–1027</p> <p>Maps (examples): 4, 30, 49, 60, 87, 101, 123, 130, 140, 160, 186, 191, 199, 258, 270, 305, 313, 331, 343, 365, 377, 384, 395, 403, 423, 447, 476, 490, 507, 521, 895, 896, 900, 903, 912, 939, 943, 957, 960, 989, 995</p> <p>Realize Digital Resources:</p> <p>Social Studies Core Concepts: Geography</p>

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<p>8.21 Explain how historical technological developments (such as cotton gin, roads, railroads, canals, etc.), societal decisions, and personal practices interact with the physical environment in the United States (e.g., sustainability, economics ecosystems).</p>	<p>SE/TE: Industrial Revolution, 409–420 Mining, Railroads, and the Economy, 587–597 Industry and Corporations, 622–629 New Technologies, 638–644 Quest: Civic Discussion Inquiry: High–Speed Rail, 586 Dust Bowl, 834–835 Environmental Challenges, 1024–1027</p>
<p>Historical Knowledge (Focus: US History) [1776 to Reconstruction¹]</p>	
<p>8.22 Evaluate continuity and change over the course of United States history by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives.</p>	<p>SE/TE: Analysis Skills: Relate Events in Time, 189 Distinguish Cause and Effect, 224 Identify Sources of Continuity, 246 Detect Changing Patterns, 421</p> <p>Timelines: 4, 52, 130, 194, 220, 348, 351, 406, 476, 505, 548, 584, 650, 714, 746, 780, 808, 816, 861, 905, 977, 982, 998</p> <p>Quest: Project–Based Learning Inquiry: 132, 260, 336, 478, 892 Discussion Inquiry: 196, 550, 586, 716 Document–Based Writing Inquiry: 6, 54, 336, 408, 652, 782, 848, 962, 1000</p> <p>Realize Digital Resources: Fillable Active Journal>Quest: Project-Based Learning Inquiry, located at the beginning of each U.S. History topic, has students explore sources and multiple perspectives, and cite evidence to support a point of view.</p>

¹ The Grade 5 Standards included Exploration through the Articles of Confederation. Grade 8 Standards can review the early Republic through the end of the Civil War and Reconstruction. When possible, connections and relevance to current events and the early history of the U.S. should be linked to the Grade 8 Standards

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<p>8.23 Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780s through Reconstruction.</p>	<p>SE/TE: Review and Assessment: 48–49, 126–127, 190–191, 254–255, 330–331, 402–403, 472–473, 544–545, 580–581 Lesson Check: 13, 24, 38, 46, 64, 77, 90, 99, 109, 120, 125, 140, 152, 163, 176, 188, 203, 209, 215, 222, 236, 245, 252, 272, 279, 290, 302, 315, 328, 347, 358, 367, 374, 381, 391, 401, 420, 430, 449, 463, 471, 487, 499, 511, 519, 530, 543, 557, 563, 572, 579 Biographies: 32, 43, 86, 119, 151, 181, 218, 297, 306, 376, 469, 529, 537, 568</p> <p>Realize Digital Resources: Fillable Active Journal>Quest: Project-Based Learning Inquiry, located at the beginning of each American History topic, has students explore sources and multiple perspectives, and cite evidence to support a point of view. Biographies (see all biographies listed on page xxiv of the front matter)</p>

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<p>8.24 Examine the causes of westward expansion, the resulting cultural and physical genocide, and the methods of resistance, change, and adaptation, by indigenous peoples in response to the invasion of their lands.</p>	<p>SE/TE: Bacon’s Rebellion, 76–77 War Erupts Between Settlers and American Indians, 86–87 American Indians and the Frontier, 360–362 American Indian Removal, 362–365 Southern American Indians on the Trail of Tears, 365–367 Lesson Check #2–4, 367 A Mix of Cultures, 400–401 Broken Promises, 613–615 Conflict in the West Continues, 616–617 Longing for a Lost Way of Life, 617–618 American Indian Policy Reform, 619 How Were American Indians Treated During the Progressive Era?, 697–698</p> <p>Realize Digital Resources: Topic 6>Lesson 3>Video: The Trail of Tears; Interactive Map: The Trail of Tears</p>

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<p>8.25 Evaluate the impact of the intersectionality of what constitutes identity including, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events.</p>	<p>SE/TE:</p> <p>Women (examples): 111–112, 155, 446–447, 687–689, 758, 791–792, 835–836, 868–869</p> <p>African Americans (examples): 213, 241, 313–314, 429–430, 437–438, 561, 563, 576–578, 602–603, 692–694, 763–764, 801–804, 916–919</p> <p>Asian Americans (examples): 604, 655, 659, 660, 674, 695–697, 838, 871–872, 932</p> <p>Native Americans (examples): 22–23, 61, 62, 183, 213, 311, 313, 339, 362–365, 377, 379, 385, 401, 581, 589, 603, 611–618, 755, 932</p> <p>Hispanic and Latino Americans (examples): 59–60, 61–64, 323, 324, 654, 694–695, 759, 809</p> <p>Jewish Immigrants: 428, 658</p> <p>Biographies, 32, 43, 86, 119, 151, 181, 218, 297, 306, 376, 469, 529, 537, 568, 592, 668, 692, 739, 765, 803, 836, 860, 869, 931, 936, 969, 970, 1003, 1041</p> <p>Realize Digital Resources:</p> <p>Biographies (examples), Abigail Adams; John Adams; Haym Solomon; Marquis de Lafayette; Bernardo de Galvez; William Lloyd Garrison; Frederick Douglass; Sojourner Truth; Harriet Tubman; Robert Purvis; Susan B. Anthony; Mikhail Gorbachev; Barack Obama</p>

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<p>8.26 Analyze the figures, groups, events, and philosophies that led to United States colonial independence from British Rule.</p>	<p>SE/TE:</p> <p>The French and Indian War, 133–140 Growing Resentment Against Britain, 142–152 Primary Source: John and Abigail Adams, Letters, 153 Taking Up Arms, 154–163 The Move Toward Independence, 165–176 Primary Source: Thomas Paine, <i>Common Sense</i>, 177 Winning Independence, 178–188 Topic Assessment #1–17, 191</p> <p>Realize Digital Resources:</p> <p>Fillable Active Journal>Quest: Project-Based Learning, 54-61; Literacy Skills: Identify Cause and Effect, 64; Literacy Skills: Summarize, 67; Literacy Skills: 69; Writing Workshop, 74-75 Interactive Primary Sources>Declaration of Independence Social Studies Reference Center>Biographies> King George III; Abigail Adams; John Adams; Samuel Adams; Mercy Otis Warren; Patrick Henry; George Washington; Crispus Attucks; Thomas Jefferson; Patrick Henry; Benjamin Franklin; Haym Solomon; Marquis de Lafayette; Wentworth Cheswell; Bernardo de Galvez</p>

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<p>8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups², religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.</p>	<p>SE/TE:</p> <p>African Americans in the War, 181–182 American Indians Choose Sides, 183–184 Conflict with American Indians, 360–367 African Americans Fight for the Union, 523–524 Women Contribute to the War Effort, 530 African Americans in Congress, 567–568 Organizing a Massive War Effort, 756–757 Changes at Home, 758–759 Harlem Renaissance, 801–804 The Home Front, 866–872 The Civil Rights Movement, 916–927 The Struggle for Equal Rights Continues, 929–935 Protesting War & Counterculture, 946, 947 Latinos, 931–932 Women: 111–112, 155, 446–447, 687–689, 758, 791–792, 835–836, 868–869 Biographies: 32, 43, 86, 119, 151, 181, 218, 297, 306, 376, 469, 529, 537, 568, 592, 668, 692, 739, 765, 803, 836, 860, 869, 931, 936, 969, 970, 1003, 1041</p> <p>Realize Digital Resources:</p> <p>Social Studies Reference Center>Biographies (examples)>King George III; Abigail Adams; John Adams; Samuel Adams; Mercy Otis Warren; Patrick Henry; George Washington; Crispus Attucks; Thomas Jefferson; Patrick Henry; Benjamin Franklin; Haym Solomon; Marquis de Lafayette; Wentworth Cheswell; Bernardo de Galvez; Gouverneur Morris; James Wilson; Alexander Hamilton; John C. Calhoun; Barack Obama</p>

² The Grade 5 Standards included Exploration through the Articles of Confederation. Grade 8 Standards can review the early Republic through the end of the Civil War and Reconstruction. When possible, connections and relevance to current events and the early history of the U.S. should be linked to the Grade 8 Standards

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<p>8.28 Critique and analyze historical events to recognize power, authority, religion, economics, and governance as they relate to systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups in the colonial and modern era</p>	<p>SE/TE: Abolitionism, 443–449 Reform and Women’s Rights, 452–463 Hardships for American Indians, 610–619 Primary Source, 620 The Labor Movement, 631–637 The Rise of Progressivism, 670–678 The Progressive Presidents, 680–686 Progress and Setbacks for Social Justice, 687–698 Social Change, 789–796 Reform and Women’s Rights, 452–463 The Labor Movement, 631–637 Progress and Setbacks for Social Justice, 687–698 The Civil Rights Movement, 916–927 The Struggle for Equal Rights Continues, 929–935 The Conservative Revolution, 963–972</p> <p>Realize Digital Resources: Social Studies Reference Center>Landmark Supreme Court Cases><i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Korematsu v. United States</i>; <i>Brown v. Board of Education</i> Topic 7>Lesson 4>Video: Abolitionism Topic 7>Lesson 5>The Seneca Falls Convention Topic 11>Lesson 3>Rise of the Progressive Movement Topic 13>Lesson 3>Harlem in the 1920s Topic 15>Lesson 4>The Civil Rights Movement</p>
<p>8.29 Identify and analyze the forms of resistance utilized by enslaved people, including self emancipation, sabotage, and rebellion.</p>	<p>SE/TE: How Did Enslaved African Americans Resist Their Enslavement?, 441–442</p> <p>TE Only: History Background: Nat Turner, 441</p>

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Historical Thinking	
<p>8.29 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.</p>	<p>SE/TE:</p> <p>Analyze Visuals, ELA 3</p> <p>Analyze Primary and Secondary Sources, ELA 4–ELA 5</p> <p>Analysis Skills: Compare Different Points of View, 164</p> <p>Distinguish Fact and Opinion, 280</p> <p>Detect Historical Points of View, 291</p> <p>Distinguish Verifiable from Unverifiable Information, 382</p> <p>Distinguish Relevant from Irrelevant Information, 500</p> <p>Assess Credibility of a Source, 512</p> <p>Distinguish Essential from Incidental Information, 565</p> <p>Draw Sound Conclusions from Sources, 630</p> <p>Quest Project–Based Learning Inquiry: 132, 260, 336, 478, 892</p> <p>Quest Discussion Inquiry: 196, 550, 586, 716</p> <p>Quest Document–Based Writing Inquiry: 6, 54, 336, 408, 652, 782, 848, 962, 1000</p> <p>Primary Sources: 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 661, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043</p> <p>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</p> <p>Topic Assessment: Analyze Primary Sources: 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p>Realize Digital Resources:</p> <p>Interactive Primary Sources (see a complete list on pages xxiii of the front matter)</p> <p>Social Studies Reference Center>Landmark Supreme Court Cases</p>

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<p>8.30 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.</p>	<p>SE/TE:</p> <p>Analysis Skills: Construct a Timeline, 329 Interpret Economic Performance, 359 Detect Changing Patterns, 421 Interpret Thematic Maps, 573</p> <p>Timelines: 4, 52, 130, 194, 220, 348, 351, 406, 476, 505, 548, 584, 650, 714, 746, 780, 808, 816, 861, 905, 977, 982, 998</p> <p>Charts and Graphs (examples): 17, 48, 98, 124, 152, 173, 201, 208, 235, 251, 274, 278, 321, 359, 271, 291, 453, 462, 508, 510, 527, 562, 596, 617, 634, 683, 697, 721, 753, 769, 786, 812, 824, 856, 884, 902, 910, 920, 968, 978, 1008, 1019, 1026</p> <p>Analyze Political Cartoon (examples): 146, 147, 231, 236, 282, 347, 495, 557, 595, 608, 671, 719, 774, 942, 1032</p> <p>Realize Digital Resources:</p> <p>Fillable Active Journal>Quest: Project-Based Learning Inquiry, located at the beginning of each American History topic, has students explore sources and multiple perspectives, synthesize, and cite evidence to support a point of view.</p> <p>21st Century Skills:>Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons; Create Charts and Maps; Create Databases; Evaluate Existing Arguments; Evaluate Web Sites; Interpret Sources; Read Charts, Graphs, and Tables; Support Ideas with Evidence</p>

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<p>8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States.</p>	<p>SE/TE:</p> <p>Women (examples): 111–112, 155, 446–447, 687–689, 758, 791–792, 835–836, 868–869</p> <p>African Americans (examples): 213, 241, 313–314, 429–430, 437–438, 561, 563, 576–578, 602–603, 692–694, 763–764, 801–804, 916–919</p> <p>Asian Americans (examples): 604, 655, 659, 660, 674, 695–697, 838, 871–872, 932</p> <p>Native Americans (examples): 22–23, 61, 62, 183, 213, 311, 313, 339, 362–365, 377, 379, 385, 401, 581, 589, 603, 611–618, 755, 932</p> <p>Hispanic and Latino Americans (examples): 59–60, 61–64, 323, 324, 654, 694–695, 759, 809</p> <p>Biographies: 32, 43, 86, 119, 151, 181, 218, 297, 306, 376, 469, 529, 537, 568, 592, 668, 692, 739, 765, 803, 836, 860, 869, 931, 936, 969, 970, 1003, 1041</p> <p>Jewish Immigrants: 428, 658</p> <p>Gay Rights: 934–935</p>

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Social Science Analysis	
<p>8.32 Critique and analyze information for point of view, historical context, distortion, bias propaganda and relevance including sources with conflicting information in order to question the dominant narratives in history.</p>	<p>SE/TE:</p> <p>Analysis Skills: Compare Different Points of View, 164 Detect Historical Points of View, 291 Assess Credibility of a Source, 512 Distinguish Real News from “Fake News”, 1014 Topic Assessment: Analyze Primary Sources: 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045 Quests: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p> <p>Realize Digital Resources:</p> <p>Fillable Active Journal>Quest: Project-Based Learning Inquiry, located at the beginning of each American History topic, has students explore sources and multiple perspectives, synthesize, and cite evidence to support a point of view. 21st Century Skills>Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Compare Viewpoints; Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>

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<p>8.33 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p>	<p>SE/TE:</p> <p>Quest Document–Based Inquiry: The Easter Mutiny, 6</p> <p>Quest Document–Based Inquiry: Examining the Colonial Environment, 54</p> <p>Quest Project Inquiry: Choosing Sides, 132</p> <p>Quest Civic Discussion Inquiry: Senate Representation, 196</p> <p>Quest Project-Based Learning Inquiry: Stay Out? Or Get Involved?, 260</p> <p>Quest Civic Discussion Inquiry: The Mexican–American War, 336</p> <p>Quest Document–Based Inquiry: Slavery and Abolition, 408</p> <p>Quest Project-Based Learning Inquiry: A Lincoln Website, 478</p> <p>Quest Civic Discussion Inquiry: The End of Reconstruction, 550</p> <p>Quest Civic Discussion Inquiry: High Speed Rail, 586</p> <p>Quest Document–Based Inquiry: Effects of Immigration, 652</p> <p>Quest Civic Discussion Inquiry: Imperialism and Annexation, 716</p> <p>Quest Project-Based Learning Inquiry: The Role of Government in the Economy, 782</p> <p>Quest Document–Based Inquiry: Dropping the Atomic Bomb, 848</p> <p>Quest Project-Based Learning Inquiry: Reporting the Facts, 892</p> <p>The Civil Rights Movement, 916–927</p> <p>The Struggle for Equal Rights Continues, 929–935</p> <p>Quest Document–Based Inquiry: Analyzing the Reagan Conservative Movement, 962</p> <p>Regional Conflicts, 981–991</p> <p>Quest Document–Based Inquiry: Look into the Future, 1000</p> <p>Terrorism and an Unstable World, 1001–1012</p> <p>A Global Economy, 1015–1022</p> <p>Challenges at Home, 1033–1042</p>

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<p>Continued: 8.33 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p>	<p>Continued: Realize Digital Resources: 21st Century Skills>Being an Informed Citizen; Compare Viewpoints; Evaluate Existing Arguments; Make Decisions; Make a Difference; Participate in a Discussion or Debate; Political Participation; Solve Problems</p>
<p>8.34 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.</p>	<p>SE/TE: Quest Document–Based Inquiry: The Easter Mutiny, 6 Quest Document–Based Inquiry: Examining the Colonial Environment, 54 Quest Project Inquiry: Choosing Sides, 132 Analysis Skills: Compare Different Points of View, 164 Quest Civic Discussion Inquiry: Senate Representation, 196 Quest Project-Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Detect Historical Points of View, 291 Quest Civic Discussion Inquiry: The Mexican–American War, 336 Distinguish Verifiable and Unverifiable Information, 382 Quest Document–Based Inquiry: Slavery and Abolition, 408 A Lincoln Website, 478 Distinguish Relevant from Irrelevant Information, 500 Assess Credibility of a Source, 512 Quest Civic Discussion Inquiry: The End of Reconstruction, 550 Quest Civic Discussion Inquiry: High Speed Rail, 586 Quest Document–Based Inquiry: Effects of Immigration, 652 Quest Civic Discussion Inquiry: Imperialism and Annexation, 716 Quest Project-Based Learning Inquiry: The Role of Government in the Economy, 782</p>

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<p>Continued: 8.34 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.</p>	<p>Continued: Quest Document–Based Inquiry: Dropping the Atomic Bomb, 848 Quest Project-Based Learning Inquiry: Reporting the Facts, 892 Quest Document–Based Inquiry: Analyzing the Reagan Conservative Movement, 962 Quest Document–Based Inquiry: Look into the Future, 1000 Distinguish Real News from “Fake News”, 1014</p> <p>Realize Digital Resources: 21st Century Skills>Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Being an Informed Citizen; Compare Viewpoints; Consider and Counter Opposing Arguments; Evaluate Existing Arguments; Evaluate Web Sites; Identify Bias; Make Decisions; Make a Difference; Participate in a Discussion or Debate; Political Participation; Solve Problems</p>

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<p>8.35 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>SE/TE:</p> <p>Quest Document–Based Inquiry: The Easter Mutiny, 6</p> <p>Examining the Colonial Environment, 54</p> <p>Quest: Project Inquiry: Choosing Sides, 132</p> <p>Quest Civic Discussion Inquiry: Senate Representation, 196</p> <p>Quest Project-Based Learning Inquiry: Stay Out? Or Get Involved?, 260</p> <p>Analysis Skills: Distinguish Fact and Opinion, 280</p> <p>Detect Historical Points of View, 291</p> <p>Construct a Timeline, 329</p> <p>Quest Civic Discussion Inquiry: The Mexican–American War, 336</p> <p>Quest Document–Based Inquiry: Slavery and Abolition, 408</p> <p>Quest Project-Based Learning Inquiry: A Lincoln Website, 478</p> <p>Quest Civic Discussion Inquiry: The End of Reconstruction, 550</p> <p>Quest Civic Discussion Inquiry: High Speed Rail, 586</p> <p>Frame Questions, 621</p> <p>Quest Document–Based Inquiry: Effects of Immigration, 652</p> <p>Analyze Sequence, Causation, and Correlation, 662</p> <p>Conduct a Cost-Benefit Analysis, 669</p> <p>Identify Central Issues and Problems, 679</p> <p>Quest Civic Discussion Inquiry: Imperialism and Annexation, 716</p> <p>Quest Project-Based Learning Inquiry: The Role of Government in the Economy, 782</p> <p>Quest Document–Based Inquiry: Dropping the Atomic Bomb, 848</p> <p>Quest Project-Based Learning Inquiry: Reporting the Facts, 892</p> <p>Make a Difference, 915</p> <p>Quest Document–Based Inquiry: Analyzing the Reagan Conservative Movement, 962</p> <p>Political Participation, 993</p>

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<p>Continued: 8.35 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>Continued: Quest Document–Based Inquiry: Look into the Future, 1000 Distinguish Real News from “Fake News,” 1014</p> <p>Topic Assessments: 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p>Realize Digital Resources: Fillable Active Journal>There are many opportunities throughout the <i>Active Journal</i> to construct reasoned explanations using relevant data while acknowledging the strengths and weaknesses of arguments. 21st Century Skills: Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Being an Informed Citizen; Compare Viewpoints; Consider and Counter Opposing Arguments; Evaluate Existing Arguments; Evaluate Web Sites; Identify Bias; Make Decisions; Make a Difference; Participate in a Discussion or Debate; Political Participation; Solve Problems</p>

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