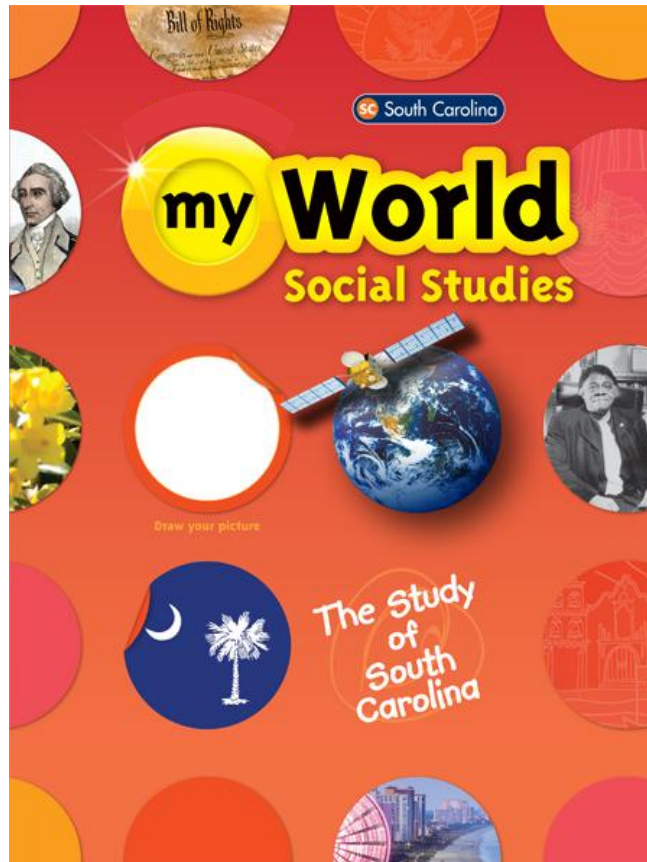


A Correlation of



©2017

to the

South Carolina

Social Studies Academic Standards

South Carolina Studies, Grade 3

**A Correlation of myWorld Social Studies, The Study of South Carolina, © 2017
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Introduction

This document demonstrates how *myWorld Social Studies, The Study of South Carolina, © 2017*, meets the South Carolina Social Studies Academic Standards, Grade 3. Correlation page references are to the Student Edition. Alignments are cited at the page level.

Everyone has a story. What's yours?

myWorld Social Studies™ 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.

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

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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

- Student Edition
- 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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Table of Contents

Standard 3-1:4

Standard 3-2:5

Standard 3-36

Standard 3-4:8

Standard 3-5:10

**A Correlation of myWorld Social Studies, The Study of South Carolina, © 2017
to the South Carolina Social Studies Academic Standards, South Carolina Studies**

<p align="center">South Carolina Social Studies Academic Standards - Grade 3 South Carolina Studies</p>	<p align="center">myWorld Social Studies The Study of South Carolina © 2017</p>
<p>Standard 3-1: The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.</p>	
<p>Enduring Understanding: People utilize, adapt to, and modify the physical environment to meet their needs. They also identify regions based on geographic and human characteristics to help them interpret Earth’s complexity. To understand how people interact with the physical environment, the student will utilize the knowledge and skills set forth in the following indicators:</p>	
<p>Indicators:</p>	
<p>3-1.1 Categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources.</p>	<p>SE: South Carolina’s Regions, 14; The Coastal Zone, 15-16; Outer Coastal Plain, 17; The Inner Coastal Plain Region, 18; The Climate of the Coastal Regions, 19; The Sand Hills, 22-23; The Piedmont Region, 24-25; The Blue Ridge Region, 26-27; Got It? Question 8. List, 29; Review and Assessment: Question 4, 31</p>
<p>3-1.2 Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.</p>	<p>SE: Envision It!, 4-5; South Carolina’s Location, 4-5; South Carolina’s Landforms, 6-7; South Carolina’s Water Features, 8-9; South Carolina’s Climate, 10-11; Got It?, Question 8. Generalize, 11; Protecting Coastal Areas, 16; Outer Coastal Plain, 17; The Inner Coastal Plain Region, 18; The Climate of the Coastal Regions, 19; Got It?, Questions 6 & 7, 19; Review and Assessment: Questions 1 & 3, 30; Review and Assessment: Question 5, 31</p>
<p>3-1.3 Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development</p>	<p>SE: myStory Spark: How does geography affect the way we live?, 2; Eliza Lucas Pinckney: Think About It, 3; Got It?, Question 9. Write, 11; The Inner Coastal Plain Region, 18; Question 2. Write, 23; People and Geography, 29; myStory Book: How does geography affect the way we live?, 31; myStory Spark: How do people adapt to where they live?, 32; The First Americans, 34-35; European Settlers, 50-55; Graph Skills: Interpret Graphs, 56-57; myStory Book: How do people adapt to where they live?, 67; Life in the Early 1800s, 134-141; Life After Reconstruction, 166-171; A New Century, 174-181;</p>

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<p align="center">South Carolina Social Studies Academic Standards - Grade 3 South Carolina Studies</p>	<p align="center">myWorld Social Studies The Study of South Carolina © 2017</p>
<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Interpret information from a variety of social studies resources • Recognize maps, mental maps, and geographic models as representations of spatial relationships. • Find and describe the location and condition of places. • Understand that people make choices based on the scarcity of resources. • Share thoughts and ideas willingly. • Use visual elements as aids to understand where, when, why, and how. 	<p>SE: Visual Elements: Photographs, 3, 4, 6, 8, 11, 15, 16, 17, 18, 22, 24, 25, 27, 29, 52, 53, 54, 55, 135, 136, 137, 138, 139, 140, 141, 166, 167, 168, 169, 170, 174, 175, 177, 178, 179, 180, ; Envision It!, 4-5, 14-15, 22-23; Map: South Carolina, 5; Map: South Carolina's Rivers and Lakes, 9; Map Skills: Latitude and Longitude, 12-13; Map: Cities on the Fall Line, 23; Map: The Blue Ridge Region, 26; Map: Question 6. Draw a mental map..., 28; Map: Early Settlements in South Carolina, 51; Graph Skills: Interpret Graphs, 56-57; Collaboration and Creativity Skills: Work in Cooperative Teams, 152-153; Map: South Carolina Railroads, 1899, 168; Map: Moving North, 176</p>
<p>Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.</p>	
<p>Enduring Understanding: The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. To understand how these various groups interacted to form a new and unique culture, the student will utilize the knowledge and skills set forth in the following indicators:</p>	
<p>Indicators:</p>	
<p>3-2.1 Compare the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.</p>	<p>SE: Early Cultures of South Carolina, 36; Cherokee Way of Life, 37; Cherokee Government, 38; The Catawba, 39; The Yemassee, 40; Comparing Early Cultures in South Carolina, 41; Review and Assessment, Questions 2 & 4, 64</p>
<p>3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.</p>	<p>SE: Envision It!, 44-45; Europeans Arrive, 44-45; Europeans Explore South Carolina, 46-47; Other Explorers, 48-49; Got It? Question 5. Write, 49; Review and Assessment, Questions 5 & 6, 65</p>
<p>3-2.3 Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.</p>	<p>SE: European Colonies, 50-51; Early Settlers, 52; Conflict and Cooperation Over Land, 53-54; Becoming a Royal Colony, 55; Review and Assessment, Question 8, 65</p>

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<p>3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups.</p>	<p>SE: Early Settlers, 52; Becoming a Royal Colony, 55; Got It?, Question 4. Generalize, 55; Before the Lords Proprietors..., 58;</p>
<p>3-2.5 Explain the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery</p>	<p>SE: Slavery in South Carolina, 58-59; What Life Was Like for the Enslaved Africans, 60-61; Contributions to South Carolina’s Culture, 62-63; Got It?, Question 5. Describe, 63; Review and Assessment: Questions 10 & 11, 66</p>
<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Identify cause-and-effect relationships • Interpret information from a variety of social studies resources • Recognize maps, mental maps, and geographic models as representations of spatial relationships • Find and describe the location and condition of places. • Distinguish between wants and needs and between consumers and producers. • Use visual elements as aids to understand where, when, why and how. 	<p>SE: Envision It! 34-35, 44-45, 50-51, 58-59; Artifacts, 34, 39; Visual Elements: Illustrations: 35, 45, 46, 47, 50, 52, 53, 54, 59, ; Map: Native Americans in South Carolina, 36; Visual Elements: Photographs, 37, 38, 39, 40, 44, 49, 52, 58, 61, 62, 63; Reading Skills: Draw Conclusions, 42-43; Map: European Explorers, 48; Map: Early Settlements in South Carolina, 51; Graph Skills: Interpret Graphs, 56-57; Map: Passage to Slavery, 60; Review and Assessment: Question 11. Cause and Effect, 66; Reading Skills: Cause and Effect, 76-77</p>
<p>Standard 3-3 The student will demonstrate an understanding of the American Revolution and South Carolina’s role in the development of the new American nation.</p>	
<p>Enduring Understanding: People establish governments to provide stability and ensure the protection of their rights as citizens. To understand the causes and results of the American Revolution on South Carolina, the student will utilize the knowledge and skills set forth in the following indicators:</p>	

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<p>Indicators:</p>	
<p>3-3.1 Summarize the causes of the American Revolution, including Britain’s passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.</p>	<p>SE: The Stamp Act, 70-71; The Tea Act and The Intolerable Act, 72; Growing Conflict, 73; Organizing to Fight, 74-75; Question 4. Sequence, Timeline: The Road to Revolution, 74; Got It? , Questions 5 & 6; Impact on South Carolina, 78-79; Declaring Independence, 80; Review and Assessment, Questions 1-4, 94; The Declaration of Independence, 102; Our Founding Principles, 103</p>
<p>3-3.2 Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.</p>	<p>SE: Impact on South Carolina, 78-79; Declaring Independence, 80; Opposing Viewpoints, 82-83; Reading Skills: Comparing Viewpoints, 86-87; Life During and After the Revolution, 88-93; Got It?, Question 5. Summarize, 93; Review and Assessment, Question 5, 95</p>
<p>3-3.3 Summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs.</p>	<p>SE: Francis Marion, Swamp Fox Military Officer, 69; The American Revolution Begins, 81-82; Partisan Warfare, 83; The War Goes On, 84-85; During the Revolution, 89; Review and Assessment, Question 6 & 7, 95</p>
<p>3-3.4 Summarize the effects of the American Revolution, including the establishment of state and national governments.</p>	<p>SE: A Hard Job After the Revolution, 90; A New Capital in South Carolina, 91; A New Government, 92-93; Got It?, Question 5. Summarize, 93; Review and Assessment, Questions 8-10, 96; Principles of Our Government, 100-105; How Our Government Works, 108-113; Our Rights and Responsibilities, 114-119; Reading Skills: Summarize, 120-121;</p>

**A Correlation of myWorld Social Studies, The Study of South Carolina, © 2017
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<p>3-3.5 Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and the basic powers of each branch.</p>	<p>SE: Jean Hoefler Toal: South Carolina Supreme Court Chief Justice, 99; State and Local Government, 112-113; South Carolina’s State Government, 122; The Legislative Branch, 123; The Executive Branch, 124; The Judicial Branch, 125; Got It?, Question 5. Main Idea and Details, 127; Review and Assessment, Questions 9-11, 130</p>
<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Distinguish between past, present, and future time. • Identify cause-and-effect relationships • Interpret information from a variety of social studies resources. • Share thoughts and ideas willingly. • Use visual elements as aids to understand where, when, why, and how. 	<p>SE: myStory Spark: How does our past affect our future?, 68; Visual Elements: Artifacts, 71, 79, 90, 103, 106; Visual Elements: Illustrations, 72, 78, 81, 82, 88, 91; Visual Elements: Photographs, 72, 75, 80, 83, 85, 89, 99, 102, 112, 113, 122, 123, 124, 125, 127; Reading Skills: Cause and Effect, 76-77; Envision It!, 78-79; Map: Revolutionary War Battles, 84; myStory Book: How does our past affect our future?, 97; Critical Thinking Skills: Identify Primary and Secondary Sources, 106-107; Map: South Carolina County Map, 126; Collaboration and Creativity Skills: Work in Cooperative Teams, 152-153; Media and Technology Skills: Analyze Images, 182-183</p>
<p>Standard 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.</p>	
<p>Enduring Understanding: South Carolina played a key role in events that occurred before, during, and after the Civil War; and those events, in turn, greatly affected the state. To understand South Carolina’s experiences during this tumultuous time, the student will utilize the knowledge and skills set forth in the following indicators:</p>	
<p>Indicators:</p>	
<p>3-4.1 Compare the economic conditions for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the enslaved and free African Americans.</p>	<p>SE: Envision It! 134-135; Rural Beginnings, 134; A Growing State, 135; Life in a South Carolina City, 136; Question 2. Make Life on a Small Farm, 137; Plantation Life and Slavery, 138-139; The Economy Grows, 140-141; Got It?, Question 8. Describe, 141; Review and Assessment, Questions 1-3, 160</p>

**A Correlation of myWorld Social Studies, The Study of South Carolina, © 2017
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<p>3-4.2 Summarize the development of slavery in antebellum South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery.</p>	<p>SE: Plantation Life and Slavery, 138-139; The Economy Grows, 140-141; Got It?, Question 7. Generalize, 141; Review and Assessment, Questions 1-3, 160</p>
<p>3-4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights.</p>	<p>SE: myStory Spark: What is worth fighting for?, 132; Envision It!, 144-145; The Underground Railroad, 145; A Break from the Union, 146-147; Got It?, Question 9. Explain, 151; Review and Assessment, Question 4, 161; myStory Book: What is worth fighting for?, 163</p>
<p>3-4.4 Summarize the course of the Civil War in South Carolina, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, the significance of the <i>Hunley</i> submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.</p>	<p>SE: Robert Smalls: Navy Captain and Politician, 133; Envision It!, 144-145; Slavery Divides the Country, 144; The Civil War Begins, 148; Defending South Carolina, 149; The End of Slavery, 150-151; Review and Assessment, Questions 4-7, 161</p>
<p>3-4.5 Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.</p>	<p>SE: The Civil War Begins, 148; Defending South Carolina, 149; Envision It!, 154-155; An Economy in Ruins, 154-155; Rejoining the Union, 156; Got It?, Question 6. Write the effects, 159; Review and Assessment, Questions 8-10, 162</p>
<p>3-4.6 Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms</p>	<p>SE: Reconstruction, 154-159; Got It?, Question 6. Write the effects, 159; Review and Assessment, Questions 8-10, 162</p>

**A Correlation of myWorld Social Studies, The Study of South Carolina, © 2017
to the South Carolina Social Studies Academic Standards, South Carolina Studies**

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<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Identify cause-and-effect relationships. • Interpret information from a variety of social studies resources. • Find and describe the location and condition of places. • Work in teams to learn collaboratively. • Use visual elements as aids to understand where, when, why, and how. 	<p>SE: Reading Skills: Cause and Effect, 76-77; Visual Elements: Photograph, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 144, 145, 147, 148, 149, 150, 152, 154, 155, 156, 157, 158, 159; Envision It!, 134-135, 144-145, 154-155; Question 4. Circle all the homes in the plantation diagram. Then describe the differences you see, 139; Reading Skills: Fact and Opinion, 142-143; Map: Free and Slave States, 1860, 146; Collaboration and Creativity Skills: Work in Cooperative Teams, 152-153; Media and Technology Skills: Analyze Images, 182-183</p>
<p>Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.</p>	
<p>Enduring Understanding: South Carolina experienced major economic, political, and social changes during the late nineteenth and the twentieth century. To understand the effects of these changes, the student will utilize the knowledge and skills set forth in the following indicators:</p>	
<p>Indicators:</p>	
<p>3-5.1 Summarize the social and economic impact of developments in agriculture, industry and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad.</p>	<p>SE: Reading Skills: Summarize, 120-121; Changes and Challenges, 166; Tough Times for African Americans, 167; Changes in Transportation, 168-169; Rise and Fall of the Textile Industry, 170-171; Got It?, Questions 5 & 6, 171; Review and Assessment, Questions 1 & 2, 202</p>
<p>3-5.2 Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations.</p>	<p>SE: Reading Skills: Cause and Effect, 76-77; Envision It! 174-175; World War I, 174-175; The Great Migration, 176; Moving to Cities, 177; Review and Assessment, Question 3. Fill in the circle, 202</p>

**A Correlation of myWorld Social Studies, The Study of South Carolina, © 2017
to the South Carolina Social Studies Academic Standards, South Carolina Studies**

<p align="center">South Carolina Social Studies Academic Standards - Grade 3 South Carolina Studies</p>	<p align="center">myWorld Social Studies The Study of South Carolina © 2017</p>
<p>3-5.3 Explain the effects of the Great Depression on daily life in South Carolina, including the widespread poverty and unemployment and the efforts of the federal government to create jobs through a variety of New Deal programs.</p>	<p>SE: Hard Times, 179; The New Deal, 180-181; Got It? Questions 6 & 7, 181; Review and Assessment, Question 4. Write, 202</p>
<p>3-5.4 Summarize the social and economic impact of World War II and the Cold War on South Carolina, including the end of the Great Depression, improvements in modern conveniences, increased opportunities for women and African Americans, and the significance of the opening and eventual closing of military bases.</p>	<p>SE: Envision It!, 184-185; South Carolina Supports the War Effort, 184-185; New Opportunities, 186; Working for Equal Rights, 187; Military Bases in South Carolina, 188; The Cold War, 189; Got It?, Questions 4 & 5, 189; Review and Assessment, Questions 5-7, 203</p>
<p>3-5.5 Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (Briggs v. Elliott) and other public facilities; and efforts of African Americans to achieve the right to vote.</p>	<p>SE: Working for Equal Rights, 187; Envision It!, 190-191; A Call to Action, 190; Problems in School, 191; Progress Is Made, 192-193; Voting Rights, 194-195; Got It?, Questions 6 & 7, 195; Review and Assessment, Questions 8 & 9, 204</p>
<p>3-5.6 Describe the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state</p>	<p>SE: Envision It!, 196-197; Changes in Agriculture, 196; Other Industries, 197; Tourism Industry, 198-199; Changes in Transportation, 200-201; Got It?, Question 6. Write, 201; Review and Assessment, Questions 10 & 11, 204</p>

**A Correlation of myWorld Social Studies, The Study of South Carolina, © 2017
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