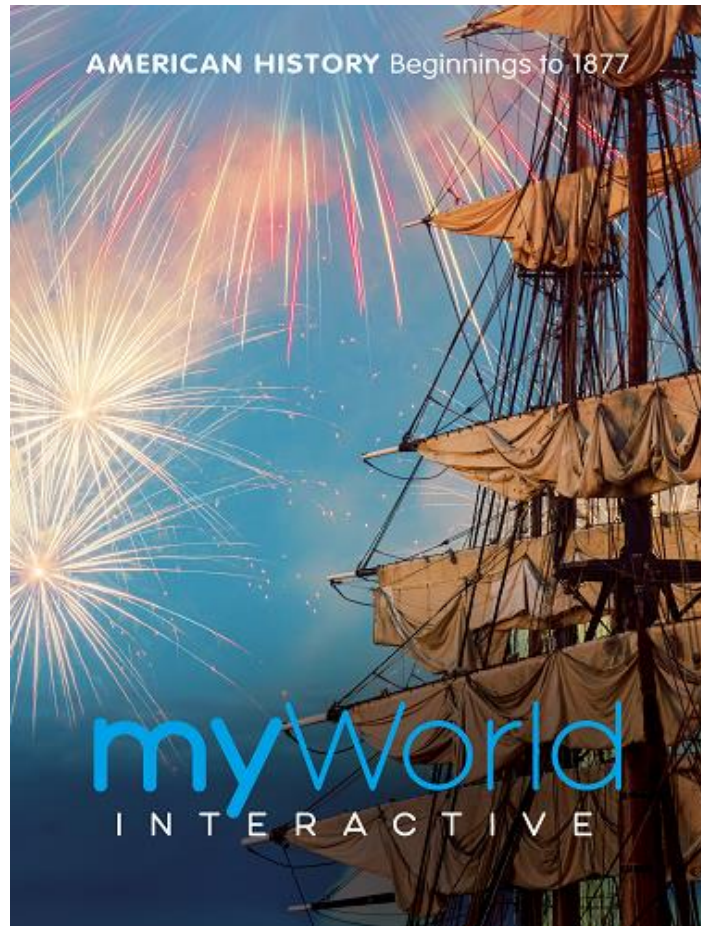


A Correlation of



©2019

To the
**Tennessee Social Studies Standards
For World History and Geography
Grade 8**

**A Correlation of myWorld Interactive Social Studies, American History,
Beginnings to 1877, ©2019
to the Tennessee Social Studies Standards for United States History and Geography**

Introduction

This document demonstrates how *myWorld Interactive Social Studies American History, Beginnings to 1877, ©2019* meets the Tennessee Social Studies Standards, United States History and Geography for Grade 8. Correlation page references are to the Student Edition and Teacher Edition.

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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Tennessee Social Studies Standards for United States History and Geography	myWorld Interactive Social Studies American History, Beginnings to 1877, ©2019
8 EIGHTH GRADE SOCIAL STUDIES	
United States History and Geography: Colonization of North America to Reconstruction	
<p>Course Description: Eighth grade students will study the European settlement of North America and the role geographic features played in the early settlement of Thirteen Colonies. Students will examine the development and maturation of the Thirteen Colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the U.S., including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Finally, students will examine the major events and issues leading up to the Civil War, individuals and events that were significant during the war, and the resulting era of Reconstruction.</p> <p>This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in American history.</p> <p><i>This course is the first of a two year survey of U.S. history and geography and picks up where 7th grade finishes their study of world history. This course is designed to help students think like historians, focusing on historical concepts in order for students to build an understanding of the history of the U.S. Appropriate primary sources have been embedded in the standards in order to enhance students' understanding of the content.</i></p> <p><i>This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.</i></p>	

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Grades 6-8	
Social Studies Practices	
<p>Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).</p>	
<p>SSP.01 Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> • Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) • Graphic representations (e.g., maps, timelines, charts, photographs, artwork) • Artifacts • Media and technology sources 	<p>SE/TE: 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; Charts, Graphs, Tables, and Infographics (examples), 17, 48, 84, 124, 137, 182, 201, 223, 240, 263, 277, 309, 330, 353, 373, 399, 453, 485, 510, 542, 562, 580; Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548; 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, 545, 549, 581; Atlas; also see: English-Language Arts Handbook: Analyze Primary and Secondary Sources, ELA 4–ELA 5</p> <p>Analysis Skills: Compare Different Points of View, 164; Construct a Timeline, 329; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565; Interpret Thematic Maps, 573</p> <p>Activity Journal: Writing Workshop: Research Paper, 22–23; Research Paper, 128–129</p> <p>Digital Sources Interactive 21st Century Skills; Interactive Primary Sources; Social Studies Reference Center: Biographies; Interactive Maps, Charts, Timelines, Simulations, and 3D Models.</p>

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<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas and relevant information ● Distinguish the difference between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and bias ● Assess the strengths and limitations of arguments 	<p>SE/TE: 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> <p>Activity Journal: Writing Workshop: Research Paper, 22–23; Research Paper, 128–129</p> <p><u>Digital Sources</u> Interactive 21st Century Skills; Interactive Primary Sources; Social Studies Reference Center: Biographies</p>
<p>SSP.03 Synthesize data from multiple sources in order to:</p> <ul style="list-style-type: none"> ● Recognize differences among multiple accounts ● Establish validity by comparing and contrasting multiple sources ● Frame appropriate questions for further investigation 	<p>SE/TE: SE/TE: Quest, 6, 54, 132, 198, 260, 336, 408, 478, 550; Writing Workshop: Find and Use Credible Source, 279; Analysis Skills: Identify Sources of Continuity, 246; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565; English-Language Arts Handbook: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Reports, ELA 14</p> <p>TE only: Differentiate Instruction: Advanced, 9, 170, 172, 241, 350, 460, 517, 555</p> <p>Activity Journal: Quests, 4–11, 26–33, 54–61, 78–85, 106–113, 132–139, 160–167, 186–193, 212–219</p>

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Continued	<p><u>Digital Sources</u> Quests; 21st Century Skills Tutorials: Distinguish Between Fact and Opinion; Write an Essay; Search for Information on the Internet; Identify Evidence; Interpret Sources</p>
SSP.04 Construct and communicate arguments citing supporting evidence to: <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions 	<p>SE/TE: Identify Cause and Effect, 255, 268, 277, 284, 290, 300, 321, 325, 387, 388; Predict Consequences, 432, 442, 493</p> <p>Literacy Skill: Identify Cause and Effect, 39, 337, 392, 465, 489; Analysis Skill: Distinguish Cause and Effect, 224; Causes and Effects of Reconstruction, 553–554</p>
Not mentioned	<p>Quest: Stay Out? Or Get Involved?, 260; The End of Reconstruction, 550; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291</p> <p>Critical Thinking and Writing, 49, 127, 191, 255, 331, 403, 473, 545, 580</p> <p>TE only: Quest: Stay Out? Or Get Involved?, 256B</p> <p>History Background: Different Viewpoints, 219; Compare and Contrast, 448</p> <p>Make Predictions (examples), 14, 30, 46, 66, 78, 100, 187, 208, 292, 406, 428, 448; Predict Consequences (examples), 73, 347, 377, 391, 433, 499; Identify Cause and Effect (examples), 239, 265, 271, 293, 308, 312, 318, 327, 373, 378; Express Problems Clearly, 136</p> <p>Activity Journal: Writing Workshop: Arguments, 102–103</p> <p><u>Digital Sources</u> 21st Century Skills: Analyze Cause and Effect; Compare Viewpoints; Make Predictions</p>

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<p>SSP.05 Develop historical awareness by:</p> <ul style="list-style-type: none"> • Recognizing how and why historical accounts change over time • Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness • Evaluating how unique circumstances of time and place create context and contribute to action and reaction • Identifying patterns of continuity and change over time, making connections to the present 	<p>SE/TE: Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548</p> <p>Go back in time & Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546</p> <p>Quest, 6, 54, 132, 198, 260, 336, 408, 478, 550</p> <p>Writing Workshop: Introduce Characters, 64, 420; Establish Setting, 89, 358; Organize Sequence of Events, 99, 109, 367, 442; Use Narrative Techniques, 120, 381, 449; Use Descriptive Details and Sensory Language, 125, 374, 391, 463; End Strongly, 401; Prepare a Final Draft, 471; Write a Narrative, 127, 403, 473</p> <p>Analysis Skills: Relate Events in Time, 189; Identify Sources of Continuity, 246; Detect Changing Patterns, 421; Update an Interpretation, 450; English-Language Arts Handbook: Write Narrative Essays, ELA 11</p> <p>TE only: Differentiate Instruction: Below Level, 306; Recognize Cultural and Experiential Backgrounds, 3, 51, 129, 193, 257, 333, 405, 475, 547</p> <p>Activity Journal: Sequence, 36, 62, 72, 93, 124, 151, 201, 206; Quick Activity: Make a Timeline, 66 (Revolutionary War)</p> <p>Digital Sources Quests; 21st Century Skills: Sequence; Interactive Timelines: Topic 3: Lesson 5; Topic 4: Lesson 3; Topic 6: Lesson 1; Topic 6: Lesson 2; Topic 6: Lesson 6; Topic 7: Lesson 1; Topic 7: Lesson 5; Topic 8: Lesson 4; Topic 9: Lesson 4</p>

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<p>SSP.06 Develop a geographic awareness by:</p> <ul style="list-style-type: none"> • Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). • Determining the use of diverse types of maps based on their origin, structure, context, and validity • Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships • Analyzing interaction between humans and the physical environment • Examining how geographic regions and perceptions of regions are fluid across time and space 	<p>SE/TE: 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, Atlas</p> <p>Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573</p> <p>Activity Journal: Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211</p> <p>Digital Sources Interactive 21st Century Skills; Interactive Maps, Charts, Timelines, Simulations, and 3D Models.</p>
<p>Colonization (1607-1750)</p>	
<p>Overview: Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization.</p>	
<p>8.01 Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people. C, E, G, H, P</p>	<p>SE/TE: Roanoke and Jamestown, 72–75; Growth of the Jamestown Colony, 76–77; Review, 126</p> <p>Activity Journal: Take Notes & Preview Vocabulary, 36–37</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 2: France, the Netherlands and the Fur Trade</p>

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<p>8.02 Explain the founding and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom. C, G, H, P</p>	<p>SE/TE: Colonists Seek Religious Freedom, 78–80; Plymouth colony, 80–82, 90; Mayflower Compact, 80–81, 90, 213; Religious Motivation and Creating a Tradition of Religious Freedom, 81; Squanto, 82; Puritans, 83–84; Which New Colonies Formed Over Religious Differences?, 84–86; The Puritans Leave a Lasting Legacy, 89; William Bradford, <i>Of Plymouth Plantation</i>, 90 Activity Journal: Quick Activity: Write a Letter 40 (Persuasive letter to other Separatists to come to America)</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 3: Religious Freedom in New England; Interactive Primary Sources: Topic 2: Lesson 3 Mayflower Compact</p>
<p>8.03 Explain the founding and development of the Massachusetts Bay Colony, including the significance of: C, G, H, P</p> <ul style="list-style-type: none"> • Anne Hutchinson • Role of theocracy • Salem Witch Trials • Town meetings 	<p>SE/TE: Massachusetts Bay Colony, 83–84; Anne Hutchinson, 53, 85–86; Salem Witch Trials, 88; Town Meetings, 88, 89 Activity Journal: Quick Activity: Write a Letter 40 (Persuasive letter to other Separatists to come to America)</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 3: Religious Freedom in New England; Interactive Primary Sources: Topic 2: Lesson 3 Mayflower Compact</p>
<p>8.04 Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker. C, G, H, P</p>	<p>SE/TE: Roger Williams, 84; Thomas Hooker, 84; Fundamental Orders of Connecticut, 84; Rhode Island, 85–86, 123; Connecticut, 123 Activity Journal: Quick Activity: Write a Letter 40 (Persuasive letter to other Separatists to come to America)</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 3: Religious Freedom in New England</p>

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<p>8.05 Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York. C, E, G, H, P</p>	<p>SE/TE: New Netherland?, 70–72, 91–92, 93, 113 Activity Journal: Take Notes & Preview Vocabulary, 36–37</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 2: France, the Netherlands and the Fur Trade</p>
<p>8.06 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of:</p> <ul style="list-style-type: none"> • William Penn • Philadelphia • Relationship with American Indians • Role of women <p>C, E, H, P</p>	<p>SE/TE: How Did Pennsylvania Become a Colony?, 94–96; Philadelphia, 97; Expanding Beyond Philadelphia, 98–99; Analyze Maps: Pennsylvania, 127 Activity Journal: Take Notes & Preview Vocabulary, 41–42</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 4: The Middle Colonies</p>
<p>8.07 Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding. C, E, G, H, P</p>	<p>SE/TE: Who Settled the Carolinas and Georgia?, 101–103 Activity Journal: Take Notes & Preview Vocabulary, 43–44</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 5: The Southern Colonies</p>
<p>8.08 Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development. E, G, H, P</p>	<p>SE/TE: Maps of Colonies, 52, 87, 92, 101, 122, 127; also see: The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 5: The Southern Colonies</p>

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<p>8.09 Compare and contrast the locations and goals of British, French, and Spanish settlements in North America. C, E, G, H, P</p>	<p>SE/TE: Geography Skills, 70; Roanoke and Jamestown, 72; Colonial Settlers' Origins, 75; also see: Comparing the New England and Middle Colonies, 98; How Did Two Regions Develop Differently?, 103–106 Activity Journal: Take Notes & Preview Vocabulary, 36–37</p> <p><u>Digital Sources</u> Lesson Videos: Topic 2: Lesson 4: The Middle Colonies</p>
<p>8.10 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. C, E, G, H, P</p>	<p>SE/TE: Enslaved Africans, 103; Enslaved Workers, 104; The Slave Trade Expands, 107–109 Activity Journal: Take Notes & Preview Vocabulary, 43–44</p> <p><u>Digital Sources</u> Lesson Videos: Topic 2: Lesson 5: The Southern Colonies; Lesson 5: The Southern Colonies</p>
<p>8.11 Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance. C, H</p>	<p>SE/TE: Great Awakening, 114–116, 120, 127 Activity Journal: Take Notes & Preview Vocabulary, 45–46</p> <p><u>Digital Sources</u> Lesson Videos: Topic 2: Lesson 6: Colonial Cultural Achievements</p>
<p>8.12 Explain the Navigation Acts and the policy of mercantilism. E, G, H</p>	<p>SE/TE: Navigation Acts, 121–122, 146; Mercantilism, 121–122, 144–145, 146, 154–155 Activity Journal: Take Notes & Preview Vocabulary, 64–65</p> <p><u>Digital Sources</u> 21st Century Skills: Read Special Purpose Maps; Lesson Videos: Topic 3: Lesson 2: Taxation and Mercantilism</p>

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The American Revolution (1700-1783)	
Overview: Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution.	
<p>8.13 Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763.</p> <p>C, E, G, H, P, T</p>	<p>SE/TE: French and Indian War, 133–140; Treaty of Paris, 139, 143, 186; How Did the Proclamation of 1763 Fuel Resentment?, 143–144</p> <p>Activity Journal: Take Notes & Preview Vocabulary, 62–63</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 1: Causes and Results of the French and Indian War</p>
<p>8.14 Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union.</p> <p>C, E, H, P</p>	<p>SE/TE: Albany Plan of Union, 136–137, 140; Benjamin Franklin, 158, 169, 170, 176; Join or Die, 171</p> <p>TE Only: History Background, 171</p> <p>Activity Journal: Take Notes & Preview Vocabulary, 62–63</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 1: Causes and Results of the French and Indian War; Social Studies Reference Center: Biographies: Topic 3: Lesson 4 Benjamin Franklin</p>
<p>8.15 Analyze the social, political, and economic causes of the events and groups of the American Revolution, including:</p> <p>C, E, G, H, P</p> <ul style="list-style-type: none"> • The Quartering Act, 1765 • The Stamp Act, 1765 • The Declaratory Act, 1766 • The Townshend Acts, 1767 • The Boston Massacre, 1770 • The Boston Tea Party, 1773 • Intolerable/Coercive Acts, 1774 • Sons of Liberty 	<p>SE/TE: Growing Resentment Against Britain, 142–152; Taking Up Arms, 154–163; The Move Toward Independence, 165–176; Winning Independence, 178–188; Review and Assessment, 190–191</p> <p>Activity Journal: Quick Activity: Make a Timeline, 66; Writing Activity: Explanatory Essay, 74–75</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 2: Taxation and Mercantilism; Lesson 3: The Boston Tea Party; Lesson 4: The Declaration of Independence; Lesson 5: Winning Independence</p>

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<p>8.16 Explain the historical purposes and consequences of Thomas Paine's <i>Common Sense</i>. C, H, P</p>	<p>SE/TE: Common Sense (Paine), 164, 167–168; Primary Source Thomas Paine, <i>Common Sense</i>, 177</p> <p>Digital Sources 21st Century Skills: Analyze Primary and Secondary Sources</p>
<p>8.17 Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed's) Hill. C, E, G, H, P</p>	<p>SE/TE: Battle of Lexington, 131, 159–161; Battle of Concord, 131, 159–161, 239; Bunker Hill, Battle of, 165–166 Activity Journal: Take Notes & Preview Vocabulary, 67–68</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 3: The Boston Tea Party</p>
<p>8.18 Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028) C, H, P, TCA</p>	<p>SE/TE: Declaration of Independence, 168, 169, 170, 171, 182, 190, 197, 213, 214, 222, 443, 503; Full text of, 582–583 Activity Journal: Quick Activity: Edit the Declaration, 71</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 4: The Declaration of Independence; Interactive Primary Sources: Topic 3: Lesson 4 Declaration of Independence</p>
<p>8.19 Compare and contrast the points of view of Loyalists and Patriots. C, G, H, P</p>	<p>SE/TE: Loyalists, 162, 163, 167, 184, 187; Patriots, 162, 184; Quests: Choosing Sides, 132 Activity Journal: Quests: Choosing Sides, 54–61</p> <p>Digital Sources 21st Century Skills: Compare Viewpoints</p>

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<p>8.20 Locate and explain the significance of the following during the American Revolution: C, H, P, T</p> <ul style="list-style-type: none"> • Struggles of the Continental Army • Battles of Trenton and Princeton • Battle of Kings Mountain • Battle of Saratoga • Battle of Yorktown • Guerrilla warfare 	<p>SE/TE: What Challenges Faced the Continental Army?, 172–173; Battle of Trenton, 173–174; Battle of Princeton, 174; Battle of Saratoga, 175–176; guerrilla warfare, 184; Yorktown, Battle of, 185–186</p> <p>Activity Journal: Take Notes & Preview Vocabulary, 69–70, 72–73</p> <p><u>Digital Sources</u> Lesson Videos: Topic 3: Lesson 5: Winning Independence</p>
The New Nation (1775-1800)	
Overview: Students will explore the foundation of U.S. government, the principles of the Articles of Confederation and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government.	
<p>8.21 Analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays' Rebellion. E, G, H, P, T</p>	<p>SE/TE: A Weak Confederation, 197–203; Land Ordinance of 1785, 201; Northwest Ordinance, 201–202, 361, 368–369, 444; Shays' Rebellion, 203; Review and Assessment, 254</p> <p>Activity Journal: Take Notes & Preview Vocabulary, 86–87</p> <p><u>Digital Sources</u> Lesson Videos: Topic 4: Lesson 1: The Articles of Confederation; Interactive Primary Sources: Topic 4: Lesson 1 Articles of Confederation</p>
<p>8.22 Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028) E, H, P, TCA</p>	<p>SE/TE: Drafting a Constitution, 204–209; Primary Source: Hamilton and Madison Disagree, 253; Review and Assessment, 255</p> <p>Activity Journal: Quick Activity: Focus on a Framer, 90</p> <p><u>Digital Sources</u> Social Studies Reference Center: Biographies: Topic 3: Lesson 2 George Washington; Topic 4: Lesson 4 Alexander Hamilton; Lesson Videos: Interactive Primary Sources: Topic 4: Lesson 2: The Constitutional Convention</p>

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<p>8.23 Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028) H, P, TCA</p>	<p>SE/TE: Understanding the Constitution, 225–236; Full text of the Constitution, 584–607; Review and Assessment, 255 Activity Journal: Take Notes & Preview Vocabulary, 93–94</p> <p>Digital Sources Lesson Videos: Topic 4: Lesson 2: The Constitutional Convention; Lesson 5: The Three Branches of Government; Topic 4: Lesson 5 United States Constitution Interactive Primary Sources: Topic 4: Lesson 2: The Constitutional Convention</p>
<p>8.24 Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states’ rights. (T.C.A. § 49-6-1028) H, P, TCA</p>	<p>SE/TE: Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Review and Assessment, 255 Activity Journal: Take Notes & Preview Vocabulary, 93–94</p> <p>Digital Sources Lesson Videos: Topic 4: Lesson 4: The Bill of Rights; Interactive Primary Sources: Topic 4: Lesson 4 Anti-Federalist Papers; Topic 4: Lesson 4 The Federalist No. 10; Topic 4: Lesson 4 The Federalist No. 39; Topic 4: Lesson 4 The Federalist No. 51; Topic 4: Lesson 4 The Federalist No. 78</p>
<p>8.25 Analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address. E, G, H, P</p>	<p>SE/TE: Washington’s Presidency, 261–272; Whiskey Rebellion, 267–268; Farewell Address, 271–272 Activity Journal: Take Notes & Preview Vocabulary, 114–115</p> <p>Digital Sources Interactive Primary Sources: Topic 5: Lesson 2 Farewell Address, George Washington; Lesson Videos: Topic 5: Lesson 1: Securing the New Government</p>

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<p style="text-align: center;">Tennessee Social Studies Standards for United States History and Geography</p>	<p style="text-align: center;">myWorld Interactive Social Studies American History, Beginnings to 1877, ©2019</p>
<p>8.26 Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution. C, E, G, H, P</p>	<p>SE/TE: A Two-Party System Develops, 273–279; Distinguish Fact From Opinion: Diary Entry, 280; also see: How Did Alexander Hamilton Deal with the National Debt?, 263–265; How Did Hamilton Create a Stable Economy?, 266 Activity Journal: Quick Activity: Take Sides, 118 (Political Cartoon)</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 2: The Origin of Political Parties; Social Studies Reference Center: Biographies: Topic 3: Lesson 3 Thomas Jefferson</p>
<p>8.27 Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts. E, G, H, P</p>	<p>SE/TE: XYZ Affair, 281–282; Adams’s Foreign Policy Divides the Federalists, 282–283; What Were the Alien and Sedition Acts?, 283–285; Review and Assessment, 331 Activity Journal: Take Notes & Preview Vocabulary, 119–120</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 3: John Adams's Presidency; Social Studies Reference Center: Biographies: Topic 3: Lesson 2 John Adams</p>
<p>8.28 Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028)</p>	<p>SE/TE: Louisiana Purchase, 292–295 (map on 295 includes Tennessee); How Did the United States Expand Westward?, 335; Western Frontier, 340 Activity Journal: Take Notes & Preview Vocabulary, 121–122</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 4: Jefferson's Presidency</p>

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Growth of a Young Nation (1800-1820)	
Overview: Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson’s presidency, the War of 1812, and the role of the U.S. on the world stage.	
<p>8.29 Analyze the significance of the election of 1800 and Chief Justice John Marshall’s opinion in <i>Marbury v. Madison</i>. H, P</p>	<p>SE/TE: <i>Marbury v. Madison</i>, 235, 288–290; Why Was the Presidential Election of 1800 Important?, 285–286 Activity Journal: Take Notes & Preview Vocabulary, 119–120</p> <p>Digital Sources Social Studies Reference Center: Landmark Supreme Court Cases: Topic 5: Lesson 4: <i>Marbury v. Madison</i>; Social Studies Reference Center: Biographies: Topic 5: Lesson 3 John Marshall</p>
<p>8.30 Explain the major events of Thomas Jefferson’s presidency, including: E, G, H, P</p> <ul style="list-style-type: none"> • Conflict with the Barbary pirates • Embargo Act • Lewis and Clark Expedition • Louisiana Purchase 	<p>SE/TE: How Did President Jefferson Redefine Government?, 286–288; The Louisiana Purchase, 292–295; How Did Americans Explore These New Lands?, 295–299; Barbary pirates, 300; Embargo Act, 301–302, 319; Review and Assessment, 331 Activity Journal: Quick Activity: Explore, 123</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 4: Jefferson’s Presidency</p>
<p>8.31 Explain the causes, course, and consequences of the War of 1812, including:</p> <ul style="list-style-type: none"> • Use of impressment and trade restrictions between the U.S. and Great Britain • Roles of Andrew Jackson and William Henry Harrison • Significance of the Treaty of Ghent • Rise in nationalism in the U.S. <p>C, E, G, H, P, T</p>	<p>SE/TE: Jefferson Protects U.S. Ships, 300; impressment, 300, 308; A Ban on Trade, 301–302; Madison and the War of 1812, 304–315; nationalism, 308; Treaty of Ghent, 315; Review and Assessment, 331 Activity Journal: Take Notes & Preview Vocabulary, 124–125</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 5: The War of 1812</p>

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8.32 Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty. G, P	<p>SE/TE: Adams-Onis Treaty, 325, 326 Activity Journal: Take Notes & Preview Vocabulary, 124-125</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 5: The War of 1812</p>
8.33 Analyze the purpose and effects of the Monroe Doctrine. E, H, P	<p>SE/TE: What Did the Monroe Doctrine State? 325-328; Review and Assessment, 330-331 Activity Journal: Take Notes & Preview Vocabulary, 126-127</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 5: Lesson 6 James Monroe; Lesson Videos: Topic 5: Lesson 6: Strength After the War</p>
Sectionalism and Reform (1790s-1850s)	
Overview: Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism and reform movements.	
8.34 Describe the development of the agrarian economy in the South, the locations of the cotton- producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade. C, E, G, H, P, T	<p>SE/TE: The South’s Cotton Kingdom, 431-432; Reliance on Plantation Agriculture, 433-435; Lesson Check, 442; Review and Assessment, 472-473 Activity Journal: Take Notes & Preview Vocabulary, 172-173</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 2: Cotton Shapes the South</p>
8.35 Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War. C, E, G, H, P, T	<p>SE/TE: What Were the Characteristics of White Southern Society? 436-437; What Was Life Like for African Americans in the South? 437-438; Review and Assessment, 472-473 Activity Journal: Take Notes & Preview Vocabulary, 172-173</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 2: Cotton Shapes the South</p>

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<p>8.36 Identify the conditions of enslavement, and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt. C, G, H</p>	<p>SE/TE: What Was Life Like for African Americans in the South? 437–438; Slavery in the South, 439–441; How Did Enslaved African Americans Resist Their Enslavement? 441–442; Review and Assessment, 472–473 Activity Journal: Quick Activity: Abolitionists Speak Out, 176</p> <p><u>Digital Sources</u> Lesson Videos: Topic 7: Lesson 2: Cotton Shapes the South</p>
<p>8.37 Explain the development of the American Industrial Revolution, including: C, E, G, H, P</p> <ul style="list-style-type: none"> • Eli Whitney and interchangeable parts • Emergence of trade unions • Lowell System • Role of the textile industry • Samuel Slater 	<p>SE/TE: The Industrial Revolution, 409–420; Review and Assessment, 472–473 Activity Journal: Writing Workshop: Narrative Essay, 182–183</p> <p><u>Digital Sources</u> Lesson Videos: Topic 7: Lesson 1: The Spread of Industrialization</p>
<p>8.38 Describe how technological developments affected the growth of the industrial economy and cities in the North. C, E, G, H, P</p>	<p>SE/TE: The Market Economy and the Industrial Revolution, 412–414; Daily Life in Factory Towns, 414–416; How Did Cities Expand? 417–418; New Inventions, 418–420; Review and Assessment, 472–473 Activity Journal: Writing Workshop: Narrative Essay, 182–183</p> <p><u>Digital Sources</u> Lesson Videos: Topic 7: Lesson 1: The Spread of Industrialization</p>
<p>8.39 Identify the push-pull factors for Irish and German immigrants, and describe the impact of their arrival in the U.S. prior to the Civil War. C, E, G, H, P</p>	<p>SE/TE: How Did Ethnic Minorities Fare in the North? 427–428; A Reaction Against Immigrants, 428–429; Lesson Check, 430 Activity Journal: Writing Workshop: Narrative Essay, 182–183</p> <p><u>Digital Sources</u> Lesson Videos: Topic 7: Lesson 1: The Spread of Industrialization</p>

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<p>8.40 Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road. C, E, G, H, P</p>	<p>SE/TE: Heading into the West, 370–372; Lesson Check, 374; National Road, 403</p> <p><u>Digital Sources</u> Lesson Videos: Topic 6: Lesson 4: The Journey West; Interactive Maps: The Erie Canal, Topic 6: Lesson 4</p>
<p>8.41 Describe the significance of the Second Great Awakening and its influence on reform in the 19th century. C, H</p>	<p>SE/TE: The Second Great Awakening and Its Causes, 453–454; Social Reform Movements, 454–455; What Impact Did Reformers Have on Education? 456–458; Lesson Review, 463</p> <p>Activity Journal: Take Notes & Preview Vocabulary, 177–178</p> <p><u>Digital Sources</u> Lesson Videos: Topic 7: Lesson 3: The Second Great Revival</p>
<p>8.42 Analyze the development of the women’s suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. C, H, P</p>	<p>SE/TE: Early Call for Women’s Rights, 458–459; How Did the Women’s Movement Start? 460–463; Review and Assessment, 472–473</p> <p>Activity Journal: Quick Activity: An Echo Across Time (Compare Declaration of Independence and Declaration of Sentiments, 179</p> <p><u>Digital Sources</u> Lesson Videos: Topic 7: Lesson 5: The Seneca Falls Convention; Interactive Primary Sources: Topic 7: Lesson 5 Declaration of Sentiments and Resolutions; Lesson 5 “Ain’t I a Woman,” Sojourner Truth; Social Studies Reference Center: Biographies: Topic 7: Lesson 5: Susan B. Anthony; Elizabeth Cady Stanton; Margaret Fuller; Lucretia Mott</p>

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<p>8.43 Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement. C, E, H, P, T</p>	<p>SE/TE: Quest: Document-Based Inquiry: Slavery and Abolition, 408; Abolitionism, 443–449; Analysis Skills: Update an Interpretation, 450; Review and Assessment, 472–473; Primary Sources: Frederick Douglass, “What the Black Man Wants” 564 TE only: Start Up Activity, 479 Activity Journal: Quick Activity: Abolitionists Speak Out, 176; Quest: Document-Based Inquiry: Slavery and Abolition, 160–167</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 4: Abolitionism; Social Studies Reference Center: Biographies: Topic 7: Lesson 4 William Lloyd Garrison; Frederick Douglass; Harriet Tubman</p>
<p>The Jacksonian Era (1824-1840)</p>	
<p>Overview: Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson’s presidency.</p>	
<p>8.44 Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in <i>Gibbons v. Ogden</i> and <i>McCulloch v. Maryland</i>. C, E, H, P</p>	<p>SE/TE: Landmark Supreme Court Cases, 288–290; A Broad Definition of “Necessary and Proper” 322; Broad Powers Over Interstate Trade, 322–323; Lesson Check, 328; Review and Assessment, 331</p> <p>Digital Sources Social Studies Reference Center: Landmark Supreme Court Cases: Topic 5: Lesson 6: <i>McCulloch v. Maryland</i>; Lesson 6: <i>Gibbons v. Ogden</i>; Social Studies Reference Center: Biographies: Topic 5: Lesson 3 John Marshall</p>

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<p>8.45 Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. C, G, H, P, T</p>	<p>SE/TE: Jackson Wins the Presidency, 337–347; Review and Assessment, 402–403 Activity Journal: Take Notes & Preview Vocabulary, 140–141; Quick Activity: Write about Equality in America, 142</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 6: Lesson 1 Andrew Jackson; Lesson Videos: Topic 6: Lesson 1: Jackson as President</p>
<p>8.46 Examine President Andrew Jackson’s actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation. C, E, H, P, T</p>	<p>SE/TE: Political Conflict and Economic Crisis, 349–358; Analysis Skills: Interpret Economic Performance, 359; Review and Assessment, 402–403 Activity Journal: Take Notes & Preview Vocabulary, 143–144</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 6: Lesson 1 Andrew Jackson; Lesson Videos: Topic 6: Lesson 1: Jackson as President; Lesson 2: North vs South in the Age of Jackson</p>
<p>8.47 Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of <i>Worcester v. Georgia</i> and the Trail of Tears.</p>	<p>SE/TE: American Indians and the Frontier, 360–362; American Indian Removal, 362–364; Southern American Indians on the Trail of Tears, 365–367; Review and Assessment, 402–403 Activity Journal: Take Notes & Preview Vocabulary, 145–146</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 3: The Trail of Tears</p>

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8.48 Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028)	<p>SE/TE: For supporting content please see: Jacksonian Democracy, 344–346; A Conflict Over States' Rights, 349–352</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: North vs South in the Age of Jackson</p>
Expansion and Division of the Nation (1820s-1860s)	
Overview: Students will analyze the social, political, and economic impact of expansion on the U.S., the growing tensions between the North and South, and how compromise sought to hold the country together.	
8.49 Analyze the concept of Manifest Destiny and its impact on the development of the nation, and describe the economic incentives for westward expansion. C, E, G, H, P	<p>SE/TE: Manifest Destiny, 392–394; Review and Assessment, 402–403</p> <p>Activity Journal: Take Notes & Preview Vocabulary, 153–154; Quick Activity: The Importance of Water, 155</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 7: Manifest Destiny</p>
8.50 Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion. G, H, P	<p>SE/TE: The Missouri Compromise, 479–480; How Did Western Expansion Increase Tensions? 480–481; Lesson Check, 487 Review and Assessment, 544–545</p> <p>Activity Journal: Take Notes & Preview Vocabulary, 194–195</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 1: Compromise</p>
8.51 Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo. C, G, H, P, T	<p>SE/TE: Americans Colonize Mexican Texas, 386; Conflict with the Mexican Government, 387–388; Independence for Texas, 388–391; Review and Assessment, 402–403</p> <p>Activity Journal: Take Notes & Preview Vocabulary, 151–152</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 6: The Mexican-American War</p>

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<p>8.52 Analyze the reasons for and outcomes of groups moving west, including the significance of:</p> <ul style="list-style-type: none"> • Fur traders • Mormons • Oregon Trail • Santa Fe Trail <p>C, E, G, H</p>	<p>SE/TE: 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</p> <p>TE only: Beyond the Classroom: Use Online and Media Centers, 332B</p> <p>Activity Journal: Writing Workshop: Narrative Essay, 156–157</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 4: The Journey West; Lesson 5: Why Oregon Country?</p>
<p>8.53 Identify the major events and impact of James K. Polk’s presidency, including the annexation of Texas and the settlement of the Oregon boundary.</p> <p>E, G, H, P, T</p>	<p>SE/TE: Journey’s End, 381; Polk and Westward Expansion, 393; The Mexican-American War, 394–396; Review and Assessment, 402–403</p> <p>Activity Journal: Quest: The Mexican-American War, 132–139</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 6: The Mexican-American War</p>
<p>8.54 Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession.</p> <p>C, E, G, H, P</p>	<p>SE/TE: Quest: The Mexican-American War, 336; The Mexican-American War, 394–396; Review and Assessment, 402–403</p> <p>Activity Journal: Quest: The Mexican-American War, 132–139</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 6: The Mexican-American War</p>

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<p>8.55 Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants). C, E, G, H</p>	<p>SE/TE: The 31st State, 397–399; The Effects of Migration to California, 400–401; Review and Assessment, 402–403 Activity Journal: Take Notes & Preview Vocabulary, 153–154</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 7: Manifest Destiny</p>
<p>8.56 Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay's role as "The Great Compromiser") and the Fugitive Slave Act (including Harriet Beecher Stowe's influence with <i>Uncle Tom's Cabin</i>). C, E, G, H, P</p>	<p>SE/TE: Conflicts Between Henry Clay and John C. Calhoun, 483–484; A Compromise Holds the Union Together, 484–486; A Book Sways the North Against Slavery, 486–487; Primary Sources: Harriet Beecher Stowe, <i>Uncle Tom's Cabin</i>, 488; Review and Assessment, 544–545 Activity Journal: Take Notes & Preview Vocabulary, 194–195</p> <p>Digital Sources Interactive Primary Sources: Topic 8: Lesson 1 Uncle Tom's Cabin, Harriet Beecher Stowe; Lesson Videos: Social Studies Reference Center: Biographies: Topic 8: Lesson 1: Compromise; Topic 5: Lesson 5 Henry Clay</p>
<p>8.57 Describe the significance of the Gadsden Purchase of 1853. E, G, H</p>	<p>SE/TE: Gadsden Purchase, 396; Review and Assessment, 402</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 7: Manifest Destiny</p>

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<p>8.58 Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the compromise, including:</p> <ul style="list-style-type: none"> • Rise of the Republican Party • "Bleeding Kansas" • Preston Brooks' attack on Charles Sumner • John Brown's raid at Harper's Ferry <p>C, G, H, P</p>	<p>SE/TE: Slavery in Kansas and Nebraska, 489–490; Violent Clashes in Kansas, 491–492; The Republican Party Forms, 494–496; Did Abraham Lincoln Come to Lead the Republican Party? 496–497; John Brown Fights Slavery, 498–499; Lesson Check, 499; Review and Assessment, 544–545</p> <p>Activity Journal: Take Notes & Preview Vocabulary, 196–197</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 2: Bleeding Kansas; Social Studies Reference Center: Biographies: Topic 8: Lesson 2 John Brown</p>
<p>8.59 Analyze the <i>Dred Scott v. Sandford</i> decision and the resulting split between the North and South.</p> <p>C, H, P</p>	<p>SE/TE: How Did the Dred Scott Case Affect the Nation? 493–494; The Republican Party Forms, 494–496; Lesson Check, 499; Review and Assessment, 544–545</p> <p>Activity Journal: Quick Activity: Formerly a Slave, 198</p> <p>Digital Sources Social Studies Reference Center: Landmark Supreme Court Cases: Topic 8: Lesson 2: <i>Dred Scott v. Sandford</i></p>
<p>8.60 Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858.</p> <p>C, H, P</p>	<p>SE/TE: Did Abraham Lincoln Come to Lead the Republican Party? 496–497; Lesson Check, 499</p> <p>Activity Journal: Take Notes & Preview Vocabulary, 196–197</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 8: Lesson 2 Abraham Lincoln</p>

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The Civil War (1860-1865)	
Overview: Students will examine the political changes that sparked the Civil War, the differences in the North and South, and the key leaders, events, battles, and daily life during the war.	
<p>8.61 Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country. C, G, H, P, T</p>	<p>SE/TE: How Did Abraham Lincoln Come to Lead the Republican Party? 496–497; Why Did Abraham Lincoln Win the Election of 1860? 501–502; A Move Toward War, 502–503; Review and Assessment, 544–545 Activity Journal: Take Notes & Preview Vocabulary, 196–197, 199–200</p> <p>Digital Sources Topic 8: Lesson 2: Bleeding Kansas; Lesson 3: Southern States React</p>
<p>8.62 Describe the outbreak of the Civil War and the resulting sectional differences, including:</p> <ul style="list-style-type: none"> • Economic, geographic, and technological advances • Military strategies • Roles of President Abraham Lincoln and Jefferson Davis • Significance of Fort Sumter • Geographical divisions within states <p>C, E, G, H, P, T</p>	<p>SE/TE: Growing Tensions, 489–499; Division and Outbreak of War, 501–511; Review and Assessment, 544–545 Activity Journal: Writing Workshop: Informative Essay, 208–209 (Differences between North and South)</p> <p>Digital Sources Topic 8: Lesson 4: Strategies for War; Social Studies Reference Center: Biographies: Topic 8: Lesson 2 Abraham Lincoln; Lesson 3 Jefferson Davis</p>

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<p>8.63 Explain the significance of the following battles, events, and leaders during the Civil War, including: G, H, P, T</p> <ul style="list-style-type: none"> • First Battle of Bull Run • Battle of Shiloh • Battle of Antietam • Battle of Gettysburg • Battle of Vicksburg • Sherman’s March to the Sea • Surrender at Appomattox Court House • David Farragut • Nathan Bedford Forrest • Ulysses S. Grant • Thomas “Stonewall” Jackson • Robert E. Lee 	<p>SE/TE: Quest: A Lincoln Website, 478; The Course of War, 513–519; The War’s End, 523–543 Activity Journal: Quick Activity: Living Through the War, 205</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 4: Strategies for War; Lesson 6: The Civil War Ends</p>
<p>8.64 Analyze the significance of the Emancipation Proclamation and the Gettysburg Address. H, P</p>	<p>SE/TE: Lincoln’s Emancipation Proclamation, 520–522; Lesson Check, 530; Primary Sources: Abraham Lincoln, the Emancipation Proclamation, 531; Lincoln Delivers the Gettysburg Address, 536–537; Lesson Check, 543; Review and Assessment, 545 Activity Journal: Take Notes & Preview Vocabulary, 203–204</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 5: The Emancipation Proclamation</p>
<p>8.65 Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006) C, G, H, T, TCA</p>	<p>SE/TE: Why Did African Americans Fight for the Union? 523–524; Lesson Check, 530 Activity Journal: Take Notes & Preview Vocabulary, 203–204</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 5: The Emancipation Proclamation</p>

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8.66 Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier. C, H, T	SE/TE: For supporting content please see: The Horrors of War 524–525
Reconstruction (1865-1877)	
Overview: Students will analyze the social, economic, and political changes and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction’s impact on Tennessee.	
8.67 Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson’s ascension to the presidency. H, P, T	SE/TE: Abraham Lincoln Is Assassinated, 555; President Johnson’s Reconstruction Plan, 556–557; Review and Assessment, 580–581 Activity Journal: Quick Activity: Debate with a Partner, 222 (Debate Ten Percent Plan) Digital Sources Lesson Videos: Topic 9: Lesson 1: Lincoln's Reconstruction Plan
8.68 Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution. E, H, P, T	SE/TE: Thirteenth Amendment, 556–557; The Fourteenth Amendment, 560; The Fifteenth Amendment, 563; Review and Assessment, 580–581 Activity Journal: Writing Workshop: Research Paper, 230–231 (Write about the Freedmen’s Bureau) Digital Sources Lesson Videos: Topic 9: Lesson 1: Lincoln's Reconstruction Plan
8.69 Analyze President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction. C, E, G, H, P, T	SE/TE: Causes and Effects of Reconstruction, 553–555; President Johnson’s Reconstruction Plan, 556–557; Radical Reconstruction, 558–563; Review and Assessment, 580–581 Activity Journal: Quick Activity: Debate with a Partner, 222 (Debate Ten Percent Plan) Digital Sources Lesson Videos: Topic 9: Lesson 1: Lincoln's Reconstruction Plan; Lesson 2: Radical Reconstruction

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8.70 Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (T.C.A. § 49-6-1028)	<p>SE/TE: For supporting content please see: African Americans, 567–568; New Restrictions on African American Rights, 576–578; Lesson Check, 579; Review and Assessment, 580–581</p> <p><u>Digital Sources</u> Lesson Videos: Topic 9: Lesson 3: New Forces in Southern Politics</p>
8.71 Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson’s veto of the Tenure of Office Act and his impeachment. H, P, T	<p>SE/TE: Radical Reconstruction, 558–563; Review and Assessment, 580–581 Activity Journal: Take Notes & Preview Vocabulary, 223–224</p> <p><u>Digital Sources</u> Lesson Videos: Topic 9: Lesson 2: Radical Reconstruction</p>
8.72 Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen’s Bureau to address the problems confronting newly freed slaves. C, H, P, T	<p>SE/TE: Poverty in the South, 571–572; New Restrictions on African American Rights, 576–578; Lesson Check, 579; Review and Assessment, 580–581 Activity Journal: Take Notes & Preview Vocabulary, 225–226</p> <p><u>Digital Sources</u> Lesson Videos: Topic 9: Lesson 3: New Forces in Southern Politics</p>
8.73 Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow. C, H, P, T	<p>SE/TE: Why Did Conservatives Resist Reform? 568–569; How Did Political Problems Slow Progress? 569–570; Lesson Check, 572; Review and Assessment, 581 Activity Journal: Take Notes & Preview Vocabulary, 225–226</p> <p><u>Digital Sources</u> Lesson Videos: Topic 9: Lesson 3: New Forces in Southern Politics</p>

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<p>8.74 Explain the roles carpetbaggers and scalawags played during Reconstruction. C, E, G, H, P</p>	<p>SE/TE: How Did New Political Groups Shape the South? 566–568; Lesson Check, 572 Activity Journal: Take Notes & Preview Vocabulary, 225–226</p> <p><u>Digital Sources</u> Lesson Videos: Topic 9: Lesson 2: Radical Reconstruction</p>
<p>8.75 Explain the Compromise of 1877 and its role in ending Radical Reconstruction. C, H, P</p>	<p>SE/TE: How Did Reconstruction Come to an End? 574–576; Lesson Check, 579; Review and Assessment, 581; Quests: The End of Reconstruction, 550 Activity Journal: Quick Activity: Newspaper Editorial, 229; Quests: The End of Reconstruction, 212–219</p> <p><u>Digital Sources</u> Lesson Videos: Topic 9: Lesson 4: Reconstruction Ends</p>