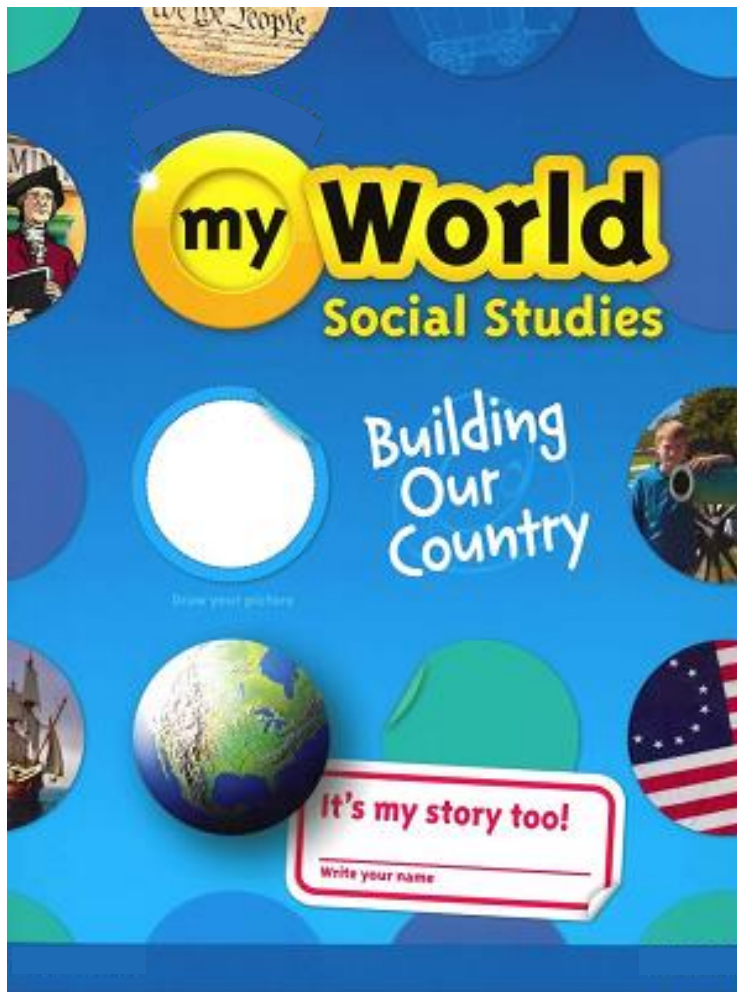


A Correlation of



**To the
Virginia Standards of Learning
History and Social Science
United States History to 1865**

A Correlation of myWorld Social Studies, Building Our Country to the Virginia Standards of Learning, History and Social Science

Introduction

This document demonstrates how *myWorld Social Studies, Building Our Country*, meets the Virginia Standards of Learning, United States History to 1865. Correlation page references are to the Student Edition and the Teacher’s Guide. 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.

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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 Worktext
- 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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Virginia Standards of Learning History and Social Science	myWorld Social Studies Building Our Country
United States History to 1865	
<p>Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.</p> <p>The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.</p>	
Skills	
USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	
<p>a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;</p>	<p>SE: 21st Century Learning Online Tutor, SSH7; Artifacts: 12, 15, 118, 127, 292, 237, 335; myStory Current Events: 29, 61, 99, 139, 183, 221, 261, 301, 347; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites: 232-233</p> <p>TG: myStory Current Events: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Chapter 1 Review and Assessment: Choice B myWorld Activity, Hands-on Activity: A Culture of Their Own, 20; Support English Language Learners: Assess Understanding, 21; Active Reading & Lesson Summary: 109, 110, 140, 141, 167, 168; Research: 29, 38, 42, 65, 79, 141, 165, 168, 179, 183, 186, 191, 194, 201, 208, 211, 229, 234, 239; Report Research: 42, 79, 141, 165, 168, 183, 186, 191, 194, 211, 239</p>

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<p align="center">Virginia Standards of Learning History and Social Science</p>	<p align="center">myWorld Social Studies Building Our Country</p>
<p>b) analyzing and interpreting geographic information to determine patterns and trends in United States history;</p>	<p>SE: Reading Maps, SSH12; Political Maps, SH 13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current-Events Maps, SSH19; Possible Routes of the First Americans, 5; Trails West, 1840s, 290; Reaching California, 290-291; Got It? 291 TG: Active Reading & Lesson Summary: SSH3, SSH4, SSH5, SSH6, 5, 6, 204, 208</p>
<p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;</p>	<p>These graphic aids are utilized throughout the text to support success in studying United States history. Refer to the following examples: SE: 21st Century Learning Online Tutor, SSH7; Our Land and Regions, SSH10-SSH11; Government in Action: Government Workers, SH32; Envision It!, 18-19; Graph Skills: Use Timelines, 42-43; How the Virginia Company Worked, 74; The Middle Colonies, 108; Enslaved Population, North and South, 122; The Revolution Begins, 158; The Battle of Yorktown, 178; The Virginia and New Jersey Plans, 198; Immigration to the United States, 252; Graph Skills: Read Circle Graphs, 314-315; Grant and Lee, 332 TG: Active Reading & Lesson Summary: SSH1, SSH2, SSH12, SSH15, 15, 16, 32, 33, 53, 56, 77, 80, 87, 89, 111, 115, 125, 128, 142, 144, 181, 182, 225, 226, 236, 238</p>

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<p align="center">Virginia Standards of Learning History and Social Science</p>	<p align="center">myWorld Social Studies Building Our Country</p>
<p>d) using evidence to draw conclusions and make generalizations;</p>	<p>Draw Conclusions SE: Reading Skills: Draw Conclusions, xiv; SSH5; 21st Century Learning Online Tutor, SSH7; Question 2. Draw Conclusions, New Routes to Asia, 35; Got It? Question 9. Draw Conclusions, 41; Question 6. Draw Conclusions, Measuring Spanish Accomplishments, 49; Got It? Question 8. Draw Conclusions, 51; Question 4. Draw Conclusions, 57; Got It? Question 5. Draw Conclusions, 57; Chapter 2 Review and Assessment, Question 5. Draw Conclusions, 59; Got It? Question 8. Draw Conclusions, 159; Got It? Question 6. Draw Conclusions, 179 TG: Active Reading & Lesson Summary: 27, 31, 34, 37, 38, 39, 42, 43, 44, 111, 115, 125, 128</p> <p>Make Generalizations SE: Reading Skills: Generalize, SSH5; 21st Century Learning Online Tutor, SSH7; Got It? Question 6. Generalize, 71; Question 2. Generalize, 228; Got It? Question 3. Generalize, 231; Question 2. Generalize, 236; Question 2. Generalize, 242; Question 1. Generalize, 246; Got It? Question 7. Generalize, 251; Question 2. Generalize, 253; Got It? Question 5. Generalize, 257; Chapter 7 Review and Assessment, Question 4. Generalize, 259; Question 1. Generalize, 307 TG: Active Reading & Lesson Summary: 50, 53, 163, 165, 166, 169, 171, 173, 175, 177, 178, 181, 182, 184, 185, 186, 220, 221</p>

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<p align="center">Virginia Standards of Learning History and Social Science</p>	<p align="center">myWorld Social Studies Building Our Country</p>
<p>e) comparing and contrasting historical, cultural, and political perspectives in United States history;</p>	<p>SE: Reading Skills: Compare and Contrast, xiv; 21st Century Learning Online Tutor, SSH7; Culture Areas and Their Economies, 16; Got It?, Question 6 Compare and Contrast, Explain some of the similarities and differences among Native American governments, 25; Jamestown Settlement: Three Cultures Meet, 63-65; Got It?, Question 9. Compare and Contrast How were the earliest English attempts at colonization similar to and different from the Jamestown effort? 79; Critical Thinking: Compare Viewpoints, 128-129; The Boston Massacre, 152; The Battle of Yorktown, 178; Opinions About the Articles of Confederation, 197; The Virginia and New Jersey Plans, 198; The First Political Parties, 228; Chart: The First Political Parties, 229; Conflict Over Florida, 247; Working to End Slavery, 254-255; Women Work for Reform, 255; The North and South Grow Apart, 306-307; Congress and Reconstruction: 338-339; Rebuilding the South, 340</p> <p>TG: Active Reading & Lesson Summary: 11, 14, 15, 19, 47, 48, 49, 58, 92, 93, 111, 112, 142, 143, 144, 164, 165, 177, 178, 181, 183, 220, 221, 241, 242, 243</p>

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<p align="center">Virginia Standards of Learning History and Social Science</p>	<p align="center">myWorld Social Studies Building Our Country</p>
<p>f) determining relationships with multiple causes or effects in United States history;</p>	<p>SE: Throughout United States history, multiple causes and effects occur; examples include the following: Reading Skills: Cause and Effect, SSH3; 21st Century Learning Online Tutor, SSH7; Harmful Effects, 53; Effects of Colonization, 53; Chapter 2 Review and Assessment, Question 9, 60; Jamestown Settlement: Three Cultures Meet, 63-65; The English in North America, 72-73; Hard Times in Jamestown, 76-77; Question 8. Cause and Effect Complete the graphic organizer about the Jamestown colony, 79; Events Leading to Louisiana Purchase: Cause and Effect, 236; Conflict Over Florida, 247; New Groups Arrive, 252-253; New Inventions, 266-267; Gold Fever, 292-293; Starting Down the Road to War, 311; Got It? Question 8. Cause and Effect, 313; The Cost of the Civil War, 335; After Reconstruction, 342</p> <p>TG: Active Reading & Lesson Summary: 39, 40, 47, 48, 49, 54, 55, 57, 169, 171, 177, 178, 181, 182, 192, 193, 209, 210, 220, 223, 224, 236, 239, 241, 244</p>
<p>g) explaining connections across time and place;</p>	<p>SE: Graph Skills: Use Timelines, 42-43; Changing Ways of Life, 52; The Columbian Exchange, 54-55; Cultures Collide, 56; Sharing Language, 56; Jamestown Settlement: Three Cultures Meet, 63-65; Question 2. Complete the timeline..., 72-73; Jamestown Moves Forward, 78; The Declaration of Independence, 163-164; Key Concepts of the Constitution, 210-217; Transportation, Then and Now, 286</p> <p>TG: Colonial Society: Make Comparisons, 85; Active Reading & Lesson Summary: 32, 33, 39, 40, 41, 42, 43, 45, 47, 48, 49, 54, 55, 58, 116, 118, 151, 152, 153, 154, 155, 204, 206</p>

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<p align="center">Virginia Standards of Learning History and Social Science</p>	<p align="center">myWorld Social Studies Building Our Country</p>
<p>h) using a decision-making model to identify the costs and benefits of a specific choice made;</p>	<p>SE: Critical Thinking: Make Decisions, 64-65; Costs and Benefits of Indentured Servants, 85; myStory Spark: What are the costs and benefits of growth? 190; The First Railroads, 272; myStory Book: What are the costs and benefits of growth? 301 TG: Active Reading & Lesson Summary: 59, 62, 64, 65, 189, 190, 192, 196, 213, 215; Support English Language Learners, Beginning, Intermediate, Advanced, 191; Differentiated Instruction, L4 Challenge, 191</p>
<p>i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and</p>	<p>SE: Being a Good Citizen, SSH34; Ways to Be a Good Citizen, SSH34; How We Participate in Government, SSH35; Got It? Questions 9, 10, SSH35; Collaboration and Creativity: Work in Teams, 10-11; Media and Technology: Search for Information on the Internet, 194-195; A More Perfect Union, 210; In this photograph, National Guard..., 212; Working to End Slavery, 254-255; Women Work for Reform, 255-256; The Seneca Falls Convention, 257 TG: Active Reading & Lesson Summary: SSH12, SSH16, 9, 10, 140, 141, 142, 143, 144, 145, 146, 151, 152, 154, 181, 183, 184</p>

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j) investigating and researching to develop products orally and in writing.	<p>SE: myStory Current Events: 29, 61, 99, 139, 183, 221, 261, 301, 347; Critical Thinking: Use Primary Sources: 150-151; Media and Technology: Search for Information on the Internet: 194-195; Media and Technology: Evaluate Web Sites: 232-233; Collaboration and Creativity: Give an Effective Presentation, 274-275</p> <p>TG: myStory Current Events: 20, 22, 43, 45, 70, 72, 98, 100, 129, 131, 156, 158, 185, 187, 213, 215, 245, 247; Chapter 1 Review and Assessment: Choice B myWorld Activity, Hands-on Activity: A Culture of Their Own, 20; Support English Language Learners: Assess Understanding, 21; Active Reading & Lesson Summary: 109, 110, 140, 141, 167, 168, 197, 198; Research: 29, 38, 42, 65, 79, 141, 165, 168, 179, 183, 186, 191, 194, 201, 208, 211, 229, 234, 239; Report Research: 42, 79, 141, 165, 168, 183, 186, 191, 194, 211, 239</p>
Geography	
USI.2 The student will interpret maps, globes, photographs, pictures, or tables to	
a) locate the seven continents and five oceans;	<p>SE: For supporting material please see: 21st Century Learning Online Tutor, SSH7; Location, SSH10; Reading Maps, SSH12; Physical Maps, SSH14; U.S. Trade Partners, SSH25; Map: The Columbian Exchange, 54-55</p> <p>TG: Active Reading & Lesson Summary: SSH1, SSH2, SSH3, SSH4; SSH10, 39, 41</p>
b) locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;	<p>SE: For supporting material please see: Our Land and Regions, SSH10-SSH11; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Map: Regions of the United States, SSH16; The English Colonies, 104; Geography of the English Colonies, 104-105, Map: Claiming North America, 130; Map: Lewis and Clark's Journey, 238; Map: Trails West, 290</p> <p>TG: Active Reading & Lesson Summary: SSH1, SSH2, SSH4, SSH5, 77, 78, 94, 95, 169, 172, 204, 208</p>

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<p align="center">Virginia Standards of Learning History and Social Science</p>	<p align="center">myWorld Social Studies Building Our Country</p>
<p>c) locate major water features and explain their importance to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico; and</p>	<p>SE: For supporting material please see: Our Land and Regions, SSH10-SSH11; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Map: Regions of the United States, SSH16; The English Colonies, 104; Geography of the English Colonies, 104-105, Map: Claiming North America, 130; Map: Lewis and Clark’s Journey, 238; Map: Trails West, 290 TG: Active Reading & Lesson Summary: SSH1, SSH2, SSH4, SSH5, 77, 78, 94, 95, 169, 172, 204, 208</p>
<p>d) recognize key geographic features on maps, diagrams, and/or photographs.</p>	<p>SE: 21st Century Learning Online Tutor, SSH7; Reading Maps, SSH12; Political Maps, SH 13; Physical Maps, SSH14; Elevation Maps, SSH15; Regions, SSH16; Historical Maps, SSH17; Special Purpose Maps, SSH18; Current-Events Maps, SSH19; Possible Routes of the First Americans, 5; Trails West, 1840s, 290; Reaching California, 290-291; Got It? 291 TG: Active Reading & Lesson Summary: SSH3, SSH4, SSH5, SSH6, 5, 6, 204, 208</p>
<p>Exploration to Revolution: Pre-Columbian Times to the 1770s</p>	
<p>USI.3 The student will apply social science skills to understand how early cultures developed in North America by</p>	
<p>a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;</p>	<p>SE: For supporting material please see: Ancient Farmers: Builders in Stone, 1-3; Jamestown Settlement: Three Cultures Meet, 63-65 TG: Active Reading & Lesson Summary: 3, 4, 48, 49</p>
<p>b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and</p>	<p>SE: Ancient Farmers: Builders in Stone, 1-3; Other North American Cultures, 8-9; Map: Native American Cultures, 13; “This old map...,” 75 TG: Active Reading & Lesson Summary: 3, 4, 5, 8, 11, 12, 54, 56; The Native Americans of North America: Analyze Maps, 12; Synthesize Information, 13</p>

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<p>c) describing how the American Indians used the resources in their environment.</p>	<p>SE: myStory Spark: How does the environment shape how we live?, 0; Ancient Farmers: Builders in Stone, 1-3; Learning to Use the Land, 6; Adapting to Different Places, 12-17; myStory Book: How does the environment shape how we live?, 29 TG: Active Reading & Lesson Summary: 2, 3, 4, 5, 7, 11, 12, 13, 14, 20, 22; Differentiated Instruction: L1 Special Needs, L2 Extra Support, L3 On-level, L4 Challenge, 4</p>
<p>USI.4 The student will apply social science skills to understand European exploration in North America and West Africa by</p>	
<p>a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;</p>	<p>SE: myStory Spark: Why do people explore? 30; Álvar Núñez Cabeza de Vaca: Explorer of Florida and Texas, 31-33; Searching for Riches, 35; New Routes to Asia, 35; Portuguese Explorers, 38-39; Reaching India, 40-41; Explorers for Spain, 44-51; myStory Book, Why do people explore? 61; The English in North America, 72-73; French Traders and Settlers, 90-91; French Settlements Grow, 92; The Dutch Arrive, 93 TG: Active Reading & Lesson Summary: 24, 25, 26, 27, 28, 30, 31, 34, 35, 36, 37, 38, 43, 45, 54, 55, 66, 67, 68</p>
<p>b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land; and</p>	<p>SE: Changing Ways of Life, 52; Harmful Effects, 53; Cultures Collide, 56-57; Chapter 2 Review and Assessment, Question 9, 60; Jamestown Settlement: Three Cultures Meet, 63-65; The Colony of New Spain, 66-67; Cooperation and Conflict, 70-71; Hard Times in Jamestown, 76-77; Jamestown Moves Forward, 78; The Pilgrims and Native Americans, 82-83; Working and Celebrating Together, 83; Life in New Netherland, 94-95; The French and Indian War, 130-135 TG: Active Reading & Lesson Summary: 39, 40, 42, 43, 45, 47, 48, 49, 50, 51, 53, 54, 57, 58, 59, 61, 66, 69, 94, 95, 96, 97</p>

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<p align="center">Virginia Standards of Learning History and Social Science</p>	<p align="center">myWorld Social Studies Building Our Country</p>
<p>c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.</p>	<p>For opportunities to address this standard please see: SE: Map: Triangular Trade, 115; The Slave Trade, 120-121 TG: Active Reading & Lesson Summary: 82, 84, 87, 88</p>
<p>USI.5 The student will apply social science skills to understand the factors that shaped colonial America by</p>	
<p>a) describing the religious and economic events and conditions that led to the colonization of America;</p>	<p>SE: Jamestown Settlement: Three Cultures Meet, 63-65; The Spanish Colony in the Americas, 66-71; The English colonies in Virginia, 72-79; Pilgrims and Puritans in New England, 81-87; French Settlements Grow, 92-93; Life in New Netherland, 94-95 TG: Active Reading & Lesson Summary: 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 68, 69</p>
<p>b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services;</p>	<p>SE: New England, Middle, and Southern Colonies, 104-111; Colonies and Resources, 112-113, Map: Products of the 13 Colonies, 112; Daily Life in the Colonies, 118-119 TG: Active Reading & Lesson Summary: 77, 78, 79, 80, 81, 82, 83, 84, 86</p>
<p>c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;</p>	<p>SE: Colonies and Resources, 112-113; Map: Products of the 13 Colonies, 112 TG: Active Reading & Lesson Summary: 82, 83</p>
<p>d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and</p>	<p>SE: Life at Plymouth Plantation, 84-85; The Massachusetts Bay Colony, 86-87; The New England Colonies, 106-107; Artisans and Craftspeople, 116; Colonial Society, 117; Daily Life in the Colonies, 118-119; Slavery in the Colonies, 120-127 TG: Active Reading & Lesson Summary: 59, 62, 63, 77, 79, 82, 85, 86, 87, 88, 89, 90, 91</p>

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e) explaining the political and economic relationships between the colonies and Great Britain.	SE: Imports and Exports, 114-115; Tensions With Britain, 144-149; The Colonists Rebel, 152-159 TG: Active Reading & Lesson Summary: 82, 84, 105, 106, 107, 108, 111, 112, 113, 114, 115
Revolution and the New Nation: 1770s to the Early 1800s	
USI.6 The student will apply social science skills to understand the causes and results of the American Revolution by	
a) explaining the issues of dissatisfaction that led to the American Revolution;	SE: The French and Indian War, 130-135; Review and Assessment, 138; myStory Spark: What is worth fighting for?, 140; Tensions With Britain, 144-149; The Colonists Rebel, 152-159; Chapter 5 Review and Assessment, 181; myStory Book: What is worth fighting for?, 183 TG: Active Reading & Lesson Summary: 94, 95, 96, 97, 98, 100, 102, 103, 105, 106, 107, 108, 111, 112, 113, 114, 115
b) describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;	SE: Samuel Adams: Champion of Liberty, 141-143; Colonial Representatives Meet, 156; Patrick Henry Speaks Out, 156; Declaring Independence, 160-165; The Declaration of Independence, R0-R3 TG: Active Reading & Lesson Summary: 102, 103, 104, 111, 114, 116, 117, 118, 119
c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette; and	SE: Patrick Henry Speaks Out, 156; A Government of Our Own, 162; On the Battlefield and at Home, 166-173; Advantages and Allies, 174-175; The Fighting Spread, 176; The Battle of Yorktown, 178; Chapter 7 Review and Assessment, 182 TG: Active Reading & Lesson Summary: 111, 114, 116, 118, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 131

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d) explaining reasons why the colonies were able to defeat Great Britain.	SE: Winning Independence, 174-179; Chapter 5 Review and Assessment, 182 TG: Active Reading & Lesson Summary: 125, 126, 127, 128, 129, 131
USI.7 The student will apply social science skills to understand the challenges faced by the new nation by	
a) explaining the weaknesses and outcomes of the government established by the Articles of Confederation;	SE: Articles of Confederation, 188-193; Got It? Questions 4, 5, 193; Chapter 6 Review and Assessment, Lesson 1, Articles of Confederation, 219; Opinions About the Articles of Confederation, 197 TG: Active Reading & Lesson Summary: 136, 137, 138, 139, 142, 143, 156, 157
b) describing the historical development of the Constitution of the United States; and	SE: Creating the Constitution, 196-203; The Bill of Rights, 204-209; Key Concepts of the Constitution, 210-217; Chapter 6 Review and Assessment, 219-220 TG: Active Reading & Lesson Summary: 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158
c) describing the major accomplishments of the first five presidents of the United States.	SE: myStory Spark: How do leaders shape a nation?, 222; Washington Takes Office, 226-231; Got It? Questions 3, 4, 231; Jefferson and the Louisiana Purchase, 234-239; War With Great Britain Begins, 242; Battles on Land, 243; The Return of Peace, 245; Got It? Questions 5, 6, 245; The Monroe Doctrine, 246; myStory Book: How do leaders shape a nation?, 261 TG: Active Reading & Lesson Summary: 160, 161, 163, 164, 165, 166, 169, 170, 171, 172, 173, 175, 176, 187

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Expansion and Reform: 1801 to 1861	
USI.8 The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by	
a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;	<p>SE: The Lewis and Clark Expedition: Sacagawea's Unique Role, 223-225; Envision It!, 234-235; Moving West, 234-235; The Wilderness Road, 234-245; The Louisiana Purchase, 236-237; Exploring the West, 237; Hardship and Successes, 238-239; Conflict Over Florida, 247; Chapter 7 Review and Assessment, Lesson 2, 259; Narcissa Whitman: Oregon Trail Pioneer, 263-265; The Lone Star State, 276-283; The Oregon Country, 286; "Oregon or Bust," 287; Reaching California, 290-291; California Becomes a State, 296-297</p> <p>TG: Active Reading & Lesson Summary: 160, 161, 162, 169, 170, 171, 172, 177, 178, 185, 186, 189, 190, 191, 199, 200, 201, 202, 203, 204, 206, 208, 209, 212</p>
b) explaining how geographic and economic factors influenced the westward movement of settlers;	<p>SE: Narcissa Whitman, Oregon Trail Pioneer, 263-265; The First Railroads, 272; Settling Along the Routes, 273; The Westward Trail, 284-285; Trails to the Southwest, 289; Map: Trails West, 1840s, 290; Gold Fever, 292-293</p> <p>TG: Active Reading & Lesson Summary: 189, 190, 191, 204, 205, 207, 208, 209, 210</p>
c) explaining the impact of westward expansion on American Indians;	<p>SE: Native Americans Fight for Their Homes, 249; Map: Routes to Indian Territory, 1830s, 249; The Trail of Tears, 250; Native Americans Fight for Their Land, 250; Got It? Questions 7, 8, 251; Chapter 7 Review and Assessment, Lesson 4, 260</p> <p>TG: Active Reading & Lesson Summary: 177, 179, 180, 185, 187</p>

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<p align="center">Virginia Standards of Learning History and Social Science</p>	<p align="center">myWorld Social Studies Building Our Country</p>
<p>d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; and</p>	<p>SE: Cross-section of Eli Whitney’s cotton gin, 254; New Inventions, 266-267; A New Way to Work, 268; Factories and Factory Towns, 269; Better Transportation, 270-271; The Erie Canal, 271; The First Railroads, 272; Settling Along the Routes, 273; Collaboration and Creativity: Give an Effective Presentation, Clermont steamboat, 274-275; Chapter 8 Review and Assessment, Lesson 1, 299 TG: Active Reading & Lesson Summary: 181, 183, 192, 193, 194, 195, 196, 197, 198, 213, 214</p>
<p>e) explaining the main ideas of the abolitionist and women’s suffrage movements.</p>	<p>SE: Working to End Slavery, 254-255; Women Work for Reform, 255-256; The Seneca Falls Convention, 257; Got It? Questions 5, 6, 257; Chapter 7 Review and Assessment, Lesson 5, 260; Escape to Freedom, 310; Starting Down the Road to War, 311 TG: Active Reading & Lesson Summary: 181, 183, 184, 185, 187, 220, 223</p>
<p>Civil War: 1861 to 1865</p>	
<p>USI.9 The student will apply social science skills to understand the causes, major events, and effects of the Civil War by</p>	
<p>a) describing the cultural, economic, and constitutional issues that divided the nation;</p>	<p>SE: Envision It! 306-307; The North and South Grow Apart, 306-307; Tough Compromises, 308; More New States, 308-309; The South Breaks Away, 313; Got It? Question 8. Cause and Effect, 313 TG: Active Reading & Lesson Summary: 220, 221, 222, 224</p>
<p>b) explaining how the issues of states’ rights and slavery increased sectional tensions;</p>	<p>SE: The North and South Grow Apart, 306-307; Tough Compromises, 308; More New States, 308-309; “Bleeding Kansas, 309; Escape to Freedom, 310; Starting Down the Road to War, 311; Anger Grows, 311 TG: Active Reading & Lesson Summary: 220, 221, 222, 223, 224</p>

**A Correlation of myWorld Social Studies, Building Our Country
to the Virginia Standards of Learning, History and Social Science**

<p align="center">Virginia Standards of Learning History and Social Science</p>	<p align="center">myWorld Social Studies Building Our Country</p>
<p>c) locating on a map the states that seceded from the Union and those that remained in the Union;</p>	<p>SE: For supporting material please see: Map: The United States, 1860, 306; The South Breaks Away, 313; Map: Civil War Battlefields, 331 TG: Active Reading & Lesson Summary: 220, 221, 224</p>
<p>d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war;</p>	<p>SE: Working to End Slavery, 254-255; The Election of 1860, 312; The South Breaks Away, 313; The Civil War Begins, 317; The First Battle of Bull Run, 317; Lincoln Versus Davis, 318-319; Brilliant Confederate Generals, 320; The Battle of Antietam, 321; The Emancipation Proclamation, 322; Picture: President Lincoln, 330; Union Victory at Vicksburg, 331; Grant Versus Lee, 332; The Road to Appomattox, 334-335; The Gettysburg Address, 336 TG: Active Reading & Lesson Summary: 181, 183, 220, 224, 227, 228, 229, 230, 231, 232, 236, 237, 238, 239, 240</p>
<p>e) describing critical developments in the war, including the location of major battles; and</p>	<p>SE: Gettysburg National Battlefield: Fighting for a Cause, 303-305; The War Begins, 316-321; The War Ends, 330-337; Map: Civil War Battlefields, 331 TG: Active Reading & Lesson Summary: 217, 218, 219, 227, 228, 229, 230, 236, 237, 238, 239, 240</p>
<p>f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.</p>	<p>SE: Graph Skills: Read Circle Graphs, Union and Confederate Casualties, 314; A Diverse Army, 323; A Soldier’s Life, 324; Sick and Wounded, 324; Caring for the Soldiers, 325; On the Home Front, 326-327; Women in Wartime, 327; Bringing the War Home, 328-329; Got It? Questions 7, 8, 329; The Cost of the Civil War, 335 TG: Active Reading & Lesson Summary: 225, 226, 231, 232, 233, 234, 235, 239</p>