

**A Planning Guide of
myWorld Interactive American History
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**to the
Wisconsin Standards for
Social Studies 2018
Grades 6-8**

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English-Language Arts Handbook		
Reading		
Evaluate Arguments	ELA 2	SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Analyze Visuals	ELA 3	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Analyze Primary and Secondary Sources	ELA 4-ELA 5	<p>SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source</p> <p>SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.</p> <p>SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.</p>
Support Your Analyses with Evidence	ELA 6	<p>SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p>

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Writing		
Write an Argument	ELA 9	<p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>SS.PS4.a.m Assemble an argument utilizing multiple sources of information.</p>
Write Informative or Explanatory Essays	ELA 10	<p>SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>
Find and Use Credible Sources	ELA 12- ELA 13	<p>SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p> <p>SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.</p> <p>SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.</p>
Speaking and Listening		
Discuss Your Ideas	ELA 15	<p>SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p>

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Effective Listening	ELA 17	SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
Topic 1: The Early Americas and European Exploration (Prehistory-1600)		
Quest: Document-Based Writing Inquiry: The Easter Mutiny	6	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: The Early Americas		
Who Were the First Americans?	7-8	SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
Adapting to and Modifying Environments	8	SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.
Geography Skills	8	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Maya Social Classes	9-10	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Lesson 2: Cultures of North America		
Mound Builders	15	SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers,

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		school, communities, and personal interests that influence a person's cognition, perception, and behavior.
What Were the Cultural and Physical Characteristics of North America?	16-21	SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.
Trade	17	<p>SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</p> <p>SS.Geog4.a.m.i Explain how place-based identities can change places over time.</p> <p>SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.</p>
Cultures of the Arctic and Subarctic Regions	17-18	SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
Geography Skills	16	SS.Geog2.a.m.ii Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).
Lesson Check	24	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Primary Source: Constitution of the Iroquois Nations: The Great Binding Law	25	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Lesson 3: Early Europe, Africa, and Asia		
African Trade and Cultures	32-35	SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.

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		SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.
Ways of Life in Africa	34-35	<p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.</p> <p>SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.</p> <p>SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p>
Chinese Trade and Technology	35-36	SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
Lesson 4: European Exploration in the Americas		
The Impact of Columbus’s Voyages	42	SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.
Geography Skills	42	<p>SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).</p> <p>SS.Geog1.a.m.ii Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</p> <p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to</p>

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		display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
How Did the Columbian Exchange Affect the Rest of the World?	44-46	SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.
American Indian Influences on Europe, Africa, and Asia	45-46	SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.
Topic 1 Review and Assessment	48-49	<p>SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).</p> <p>SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p>
Topic 2: European Colonization of North America (1500-1750)		
Explore the Essential Question	50	SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
Quest: Project-Based Learning Inquiry: Examining the Colonial Environment	54	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>SS.Geog2.a.m.ii Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</p>

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Lesson 1: Spanish Colonization and New Spain		
How Was Society Organized in New Spain?	61-62	<p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</p> <p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p>SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.</p> <p>SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</p>
A Blend of Spanish and Indian Cultures	61-62	<p>SS.Geog2.c.m.ii Evaluate the impact of migration on the place of origin and the place of settlement.</p>
Analyze Charts	63	<p>SS.Econ5.a.m.ii Identify examples of U.S. exports and imports.</p>
Lesson Check	64	<p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
Primary Source: Bartolome' de Las Casas, Historia Apologetica	65	<p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p>
Lesson 2: The First French, Dutch, and English Colonies		
Where Did the Dutch Establish New Netherland?	70-72	<p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p>
Trade Rivalries in the Region	71	<p>SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable)</p>

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		creates systems of commerce between groups.
Interaction With American Indians and the Environment	71-72	SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.
Geography Skills	73	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).
Lesson 3: The New England Colonies		
Analyze Graphs	85	SS.Econ5.a.m.ii Identify examples of U.S. exports and imports.
Lesson Check	89	SS.Geog5.b.m.ii Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
Lesson 4: The Middle Colonies		
Geography Skills	92	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).
Analyze Images	94	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Analyze Charts	98	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Lesson 5: The Southern Colonies		
Geography Skills	101	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic

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		<p>questions (e.g., Where are there patterns? Why there? So what?).</p> <p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Analyze Charts	107	SS.Econ5.a.m.ii Identify examples of U.S. exports and imports.
Lesson 6: Colonial Society		
Colonial Social Classes	110-113	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
What Was the Impact of a New Religious Movement?	114-116	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Critical Thinking	119	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Lesson 7: Colonial Trade and Government		
Mercantilism and the English Colonies	121-122	SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.
Geography Skills	122	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p> <p>SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.</p>

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What Were the Foundations of Representative Government?	123-125	SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
Topic 2 Review and Assessment	126-127	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Topic 3: The Revolutionary Era (1750-1783)		
Watch NBC Learn	129	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Quest: Project-Based Learning Inquiry: Choosing Sides	132	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
Lesson 1: The French and Indian War		
Why Did Europeans Fight Over North American Land?	133-135	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs). SS.Geog5.b.m.ii Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
Quebec and New France Fall	138-140	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events

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		within and across time periods, events, or cultures.
Analysis Skills: Identify Physical and Cultural Features	141	<p>SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.</p> <p>SS.Geog1.c.m.ii Compare mental maps shaped by individual perceptions of people, places, regions, and environments.</p>
Lesson 2: Growing Resentment Against Britain		
How Did the Proclamation of 1763 Fuel Resentment?	143-144	SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
How Did Mercantilism Affect Taxation and Cause Resentment?	144-145	SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Geography Skills	144	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Why Did the Stamp Act Anger Colonists?	145-147	<p>SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p> <p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p>

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Geography Skills	146	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Leaders Emerge in the Struggle with Britain	149-150	SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Interactive: Important People of the American Revolution	149	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person’s contribution to the development of the political culture of the United States was important.
The Boston Massacre	150-152	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.
Critical Thinking	151	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person’s contribution to the development of the political culture of the United States was important.
An American Identity Develops	152	SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).

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Primary Source: John and Abigail Adams, Letters	153	<p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p> <p>SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.</p> <p>SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.</p> <p>SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person’s contribution to the development of the political culture of the United States was important.</p>
Lesson 3: Taking Up Arms		
Geography Skills	160	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Analysis Skills: Compare Different Points of View	164	<p>SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.</p>
Interactive: Compare Viewpoints	164	<p>SS.Geog4.a.m.iii Describe students’ perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p>
Lesson 4: The Move Toward Independence		
The Declaration of Independence	170-171	<p>SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history,</p>

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		including how they may have evolved over time.
Early Heroes	172-173	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Geography Skills	175	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Quest Connections	177	SS.Geog4.a.m.iii Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).
Lesson 5: Winning Independence		
A Decisive Win Brings the War to a Close	185-187	SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Geography Skills	185	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Geography Skills	187	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Topic 3 Review and Assessment	190-191	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).

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Topic 4: A Constitution for the United States (1776-Present)		
Quest: Civic Discussion Inquiry: Senate Representation	196	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>
Lesson 1: A Weak Confederation		
Primary Source	198	<p>SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.</p>
Geography Skills	199	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Weaknesses of the Confederation	200-201	<p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
Concerns Over Debt and Currency	200	<p>SS.Econ3.b.m.i Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).</p>
Lesson Check	203	<p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p>
Lesson 2: Drafting a Constitution		
Lesson Check	209	<p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums</p>

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		(electronic, digital, print, and other mass media).
Lesson 3: Ideas That Influenced the Constitution		
What Did Americans Learn from the Roman Republic?	210-211	SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
What American Traditions Did the Framers Draw On?	213	SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
The Influence of the Enlightenment	214-215	SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
Analyze Images	215	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Lesson Check	215	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.

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Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom	216	<p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p> <p>SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.</p>
Lesson 4: Federalists, Antifederalists, and the Bill of Rights		
Analyze Images	222	<p>SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person’s contribution to the development of the political culture of the United States was important.</p>
Lesson Check	222	<p>SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p>
Analysis Skills: Distinguish Cause and Effect	224	<p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
Lesson 5: Understanding the Constitution		
Seven Basic Principles	227-229	<p>SS.PS1.b.m.iii Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p> <p>SS.PS2.a.m.i Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights.</p>

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		SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
Analyze Charts	228	SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.
The Legislative Branch-Congress	229-232	SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
Powers of Congress	230	SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.
The Committee System	231-232	SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.
The Executive Branch-The President	232-233	SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
Geography Skills	233	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
The Judicial Branch-The Supreme Court	233-235	SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
Lesson Check	236	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
Lesson 6: Federalism and Amendments		
What Fundamental Liberties Does the Bill of Rights Ensure?	238-240	SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history,

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		<p>including how they may have evolved over time.</p> <p>SS.PS1.b.m.iii Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p> <p>SS.PS2.a.m.i Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights.</p>
Why Have Additional Amendments Been Created?	241	<p>SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.</p> <p>SS.PS1.b.m.iii Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p> <p>SS.PS2.a.m.i Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights.</p>
State Government	242-245	<p>SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.</p>

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		<p>SS.PS1.b.m.iii Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p> <p>SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.</p>
Analyze Images	242	SS.PS3.b.m.i Analyze the role of various types of media in elections and functions of government.
Lesson Check	245	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
Analysis Skills: Identify Sources of Continuity	246	SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.
Interactive: Identify Trends	246	SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.
Lesson 7: Citizens' Rights and Responsibilities		
Civic Virtue, Citizenship, and Democratic Values	249-250	<p>SS.PS1.a.m.i Investigate the components of responsible citizenship.</p> <p>SS.PS3.a.m.ii Explain their role in government at the local, state, tribal, and federal levels.</p>
Analyze Images	250	SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
Responsible Citizenship	251-252	SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

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		<p>SS.PS1.a.m.i Investigate the components of responsible citizenship.</p> <p>SS.PS2.b.m.i Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws).</p> <p>SS.PS3.a.m.ii Explain their role in government at the local, state, tribal, and federal levels.</p>
Vote	251	<p>SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.</p>
Obey Laws and Rules	251	<p>SS.PS1.a.m.ii Summarize the importance of rule of law.</p>
Analyze Images	252	<p>SS.Hist3.a.m Compare events from United States or world history to a current issue or event.</p> <p>SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.</p>
Topic 4 Review and Assessment	254-255	<p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.PS1.a.m.i Investigate the components of responsible citizenship.</p> <p>SS.PS2.b.m.i Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws).</p> <p>SS.PS4.a.m Assemble an argument utilizing multiple sources of information.</p>
Topic 5: The Early Republic 1789-1825		
Interactive: Topic Map	258-259	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource,</p>

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		historical maps) and explain relationships among them.
Quest: Project-Based Learning Inquiry: Stay Out? Or Get Involved?	260	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
Lesson 1: Washington's Presidency		
Analyze Images	265	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
How Did Hamilton Create a Stable Economy?	266	SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services. SS.Econ3.b.m.i Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).
Geography Skills	270	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 2: A Two-Party System Develops		
Interactive: Early American Leaders	275	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Newspapers Influence Public Opinion	278	SS.PS3.b.m.i Analyze the role of various types of media in elections and functions of government.
Analyze Charts	278	SS.PS3.a.m.i Assess voter participation in elections. SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.

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Lesson Check	279	<p>SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.</p>
Conflict with France	281-283	<p>SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p>
Analysis Skills: Detect Historical Points of View	291	<p>SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source</p>
Lesson 4: A Changing Nation		
Geography Skills	295	<p>SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).</p> <p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Geography Skills	296	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>

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Critical Thinking	297	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person’s contribution to the development of the political culture of the United States was important.
Geography Skills	298	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
An Era of Trade	299	SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.
Analyzing Primary Sources	303	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Lesson 5: Madison and the War of 1812		
Geography Skills	305	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Geography Skills	313	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource,

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		historical maps) and explain relationships among them.
Primary Source: Tenskwatawa, The Prophet, Speech	316	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Lesson 6: Monroe's Presidency and Everyday Life		
Clay Supports Active Government	319	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Protection Against Foreign Competition	319	SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.
The Regional Impacts of Tariffs	320	SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services. SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
Broad Powers Over Interstate Trade	322-323	SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.
Geography Skills	324	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Topic 5 Review and Assessment	330-331	SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.

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		SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Topic 6: The Age of Jackson and Westward Expansion		
Interactive: Topic Map	334-335	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Quest: Civic Discussion Inquiry: The Mexican-American war	336	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
Lesson 1: Jackson Wins the Presidency		
Alexis de Tocqueville	338	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
The Candidates	339-340	SS.PS3.a.m.i Assess voter participation in elections. SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.
Origin of New Political Parties	341	SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.
Who Supported the Whigs and Democrats?	342-343	SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.
Analyze Images	341	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.

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Geography Skills	343	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Andrew Jackson Growing Up	344	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Primary Source John Quincy Adams, Speech on Independence Day	348	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.
Lesson 2: Political Conflict and Economic Crisis		
Analyze Images	355	SS.Econ3.b.m.i Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).
Analyze Images	358	SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.
Lesson Check	358	SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
Analysis Skills: Interpret Economic Performance	359	SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets. SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.

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Lesson 3: Conflict with American Indians		
A History of Conflict and Prejudice	360-362	<p>SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>SS.Geog4.a.m.ii Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.</p>
Geography Skills	361	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Geography Skills	365	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Southern American Indians on the Trail of Tears	365-367	<p>SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.</p>
Lesson 4: Westward Movement		
Geography Skills	369	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>

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Technology Speeds Transportation	371-372	SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
Geography Skills	370	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Settlers Build New Lives	373	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Changing the Country	373-374	SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.
Lesson 5: Settling Oregon Country		
Geography Skills	377	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Trade in Sea Otter Fur	377-378	SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.
Life in a Wagon Train	379-380	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.

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Geography Skills	379	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 6: New Spain and Independence for Texas		
Geography Skills	384	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Spain Authorizes a Colony in Texas	386	SS.Econ1.a.m.ii Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
Analyze Images	387	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Geography Skills	390	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 7: Manifest Destiny in California and the Southwest		
Geography Skills	395	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Geography Skills	396	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour,

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		cartogram, population, natural resource, historical maps) and explain relationships among them.
Quick Activity	399	SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
Topic 6 Review and Assessment	402-403	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).
Topic 7: Society and Culture Before the Civil war (1820-1860)		
Quest: Document-Based Writing Inquiry	408	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>SS.Geog4.a.m.iii Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p>
Lesson 1: The Industrial Revolution		
New Ways to Produce Goods	410-411	SS.Econ1.a.m.ii Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the

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		<p>choices of individuals, households, communities, businesses, and countries.</p> <p>SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets.</p> <p>SS.Econ2.b.m.i Investigate the relationship between supply and demand.</p> <p>SS.Econ2.c.m.i Categorize factors of production and how they are combined to make goods and deliver services.</p> <p>SS.Econ5.a.m.i Summarize the role of specialization on trade and cost of goods/services.</p>
America's First Factories	411-414	SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
Slater Emigrates to the United States	411	SS.Geog2.c.m.ii Evaluate the impact of migration on the place of origin and the place of settlement.
Factories Spread	412	SS.Econ2.c.m.i Categorize factors of production and how they are combined to make goods and deliver services.
The Market Economy and the Industrial Revolution	412-413	SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).

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		<p>SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.</p> <p>SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).</p>
The Role of Market Forces	413-414	<p>SS.Econ2.b.m.i Investigate the relationship between supply and demand.</p> <p>SS.Econ2.c.m.ii Evaluate how profits influence sellers in markets.</p>
Daily Life in Factory Towns	414-417	<p>SS.Econ2.c.m.i Categorize factors of production and how they are combined to make goods and deliver services.</p>
Analyze Images	414	<p>SS.Hist3.a.m Compare events from United States or world history to a current issue or event.</p>
How Did Cities Expand?	417-418	<p>SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.</p> <p>SS.Geog2.d.m.i Investigate the impact of rural decline and the growth of cities on a place.</p>
Problems in Cities	417-418	<p>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p>
New Inventions	418-420	<p>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p>
Analysis Skills: Detect Changing Patterns	421	<p>SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p>

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Interactive: Identify Trends	421	SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.
Lesson 2: Industrialization and Immigration		
What Were Yankee Clippers?	424	SS.Geog3.b.m.ii Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
What Were the Effects of Technological Developments?	424	SS.Econ5.a.m.i Summarize the role of specialization on trade and cost of goods/services.
Labor Organizations and Strikes	426	SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).
Women Organize	427	SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
How Did Ethnic Minorities Fare in the North?	427-428	SS.Geog2.c.m.ii Evaluate the impact of migration on the place of origin and the place of settlement.
From Ireland and Germany	427-428	SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
A Reaction Against Immigrants	428-429	SS.Geog4.a.m.ii Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.
Lesson Check	430	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Lesson 3: King Cotton and Life in the South		
What Was Life Like for African Americans in the South?	437-439	SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights

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		groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
Enslaved African Americans	438-439	SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.
Religion Offers Hope	441	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Interactive: Lives of Free and Enslaved African Americans	439	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Lesson 4: Abolitionism		
What Form Did Early Opposition to Slavery Take?	443-444	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Who Opposed the Abolitionists?	448-449	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
Northerners Against Abolition	448	SS.PS3.b.m.iii Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).
Primary Source: McGuffey Readers	451	SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world. SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.
Lesson 5: Reform and Women's Rights		
The Second Great Awakening and Its Causes	453-454	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and

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		social class affect a person's self-image and identity and interactions with others.
The Impact of the Temperance Movement	455-456	SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
Analyze Images	456	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
The Contributions of Lucretia Mott and Elizabeth Cady Stanton	459	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Interactive: The Early Women's Rights Movement	459	SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
Women Struggle for Justice	460-461	SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
Quick Activity	460	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
New Employment Opportunities for Women	462-463	SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
Primary Sources: James Fenimore Cooper, "The Chainbearer"	464	SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source. SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.
Lesson 6: Arts and Literature		

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A New American Art Style	465-466	SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.
Critical Thinking	469	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Topic 7 Review and Assessment	472-473	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Topic 8: Sectionalism and Civil War (1820-1865)		
Quest: Project-Based Learning Inquiry: A Lincoln Website	478	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
Lesson 1: Conflicts and Compromises		
Analyze Graphs	482	SS.PS3.a.m.i Assess voter participation in elections. SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.
Lesson Check	487	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Lesson 2: Growing Tensions		
The Supreme Court Rules on Dred Scott v. Sandford	493-494	SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and

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		in the present, both in the United States and worldwide.
Lincoln's Early Career	496	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Lincoln Becomes a Leader	497	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Interactive: Identify Evidence	500	<p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p> <p>SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p>
Lesson 3: Division and the Outbreak of War		
Analyze Graphs	508	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.

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Analyze Charts	510	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Primary Source	512	SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand. SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
Lesson 4: The Course of War		
Union Success in the West	519	SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
Lesson 5: Emancipation and Life in Wartime		
The Horrors of War	524-525	SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
A Weak Wartime Economy	528	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups. SS.Econ3.b.m.i Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).
Taxation and Inflation	529	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
Critical Thinking	529	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Primary Source: Abraham Lincoln, The Emancipation Proclamation	531	SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus

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		building (between individuals, groups, and institutions).
Lesson 6: The War's End		
Critical Thinking	537	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Topic 8 Review and Assessment	544-545	SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages). SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Topic 9: The Reconstruction Era (1865-1877)		
Interactive: Topic Map	548-549	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Quest: Civic Discussion Inquiry: The End of Reconstruction	550	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry. SS.PS4.a.m Assemble an argument utilizing multiple sources of information.
Lesson 1: Early Reconstruction		
Analyze Images	555	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
The Thirteenth Amendment Changes Life in the United States	556	SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been

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		<p>applied throughout United States history, including how they may have evolved over time.</p> <p>SS.PS2.a.m.ii Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.</p>
Lesson Check	557	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>
Lesson 2: Radical Reconstruction		
Continuing Conflict Over Reconstruction	558-559	<p>SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p>
The Fourteenth Amendment	560	<p>SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.</p> <p>SS.PS2.a.m.ii Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.</p> <p>SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and</p>

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		in the present, both in the United States and worldwide.
Analyze Charts	561	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
The Fifteenth Amendment	563	SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. SS.PS2.a.m.ii Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.
Lesson Check	563	SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.
Primary Source: Frederick Douglass, "What the Black Man Wants"	564	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.
Interactive: Identify Evidence	565	SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).

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Lesson 3: Reconstruction and Southern Society		
Mixed Results for Legislative Reform	570	SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.
Rebuilding the South's Economy	571	SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets. SS.Econ2.b.m.i Investigate the relationship between supply and demand.
Analysis Skills: Interpret Thematic Maps	573	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. SS.Geog1.c.m.ii Compare mental maps shaped by individual perceptions of people, places, regions, and environments.
Interactive: Read Special-Purpose Maps	573	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 4: The Aftermath of Reconstruction: Boune		
Jim Crow Laws Separate Whites and African Americans	577	SS.PS2.a.m.ii Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and

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		in the present, both in the United States and worldwide.
Freedmen Leave the South	577-578	SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
Lesson Check	579	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Topic 10: Industrial and Economic Growth		
Quest: Civic Discussion Inquiry: High-Speed Rail	586	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
Lesson 1: Mining, Railroads, and the Economy		
Railroads Encourage Urban and Rural Growth	591-592	SS.Geog2.d.m.i Investigate the impact of rural decline and the growth of cities on a place.
Creating a National Railroad Network	592-595	SS.Geog3.b.m.ii Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
Biography: Leland Stanford	592	SS.PS3.b.m.iii Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).
Critical Thinking	592	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
How Did Railroads Deal With Competition?	595-597	SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services. SS.Econ2.c.m.ii Evaluate how profits influence sellers in markets.
Lesson Check	597	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.

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Lesson 2: Western Agriculture		
Spanish Influences	599	SS.Geog4.a.m.i Explain how place-based identities can change places over time.
Geography Skills	599	<p>SS.Econ1.a.m.ii Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> <p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
Ranching Affects Settlement Patterns	600-601	<p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p>SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p>
Economic Challenges	606	SS.Econ2.b.m.i Investigate the relationship between supply and demand.
Analyze Images	605	SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

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The National Grange Supports Cooperation	607	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
What Was Populism?	608-609	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
Analyze Images	609	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Lesson Check	609	SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media). SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Lesson 3: Hardship for American Indians		
Division of Labor in Plains Indian Society	612-613	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Broken Promises	613-615	SS.Geog5.b.m.ii Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations. SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.
Lesson Check	619	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
Interactive: Ask Questions	621	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.

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Lesson 4: Industry and Corporations		
Midwestern Steel Mills	623	SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.
What Led to the Rise of Corporations and Banks?	624-625	SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.
Corporations and Banks	625	SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.
How Did Rockefeller Take Control of the Oil Industry?	626-627	SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.
Americans Debate Over Trusts	627-629	SS.Econ1.a.m.ii Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries. SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.
Arguments Against Trusts	628-629	SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).
Lesson Check	629	SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand. SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.

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		SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).
Lesson 5: The Labor Movement		
Why Did Workers Organize Unions?	632-634	SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.
The Knights of Labor	632-633	SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).
A New Union Forms	633-634	SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).
Women in the Workplace	634-635	SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage). SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and

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		in the present, both in the United States and worldwide.
Who Was Mother Jones?	634	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person’s contribution to the development of the political culture of the United States was important.
Labor Faces Challenges	635-637	SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.
Lesson 6: New Technologies		
How Did Communication Technology Change?	638-640	SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
The Wright Brothers Take to the Skies	644	SS.Geog3.b.m.ii Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
Lesson Check	644	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources. SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
Topic 10 Review and Assessment	646-647	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources. SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage). SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).

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		SS.PS4.a.m Assemble an argument utilizing multiple sources of information.
Topic 11: The Progressive Era (1865-1920)		
Quest: Document-Based Writing Inquiry: Effects of Immigration	652	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: A New Wave of Immigration		
Why Did People Immigrate?	653-654	SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
Push Factors	654	SS.Econ1.a.m.ii Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
Bridging Cultures	658	SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study. SS.Geog2.c.m.ii Evaluate the impact of migration on the place of origin and the place of settlement.
Analyze Images	657	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Geography Skills	659	SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.
Chinese Exclusion	659-660	SS.Geog4.a.m.ii Investigate how place-based identity results from the characteristics of a place and can

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		<p>sometimes result in stereotypes of people from a specific place.</p> <p>SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.</p>
Primary Sources: Willa Cather, My Antonia	661	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Lesson 2: Urbanization		
Why Did Cities Expand?	663-664	<p>SS.Geog2.c.m.ii Evaluate the impact of migration on the place of origin and the place of settlement.</p> <p>SS.Geog2.d.m.i Investigate the impact of rural decline and the growth of cities on a place.</p>
Immigration and Domestic Migration	664	SS.Geog2.c.m.i Use regions in the world to analyze the role of population shifts in why places change over time.
African American Migration	664	SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
Geography Skills	664	SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.
What Did the Government Do to Help?	666	SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts,

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		agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).
Who Was Jane Addams?	667-668	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Lesson 3: The Rise of Progressivism		
The Power of Big Business	673-674	SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).
Government Regulation of Business	674	SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.
Promoting Competition	674	SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.
How Did Muckrakers Push for Reforms?	675-676	SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).
Critical Thinking	675	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Amending the Constitution	677-678	SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been

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		<p>applied throughout United States history, including how they may have evolved over time.</p> <p>SS.PS3.b.m.iii Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).</p>
Analysis Skills: Identify Central Issues and Problems	679	SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.
Lesson 4: The Progressive Presidents		
Pushing for Regulations	683-684	SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets.
Increasing the Government's Role in the Economy	685-686	SS.Econ3.b.m.ii Assess how interest rates influence borrowing and investing.
Analyze Graphs	685	<p>SS.PS3.a.m.i Assess voter participation in elections.</p> <p>SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.</p>
Lesson Check	686	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Lesson 5: Progress and Setbacks for Social Justice		
Beginnings in the West	687-688	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
What New Opportunities Opened Up for Women?	689-690	SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights

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		groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
Woman's Christian Temperance Union Forms	691	<p>SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.</p> <p>SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>
Successes Despite Discrimination	693-694	<p>SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.</p> <p>SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>
Biography: Booker T. Washington	692	
Critical Thinking	692	<p>SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.</p>
Analyze Images	693	<p>SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.</p>
Mutual Aid	695	<p>SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>

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Analyze Images	694	<p>SS.Hist3.a.m Compare events from United States or world history to a current issue or event.</p> <p>SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.</p>
Lesson 6: A Changing American Culture		
A New Pastime	701	<p>SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets.</p> <p>SS.Econ2.a.m.ii Provide examples of how individuals and households are both consumers and producers.</p>
Analyze Images	702	<p>SS.Geog4.a.m.i Explain how place-based identities can change places over time.</p> <p>SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.</p>
The Female Readership	706	<p>SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.</p>
Analyze Graphs	705	<p>SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>
Mark Twain	707-708	<p>SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.</p>
Lesson Check	708	<p>SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or</p>

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		online, documentaries, exhibits, research papers, or web pages).
Topic 11 Review and Assessment	710-711	<p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>
Topic 12: Imperialism and World War I (1853-1919)		
Quest: Civic Discussion Inquiry: Imperialism and Annexation	716	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS.PS4.a.m Assemble an argument utilizing multiple sources of information.</p>
Lesson 1 Expansion in the Pacific		
How Did Expansion Lead to Trade With Japan?	717-718	SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.
Geography Skills	720	<p>SS.Geog1.a.m.ii Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</p> <p>SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.</p>
Geography Skills	723	SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.
A Worldwide Rivalry for Chinese Trade	725-726	SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.
Lesson 2: War and Empire		

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Quest Connections	733	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Analyzing Primary Sources	736	SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.
Lesson 3: U.S. Power in Latin America		
Dollar Diplomacy	741	SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making. SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
Lesson Check	743	SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
Lesson 4: A European War		
War Breaks Out	746-747	SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Lesson 5: Entering the War		
Industry	757	SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.
Urban Migration	758-759	SS.Geog2.d.m.i Investigate the impact of rural decline and the growth of cities on a place.
International Migration	759	SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
Analyze Images	759	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events

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		within and across time periods, events, or cultures.
Lesson 6: Winning the War		
What Were the Costs of the War?	766-767	SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Analyze Graphs	767	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Lesson 7: Wilson and Isolationism		
Interactive: Woodrow Wilson	769	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person’s contribution to the development of the political culture of the United States was important.
Lesson Check	774	SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages). SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Primary Source: Woodrow Wilson, The Fourteen Points	775	SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source. SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.
Topic 12 Review and Assessment	776-777	SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages). SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events

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		within and across time periods, events, or cultures. SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Topic 13: Prosperity and Depression (1919-1939)		
Explore the Essential Question	778	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
Quest: Document-Based Writing Inquiry: The Role of Government in the Economy	782	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: Harding and Coolidge		
How Did the Economy Perform Under President Coolidge?	785-787	SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets.
Production Increases	785-786	SS.Econ3.b.m.ii Assess how interest rates influence borrowing and investing.
Analyze Graphs	786	SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations. SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Pursuing Peace	788	SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.
Lesson 2: Social Change		
Prohibition	789-790	SS.PS2.a.m.ii Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.
The Experiment Ends	790	SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e.,

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		externalities) for a local or state law or policy.
Analyze Images	792	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
How Did the Automobile Change America?	792-794	SS.Geog3.b.m.ii Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
Cars Become Affordable	793	SS.Econ5.a.m.i Summarize the role of specialization on trade and cost of goods/services.
The Rise of a National Culture	795-796	SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior. SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.
Lesson Check	796	SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand. SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others’ claims, taking into consideration potential bias.
Lesson 3: Roaring Twenties Culture		
Fun Fads	797-798	SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.
Flapper Fashion	798	SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.
The Rise of Jazz Music	799	SS.BH2.b.m Model how individuals learn the elements of their culture through

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		interactions with others, and how individuals learn of other cultures through communication, travel, and study.
A Renaissance in Harlem	801-803	<p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.</p> <p>SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.</p>
Critical Thinking	803	<p>SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person’s contribution to the development of the political culture of the United States was important.</p>
Biography: Langston Hughes, "The Negro Speaks of Rivers" and "My People"	804	<p>SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.</p>
Lesson 4: Division and Inequality		
Labor Faces Losses	806	<p>SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.</p>
Geography Skills	810	<p>SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.</p> <p>SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</p> <p>SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.</p>
The Great Migration	811	<p>SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.</p> <p>SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex,</p>

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		ethnicity, race) in the community, state, country, and world.
Lesson 5: Entering the Great Depression		
Get Ready To Read	813	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
Causes of the Great Depression	815-816	SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.
Daily Life for Americans	817-818	SS.Econ1.a.m.ii Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
The Jobless	817	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
Analyze Images	817	SS.Hist3.a.m Compare events from United States or world history to a current issue or event. SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.
Lesson 6: Roosevelt's New Deal		
How Did FDR Fight the Depression?	823-824	SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
Reforming the Economic System	827	SS.Econ4.c.m Analyze the impact of different government policies (e.g.,

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		taxation and government spending) on the economy.
Strengthening Unions	828	<p>SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.</p> <p>SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).</p>
Criticism of Social Security	829	<p>SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</p>
Criticism of the New Deal	831	<p>SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</p> <p>SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.</p>
Analyze Graphs	831	<p>SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.</p>
Lesson 7: Life During the Depression		
How Did the Depression Affect Women?	835-836	<p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>
Critical Thinking	836	<p>SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development</p>

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		of the political culture of the United States was important.
African Americans Face Hard Times	837	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
How Did Other Americans Weather the Depression?	838-839	SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.
Lesson Check	841	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Topic 13 Review and Assessment	842-843	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p> <p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
Topic 14: World War II (1935-1945)		
Interactive: Topic Map	846-847	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Quest: Document-Based Writing Inquiry	848	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.

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		SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: Aggression Overseas and Isolationism at Home		
Dictators Take Power in Italy and Germany	849-852	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
The United States Remains Isolated	853-854	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
Lesson 2: Entering World War II		
Geography Skills	857	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Geography Skills	859	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 3: The Home Front		
Civilians Pitch In	867-868	SS.Econ1.a.m.ii Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
Fighting a War Abroad and Discrimination at Home	869-870	SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).

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Critical Thinking	869	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Other Americans Face Discrimination	871-872	SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.
Japanese American Relocation Camps	871	SS.Geog4.a.m.ii Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.
Lesson 4: Winning a Deadly War		
Geography Skills	876	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Geography Skills	878	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Topic 14 Review and Assessment	886-887	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).
Topic 15: Postwar America (1945-1975)		
Quest: Project-Based Learning Inquiry: Reporting the Facts	892	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.

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		<p>SS.Geog4.a.m.iii Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p> <p>SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.</p>
Lesson 1: The Beginning of the Cold War		
Interactive: Cold War-Cause and Effect	894	<p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
Geography Skills	895	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Geography Skills	897	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Lesson 2: Korea and Other Postwar Conflicts		
Geography Skills	900	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Geography Skills	903	<p>SS.Geog1.a.m.ii Analyze how various map projections distort shape, area,</p>

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		<p>distance and direction (e.g., Mercator, Robinson, Peters).</p> <p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p> <p>SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.</p>
Lesson 3: Eisenhower and Postwar America		
Addressing Economic Issues	907-908	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
The Election of 1948	908	SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.
A Moderate Takes Office	908-909	SS.PS3.b.m.i Analyze the role of various types of media in elections and functions of government.
Moving South	911	SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
Rock-and-Roll	912-913	SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.
Geography Skills	912	<p>SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).</p> <p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>

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		SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.
Lesson Check	913	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.
Lesson 4: The Civil Rights Movement		
Why Did Discrimination Continue?	916-917	SS.Geog4.a.m.ii Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.
African Americans Fight Segregation	916-917	SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
Equal Educational Opportunities	918	SS.PS2.a.m.ii Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.
What Caused the Montgomery Bus Boycott?	919-922	<p>SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p> <p>SS.PS2.a.m.iii Predict how collective action movements work to extend equal rights to groups and individuals.</p> <p>SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.</p>

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A Continuing Crusade for Equality	923-927	SS.PS2.a.m.iii Predict how collective action movements work to extend equal rights to groups and individuals.
Some Call for Separation	925-926	SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
Getting Results	926-927	SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
Analyze Graphs	926	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
Analyze Images	927	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Lesson 5: The Struggle for Equal Rights Continues		
Why Did Other Minorities Fight for Equality?	929-932	SS.PS2.a.m.iii Predict how collective action movements work to extend equal rights to groups and individuals. SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
A Legal Victory	930	SS.PS2.a.m.ii Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.
Cooperation Yields Results	931-932	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the

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		world (i.e., culture, language, religion, political beliefs).
Critical Thinking	931	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
The Women's and Gay Rights Movements	933-935	<p>SS.PS2.a.m.iii Predict how collective action movements work to extend equal rights to groups and individuals.</p> <p>SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.</p> <p>SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>
Lesson 6: Kennedy, Johnson, and Vietnam		
Geography Skills	943	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 7: The Nixon Years		
The Economy Suffers	950	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.

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Analyze Charts	949	<p>SS.PS3.a.m.i Assess voter participation in elections.</p> <p>SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.</p>
Topic 15 Review and Assessment	956-957	<p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
Topic 16: A Global Superpower Facing Change (1975-2000)		
Quest: Document-Based Writing Inquiry: Analyzing the Reagan Conservative Movement	962	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>
Lesson 1: The Conservative Revolution		
President Carter's Administration	963-965	<p>SS.Econ3.b.m.ii Assess how interest rates influence borrowing and investing.</p> <p>SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</p>
An Energy Crisis	965	<p>SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets.</p>
Reagan's Economic Program	967	<p>SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</p> <p>SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g.,</p>

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		Confucianism, dictatorship, theocracy, republic, democracy).
Bush's Economic Troubles	968	SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
Critical Thinking	969	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Interactive: Compare Four Presidents	970	SS.Geog4.a.m.iii Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).
Lesson 2: The End of the Cold War		
Interactive: Shifting Alliances in Europe	977	SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
Analyze Charts	978	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
What Reforms Were Made in China?	984	SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).
What Challenges Did Russia and Eastern Europe Face?	986-987	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.

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Peace in Northern Ireland	988	SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
Geography Skills	989	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
What Caused Conflict in the Middle East?	989-991	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
Primary Source: Nelson Mandela, "Glory and Hope"	992	<p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p> <p>SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.</p> <p>SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.</p>
Analysis Skills: Political Participation	993	SS.PS3.b.m.iii Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).
Topic 17: Meeting New Challenges (1975-Present)		
Interactive: Topic Map	998-999	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.

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Quest: Document-Based Writing Inquiry: Look Into the Future	1000	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>SS.Geog4.a.m.iii Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p> <p>SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.</p> <p>SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.</p>
Lesson 1: Terrorism and an Unstable World		
The Islamic State	1006	SS.PS3.b.m.i Analyze the role of various types of media in elections and functions of government.
Geography Skills	1005	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).
Analyze Visuals	1009	SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.

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Geography Skills	1010	<p>SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).</p> <p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Lesson 2: A Global Economy		
A Crash and Recovery	1015-1016	<p>SS.Econ3.b.m.ii Assess how interest rates influence borrowing and investing.</p>
What Caused a World Economic Crisis?	1018-1020	<p>SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p> <p>SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets.</p> <p>SS.Econ3.b.m.ii Assess how interest rates influence borrowing and investing.</p> <p>SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.</p>
Analyze Graphs	1020	<p>SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.</p>
Lesson 3: Advances in Science and Technology		
New Discoveries	1023-1024	<p>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p>
Progress on Cleaner Energy	1026-1027	<p>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p>

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The Biotech Revolution	1028-1029	<p>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p> <p>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p>
A Networked World	1029-1032	<p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
The Internet	1030	<p>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p> <p>SS.Geog3.b.m.ii Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p>
Digital Security	1031-1032	<p>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p>
Lesson 4: Challenges at Home		
The Bush Era	1033-1035	<p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p>
Standing Tall	1034	<p>SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</p>

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Obama's Presidency	1036-1037	SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.
A Changing Mosaic	1038-1039	SS.Geog2.c.m.i Use regions in the world to analyze the role of population shifts in why places change over time.
Analyze Images	1040	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Interactive: America's Changing Demographics	1041	SS.Geog2.c.m.i Use regions in the world to analyze the role of population shifts in why places change over time.
Analyze Images	1042	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Interactive: Turning Points in U.S. History	1042	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Primary Source: Barack Obama, Second Inaugural Address	1043	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Topic 17 Review and Assessment	1044-1045	SS.Geog3.b.m.ii Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing). SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.
End Matter		

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Australia, New Zealand & Oceania: Political-Physical	1086	SS.Geog1.a.m.ii Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).

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