A Correlation of

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To the

South Carolina
Social Studies Academic Standards
United States Studies to 1865
Grade 4
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<tr>
<td><strong>Standard 4-1:</strong> The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.</td>
<td><strong>SE:</strong> Age of Exploration, 30–33; Technology Shapes Exploration, 34–41; Explorers for Spain, 44–51; The Columbian Exchange, 52–57; Jamestown Settlement: Three Cultures Meet, 62–65; The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79; Pilgrims and Puritans in New England, 80–87; The French and Dutch in North America, 90–95</td>
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**Enduring Understanding** The rewards that were reaped from the exploration of the New World far outweighed the risks that were involved. To understand the motivations for exploration and the cause-and-effect relationships between its risks and rewards, the student will utilize the knowledge and skills set forth in the following indicators:

**Indicators**

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<tr>
<th>4-1.1 Summarize the spread of Native American populations using the Landbridge Theory.</th>
<th><strong>SE:</strong> People Arrive in the Americas, 4–5</th>
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<tr>
<td><strong>TG:</strong> Active Reading &amp; Lesson Summary, 6</td>
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<tr>
<th>4-1.2 Compare the everyday life, physical environment, and <strong>culture</strong> of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest.</th>
<th><strong>SE:</strong> Ancient American Civilizations, 4–9, Adapting to Different Places, 12–17; Native American Cultures, 18–25</th>
</tr>
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<tbody>
<tr>
<td><strong>TG:</strong> Active Reading &amp; Lesson Summary, 5–8, 11–14, 15–19</td>
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<tr>
<th>4-1.3 Explain the political, economic, and technological factors that led to the exploration of the new world by Spain, Portugal, France, the Netherlands, and England, including the competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation.</th>
<th><strong>SE:</strong> Age of Exploration, 30–33; Technology Shapes Exploration, 34–41; Explorers for Spain, 44–51; The Columbian Exchange, 52–57; Jamestown Settlement: Three Cultures Meet, 62–65; The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79; Pilgrims and Puritans in New England, 80–87; The French and Dutch in North America, 90–95</th>
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**SE = Student Edition**

**TG = Teacher’s Guide**
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</table>
| **4-1.4 Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Columbus, Hernando de Soto, Magellan, Henry Hudson, John Cabot, and La Salle.** | **SE:** Vikings, 34–35; Explorers for Spain, 44–51; The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79; The French and Dutch in North America, 90–95; Leif Eriksson, 34–35; Columbus, 44–45, 52; Hernando de Soto, 48, 49; Magellan, 47; Henry Hudson, 93; La Salle, 92–93, 132  
**TG:** Active Reading & Lesson Summary, 34–38, 50–53, 54–58, 66–69 |

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<tr>
<th>Social Studies Literacy Skills for the Twenty-First Century</th>
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| • Establish the chronological order in reconstructing a historical narrative.  
• Identify and explain cause-and-effect relationships.  
• Identify the locations of places, the conditions at places, and the connections between places.  
• Create maps, **mental maps**, and geographic models to represent spatial relationships.  
• Interpret visual information to deepen his or her understanding. | **SE:** Chronological Order: Use Timelines, 42–43; Cause and Effect: SSH3, 51, 53, 79; Location: Maps, 5, 13, 34, 48, 54, 70, 75, 82; Create maps, mental maps, and geographic models: SSH13; Interpret visual information (examples): 7, 8, 22, 30, 37, 44, 48, 67, 72, 78  
**TG:** Active Reading & Lesson Summary, SSH3-SSH6, 32 |

**Standard 4-2:** The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.  

**SE:** New England, Middle, and Southern Colonies, 104–111; Daily Life in the Colonies, 112–119; Slavery in the Colonies, 120–127; The French and Indian War, 130–135; Study Guide and Review and Assessment, 136–139  

**TG:** Active Reading & Lesson Summary, 74, 77, 82, 87, 94, 98

**Enduring Understanding** The interaction among peoples from three different continents created a distinctly American culture. To understand the contributions made by Native Americans, Europeans, and Africans to the settlement of North America, the student will utilize the knowledge and skills set forth in the following indicators:

**Indicators**

| **4-2.1 Summarize the cause-and-effect relationships of the **Columbian Exchange.** | **SE:** The Columbian Exchange, 52–53, 54-55, 56-57, 60  
**TG:** Active Reading & Lesson Summary, 39–45 |
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| **4-2.2** Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles. | **SE:** The Spanish Colony in the Americas, 66–71; The English Colonies in Virginia, 72–79; Pilgrims and Puritans in New England, 80–87; The French and Dutch in North America, 90–95; New England, Middle, and Southern Colonies, 104–111  
**TG:** Active Reading & Lesson Summary, 50–53, 54–58, 59–63, 66–69, 77–81 |
| **4-2.3** Explain the impact of the triangular trade, indentured servitude, and the enslaved and free Africans on the developing **culture** and economy of North America. | **SE:** Forced labor, 52; Enslaved Native Americans, 66–67; Indentured Servants, 85; Imports and Exports, 114–115; Colonial Society, 117; Slavery in the Colonies, 120–127  
**TG:** Active Reading & Lesson Summary, 62, 84, 85, 87–91 |
| **4-2.4** Summarize the relationships among the Native Americans, Europeans, and Africans, including the French and Indian Wars, the slave revolts, and the conduct of trade. | **SE:** New England, Middle, and Southern Colonies, 104–111; Daily Life in the Colonies, 112–119; Slavery in the Colonies, 120–127; The French and Indian War, 130–135; Study Guide and Review and Assessment, 136–139  
**TG:** Active Reading & Lesson Summary, 73–100 |

**Social Studies Literacy Skills for the Twenty-First Century**

- Establish the chronological order in reconstructing a historical narrative.  
- Identify multiple points of view or biases and ask questions that clarify those opinions.  
- Identify and explain cause-and-effect relationships.  
- Identify the locations of places, the conditions at places, and the connections between places.  
- Create maps, **mental maps**, and geographic models to represent spatial relationships.  

| **SE:** Chronological Order: Use Timelines, 42–43, 109, 133; Multiple Points of View or Biases: Compare Viewpoints, 128–129; For related material see Roger Williams and Anne Hutchinson, 106–107; Cause and Effect: 79, 95; Location: 104, 112, 115, 130, 132; Create maps, mental maps, and geographic models: SSH13  
**TG:** Active Reading & Lesson Summary, SSH3, 33, 79, 93 |
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Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.


TG: Active Reading & Lesson Summary, 101–131

Enduring Understanding Revolutions result from resistance to conditions that are perceived as unfair by the people who are demanding change. The changes brought about by revolution can be both positive and negative. To understand the results of the conflict between the American colonies and England, the student will utilize the knowledge and skills set forth in the following indicators:

<table>
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<tr>
<th>Indicators</th>
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<tr>
<td>4-3.1 Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses.</td>
<td>SE: The French and Indian War, 130–135; Tensions With Britain, 144–149; The Colonists Rebel, 152–159; Declaring Independence, 160–165</td>
<td>TG: Active Reading &amp; Lesson Summary, 94–97, 105–108, 111–115, 116–119</td>
</tr>
<tr>
<td>4-3.2 Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.</td>
<td>SE: Declaring Independence, 160–165; Declaration of Independence, R1–R3</td>
<td>TG: Active Reading &amp; Lesson Summary, 116–119</td>
</tr>
<tr>
<td>4-3.3 Summarize the importance of the key battles of the Revolutionary War and the reasons for American victories including Lexington and Concord, Bunker (Breed’s) Hill, Charleston, Saratoga, Cowpens, and Yorktown.</td>
<td>SE: Lexington and Concord, 157, 158; Bunker (Breed’s) Hill, 159, 177; Charleston, 175; Saratoga, 170–171, 177; Yorktown, 178</td>
<td>TG: Active Reading &amp; Lesson Summary, 114, 115, 123, 127, 128</td>
</tr>
<tr>
<td>4-3.4 Explain how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans.</td>
<td>SE: Women of the Revolution, 172; Native Americans in the Revolution, 173; African Americans Fight for Freedom, 177</td>
<td>TG: Active Reading &amp; Lesson Summary, 124, 127</td>
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SE = Student Edition  
TG = Teacher’s Guide
### Social Studies Literacy Skills for the Twenty-First Century

- Establish the chronological order in reconstructing a historical narrative.
- List and explain the responsibilities of citizens in the United States of America.
- Identify multiple points of view or biases and ask questions that clarify those opinions.
- Identify and explain cause-and-effect relationships.
- Cite details from a text to support conclusions made from that text.

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#### Standard 4-4:
The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

- **TG**: Active Reading & Lesson Summary, 132–159, 163–166

#### Enduring Understanding
After independence was declared, Americans were faced with creating a new form of government that would embody the ideals for which they had fought. To understand the development of these United States into a new nation, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

| 4-4.1 Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress. | **SE**: Articles of Confederation, 188–193; Creating the Constitution, 196–203; The Bill of Rights, 204–209  
- **TG**: Active Reading & Lesson Summary, 136–139, 142–146, 147–150 |

| 4-4.2 Explain the structure and function of the legislative, executive, and judicial branches of the federal government. | **SE**: A New Plan for Government, 200; Limiting Government, 201  
- **TG**: Active Reading & Lesson Summary, 145 |
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<td>4-4.3</td>
<td>Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.</td>
<td><strong>SE:</strong> Creating the Constitution, 196–203; The Bill of Rights, 204–209; Key Concepts of the Constitution, 210–217 <strong>TG:</strong> Active Reading &amp; Lesson Summary, 142–146, 147–150, 151–155</td>
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<tr>
<td>4-4.4</td>
<td>Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.</td>
<td><strong>SE:</strong> George Washington, 196, 226–231; John Adams, 205, 230–231; Thomas Jefferson, 205, 227, 228, 229; Alexander Hamilton, 197, 204, 227, 228, 229; John Marshall, 250; James Madison, 196, 204 <strong>TG:</strong> Active Reading &amp; Lesson Summary, 148, 163–166, 180</td>
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<tr>
<td>4-4.5</td>
<td>Compare the social and economic policies of the two political parties that were formed in America in the 1790s.</td>
<td><strong>SE:</strong> The First Political Parties, 228 <strong>TG:</strong> Active Reading &amp; Lesson Summary, 165</td>
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### Social Studies Literacy Skills for the Twenty-First Century

- Cite details from a text to support conclusions made from that text.
- Explain his or her relationship to others in American society and **culture**.
- Demonstrate responsible citizenship within local, state, and national communities.
- Utilize different types of media to synthesize social studies information from a variety of social studies resources.*

* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

<p>| | <strong>SE:</strong> Draw Conclusions: 35, 41, 49, 51, 57, 59, 159, 179; Explain his or her relationship to others in American society and culture: Being a Good Citizen, SSH34; How We Participate in Government, SSH35; Responsible Citizenship: Being a Good Citizen, SSH34; Utilize different types of media: myVideo, 2, 31, 63, 101, 141, 185, 223, 263, 303 <strong>TG:</strong> Students as Digital Citizens, T24–T27 includes understanding of Pearson Digital Presentation, Online Student Edition, and online myStory Book. Building 21st Century Learning Environments, T28–T31 includes material on Pearson 21st Century Online Skills Tutor. Various in book Resources (examples): Use Timelines, 42–43, 206–207; Use Primary Sources, 150–151; Read Circle Graphs, 314–315; Maps, SSH10–SSH19; Painting, 40; Photograph, 80; Artifact, 118, 168, 191, 229; Letter, 177; Graph, 190 |</p>
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<tr>
<td><strong>Standard 4-5:</strong> The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.</td>
<td><strong>SE:</strong> Jefferson and the Louisiana Purchase, 234–239; Native Americans and the Trail of Tears, 246–251; Women and African Americans Fight for Freedom, 252–257; Inventions, Roads, and Railroads, 266–273; The Lone Star State, 276–283; Trails to the West, 284–291; The California Gold Rush, 292–297; Study Guide and Review and Assessment, 298–301</td>
</tr>
<tr>
<td><strong>TG:</strong> Active Reading &amp; Lesson Summary, 169–172, 177–180, 181–184, 188–215</td>
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**Enduring Understanding**
The new century saw the United States transformed by exponential growth through land acquisitions in the West. This expansion resulted in harm to Native Americans and continued the debate on the “peculiar institution” of slavery. To understand the impact of westward expansion on the United States as a whole, the student will utilize the knowledge and skills set forth in the following indicators:

**Indicators**

| 4-5.1 Summarize the major expeditions that played a role in westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike. | **SE:** The Lewis and Clark Expedition, 223–225; The Louisiana Purchase, 236; Exploring the West, 237–239; Zebulon Pike, 239; Daniel Boone, 234 |
| **TG:** Active Reading & Lesson Summary, 160–162, 169–172 |

| 4-5.2 Explain the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country’s belief in Manifest Destiny. | **SE:** Manifest Destiny, 280; The Lone Star State, 276–283; Trails to the West, 284–291; The California Gold Rush, 292–297 |
| **TG:** Active Reading & Lesson Summary, 199, 204 |

| 4-5.3 Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession. | **SE:** The Louisiana Purchase, 236; Conflict Over Florida, 247; The Lone Star State, 276–283; Trails to the West, 284–291; The California Gold Rush, 292–297 |
| **TG:** Active Reading & Lesson Summary, 171, 178, 199–203, 204–208, 209–212 |
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| 4-5.4 Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830. | SE: Northwest Ordinance, 193; Native Americans Fight for Their Homes, 249; The Trail of Tears, 250  
TG: Active Reading & Lesson Summary, 139, 179 |
| 4-5.5 Explain how the Missouri Compromise, the fugitive slave laws, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision affected the institution of slavery in the United States and its territories. | SE: Missouri Compromise, 280, 308, 309; Fugitive Slave Laws, 308, 310; Annexation of Texas: The Lone Star State, 276–283; Compromise of 1850, 308; Kansas-Nebraska Act, 309; Dred Scott decision, 311  
TG: Active Reading & Lesson Summary, 199–203, 222, 223 |

### Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.  
- Understand that people make choices based on the scarcity of resources.  
- Explain the importance of jobs in the fulfillment of personal and social goals.

| Social Studies Literacy Skills for the Twenty-First Century | SE: Cause and Effect, SSH3, 273, 276; People Make Choices Based on Scarcity of Resources: The Louisiana Purchase, 236; Exploring the West, 237–239; Trails to the West, 284–291; The California Gold Rush, 292–297  
TG: Active Reading & Lesson Summary, 171, 172, 205–208, 210–212 |

### Standard 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.

| Standard 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War. | SE: Struggles Over Slavery, 306–313; The War Begins, 316–321; Life During the Civil War, 322–329; The War Ends, 330–337; Reconstruction, 338–343; Study Guide and Review and Assessment, 344–347;  
TG: Active Reading & Lesson Summary, 216–247 |

### Enduring Understanding

Regional economic interests led to social and political differences that seemed insurmountable by 1860. To understand why the United States was forced to settle sectional differences through civil war, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

| 4-6.1 Explain the significant economic and geographic differences between the North and South. | SE: The Union and the Confederacy, 318; also see: Geography of the English Colonies, 104-105; Slavery in the North, 122-123; Slavery in the South, 124-125  
TG: Active Reading & Lesson Summary, 229 |
### South Carolina Social Studies Academic Standards

#### United States Studies to 1865

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| 4-6.2    | SE: William Lloyd Garrison, 254, 311; Sojourner Truth, 254, 255, 311, 327; Frederick Douglass, 254, 255, 323; Harriet Tubman, 310; Harriet Beecher Stowe, 311; John Brown, 311  
TG: Active Reading & Lesson Summary, 183, 223, 232 |
| 4-6.3    | SE: Struggles Over Slavery, 306–313; The War Begins, 316–321  
TG: Active Reading & Lesson Summary, 220–224, 227–230 |
| 4-6.4    | SE: The War Begins, 316–321; Life During the Civil War, 322–329; The War Ends, 330–337; Emancipation Proclamation, 344  
| 4-6.5    | SE: The Cost of the War, 335; Reconstruction, 338–339, 340-341, 342-343, 346  
TG: Active Reading & Lesson Summary, 239, 241–244 |
| **Social Studies Literacy Skills for the Twenty-First Century** | **SE**: Cause and Effect, SSH3, 313, Opportunity Cost: The Union and the Confederacy, 318; The Cost of the War, 335; Opportunity Cost, SSH23; Visual Information (examples), 302, 309, 307, 316, 320, 321, 326, 327, 333, 336  
**TG**: Active Reading & Lesson Summary, SSH9, 229, 239 |

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