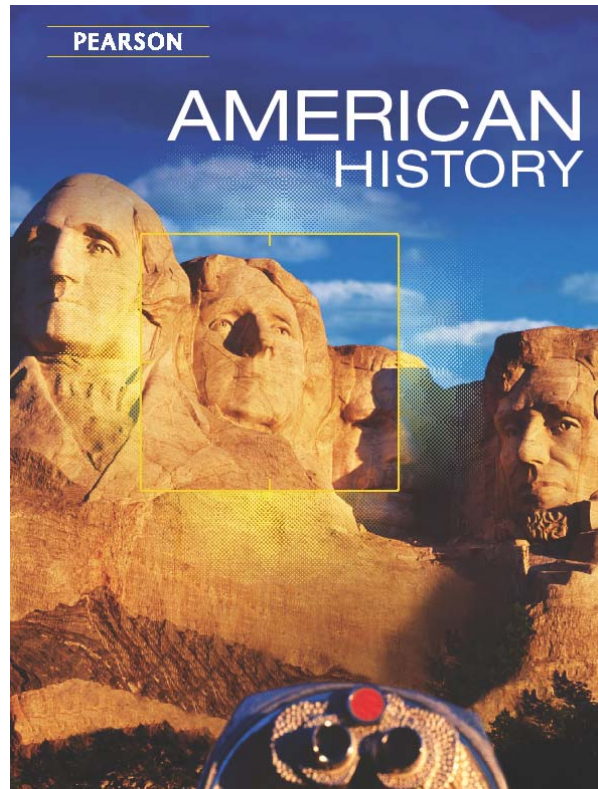


A Correlation of



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To the

**North Carolina
Essential Standards
for Social Studies
Grade 8**



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North Carolina Essential Standards 8th Grade Social Studies	American History ©2016
Grade 8	
History	
Essential Standard	
8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.	SE: Roanoke and Jamestown, 62-65; The Jamestown Colony Grows, 67-68; The New England Colonies, 69-82; The Middle Colonies, 83-91; The Southern Colonies, 92-100; Topic 2 Assessment, 10. Pose and Answer Questions About Geographic Distributions and Patterns, 118
Clarifying Objectives	
8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.	SE: Topic 10 Assessment, 6. Create a Timeline of Conflict in the West, 579; Topic 11 Assessment, 9. Evaluate Effective Leadership, 15. Compare American Writers and Artists in the Progressive Era, 634; Topic 17 Assessment, 13. Create Visual Presentations on Immigration, 935
8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.	SE: Topic 1 Assessment, 7. Locate and Use Valid Primary and Secondary Sources, 42, 16. Differentiate Between Valid Primary and Secondary Sources, 43; Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029-1030 Pearson myWorld Geography eText Core Concepts: Historical Sources, 120-121; Historical Maps, 124-125; Document-Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; Primary Source: American Democracy: Summarize, Analyze Cause and Effect, 162; The Mexican Revolution: Draw Inferences, Compare Viewpoints, 228

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<p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p>	<p>SE: Topic 1 Assessment, 7. Locate and Use Valid Primary and Secondary Sources, 42, 16. Differentiate Between Valid Primary and Secondary Sources, 43; Topic 13 Assessment, 12. Explain Connections Between Art and Society, 757; Articles of Confederation, Assessment, 967-973; Antifederalist Papers, Assessment, 973-976; The Federalist No. 10, James Madison, Assessment, 976-980; The Federalist No. 51, Assessment, 983-986; Debate Over Nullification, Webster and Calhoun, Assessment, 991-992</p>
<p>8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).</p>	<p>SE: Topic 1 Assessment, 5. Evaluate Sources, 7. Locate and Use Valid Primary and Secondary Sources, 41-42; Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029-1030</p>
<p>8.H.1.5 Analyze the relationship between historical context and decision-making.</p>	<p>SE: Topic 3 Assessment, 10. Use Decision-Making Process, 174; Topic 6 Assessment, 1. Identify Congressional Conflicts and Compromises, 363; Topic 14, Assessment 3. Identify the Rise of Japanese Militarism, 794 Topic 16 Assessment, 1. Identify Cause and Effect, 888; Topic 17 Assessment, 2. Identify the Causes and Effects of the War in Afghanistan 934; Make Decisions, 1037-1038</p>
<p>Essential Standard</p>	
<p>8.H.2 Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.</p>	<p>SE: Tensions with Britain, 130-140; Topic 4 Assessment, 4. Analyze the Great Compromise, 10. Analyze Three-Fifths Compromise, 230; Madison and the War of 1812, 270-281; Topic 5 Assessment, 15. Analyze Conflict Resolution, 297; Political Conflict and Economic Crisis,, 313-322; Topic 6 Assessment, 1. Identify Congressional Conflicts and Compromises, 363; Conflicts and Compromises, 430-438; Growing Tensions, 439-449; Regional Conflicts, 877-887</p>

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Clarifying Objectives	
8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.	SE: The First French, Dutch, and English Colonies, 56-68; The Middle Colonies, 83-91; The Southern Colonies, 92-100; Topic 2 Assessment, 8. Explain the Transatlantic Slave Trade, 117; The French and Indian War, 122-129; Tensions with Britain, 130-140; Taking Up Arms, 141-152; Winning Independence, 158-172
8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.	SE: Women Contribute to the War Effort, 164; African Americans in the War, 164-166; Topic 3 Assessment, 12. Define and Give Examples of Unalienable Rights, 174; 16. Contributions of Women, 175; Topic 6 Assessment, 5. Analyze Leadership Qualities, 363; Tensions Divide Americans, 725-727; The President Responds, 733-735; Topic 13 Assessment, 4. Analyze Causes and Effects of Cultural Change, 756, 11. Compare Examples of Effective Leadership, 757
8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States	SE: Debates Over Western Lands, 180-181; Henry Clay's Missouri Compromise, 431; California Reignites the Slavery Debate, 433-435; Congress Reaches a Compromise, 436-438; The Debate Over Trusts, 562-564; The Paris Peace Conference, 690-692; Topic 12 Assessment, 16. Evaluate the Pros and Cons of Participation in International Organizations, 696
Essential Standard	
8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.	SE: Topic 7 Assessment, 4. Analyze How Fine Arts Depicted American Continuity and Change, 426; Topic 11 Assessment, 1. Analyze Changing Demographic Patterns in Cities, 633; Topic 13 Assessment, 2. Analyze the Causes and Effects of the Changing Roles of Women, 4. Analyze Causes and Effects of Cultural Change, 756; Topic 17 Assessment, 1. Analyze Graphs, 934

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<p>Clarifying Objectives</p>	
<p>8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).</p>	<p>SE: New Colonies Form Over Religious Differences, 76-78; Southern Native Americans on the Trail of Tears, 328-330; Westward Movement, 331-336; Settling Oregon Country, 337-343; Independence for Texas, 344-350; Manifest Destiny in California and the Southwest, 351-362; Topic 6 Assessment, 4. Analyze the California Gold Rush, 363; A New Wave of Immigration, 584-590; Urban Migration, 679; Tensions Divide Americans, 725-727; Migration to the Sunbelt, 1950s, Analyze Maps, 817; Cuban Immigration, 1959-1980, Analyze Graphs, 830; Topic 15 Assessment, 5. Analyze Migration Patterns, 856</p>
<p>8.H.3.2 Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).</p>	<p>SE: Technological Innovations in Navigation, 24; African Cultures and Technologies, 27-29; Chinese Trade and Technology, 29-30; Topic 1 Assessment, 9. Compare the Effects of Technological Innovations on Daily Life, 10. Compare the Effects of New Technologies in Navigation, 42; Building Better Roads, 333; The Age of Steam, 334-335; Topic 6 Assessment, 10. Analyze the Impact of Transportation Systems, 364; New Technologies, 377-379; Topic 7 Assessment, 3. Explain Technology and Economic Growth, 426; New Technologies, 572-578; Topic 10 Assessment, 14. Analyze How Inventions Improved People’s Lives, 580; Topic 13 Assessment, 3. Identify Effects of Technological Innovations, 756; Advances in Science and Technology, 914-923</p>

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<p>8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.</p>	<p>SE: Topic 2 Assessment, 13. Identify Economic Contributions of Women, 118 Responsible Citizenship, 228-229; Resisting Slavery, 399-400; Reform Movements, 401-406; Abolitionism, 407-412; Women’s Rights, 413-418; Topic 7 Assessment, 5. Describe the Women’s Rights Movement, 9. Describe the Contributions of Frederick Douglass, 426; Rockefeller and the Oil Industry, 560-562; The Labor Movement, 565-571; Progress and Setbacks for Social Justice, 612-622; The Montgomery Bus Boycott, 823-826; Other Minorities Fight for Equality, 830-833; The Women’s and Gay Rights Movements, 833-835; Topic 15 Assessment, 13. Identify Leaders, 857</p>
<p>8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.</p>	<p>SE: Topic 4 Assessment, 13. Analyze Impact of First Amendment on Religious Freedom, 231; Topic 9 Assessment, 4. Evaluate Jim Crow Laws, 519; 15. Analyze Economic Problems in the South During Reconstruction, 520</p>
<p>Geography and Environmental Literacy</p>	
<p>Essential Standard</p>	
<p>8.G.1 Understand the geographic factors that influenced North Carolina and the United States.</p>	<p>SE: The Columbian Exchange, 38-40; Topic 1 Assessment, 3. Analyze Influence of Environment on Settlement, 41, 8. Analyze the Environment’s Influence on Settlement, 42; Topic 2 Assessment, 10. Pose and Answer Questions About Geographic Distributions and Patterns, 118; Topic 6 Assessment, 4. Analyze California Gold Rush, 363; Topic 10 Assessment, 4. Describe the Impact of Physical Geography on the Great Plains, 579; Topic 12 Assessment, 5. Analyze the Impact of Geographic Factors, 695</p>

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<p>Clarifying Objectives</p>	
<p>8.G.1.1 Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.</p>	<p>SE: Topic 1 Assessment, 3. Analyze Influence of Environment on Settlement, 41, 8. Analyze the Environment’s Influence on Settlement, 42; Forming Massachusetts Bay Colony, 74-75; Pennsylvania Becomes a Colony, 87-89; Settlement in the Carolinas and Georgia, 94-95; A New World of Ideas, 109-111; Topic 2 Assessment, 4. Describe Religious Motivation for Immigration, 117, 10. Pose and Answer Questions About Geographic Distributions and Patterns, 118; Analyze Maps, 343; Urbanization, 591-596; Topic 11 Assessment, 1. Analyze Changing Demographic Patterns in Cities, 633; The Harlem Renaissance, Analyze Graphs, 719;</p>
<p>8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).</p>	<p>SE: Culture and the Physical Geography of North America, 12-18; Topic 1 Assessment, 1. Compare Culture Regions, 4. Compare Cultures, 41; Colonial Settlers’ Origins, Analyze Charts, 67; The New England Colonies, Analyze Graphs, 75; The Southern Colonies, Analyze Maps, 93; Native American Groups, 1820, Locate, 325; Urban Growth & Industrialization, Analyze Graphs, 375; Agriculture in the South, 1860, Analyze Maps, 393; Industrial Growth in the New South, Analyze Charts, 517; The Changing West: Cattle Trails, 536; The Dust Bowl, Analyze Maps, 749</p>
<p>8.G.1.3 Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).</p>	<p>SE: Early North American Societies, 11-12; Culture and the Physical Geography of North America, 12-19; Assessment, 20; The Environment Influences Economic Activity, 81; Westward Movement, 331-336; Settling Oregon Country, 337-343; New Mexico Territory and California, 352-353; Topic 6 Assessment, 10. Analyze the Impact of Transportation Systems, 364; Cities Expand, 375-377; Ranching Impacts Settlement Patterns, 538; Topic 10 Assessment, 2. Draw Connections Between the Environment and Settlement of the Great Plains, 579</p>

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Economics and Financial Literacy	
Essential Standard	
8.E.1 Understand the economic activities of North Carolina and the United States.	Foundations of the American Economy, 247; Promoting a Free-Enterprise System, 257-258; Topic 5 Assessment, 4. Explain the Development of the Free-Market System, 295; The “New South” Moves Toward Industry, 517-518; Topic 9 Assessment, 1. Analyze the Causes and Effects of Economic Differences Between the North and South, 519; A Global Economy, 905-913
Clarifying Objectives	
8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions).	SE: Daily Life in the Middle Colonies, 89-91; The Railroad Encourages Economic Growth, 527-529; Railroads and Competition, 532-533; Economic Growth Under President Coolidge, 702-704; Entering the Great Depression, 728-735; Reforming the Economy, 740-743; Life During the Depression, 748-755; Topic 13 Assessment, 1. Identify the Causes of the Great Depression, 756; A Global Economy, 905-913
8.E.1.2 Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.	SE: Economic Growth Under President Coolidge, 702-704; Unemployment, 1925-1935, Unemployment, 732; Reforming the Economy, 740-743; Evaluating the New Deal, 746-747; Topic 13 Assessment, 10. Identify the Effects of Unemployment, Draw Conclusions, 756; The Reagan and Bush Presidencies, 864-866; Employment Trends 2000-2014, Analyze Graphs, 912
8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).	SE: The Housing Bubble, 2007-2009, Analyze Graphs, 909; Topic 17 Assessment, 12. Identify Effects of Debt, 935 myWorld Geography Resources Core Concepts: Economics and Geography, 5: Online Student Journal: Word Wise, 30; Sum It Up, 31 Current Events: CNN Student News: Money Pearson myWorld Geography eText Money Management, 68-69

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Civics and Government	
Essential Standard	
8.C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.	SE: Ideas That Influenced the Constitution, 191-196; Democracy Expands, 303-304; Jacksonian Democracy, 309-311; Topic 6 Assessment, 7. Identify the Age of Jackson, 363
Clarifying Objectives	
8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).	SE: Ideas That Influenced the Constitution, 191-196; Understanding the Constitution, 203-218; Amending the Constitution, 219-223; Citizens' Rights and Responsibilities, 224-229; Topic 4 Assessment, 9. Explain How Rights and Responsibilities Reflect National Identity, 230, 14. Analyze the Principle of Individual Rights, 231
8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).	SE: The Articles of Confederation, 179-181; A Bill of Rights, 199-200; Understanding the Constitution, 203-218; Amending the Constitution, 219-223; Topic 4 Assessment, 1. Explain Articles of Confederation, 230, 7. Identify Influence of the <i>Federalist Papers</i> , 230; Interpreting the Constitution, 247-248
8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).	SE: Federalists, Antifederalists, and the Bill of Rights, 197-202; The Origin of Political Parties, 245-250; Adams's Foreign Policy Divides the Federalists, 252-253; New Englanders Protest Economic Instability, 280; Topic 5 Assessment, 21. Identify Points of View of Political Parties, 298; Topic 6 Assessment, 2. Identify Political Party Points of View, 363; The Impact of Educational Reform, 405-406; Topic 7 Assessment, 14. Identify Points of View and Frames of Reference, 427; Topic 10 Assessment, 13. Identify Point of View on Labor Unions, 580; Tensions Divide Americans, 725-727; Topic 13 Assessment, 7. Evaluate Nativism, 756; Topic 16 Assessment, 5. Identify Viewpoints, 888; Topic 17 Assessment, 14. Identify Significant Social and Political Issues, 935

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<p>8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).</p>	<p>SE: The Slave Trade Expands, 99-100; Liberties are Restricted, 116; Women’s Rights and the Revolution, 164; Southern African Americans, 395-397; Women’s Rights, 413-418; Topic 7 Assessment, 5. Describe the Women’s Rights Movement, 426; Reforms of the Radical Reconstruction Congress, 501-502; Progress and Setbacks for Social Justice, 612-622; Changes in Women’s Lives, 708-710; Civil Rights, 819-835</p>
<p>Essential Standard</p>	
<p>8.C&G.2 Understand the role that citizen participation plays in societal change.</p>	<p>SE: Colonists Provide Leadership in the Struggle with Britain, 137; The Boston Tea Party, 142-144; Citizens’ Rights and Responsibilities, 224-229; Social Reform Movements, 403-405; Abolitionism, 407-412; Women’s Rights, 413-418; Topic 7 Assessment 9. Describe the Contributions of Frederick Douglass, 426; Fighting for Prohibition, 616-617; Changes in Women’s Lives, 708-710; Civil Rights, 819-835; Being an Informed Citizen, 1038; Political Participation, 1038-1039; Voting, 1039</p>
<p>Clarifying Objectives</p>	
<p>8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).</p>	<p>SE: Farmers Demand Fair Treatment, 184; Violent Strikes, 570; Infer, 679; Silencing Opposition, 679-680; The Bonus Army, 735; Overcoming Obstacles, 743; The Montgomery Bus Boycott, 823-826; The Crusade for Equality Continues, 826-829; Other Minorities Fight for Equality, 830-833; The Women’s and Gay Rights Movements, 833-835; Topic 15 Assessment, 8. Identify the Role of Nonviolent Protest in the Civil Rights Movement, 12. Identify and Analyze Methods of Protest, 857</p>

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<p>8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).</p>	<p>SE: Reform Movements, 401-406; Abolitionism Gains Momentum, 409-411; A Women’s Movement Organizes, 415-416; Topic 7 Assessment, 12. Evaluate Educational Reform, 427; Workers Organize Unions, 566-568; Topic 10 Assessment, 12. Explain Causes of the Growth of Labor Unions, 580</p>
<p>8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.</p>	<p>SE: Citizens’ Rights and Responsibilities, 224-229; Topic 4 Assessment, 14. Analyze the Principle of Individual Rights, 231; The Impact of the Fourteenth Amendment, 501-502; The Impact of the Fifteenth Amendment, 504-505; New Legislation Restricts African American Rights, 515-516; Topic 9 Assessment, 2. Describe the Impact of the Fourteenth Amendment, 519, 13. Describe the Impact of the Fifteenth Amendment, 520; Civil Rights, 819-835; Topic 15 Assessment, 8. Identify the Role of Nonviolent Protest in the Civil Rights Movement, 857; America’s Promise, 932-933</p>
<p>Culture</p>	
<p>Essential Standard</p>	
<p>8.C.1 Understand how different cultures influenced North Carolina and the United States.</p>	<p>SE: Culture and the Physical Geography of North America, 12-18; Topic 1 Assessment, 4. Compare Cultures, 41; Colonial Settlers’ Origins, Analyze Charts, 67; Settlement in the Carolinas and Georgia, 94-95; African Influences in the Colonies, 104; Colonial Art, Literature, and Music, 104-106; The Effects of Migration to California, 361-362</p>

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Clarifying Objectives	
8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian Exchange, slavery and the decline of the American Indian populations).	SE: Mayan Civilization, 6-7; Inca Civilization, 9-10; The Columbian Exchange, 38-40; Topic 1 Assessment, 6. Describe the Drawbacks of the Columbian Exchange, 12. Describe the Positive Consequences of the Columbian Exchange, 42; A Dutch Colony Becomes English, 84-85; The Influence of Colonial Cities and Towns, 111; Hardship for Native Americans, 547-556; Topic 10 Assessment, 5. Explain Plains Indian Ways of Life, 579; The Mexican-American Experience, 618-620
8.C.1.2 Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latinos, Hmong, Africans, and American Indians)	SE: Aztec Civilization, 7-9; Early North American Societies, 11-12; Culture and the Physical Geography of North America, 12-18; Religion, 18-19; Colonial Settlers' Origins, Analyze Charts, 67; Seeking Religious Freedom, 70-71; New Colonies Form Over Religious Differences, 76-78; The Towns of New England, 80-82; Pennsylvania Becomes a Colony, 87-89; Ethnic Minorities in the North, 385-388; Immigrant Groups, Analyze Graphs, 588; Origins of U.S. Immigrants, 2010, Cite Evidence, 930
8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic sectors such as American Indians, African Americans, and European immigrants).	SE: The Dutch Establish New Netherland, 60-62; The Pilgrims, 70-71; Native Americans Offer Assistance, 73-74; The Puritans Leave a Lasting Legacy, 82; Topic 2 Assessment, 13. Identify Economic Contributions of Women, 118; Women Contribute to the War Effort, 164; African Americans in the War, 164-166; Native Americans and the Spanish Choose Sides, 166-167; Topic 3 Assessment, 16. Contributions of Women, 175, 17. Contributions of African Americans, 175