

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★
SOCIAL STUDIES

© 2005

to the

Nebraska
Social Studies
History Standards
Grades K -6



G/SS-28

Scott Foresman Social Studies

This document demonstrates how **Scott Foresman Social Studies** meets the Nebraska Social Studies/History Standards. Correlation references are to the Teacher's Edition and associated Student Edition pages.

Scott Foresman is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

Content

Scott Foresman Social Studies content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Accessibility

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

Motivation

Scott Foresman Social Studies is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

Accountability

Scott Foresman Social Studies provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

Table of Contents

Kindergarten--Here We Go.....	1
Grade One--All Together.....	1
Grade Two--People and Places.....	6
Grade Three--Communities.....	6
Grade Four--Regions.....	6
Grade Five--The United States.....	16
Grade Five--Building a Nation.....	16
Grade Six--The World.....	16

**Scott Foresman Social Studies
to the
The Nebraska Social Studies/History Standards**

**Kindergarten—Here We Go
Grade One—All Together**

1. Social Studies

United States History, Geography, Civics/Government, Economics

(By the end of first grade . . .)

1.1 Students will demonstrate an understanding that history relates to events and people of other times and places.

Example Indicators:

- **Use calendars and timelines to show sequence and change.**

K: 128-129, 130, 246, 262, 273, 313, calendar pages: TR15-TR28

1: 20-21, 21a, 40, 146-147, 149a, 166, 180, 252-253, calendar pages: TR15-TR28

- **Identify past events and people in legends, historical fiction, and biographies, e.g., Johnny Appleseed, Betsy Ross, etc.**

K: 240, 242-243, 244-245, 246, 254, 255, 256-257, 258, 262, 264-265, 266, 267, 268-269, 270, 271, 272-273, 274, 278, 281, 313, 314-315, 316, TR18

1: E2-E3, 10-11, 32-33, 68-69, 72-73, 78-79, 114-115, 122-123, 162-163, 168-169, 183h, 176-177, 186-187, 188-189, 195a, 196-197, 198-199, 202a, 206-207, 207a, 214-215, 216-217, 222-223, 230, 256-257, 262-263, TR17, TR18

- **Describe the people and events honored in commemorative holidays.**

K: 94-95, 242-243, 244-245, 263, 264-265, 266, 267, 268-269, 270, TR22, TR23, TR26

1: 20, 21, 63, 64, 66-67, 184-185, 196-197, 198, 199, 202-203, 212-213, 214-215, TR19, TR20, TR21, TR22, TR23, TR24, TR26, TR27, TR28

- **Compare school and community life in America in different places and times.**

K: 94-95, 242-243, 244-245, 252-253, 255, 256-257, 258, 259, 263, 264-265, 266, 318-319, 320, 322-323

1: E2-E3, H10, 28a, 28-29, 30-31, 32-33, 34-35, 35a, 58, 59, 68-69, 72-73, 102-103, 114-115, 190-191, 194-195, 195a, 201a, 202-205, 206-207, 242a, 242-243, 244-245, 245a, 246a, 246-249, 250-251, 252-253

- **Recognize that people, places, and things change over time.**

K: 255, 256-257, 258, 259, 260-261, 263, 264-265, 266, 268-269, 271, 272-273, 274, 275, 276-277, 278, 313, 314-315, 316, 320, TR19

1: 28a, 28-31, 32-33, 34-35, 58-59, 68-69, 72-73, 102-103, 114-115, 156-159, 160-161, 162-163, 164a, 164-167, 170-173, 186-187, 188-189, 190a, 190-191, 192-193, 194-195, 195a, 202-205, 210-211, 216-217, 222-223, 242-243, 244-245, 246-249, 250-251, 252-253, 256-257

1.2 Students will compare and contrast the past and present contributions of cultures to school and family.

Example Indicators:

- **Explain the past and the present through pictures, oral history, letters, or journals.**

K: 83, 95, 121, 129, 141, 145, 149, 153, 157, 161, 187, 191, 195, 199, 203, 207, 223, 242-243, 244-245, 252-253, 254, 255, 256-257, 258, 259, 260-261, 263, 264-265, 266, 267, 268-269, 272-273, 274, 275, 276-277, 278, 281, 294-295, 296, 303, 307, 310-311, 312, 313, 314-315, 316, 318-319, 320, TR19

1: 5, 9, 27, 28, 29, 34, 35a, 35, 45, 47, 57, 58, 63, 64, 67, 71, 89, 103, 106, 107, 109, 110, 124, 125, 126, 127, 143, 147, 166, 169, 172, 175, 190, 203, 212, 233, 245, 247, 251, 260

- **Students will identify ways that people grow and change over time.**

K: 19, 20-21, 22, 39, 40-41, 90, 123, 124-125, 126, 127, 128-129, 130, 293, 294-295, 316, 320, 322-323, 324, 326-327

1: 28a, 28-31, 32-33, 34-35, 58-59, 68-69, 72-73, 102-103, 114-115, 156-159, 160-161, 162-163, 164a, 164-167, 170-173, 186-187, 188-189, 190a, 190-191, 192-193, 194-195, 195a, 202-205, 210-211, 216-217, 222-223, 242-243, 244-245, 246-249, 250-251, 252-253, 256-257

1.3 Students will compare the relative location of people, places, and things

Example Indicators:

- **Use objects to show position, e.g., near/far, up/down, left/right, behind/in front.**

K: 63, 74-75, 209

1: 50-51, 60-61

- **Identify map symbols, e.g., legend references to land, water, roads, and cities.**

K: 34, 76, 210-211, 212

1: H22-H23, 50-51, 54-55, 76-77, 83, 120-121, 131, 154-155, 179

- **Name community symbols, e.g. traffic signs, traffic lights, and street and highway markers.**

K: 63, 74-75, 77, 78-79, 80, 84

1: H22-H23, 50-51, 54-55, 120-121, 131

- **Locate land and water on simple maps, globes, or other models using cardinal directions and map symbols.**

K: 210-211, 212, 217, 218-219, 221, 222-223, 224, Unit 4: Vocabulary Routines

1: H20-H21, 60-61, 61a, 76-77, 83, 120-121, 131, 154-155, 179, 190, 200-201, 227, R4-R5, R6-R7, R8-R9

- **Recognize the physical shape of our state and nation.**

K: 213, 214-215, 216

1: 74a, 74-75, 76-77, 154-155, 190, R3, R4-R5, R6-R7, R8-R9, R10-R11

1.4 Students will recognize that climate, location, and physical surroundings affect the lives of people.

Example Indicators:

- **Discuss how the environment influences their food, clothing, shelter, transportation, and recreation.**

K: 152-154, 155-158, 160-161, 162, 174, 176-177, 178-179, 180, 185, 188, 189-192, 197-200

1: 142-145, 146-147, 149a, 150a, 150-153, 156a, 156-159, 160-161, 162-163, 163a, 164a, 164-167, 170a, 170-173, 174-175, 175a

- **Recognize that Nebraska's seasons vary from other places in the United States and the world.**

K: 176-177, 185, 186-187, 188, 189-192

1: 142-145, 146-147, 148-149, 149a, 150a

1.5 Students will identify uses of technology, such as transportation and communication.

Example Indicators:

- **Identify what inventions are.**

K: 275, 276-277, 278

1: 234-235, 242-243, 245a, 246a, 246-249, 250-251, 252a, 252-253

- **Describe a helpful invention.**

K: 275, 276-277, 278

1: 234-235, 242-243, 245a, 246a, 246-249, 250-251, 252a, 252-253

- **Explain why they are important.**

K: 275, 276-277, 278

1: 234-235, 242-243, 245a, 246a, 246-249, 250-251, 252a, 252-253

1.6 Students will identify basic economic concepts.

Example Indicators:

- **Recognize the difference between basic needs and wants, e.g. food, clothing, shelter, and affection.**

K: 132-133, 135, 139, 140-141, 142, 143, 144-145, 146, 147, 148-149, 150, 151, 152-153, 154, 155, 156-157, 158

1: E4, 87, 90, 100, 101, 103a, 110-111, 130

- **Explain differences between buyers and sellers/goods and services.**

K: 132-133, 134, 135, 136-137, 138, 160-161, 162, 166

1: E4, 104a, 104-105

1.7 Students will explain how families and individuals earn, spend, and save.

Example Indicators:

- **Match simple descriptions of work that people do with the names of those jobs**

K: 108, 110-111, 112-113, 119, 120-121, 122, 123, 124-125, 126, 128-129, 130, 134, 160-161, 162, 163, 166, TR18

1: E4, 108a, 108-109, 110-111, 115a, 123a

- **Recognize the importance of work.**

K: 112-113, 123, 124-125, 126, 128-129, 132-133, 134, 160-161, 162, 163

1: 112-113, 116a, 116-119

- **Demonstrate the exchange of money for goods and services**

K: 112-113, 131, 135, 136-137, 138, 140-141, 142, 144-145

1: 104-105, 106-107, 107a, 110, 118-119

- **Identify ways to save money**

K: 141, 142

1: 104-105, 107a

1.8 Students will recognize good citizenship and its importance.**Example Indicators:**

- **Explain why it is important to show respect for self, family, and others, e.g., taking care of his/her own things and respecting what belongs to others.**

K: 27, 28-29, 30, 39, 40-41, 42, 96, 225, 226-227, 228, 229, 305

1: E12-E13, E22, H2-H3, H4-H5, H6-H7, 15, 16-17, 22-23, 24-25

- **Identify examples of honesty, courage, patriotism, and other admirable character traits seen in American history.**

K: 256-257, 258, 259, 264-265, 267, 268-269, 270, 272-273, 276-277, 278, 280

1: 10-11, 18-19, 21a, 32-33, 68-69, 72-73, 78-79, 114-115, 122-123, 162-163, 168-169, 202-203, 204-205, 206-207, 207a, 214-215, 216-217, 222-223

- **Identify how choices and actions affect themselves and others, e.g., making class rules, participating in classroom chores.**

K: 35, 36-37, 38, 39, 40-41, 42, 46, 72, 82-83, 84, 305, 308

1: E12-E13, 16-17, 22a, 22-23, 24-25, 26-27, 27a

- **Identify community groups of which students are members, e.g., family, school, church, girl/boy scouts, and classroom.**

K: 43, 44-45, 47, 50, 69, 70-71, 81, 87, 88, 89, 92, 93, 94, 95, 251, 267, 292-293, 294-295, 301, 302-303, 304, 306-307

1: 4, 8-9, 10-11, 12-13, 13a

- **Participate in classroom elections.**

K: Related page: 269

1: 218a, 223a

- **Name the President or other elected leaders.**

K: 252-253, 254, 269

1: E14-E15, 218-221

1.9 Students will identify patriotic symbols and actions.**Example Indicators:**

- **Name those associated with the United States, e.g., the flag, the Pledge of Allegiance, etc.**

K: 252-253, 254, 267, 270, 279, 281, 282

1: E16, H6-H7, H8-H9, 208a, 208-209, 210-211, 211a, 212-213, 224-225

**Scott Foresman Social Studies
to the
The Nebraska Social Studies/History Standards**

**Grade Two—People and Places
Grade Three—Communities
Grade Four—Regions**

4. Social Studies

United States History, Nebraska History, Geography, Civics/Government, Economics

(By the end of fourth grade . . .)

4.1 Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Example Indicators:

- **Identify and describe cultural holidays and events in their communities, Nebraska, and United States.**

2: E10-E11, 198-199, 200-201, 246-247, 256a, 256-257, 258-259, 260-261, 289, TR19, TR20, TR21, TR22

3: E10-E11, 81, 104-105, 106-107, 108-109, 112-113, 114-115, 116-117, 120-126, TR18, TR19, TR20, TR21, TR22, TR23, TR26

4: E10-E11, 43, 214-215, 260-261, 336-337, TR18, TR19, TR20, TR24, TR26

- **Identify changes in daily life past and present, e.g., roles, jobs, communication, technology, schools, and cultural traditions.**

2: E2-E3, 29a, 35-36, 66-67, 138-139, 195, 196-197, 198-199, 202-205, 206-207, 208-209, 209a, 210a, 210-213, 215a, 216a, 222-225, 228-229, 230-233, 234-235, 235a, 246-247, 250-253, 255a, 264a, 264-267, 272-275, 277a, 278-279, 280-281, 282-283, 283a, 287-289

3: E8-E9, 44-45, 46-47, 82-83, 85-89, 92, 93, 94-95, 114-115, 154-155, 164-165, 166-167, 179, 188-189, 190-191, 234-235, 243-247, 250-255, 258-263, 264-265, 266-269, 331-332

4: E2-E3, E6-E7, H22, 72-73, 74, 75, 80-81, 82-83, 84-85, 118, 132, 135, 137, 138, 140-141, 143, 144, 145, 197, 204-205, 206, 207, 212, 260-261, 272, 273, 274, 275, 277, 280, 281, 282, 335, 336-337, 347, 348, 350-351, 404, 407, R41, R42-R43

4.2 Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Example Indicators:

• **Identify regional characteristics, e.g., Navaho, Amish, and Polynesian.**

2: E2-E3, 198-199, 202a, 202-203, 204-205, 208-209, 209a, 212-213, 230a, 230-231, 232-233

3: E10, E11, 68-69, 94-95, 104-105, 106-107, 108-109, 112-113, 114-117, 118-119, 122-123, 128-129, 154-155, 156-157, 179

4: 126-129, 188-189, 190-192, 193, 198-199, 205, 256-257, 258-259, 260-261, 267, 324-328, 329, 334-335, 336-337, 394-397, 398-399

• **Identify important men and women from different cultural and ethnic groups.**

2: E10-E11, 34-35, 74-75, 132-133, 170-171, 206-207, 233, 234-235, 246-247, 254-255, 256-257, 258-259, 260-261, 263a, 268-269, 272-275, 276-277

3: 24-25, 49, 87, 96-97, 118-119, 156-157, 210-211, 246, 254, 261, 298, 319, 345, 369, 370, TR22

4: E12-E13, 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, 407

• **Identify famous inventors.**

2: 246-247, 275, 278-279, 280-281, 282-283, 283a, 286

3: 251, 253, 254-255, 258-259, 260-261, 267, 268-269, TR24

4: 70-71, 132-135, 271, 273, 339, 389, 407

• **Identify contributions of special groups, e.g., labor unions, buffalo soldiers, and farmers' co-ops.**

2: 12-13, 74-75, 83-85, 88-89, 110-111, 157

3: 370-371, 378-379, 386, 391, 392-393, 402-403

4: 200-201, 206, 207, 350-351

4.3 Students will describe social and economic development of Nebraska in the 20th century.

Example Indicators:

• **Identify the accomplishments of 20th century Nebraskans.**

2: 228-229, 229a, 242

3: related pages: 242-244, 245, 252

4: R34, R44

- **Explain the impact of advance in transportation, communication, immigration, and economic development.**

2: 195h, 222a, 222-223, 224-225, 228-229, 229a

3: 240, 241, 242-243, 244, 245, 246-247, 250-251, 252-253, 254-255, 258-263, 264-265, 266-269, 276-277, 296-297, 298-299, 312-313, 318-323, 324-325, 326-327, 336-339, TR24, TR26

4: 45, 70-71, 76, 77, 78, 79, 80, 81-84, 85, 132, 133, 135, 141, 212, 236, 237, 275, 277-280, 281, 282-283, 316, 317, 347, 348, 349, 350-351, R41, R42-R43

4.4 Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.

Example Indicators:

- **Explain how Native Americans used the resources for daily living.**

2: E2-E3, 66-67, 202a, 202-203, 204-205, 208-209

3: 23, 118-119, 123, 154-155, 179, 208-211, 224-225, 229, 231, 236-237, 243, 365, 396, TR20

4: 126-127, 128-129, 188-189, 190-192, 193, 256-257, 258-259, 324-325, 326-327, 329, 394-395, 396-397

- **Identify different types of shelters used by Native Americans.**

2: E2-E3, 66-67, 199-200, 202a, 202-203, 204-205, 209a

3: 154-155, 208, TR20

4: 127, 189, 277, 306-307, 325, 395

- **Describe the daily life of a Native American.**

2: E2-E3, 66-67, 202-203, 204-205, 208-209

3: 23, 118-119, 123, 154-155, 179, 208-211, 224-225, 229, 231, 236-237, 243, 365, 396, TR20

4: 126-127, 128-129, 188-189, 190-192, 193, 256-257, 258-259, 324-325, 326-327, 329, 394-395, 396-397

4.5 Students will describe Nebraska's history, including geographic factors, from European contact to statehood.

Example Indicators:

- **Explain how historic and geographic factors affected the expansion and development of Nebraska.**

2: 222a, 222-223, 224-225, 228-229, 229a

3: 173, 242-243, 244-245, 252, 260

4: 229, 243, 244, 245, R42-R43

- **Locate on a map, forts, missions, settlements, trails, cities, transportation routes, and migration patterns.**

2: H26, 222-223, 225, 228-229

3: E8-E9, 162, 245, 248-249, 252

4: 226, 233, 234, 265, R42-R43

- **Describe the exploration of the Great Plains.**

2: H26, 222a, 222-223, 224-225, 228-229, 229a

3: 173, 240, 241, 242-243, 244, 245, 251, 252

4: 243, 244, 245, R42-R43

- **Describe the impact of westward expansion on tribal nations.**

2: 222-223, 271

3: 154-155, 173, 179, 243

4: 258-259

- **Describe Spanish, French, and English settlements.**

2: 196-197, 198-199, 200-201, 210-213, 214-215, 215a, 216-219, 220-221

3: 202-203, 214-217, 218-219, 224-227, 230-233, 234-235

4: 264, 265, 266, 267, 268-269

4.6 Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Example Indicators:

- **Identify and describe the past and present contributions of Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.**

2: E2-E3, H10-H11, 74-75, 132-133, 196-197, 198-199, 268-269

3: 24-25, 49, 87, 96-97, 118-119, 156-157, 210-211, 246, 254, 261, 298, 319, 345, 369, 370

4: E2-E3, E12-E13, E15, 45, 53, 139, 147, 193, 207, 260-261, 267, 273, 283, 305, 329, 349, 389, 407, 416-417, R42-R43, R44

- **Identify members of Nebraska's Hall of Fame.**

2: related pages: research skills, H14-H15

3: related pages: citizenship skills, H2-H3

4: R44, related pages: E12-E13, H6, H7, H8, H9

- **Identify accomplishments of prominent Nebraskans, e.g., Black Elk, Malcolm X, and Evelyn Sharp.**

2: related pages: research skills, H14-H15

3: related pages: citizenship skills, H2-H3, 374-375

4: related pages: H6, H7, H8, H9

- **Identify groups that have impacted Nebraska’s history, e.g., buffalo soldiers, cowboys, and sodbusters and immigrant settlers.**

2: 202a, 202-203, 204-205, 209a, 222-223, 224-225, 228-229, 229a

3: 242, 243, 244, 245, 251, 252, 253, 254

4: 272, 274, 336, 341, 354, 355, 404, R42-R43

- **Identify symbols associated with Nebraska, e.g., the flag, tree, and bird.**

2: related pages: E16, E24, 164-165, 165a

3: related page: E16

4: R20, R42-R43, related page: E16

4.7 Student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Example Indicators:

- **Identify, analyze, and make generalizations using primary sources, e.g., artifacts, diaries, letters, photographs, art, and newspapers.**

2: 22, 29, 67, 68, 87, 171, 179, 183, 203, 206, 207, 223, 231, 233, 235, 243, 245, 251, 252, 259, 264, 279, 280, 281

3: 40, 60, 116, 128, 190, 229, 299, 313, 327, 344, 345, 364, 396, 403

4: 53, 91, 149, 158, 244, 261, 292, 351, 417

- **Compare documentary sources on historical figures, events, with fictionalized characters and events to distinguish fact from fiction.**

2: 195h, 196-197, 206-207, 220-221, 221a, 229a, 230a, 234-235, 235a, 236-237, 241

3: 96-97, 228-229, 264-265, 360-361, 362-363

4: 92, 152-153, 154, 218-219, 220, 286-287, 288, 289, 354-355, 356, 420-421, 422

4.8 Students will describe characteristics of a market economic system and the interactions of consumers and producers.

Example Indicators:

- **Describe the concepts of scarcity, choice, and the use of limited natural, capital, and human resources in an economic system.**

2: 134-135, 136-137

3: 300-301, 302-303, 304-305, 318-319, 320, 321, 322-323, 324-325, 328-329, 330-331, 332-333, 334-335

4: 74, 76-77, 78, R41

- **Explain the specialization and interdependence of producers and consumers involved in producing goods and services.**

2: E4-E5, 120a, 120-121, 122-123, 134-135, 136-137

3: E4-E5, 284-285, 298-299, 306-307, 308-309, 312-313, 321, 322-323, 324-325, 326-327, 334-335, 336, 338-339, 340-341, 348

4: E4-E5, 70-71, 76-77, 78, 112-113, 114-115, 116-119, 180, 181, 182-183, 248-249, 385-388, R41

- **Demonstrate how markets and prices help consumers buy and producers supply products and services in an economic system.**

2: E4-E5, 120a, 120-121, 122-123, 132-133, 134-135, 136-137

3: E4-E5, 284-285, 298-299, 304-305, 306-307, 308-309, 310-311, 312-313

4: E4-E5, 76-77, 78, 79, R41

- **Identify how changing modes of transportation and communication by entrepreneurs have changed the economic system of the United States and Nebraska.**

2: 123, 125, 134a, 134-135, 136-137

3: 298-299, 334-335, 336, 337, 338-339, 340-341

4: 79, 80-81, 82, 83, 84-85, 233, 234, 235, 236, 237, R41

- **Explain the purpose of taxes and their use and collection in an economic system.**

2: 100-101

3: 377, 387

4: 58

4.9 Students will demonstrate an understanding of money and the financial system used in the United States.

Example Indicators:

- **Identify the concepts of earning, saving, spending, checking accounts and credit used by financial institutions and consumers.**

2: 126a, 126-129, 130-131, 132-133

3: 281, 282, 287, 290-291, 292-293, 294-295

4: 78-79

- **Describe the functions of money in an economic system.**

2: E4-E5, 126a, 126-129, 130-131, 132-133, 138-139, 139a

3: 281, 282-283, 287, 290-291, 292-293, 294-295, 296-297

4: 74, 75

4.10 Students will identify and use essential map elements.**Example Indicators:****• Distinguish between longitude and latitude.****2:** related page: H19**3:** H13, 388-389**4:** H11, H15, H21, 408-409**• Use the equator and prime meridian to identify the hemisphere.****2:** 38-39, related page: 37**3:** H13, 388-389**4:** H13, H14, H15**• Use the grid system to find locations.****2:** 184-185, 192**3:** H19**4:** H20**• Use cardinal directions.****2:** H24-H25, H26-H27, 124-125**3:** 98-99, 174**4:** H17, H18, 279**• Understand map keys, e.g., scale, symbols, compass rose.****2:** H21, H22-H23, H24-H25, H26, 20-21, 23a, 46, 124-125, 184-185, 214-215, R4-R5, R8-R9**3:** H14, H15, H16, H17, H18, H19, H20, 32-33, 51, 80, 174, 245, 320, 369, R4-R11**4:** H16, H17, H18, H19, H21, H22, 19, 20, 22, 40, 41, 86-87, 105, 114, 133, 144, 160, 167, 170, 173, 174, 181, 226, 234, 279, 294, 309, 326, 362, 372, 381, R4-R15**4.11 Students will use maps and globes to acquire information about people, places, and environments.****Example Indicators:****• Locate and identify on maps and globes his/her local city or county, Nebraska, the United States, the seven continents, and four oceans.****2:** E8-E9, H16-H17, H18-H19, H24-H25, H26, 32, 38, 62a, 65, 160, 250, 252, R2, R3, R4-R5, R6-R7, R8-R9, R10-R11, TR25**3:** H12, H13, H14, H15, H16, H17, H18, H19, H20, 142-143, 148-149, 152-153, 182, 320, 340, R2-R13**4:** H12, H13, H14-H15, H22, 226, 231, 247, 279, R4-R13, R37

- **Sketch maps to illustrate places described in narratives, e.g., neighborhoods, rooms, routes, regions, states, countries, continents.**

2: 58, 61, 125a, 144

3: H13, H14, H15, H19

4: H19, H20, 239, 247, R37

- **Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, industries, and the general patterns of economic growth in Nebraska.**

2: 62a, related pages: 57, 63, 64, 68a, 68-71, 72-73, 74-75, 75a, 76-79, 82a, 120-123

3: related pages: 182-183, 306-309, 318-319, 320, 321, 322-323, 326-327, 328-330, 332-333, 334-335, 338-339, 340-341

4: Learn About Your State: R36-R44

- **Illustrate how Nebraska communities differ in physical features, e.g., land use, population density, architecture, services, and transportation.**

2: 62a, related pages: 62, 63, 64, 65, 134-137

3: related pages: 56, 141, 142-143, 144-145, 146-147, 148-149, 152-153

4: Learn About Your State: R36-R40

- **Construct physical maps and three-dimensional models that include the essential map elements, political areas, and the geographic regions of Nebraska and the United States, e.g., Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Coastal Range.**

2: 58, 61, 61a, 125a

3: H13, H14, H15, H19

4: H19, H20, 239, 247, R37

- **Explain the directional flow of rivers.**

2: 59, 61, 61a

3: H19, R12-R13

4: 163, 234-235

4.12 Students will identify the geographic and human characteristics of the regions of the United States and Nebraska.

Example Indicators:

- **Name the major geographic regions of the United States.**

2: 64, 202-203, 204-205

3: 143-145, 148-149

4: 10-11, 12-13, 14-15, 16-17, 98, 160, 226, R36

- **Identify the states within each region.**

2: 64, 202-203, 204-205

3: 142-143, 144-145, 148-149

4: 98, 160, 226

- **Identify capital cities and major cities.**

2: 160a, 160-161, 164-165, 165a, R8-R9

3: H16, H17, H18, R8-R9

4: 98, 160, 226, R36

- **Identify mountains, lakes, and rivers in each region.**

2: 56a, 56-57, 58-59, 60-61, 61a, 62-64, 65, 90a, 93, 95, 96

3: 142-143, 144-145, 148-149

4: 98, 105, 106-107, 108-109, 160, 163, 166-169, 170-171, 232-233, 234-235

- **Name the countries and bodies of water, which border the United States.**

2: 58-59, 61, 93, 186-187, 250, 252, R4-R5, R6-R7

3: H13, H14, H15, H16, H17, H18, H20, R6-R7, R8-R9, R10-R11

4: 108-109, 160, 164, 174

- **Identify geographic and historic features unique to each region.**

2: E8-E9, H26, 71, 79, 82-85, 93, 95, 96, 184-185, 195h, 223, 225, 264-265, 266-267

3: 142-143, 144-145, 148-149

4: 160, 166-169, 170-171, 174-175, 232-233, 234-235, 237, 244-245, 246, 277, 292-293, 297, 298, 301, 302, 303, 304, 306-307, 310-311, 322, 335, 350-351, 360-361, 365, 366, 368-373, 374-375, 379, 380-381, R36, R37

4.13 Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.

Example Indicators:

- **Describe the constitutional rights and responsibilities of being a citizen.**

2: E12-E13, 12-13, 28-29, 34-35, 74-75, 86-87, 88-89, 110-111, 132-133, 154-155, 156-157, 158-159, 159a, 170-171, 178-179, 180-181, 182-183, 188-189, 194, 206-207, 254-255, 268-269

3: 366-367, 368, 370-371, 374-375, 376-377, 378-379

4: E12-E13, H2-H3, 46, 53, 56-57, 58-59, 60-61, 63, R44

- **Explain the role of citizenship in the promotion of laws.**

2: 152-153, 154-155, 156-157, 178-179

3: 370-371, 378-379

4: E12-E13, 47, 51

- **Describe the election process.**

2: 172a, 172-173, 174-175, 176-177, 179a, 194, TR20

3: 378-379, 394-395

4: 46, 47, 50, 51, 59

- **Identify the consequences of violating the law.**

2: E14-E15, 156

3: 398-399, 401

4: 58

- **Identify local, county, and state representatives.**

2: 154a, 154-155, 156-157, 159a, 160a, 160-161, 162-163

3: 390, 391, 392-393, 398-399, 400-401

4: H14-H15, 48-49, 50, 51, 52, R44

- **Explain the process of contacting a representative**

2: 154-155, 156-157

3: 410

4: 47

4.14 Students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures.

Example Indicators:

- **Describe the difference between bicameral and unicameral legislatures.**

2: 162

3: related pages: 400-401

4: related page: 49

- **Identify the contribution of George Norris.**

2: research skills: H14-H15

3: research skills: H6-H7, H8-H9

4: research skills: H6, H7, H8, H9

4.15 Students will identify and describe the responsibilities of the elected mayor, governor and president on the local, state, and federal level.

Example Indicators:

- **Name the mayor, governor, and the President of the United States and list several responsibilities of each.**

2: 160a, 160-161, 162-163, 166a, 166-169, 170-171, 171a

3: 390-391, 392-393, 395, 398-401, 402-403

4: 49, R32-R35

**Scott Foresman Social Studies
to the
The Nebraska Social Studies/History Standards**

**Grade Five—Building a Nation
Grade Five—The United States
Grade Six—The World**

8. Social Studies

United States History, World History, Nebraska History, Geography, Civics/Government, Economics

(By the end of eighth grade . . .)

8.1 United States History

8.1.1 Students will analyze major cultures in the Americas before the 17th century.

Example Indicators:

- **Describe the regional culture groups of early Native Americans in North America, e.g., the Northern, Northwestern, Plains, Mound Builders, Eastern Woodlands, and Southwestern Native Americans, etc.**

5: *Building a Nation*, 46-47, 48-49, 51, 52, 60-64, 65, 74-75, 76-80, 82-85, 88-91, 94-97, 98, 124

5: *The United States*, 46-47, 48-49, 51, 52, 60-64, 65, 74-75, 76-80, 82-85, 88-91, 94-97, 98, 124

6: *The World*, 218, 219, 220, 221, 224, 225

- **Describe selected civilizations in Central and South Americas, e.g., the Mayan, Olmecs, Aztec, Incas, Chibchas, and Toltecs.**

5: *Building a Nation*, 66-69, 70-71, 72, 137

5: *The United States*, 66-69, 70-71, 72, 137

6: *The World*, 168, 170-173, 174-175, 176-177, 178, 179-180, 181

- **Explain how geography and climate influenced the way Early American cultural groups lived.**

5: *Building a Nation*, 78, 80, 84, 85, 89-90, 91, 95, 96, 97, 98

5: *The United States*, 78, 80, 84, 85, 89-90, 91, 95, 96, 97, 98

6: *The World*, 10-11, 12-13, 14, 16, 17, 20-21, 26-27, 218, 219, 220, 221, 224, 225

8.1.2 Students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.**Example Indicators:**

- **Explain the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England.**

5: *Building a Nation*, 114, 125h, 135, 136, 138, 139, 142-145, 146-147, 148-149, 150

5: *The United States*, 114, 125h, 135, 136, 138, 139, 142-145, 146-147, 148-149, 150

6: *The World*, 422-423, 438, 439, 441, 442, 443, 444-445, 446-447, 448-449

- **Identify the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of the Americas.**

5: *Building a Nation*, 136, 138, 139, 142-145, 199, 232, 233, 234-235, 236, 239-239, 240-241, 242-243, 246-248, 249, 250, 251

5: *The United States*, 136, 138, 139, 142-145, 199, 232, 233, 234-235, 236, 238-239, 240-241, 242-243, 246-248, 249, 250, 251

6: *The World*, 439, 440, 442, 445, 457, 475

- **Identify the political, economic, and social impact of the encounter between European and early cultures in the Americas.**

5: *Building a Nation*, 131, 136, 142-145, 146-147, 148, 149, 150, 151, 171, 192

5: *The United States*, 131, 136, 142-145, 146-147, 148, 149, 150, 151, 171, 192

6: *The World*, 180, 181, 201, 441, 445, 446, 447, 448, 449

- **Identify explorers, e.g., Columbus, Leif Ericsson, Amerigo Vespucci, Champlain, and Hudson.**

5: *Building a Nation*, 128-129, 134-135, 136, 137, 138, 139, 146-147, 149, 151, 158, 166, 167

5: *The United States*, 128-129, 134-135, 136, 137, 138, 139, 146-147, 149, 151, 158, 166, 167

6: *The World*, 180, 201, 397, 439, 440, 445, 447

- **Describe Spanish, French, and English settlements.**

5: *Building a Nation*, 131, 142-145, 148-149, 156-157, 159-161, 165-167, 169-171, 172-173

5: *The United States*, 131, 142-145, 148-149, 156-157, 159-161, 165-167, 169-171, 172-173

6: *The World*, 445, 446, 447, 448, 449

8.1.3 Students will describe key people, events, and ideas from colonial America.**Example Indicators:**

- **Explain the factors that led to the founding of the colonies, e.g., the escape from religious persecution, economic opportunity, release from prison, and military adventure.**

5: *Building a Nation*, 155, 156-157, 169, 170, 172-173, 177, 178, 179, 180, 181, 184-185

5: *The United States*, 155, 156-157, 169, 170, 172-173, 177, 178, 179, 180, 181, 184-185

6: *The World*, 445, 447, 448, 449

- **Describe geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South.**

5: *Building a Nation*, 176, 177, 178, 179, 180, 181, 199, 205, 206-207, 210-211, 212-213, 214, 216, 217, 218, 219, 220, 224-227, 254-255, 256, 258

5: *The United States*, 176, 177, 178, 179, 180, 181, 199, 205, 206-207, 210-211, 212-213, 214, 216, 217, 218, 219, 220, 224-227, 254-255, 256, 258

6: *The World*, 447, 448, 449

- **Describe life in the colonies in the 18th century from the perspectives of Native Americans, large landowners, farmers, artisans, women, and slaves.**

5: *Building a Nation*, 196-197, 202, 203, 204-205, 222-223

5: *The United States*, 196-197, 202, 203, 204-205, 222-223

6: *The World*, 447, 448-449

- **Explain the principal economic and political connections between the colonies and England.**

5: *Building a Nation*, 268, 269, 272-273, 278

5: *The United States*, 268, 269, 272-273, 278

6: *The World*, 447, 457

- **Describe sources of dissatisfaction that led to the American Revolution.**

5: *Building a Nation*, 222-223, 265, 269, 270-271, 272-273, 274-275, 276-277, 278-279, 280, 298

5: *The United States*, 222-223, 265, 269, 270-271, 272-273, 274-275, 276-277, 278-279, 280, 298

6: *The World*, 456, 457, 458, TR25

- **Identify key individuals and events in the American Revolution, e.g., King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine.**

5: *Building a Nation*, 221, 262-263, 270, 274-275, 280, 281, 282, 283, 287, 288, 290, 292, 296, 298, 299, 300, 301, 306, 307, 309, 310-311, 315, 316, 318

5: *The United States*, 221, 262-263, 270, 274-275, 280, 281, 282, 283, 287, 288, 290, 292, 296, 298, 299, 300, 301, 306, 307, 309, 310-311, 315, 316, 318

6: *The World*, 456, 457, 458, 464-465

- **Explain major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.**

5: *Building a Nation*, 288-289, 290-291, 302-305, 306, 308, 314-316, 317, 318

5: *The United States*, 288-289, 290-291, 302-305, 306, 308, 314-316, 317, 318

6: *The World*, 458

8.1.4 Students will analyze challenges faced by the new United States government.

Example Indicators:

- **Explain the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.**

5: *Building a Nation*, 330-331, 332-333, 335, 338-339, 340, 341, 342-343, 344-345, 346-347, 348, 349, 350, 352, 353, 354, 355, 392, R30-R52

5: *The United States*, 330-331, 332-333, 335, 338-339, 340, 341, 342-343, 344-345, 346-347, 348, 349, 350, 352, 353, 354, 355, 392, R30-R52

6: *The World*, 472-473

- **Describe major issues facing Congress and the first four presidents.**

5: *Building a Nation*, 350, 362, 363, 364, 365, 366, 370, 371, 372-373, 374-375, 376, 380, 381-383, 384

5: *The United States*, 350, 362, 363, 364, 365, 366, 370, 371, 372-373, 374-375, 376, 380, 381-383, 384

6: *The World*, 465

- **Explain conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.**

5: *Building a Nation*, 364, 368-369

5: *The United States*, 364, 368-369

6: This objective is covered in Grade 5.

8.1.5 Students will describe growth and change in the United States from 1801-1861.**Example Indicators:**

- **Describe territorial exploration, expansion, and settlement, e.g., Lewis and Clark, Louisiana Purchase, and acquisition of southern and western territories.**
5: *Building a Nation*, 372, 373, 374-375, 376, 377, 394-395, 429, 430-433, 434-435, 436, 438-439, 440-441, 442-443, 444-445, 446-447, 454
5: *The United States*, 372, 373, 374-375, 376, 377, 394-395, 429, 430-433, 434-435, 436, 438-439, 440-441, 442-443, 444-445, 446-447, 454
6: *The World*, This objective is covered in Grade 5.
- **Describe how the physical geography and various incentives influenced the movement of people, goods, and services**
5: *Building a Nation*, 372, 373, 374-375, 376, 394-395
5: *The United States*, 372, 373, 374-375, 376, 394-395
6: *The World*, 474-475, 476-477, 478-479, 480-481
- **Describe the political relationships between the Americas and Europe, which led to the Monroe Doctrine.**
5: *Building a Nation*, 403
5: *The United States*, 403
6: *The World*, This objective is covered in Grade 5.
- **Describe the impact of inventions, e.g., the cotton gin, McCormick reaper, etc.**
5: *Building a Nation*, 408-409, 410-411, 412-413, 414-415
5: *The United States*, 408-409, 410-411, 412-413, 414-415
6: *The World*, 474-475, 476-477, 478, 479, 480-481

8.1.6 Students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.**Example Indicators:**

- **Describe economic and philosophical differences between the North and South.**
5: *Building a Nation*, 461, 463, 464, 465, 466-467, 468-469, 470-471, 472-473, 474
5: *The United States*, 461, 463, 464, 465, 466-467, 468-469, 470-471, 472-473, 474
6: *The World*, This objective is covered in Grade 5.

- **Identify key events leading to secession and war.**

5: *Building a Nation*, 416, 417, 418-419, 420, 421, 422-423, 424-425, 464-465, 466-467, 472-473, 476-477, 478-479, 480-481, 482

5: *The United States*, 416, 417, 418-419, 420, 421, 422-423, 424-425, 464-465, 466-467, 472-473, 476-477, 478-479, 480-481, 482

6: *The World*, This objective is covered in Grade 5.

- **Identify key people during this period, e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, John Brown, Clara Barton, etc.**

5: *Building a Nation*, 421, 422-423, 458-459, 475, 477, 478, 479, 480, 481, 482, 483, 485, 497, 502, 509, 510, 528

5: *The United States*, 421, 422-423, 458-459, 475, 477, 478, 479, 480, 481, 482, 483, 485, 497, 502, 509, 510, 528

6: *The World*, This objective is covered in Grade 5.

- **Identify key events during the Civil War, e.g., major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox.**

5: *Building a Nation*, 484, 485, 486-487, 490, 494, 493, 494, 496, 500, 502, 503, 507, 508, 509, 510-511

5: *The United States*, 484, 485, 486-487, 490, 494, 493, 494, 496, 500, 502, 503, 507, 508, 509, 510-511

6: *The World*, This objective is covered in Grade 5.

- **Describe life on the battlefield and on the home front from multiple perspectives.**

5: *Building a Nation*, 495, 496, 498, 499, 501, 503, 507, 509, 514-515

5: *The United States*, 495, 496, 498, 499, 501, 503, 507, 509, 514-515

6: *The World*, This objective is covered in Grade 5.

- **Explain the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution.**

5: *Building a Nation*, 517, 519

5: *The United States*, 517, 519

6: *The World*, This objective is covered in Grade 5.

- **Describe the impact of Reconstruction policies on the South.**

5: *Building a Nation*, 517, 518, 520, 521

5: *The United States*, 517, 518, 520, 521

6: *The World*, This objective is covered in Grade 5.

8.1.7 Students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.**Example Indicators:**

- **Describe federal policies of expansion and how they affected various culture groups and individuals, e.g., Native Americans, Asian Americans, etc.**

5: *Building a Nation*, This objective is covered in *The United States*.

5: *The United States*, 529, 530-531, 535, 538-539, 540-541, 544-545, 546-547, 548-549, 550-551, 552, 553, 554-555, 556-557, 578-579, 580-581, 582, 583

6: *The World*, This objective is covered in Grade 5.

- **Explain why people immigrated to the United States, describe their obstacles and contributions.**

5: *Building a Nation*, 10, 11

5: *The United States*, 10, 11, 540, 567, 568-569, 570-571, 572-573, 574, 575, 576-577

6: *The World*, This objective is covered in Grade 5.

- **Describe the growth of American cities and the impact on societies.**

5: *Building a Nation*, 8-9, 12-13

5: *The United States*, 8-9, 12-13, 567, 570-571, 572, 573, 574, 576-577

6: *The World*, 474, 475, 476, 477, 478, 479, 480, 481

- **Describe the United States participation in key world events, e.g., the Spanish-American War, World War I, etc.**

5: *Building a Nation*, This objective is covered in *The United States*.

5: *The United States*, 580-581, 582, 585, 604-605, 608-609, 610-611

6: *The World*, 512-513, 514-515, 517, 520-521, 522-523, 526-527, 528-529, 530-531, 532, 533, 534-535, 536-537

8.1.8 Students will describe key, social, economic and cultural developments from WWI through the Great Depression.**Example Indicators:**

- **Describe the arts in the United States, e.g., the Harlem Renaissance, the works of F. Scott Fitzgerald, Louis Armstrong, etc.**

5: *Building a Nation*, This objective is covered in *The United States*.

5: *The United States*, 606-607, 611, 618

6: *The World*, 542-543

- **Describe the social changes, e.g., women’s suffrage, prohibition, etc.**
 - 5: *Building a Nation*, 404, 519
 - 5: *The United States*, 404, 519, 612, 613, 614, 617, 618, 619, 620, 621, 626-627, 642-643, 644, 645, 646, 647, 648, 649
 - 6: *The World*, 532, 533, 534-535, 542, 543

- **Describe the economic factors that led to the Great Depression.**
 - 5: *Building a Nation*, This objective is covered in *The United States*.
 - 5: *The United States*, 616, 617, 618, 619
 - 6: *The World*, 543

- **Describe the extent and depth of business and farm failures, unemployment, and poverty.**
 - 5: *Building a Nation*, This objective is covered in *The United States*.
 - 5: *The United States*, 619, 620, 621, 622, 623
 - 6: *The World*, 543

- **Describe the New Deal, the Depression, and the future role of government in the economy.**
 - 5: This objective is covered in *The United States*.
 - 5: *The United States*, 619, 620, 622, 623
 - 6: *The World*, 543

- **Identify key people of the period, e.g., Eleanor and Franklin Roosevelt, Charles Lindbergh, etc.**
 - 5: *Building a Nation*, This objective is covered in *The United States*.
 - 5: *The United States*, 610, 612, 613, 614, 615, 617, 618, 620, 622, 623
 - 6: *The World*, 550, 551, 554, 560

8.1.9 Students will describe key people, events, and ideas since World War II.

Example Indicators:

- **Explain segregation, desegregation, and the Civil Rights Movement.**
 - 5: *Building a Nation*, 520
 - 5: *The United States*, 520, 642- 643, 644-645, 646
 - 6: *The World*, 588, 611

- **Describe the changing role of women in America.**
 - 5: *Building a Nation*, This objective is covered in *The United States*.
 - 5: *The United States*, 627, 647
 - 6: *The World*, 551, 552, 639, 642, 643

- **Describe the technology revolution and its impact on communication, transportation, and new industries.**

5: *Building a Nation*, E6-E7

5: *The United States*, E6-E7, 661, 666-667

6: *The World*, E6-E7, 668-669, 670-671

- **Describe the consumer economy and increasing global markets.**

5: *Building a Nation*, This objective is covered in *The United States*.

5: *The United States*, 626-627, 630, 648, 649, 666-667

6: *The World*, E4-E5, 630-631, 632, 633

- **Describe the increases in violent crime and illegal drugs.**

5: *Building a Nation*, This objective is covered in *The United States*.

5: *The United States*, 662-663, 664, 669

6: *The World*, 644, 645, 646, 647, 648, 649

- **Explain the effects of increased immigration.**

5: *Building a Nation*, This objective is covered in *The United States*.

5: *The United States*, 540, 567, 568-569, 570-571, 572-573, 574, 575, 576-577

6: *The World*, 656-657

- **Describe political leaders of the period, trend in national elections, and differences between the two major political parties.**

5: *Building a Nation*, This objective is covered in *The United States*.

5: *The United States*, 631, 638, 639, 640, 641, 643, 644, 648, 651, 652-653, 654, 655, 659, 660-661

6: *The World*, 588-589, 606-607, 609, 610, 611, 612, 613, 615, 616, 618, 619, 621, 622, 623, 633, 639, 640, 642, 643, 647, 648

8.2 World History to 1000 A.D.

8.2.1 Students will describe human culture in the Paleolithic and Neolithic Eras.

Example Indicators:

- **Describe how archeological discoveries change our knowledge of early peoples.**

5: *Building a Nation*, 54-55, 56-57, 60-61, 62-63, 66-69

5: *The United States*, 54-55, 56-57, 60-61, 62-63, 66-69

6: *The World*, 10-11, 12, 13, 14-15, 16, 17-18, 19-20, 22, 23, 24-25, 26-27, 28, 29

- **Compare the characteristics of Paleolithic and Neolithic societies and the adaptation to physical geography of various areas had on those groups.**

5: *Building a Nation*, 54, 55, 56, 57

5. *The United States*, 54, 55, 56, 57

6: *The World*, 10-11, 12, 13, 14-15, 16, 17-18, 19-20, 22, 23, 24-25, 26-27, 28, 29

- **Describe how tool making, use of fire, agricultural revolution, and other technological and social advancements improved life for early people.**

5: *Building a Nation*, 51, 56-57, 60, 61, 62, 63, 64, 67, 68-69, 70-71

5. *The United States*, 51, 56-57, 60, 61, 62, 63, 64, 67, 68-69, 70-71

6: *The World*, 11, 16, 17, 18, 19, 20, 21, 22, 23, 27, 28, 29

8.2.2 Students will describe the impact of ancient river valley civilizations (Mesopotamia, Egypt, India, and China) on the development of world cultures.

Example Indicators:

- **Describe the geography and history of each civilization.**

5: *Building a Nation*: 102-103, 104, 105, 108-109

5. *The United States*, 102-103, 104, 105, 108-109

6: *The World*, 34-35, 36-37, 38-39, 40-41, 42, 43, 44, 45, 46, 47, 49, 50, 51, 52-53, 75, 77, 78-79, 80-81, 82, 83, 84-85, 86-87, 88-89, 90, 91, 92-93, 94-95, 100-101, 102-103, 106-107, 108-109, 110-111, 112, 113, 114-115, 116-117, 124-125, 126-127, 128-129, 130-131, 132-133, 134, 135, 136-137, 138-139, 140-141, 142, 143, 148-149

- **Describe the location in time and place.**

5: *Building a Nation*, H10-H11, H12-H13, H16, H17, H18, H19, H20, H21, H22, 102-103, 104, 105, 108-109

5. *The United States*, H10-H11, H12-H13, H16, H17, H18, H19, H20, H21, H22, 102-103, 104, 105, 108-109

6: *The World*, E8-E9, H10-H11, H12-H13, H16, H17, H18, H19, H20, H21, H24, 35, 38, 49, 75, 77, 79, 82, 87, 88, 93, 94, 99, 101, 102-103, 109, 110-111, 121, 123, 124, 126, 129, 130, 132, 138, 142

- **Identify social, political, and economic institutions.**

5: *Building a Nation*, 102-103, 104, 105, 108-109

5. *The United States*, 102-103, 104, 105, 108-109

6: *The World*, 38, 42, 45, 46, 49, 50, 51, 55, 86-87, 89, 102, 108-109, 110, 111, 112, 113, 115, 126, 127, 130, 131, 134, 139

- **Describe religious traditions and written language.**

5: *Building a Nation*, 108, 109

5: *The United States*, 108, 109

6: *The World*, 42, 43, 44, 50, 53, 55, 56, 57, 85, 86, 87, 88, 93, 115, 116, 117, 130, 132, 136-137, 138-139, 140-141, 142-143

- **Identify significant contributions and legacies.**

5: *Building a Nation*, 103, 105, 105, 106, 107, 108, 109

5: *The United States*, 103, 105, 105, 106, 107, 108, 109

6: *The World*, E10-E11, E12-E13, 41, 43, 46, 50, 55, 56, 59, 86, 87, 88, 107, 108, 109, 110, 111, 112, 113, 115, 116, 117, 130-131, 133, 135, 137, 141, 143

8.2.3 Students will describe the impact of history, culture, and geography of Greece and Rome on later civilizations.

Example Indicators:

- **Describe the influence of physical geography, climate, and soils on the Greek economic, social, and political development and the impact on the commerce of the Mediterranean regions.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 240-241, 243, 246-247, 248-249, 250-251, 252-253, 254-255, 256, 257, 260-261, 262-263, 264, 265, 266-267, 268-269, 270, 271

- **Describe the development of Greek democracy.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 255

- **Identify and describe the contributions of Greek culture, e.g., mythology and philosophy.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 252, 253, 254, 255, 256, 257, 260-261, 262-263, 265, 270-271

- **Describe important Greek military campaigns, e.g., the Persian Wars and conquests by the Macedonians.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 264, 266-267, 268, 308-309

- **Describe the influence of geography on Roman economic, social, and political development.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 276-277, 278-279, 282-283, 284-285, 286-287, 288-289, 290-291, 292, 293, 294-295, 296, 297, 298-299, 300-301, 302, 303, 304, 305

- **Relate Roman mythology and religion.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 294-295, 296-297, 298, 299

- **Describe the development of the Roman government.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 283, 289, 290, 293, 299, 301

- **Identify and describe the economic and political contributions of Roman culture, e.g., mythology and architecture.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 291, 294-295, 296-297, 298, 299

- **Describe important Roman military campaigns, e.g., military domination of the Mediterranean and Western Europe.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 278, 285, 286, 289, 290, 293, 298-299, 300-301, 302-303, 304

- **Describe the fall of the Republic and the rise of imperial monarchs.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 304, 487, 488-489, 492-496, 497, 498-499, 500-501, 502-503

- **Describe the impact and spread of Christianity and Judaism.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 54-57, 132, 294-297, 302, 328, 381, 382, 401, 407, 437, 439-441

- **Describe, analyze, and evaluate the history of the Byzantine Empire from about 300 BCE to 1000 C.E., e.g., Constantinople, Codification of Roman law, Greek Orthodox churches, and Byzantine art and architecture.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 301, 304, 321-322, 323, 324, 325-326, 327-328, 329, 407

8.2.4 Students will describe the development and cultural impact of major religions.

Example Indicators:

- **Describe the origins, customs, beliefs, and spread of the major religions**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 54-57, 132, 136-139, 141-143, 294-297, 302, 321, 328, 330-339, 349, 361, 381, 382, 401, 407, 437, 439-441, 434, 611, 612

- **Identify the theological and cultural differences and similarities among the major religions.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 54-57, 132, 136-139, 141-143, 294-297, 302, 321, 328, 330-339, 349, 361, 381, 382, 401, 407, 437, 439-441, 611, 612

- **Describe the effect of religious, political, and economic competition.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 614-615, 616-617, 638, 639

- **Identify the historical turning points that affected the spread and influence of these religious cultures.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 54-57, 132, 136-139, 141-143, 294-297, 302, 321, 328, 330-339, 349, 361, 381, 382, 401, 407, 437, 439-441, 434, 611, 612

8.2.5 Students will describe the impact of life in Medieval Europe on later civilizations.

Example Indicators:

- **Describe the structure of feudal society and identify economic, social, and political effects.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 400-401, 402, 420

- **Describe the Age of Charlemagne.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 397, 399

- **Describe the impact of Magyars and the Vikings.**

5: *Building a Nation*, 110-111

5: *The United States*, 110-111

6: *The World*, 397

- **Analyze the influence of Christianity throughout Europe.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 401

8.2.6 Students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures.

Example Indicators:

- **Describe chronology, location, geography, social structures, forms of government, economy, and religion of each civilization.**

5: *Building a Nation*, 102, 103, 104, 105, 106-107, 108-109

5: *The United States*, 102, 103, 104, 105, 106-107, 108-109

6: *The World*, 346-347, 348-349, 370-371, 372-373, 374-375, 376-377, 378, 379, 380-381, 382-383, 384-385

- **Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 94, 95, 381, 382

- **Describe how geography of Africa shaped the various cultures of trading empires in Western Africa.**

5: *Building a Nation*, 106-107, 108-109

5: *The United States*, 106-107, 108-109

6: *The World*, 375, 376, 377, 378, 381, 383, 384

- **Describe the culture and contributions of ancient Arabia.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, 335, 336, 337

- **Identify cultural characteristics of Japan's feudal system.**

5: *Building a Nation*, This objective is covered in Grade 6.

5: *The United States*, This objective is covered in Grade 6.

6: *The World*, related pages: 400-401, 402

- **Identify various Chinese dynasties and their legacies to later generations.**

5: *Building a Nation*, 102-104,105

5: *The United States*, 102-104,105

6: *The World*, 108, 109, 110, 111, 113, 409

- **Describe the role of geographic factors in limiting or encouraging the movement of people and ideas.**

5: *Building a Nation*, 102, 103, 104, 105, 106-109

5: *The United States*, 102, 103, 104, 105, 106-109

6: *The World*, 375, 376, 377, 378, 381, 383, 384

8.3 Civics and Economics

8.3.1 Students will explain and compare the structures, functions, and powers of the three branches of government at the national, state, and local levels.

Example Indicators:

- **Explain the election and appointment of officials.**

5: *Building a Nation*, 5, 15, R30-R52

5: *The United States*, 5, 15, R30-R52

6: *The World*, This objective is covered in Grade 5.

- **Describe the division and sharing of powers among and within levels of government.**

5: *Building a Nation*, 15, 348-349, R30-R52

5: *The United States*, 15, 348-349, R30-R52

6: *The World*, This objective is covered in Grade 5.

- **Chart the separation and sharing of powers within levels of government.**

5: *Building a Nation*, 15, 348-349, R30-R52

5: *The United States*, 15, 348-349, R30-R52

6: *The World*, This objective is covered in Grade 5.

- **Describe the process of amending the United States and Nebraska Constitutions.**

5: *Building a Nation*, 16, 354, R30-R52

5: *The United States*, 16, 354, R30-R52

6: *The World*, This objective is covered in Grade 5.

- **Outline the powers granted to Congress, the President, the Supreme Court, and those reserved to the states.**

5: *Building a Nation*, 348-349, R30-R52

5: *The United States*, 348-349, R30-R52

6: *The World*, This objective is covered in Grade 5.

8.3.2 Students will compare the election process at the local, state, and national levels of government.**Example Indicators:**

- **Explain nomination and promotion of candidates for elective office.**
5: *Building a Nation*, 368-369, 370
5: *The United States*, 368-369, 370
6: *The World*, This objective is covered in Grade 5.
- **Describe similarities and differences between the major political parties.**
5: *Building a Nation*, 364, 368-369, 370
5: *The United States*, 364, 368-369, 370
6: *The World*, This objective is covered in Grade 5.
- **Describe voter turnout.**
5: *Building a Nation*, 16, 370
5: *The United States*, 16, 370
6: *The World*, This objective is covered in Grade 5.
- **Evaluate the accuracy of campaign advertising.**
5: *Building a Nation*, 368-369, 446-447
5: *The United States*, 368-369, 446-447
6: *The World*, This objective is covered in Grade 5.
- **Discuss bias and identify how media reports, analysis, and editorials are different.**
5: *Building a Nation*, 369, 446-447
5: *The United States*, 369, 446-447
6: *The World*, This objective is covered in Grade 5.

8.3.3 Students will compare the policy-making process at the local, state, and national levels of government.**Example Indicators:**

- **Chart the basic law-making process within the respective legislative bodies.**
5: *Building a Nation*, R33-R34, R35, R39
5: *The United States*, R33-R34, R35, R39
6: *The World*, This objective is covered in Grade 5.

- **Explain the interaction between the chief executives and the legislative bodies.**

5: *Building a Nation*, R35-R38

5: *The United States*, R35-R38

6: *The World*, This objective is covered in Grade 5.

- **Explain the functions of departments, agencies, and regulatory bodies.**

5: *Building a Nation*, 36-37, 38, 40-41

5: *The United States*, 36-37, 38, 40-41

6: *The World*, This objective is covered in Grade 5.

- **Describe the roles of political parties at the state and national levels.**

5: *Building a Nation*, 364, 368-369, 370, 481

5: *The United States*, 364, 368-369, 370, 481

6: *The World*, This objective is covered in Grade 5.

- **Explain the ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers.**

5: *Building a Nation*, 10, 16, 17, 21, 40-41, 92-93, 184-185, 222-223, 274-275, 310-311, 422-423, 480-481, 504-505, 519

5: *The United States*, 10, 16, 17, 21, 40-41, 92-93, 184-185, 222-223, 274-275, 310-311, 422-423, 480-481, 504-505, 519, 532-533, 540, 553, 556-557, 566, 571, 572, 573, 574, 575, 576-577, 603, 606-607, 612, 613, 614, 623, 628, 642-644, 645, 646, 648, 649

6: *The World*, This objective is covered in Grade 5.

- **Describe the impact of the media on public opinion and policy makers.**

5: *Building a Nation*, 40-41, 92-93, 368-369, 446-447, 504-505

5: *The United States*, 40-41, 92-93, 368-369, 446-447, 504-505, 584-585, 606-607

6: *The World*, 450, 451

8.3.4 Students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.

Example Indicators:

- **Diagram the organization and jurisdiction of Nebraska and United States courts.**

5: *Building a Nation*, 348-349, R38

5: *The United States*, 348-349, 642-643, 647, R38

6: *The World*, This objective is covered in Grade 5.

- **Describe the exercise of the power of judicial review.**

5: *Building a Nation*, 348-349, R38

5: *The United States*, 348-349, 642-643, 647, R38

6: *The World*, This objective is covered in Grade 5.

- **Describe the process of bringing and resolving criminal and civil cases in Nebraska's judicial system.**

5: *Building a Nation*, related pages: 348-349, R38

5: *The United States*, related pages: 348-349, R38

6: *The World*, This objective is covered in Grade 5.

- **Describe the function and process of the juvenile justice system in Nebraska.**

5: *Building a Nation*, related pages: 348-349, R38

5: *The United States*, related pages: 348-349, R38

6: *The World*, This objective is covered in Grade 5.

8.3.5 Students will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.

Example Indicators:

- **Define the concepts of scarcity, choice, trade-offs, specialization, entrepreneurship, productivity, inflation, profits, markets, supply and demand, inflation, and unemployment and incentives.**

5: *Building a Nation*, E4-E5, 18-19, 20-21, 22

5: *The United States*, E4-E5, 18-19, 20-21, 22, 619-620, 622

6: *The World*, 480, 543, 633

- **Analyze the effect of producer and consumer behavior on markets.**

5: *Building a Nation*, E4-E5, 18-19, 20-21, 22

5: *The United States*, E4-E5, 18-19, 20-21, 22, 619-620, 622

6: *The World*, 480, 543, 631, 633

- **Describe the role of individuals and businesses as consumers, savers, investors, and borrowers.**

5: *Building a Nation*, E4-E5, 18-19, 20-21, 22

5: *The United States*, E4-E5, 18-19, 20-21, 22, 619-620, 622

6: *The World*, 543, 631

- **Explain how various institutions help individuals and groups accomplish economic goals.**

5: *Building a Nation*, 21, 22

5: *The United States*, 21, 22

6: *The World*, 633

- **Describe common forms of credit, savings, investments, purchases, and contractual agreements, e.g., warranties, and guarantees.**

5: *Building a Nation*, 21, 22

5: *The United States*, 21, 22

6: *The World*, This objective is covered in Grade 5.

- **Analyze skills necessary for career opportunities, e.g., individual abilities, skills, and education, and the changing supply and demand for those skills in the economy.**

5: *Building a Nation*, 20, 21

5: *The United States*, 20, 21, 666, 667

6: *The World*, This objective is covered in Grade 5.

- **Describe the development of money, savings, and credit.**

5: *Building a Nation*, 21

5: *The United States*, 21

6: *The World*, This objective is covered in Grade 5.

8.3.6 Students will compare the United States economic system to systems in other countries.

Example Indicators:

- **Describe the government's role in the United States economy, e.g., provision of public goods and services, protection of consumer rights, and the promotion of competition.**

5: *Building a Nation*, 18-19, 20, 21, 22

5: *The United States*, 18-19, 20, 21, 22

6: *The World*, 631

- **Describe the impact of government policies, on individuals and businesses, taxation, and government borrowing**

5: *Building a Nation*, 18-19, 20, 21, 22

5: *The United States*, 18-19, 20, 21, 22

6: *The World*, 633

- **Explain how the government addresses third-party costs and benefits, e.g., pollution and medical research.**

5: *Building a Nation*, 35, 36, 37, 38, 39, 40-41, 92-93, 504-505

5: *The United States*, 35, 36, 37, 38, 39, 40-41, 92-93, 504-505

6: *The World*, 661, 662, 663, 666, 667, 669, 670, 671

- **Explain the differences between traditional command and market economics.**

5: *Building a Nation*, E4-E5, 18-19, 20-21, 22

5: *The United States*, E4-E5, 18-19, 20-21, 22

6: *The World*, 480-481

- **Analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics in mixed economic systems.**

5: *Building a Nation*, E4-E5, 18-19, 20-21, 22

5: *The United States*, E4-E5, 18-19, 20-21, 22

6: *The World*, 480-481

8.3.7 Students will summarize the rights and responsibilities of United States citizens.

Example Indicators:

- **Describe ways individuals participate in the political process, e.g., registering and voting, communicating with government officials, participating in political campaigns, and serving on juries and in voluntary appointed positions.**

5: *Building a Nation*, E12-E13, E14-E15, 14-15, 16-17, 40-41, 364-365, 368-369

5: *The United States*, E12-E13, E14-E15, 14-15, 16-17, 40-41, 364-365, 368-369

6: *The World*, This objective is covered in Grade 5.

- **Identify the way individuals of cultural, ethnic, and other interest groups can influence governments.**

5: *Building a Nation*, 14-15, 40-41, 92-93, 184-185, 222-223, 274-275, 310-311, 368-369, 422-423, 480-481, 504-505

5: *The United States*, 14-15, 40-41, 92-93, 184-185, 222-223, 274-275, 310-311, 368-369, 422-423, 480-481, 504-505, 519, 532-533, 540, 553, 556-557, 566, 571, 572, 573, 574, 575, 576-577, 603, 606-607, 612, 613, 614, 623, 628, 642-644, 645, 646, 648, 649

6: *The World*, 480, 607, 609, 611, 613, 615, 616-617, 621, 637, 649, 661, 662, 663, 670, 671

- **Describe the election process and appointment of officials.**

5: *Building a Nation*, E14-E15, 14-15, 16-17

5: *The United States*, E14-E15, 14-15, 16-17

6: *The World*, This objective is covered in Grade 5.

- **Describe the impact of the media on public opinion and policy.**

5: *Building a Nation*, 40-41, 92-93, 184-185, 222-223, 274-275, 446-447, 504-505

5: *The United States*, 40-41, 92-93, 184-185, 222-223, 274-275, 446-447, 504-505, 606-607

6: *The World*, 450-451

- **Compare the election process at the local, state, and national levels of government, e.g., nomination and promotion of candidates for elective office similarities and differences between the major political parties; voter turnout; evaluate the accuracy of campaign advertising; and recognize bias and identify how media reports, analysis, and editorials are different.**

5: *Building a Nation*, 40-41, 92-93, 184-185, 222-223, 274-275, 446-447, 504-505

5: *The United States*, 40-41, 92-93, 184-185, 222-223, 274-275, 446-447, 504-505, 606-607

6: *The World*, 450-451

8.3.8 Students will describe the purpose and function of the United States Constitution, including the Bill of Rights.

Example Indicators:

- **What are inalienable rights?**

5: *Building a Nation*, E12-E13, E14-E15, E16, 352-353, 354-355, R28-R52

5: *The United States*, E12-E13, E14-E15, E16, 352-353, 354-355, R28-R52

6: *The World*, This objective is covered in Grade 5.

- **What does "life, liberty, and the pursuit of happiness," mean?**

5: *Building a Nation*, E12-E13, E14-E15, E16, 352-353, 354-355, R28-R52

5: *The United States*, E12-E13, E14-E15, E16, 352-353, 354-355, R28-R52

6: *The World*, 458

- **What is the rule of law, justice, and equality under the law?**

5: *Building a Nation*, E12-E13, E14-E15, 14-15, 16-17, 206-207, 213, 224-227, 347, 354-355, 478, 500, R28-R52

5: *The United States*, E12-E13, E14-E15, 14-15, 16-17, 206-207, 213, 224-227, 347, 354-355, 478, 500, R28-R52

6: *The World*, This objective is covered in Grade 5.

- **Describe the Native American heritage, e.g., Iroquois Five Nations Confederacy, "Great Binding Law."**

5: *Building a Nation*, 46-47, 48-49, 55-57, 60-63, 64, 76-80, 81, 82-85, 88-91, 94-97

5: *The United States*, 46-47, 48-49, 55-57, 60-63, 64, 76-80, 81, 82-85, 88-91, 94-97

6: *The World*, 212, 213, 214, 215, 218-219, 220-221, 222, 223, 224, 225, 226-227, 232-233

- **Explain the British and American heritage, e.g., the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation.**

5: *Building a Nation*, 156-158, 159-161, 162, 168-173, 184-185, 222-223, 260-261, 268-273, 274-275, 276-279, 280-282, 286-289, 290-291, 296-300, 302-308, 316, 318-319, 335, 339-340, 343, 346

5: *The United States*, 156-158, 159-161, 162, 168-173, 184-185, 222-223, 260-261, 268-273, 274-275, 276-279, 280-282, 286-289, 290-291, 296-300, 302-308, 316, 318-319, 335, 339-340, 343, 346

6: *The World*, 398, 472-473

- **Explain the philosophy of government expressed in the Declaration of Independence.**

5: *Building a Nation*, 295, 298-301, 339, R26-R29

5: *The United States*, 295, 298-301, 339, R26-R29

6: *The World*, 458

8.4 Skills

8.4.1 Students will explain the meaning of patriotic slogans and excerpts from notable speeches and documents.

Example Indicators:

- **Explain the statement "Give me liberty or give me death."**
 - 5: *Building a Nation*, 282
 - 5: *The United States*, 282
 - 6: *The World*, This objective is covered in Grade 5.

- **Explain the meaning of "E Pluribus Unum."**
 - 5: *Building a Nation*, 7
 - 5: *The United States*, 7
 - 6: *The World*, related page E5.

- **Discuss the importance of the Gettysburg Address.**
 - 5: *Building a Nation*, 457, 491, 506, 508
 - 5: *The United States*, 457, 491, 506, 508
 - 6: *The World*, This objective is covered in Grade 5.

- **Explain the Preamble to the Constitution.**
 - 5: *Building a Nation*, 3, 17, 331, 348, R30
 - 5: *The United States*, 3, 17, 331, 348, R30
 - 6: *The World*, 472

- **Explain the Declaration of Independence.**
 - 5: *Building a Nation*, 295, 298-301, 339, R26-R29
 - 5: *The United States*, 295, 298-301, 339, R26-R29
 - 6: *The World*, 458, 468

- **Who said "... December 7, 1941, a date which will live in infamy"?**
 - 5: This objective is covered in *The United States*.
 - 5: *The United States*, 626
 - 6: *The World*, 550

- **Explain the statement "Ask not what your country can do for you"**
 - 5: *Building a Nation*, 16
 - 5: *The United States*, 16
 - 6: *The World*, This objective is covered in Grade 5.

- **Who said "Mr. Gorbachev, tear down this wall!"?**
 - 5: This objective is covered in *The United States*.
 - 5: *The United States*, 659
 - 6: *The World*, related pages: 500, 572, 621

8.4.2 Students will demonstrate skills for historical analysis.**Example Indicators:**

- **Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media, e.g., television, movies, and computer information systems to better understand events and life in United States history to 1877.**

5: *Building a Nation*, 2-3, 16, 21, 37, 40, 41, 46-47, 79, 93, 103, 126-127, 149, 158, 160, 171, 172, 182, 184, 185, 194-195, 206, 214, 217, 227, 235, 241, 249, 260-261, 269, 270, 275, 279, 281, 282, 288, 290, 299, 304, 316, 330-331, 343, 346, 348, 350, 353, 366, 371, 394-395, 406, 418, 423, 432, 439, 456-457, 467, 471, 478, 481, 500, 504, 508, 510, 519, 525

5: *The United States*, 2-3, 16, 21, 37, 40, 41, 46-47, 79, 93, 103, 126-127, 149, 158, 160, 171, 172, 182, 184, 185, 194-195, 206, 214, 217, 227, 235, 241, 249, 260-261, 269, 270, 275, 279, 281, 282, 288, 290, 299, 304, 316, 330-331, 343, 346, 348, 350, 353, 366, 371, 394-395, 406, 418, 423, 432, 439, 456-457, 467, 471, 478, 481, 500, 504, 508, 510, 519, 525

6: *The World*, 2-3, 14, 37, 43, 50, 52, 70-71, 80, 85, 91, 111, 116, 137, 154-155, 181, 203, 238-239, 248, 255, 256, 257, 270, 280-281, 284, 286, 289, 291, 295, 314-315, 328, 331, 335, 339, 352, 353, 358, 363, 379, 383, 401, 407, 409, 410, 422-423, 431, 437, 440, 443, 457, 458, 459, 463, 471, 476, 477

- **Identify characters, settings, and events from narratives of Nebraska, America, and world history.**

5: *Building a Nation*, 79, 135, 219, 287, 374, 419, 480

5: *The United States*, 79, 135, 219, 287, 374, 419, 480, 524-525, 588-589

6: *The World*, 64-65, 232-233, 308-309, 416-417, 674-675

- **Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.**

5: *Building a Nation*, 46-47, 48-49, 54, 60, 66, 72, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126-127, 128-129, 134, 142, 146, 152, 156, 164, 168, 176, 186, 194-195, 196-197, 202, 210, 216, 224, 228, 232, 240, 246, 252, 260-261, 262-263, 268, 276, 286, 292, 296, 302, 314, 322, 330-331, 332-333, 338, 344, 352, 358, 362, 370, 380, 386, 394-395, 396-397, 402, 408, 416, 426, 430, 438, 442, 448, 456, 458, 464, 470, 476, 484, 488, 492, 498, 506, 516, 522

5: *The United States*, 46-47, 48-49, 54, 60, 66, 72, 76, 82, 88, 94, 98, 102, 106, 110, 116, 118, 126-127, 128-129, 134, 142, 146, 152, 156, 164, 168, 176, 186, 194-195, 196-197, 202, 210, 216, 224, 228, 232, 240, 246, 252, 260-261, 262-263, 268, 276, 286, 292, 296, 302, 314, 322, 330-331, 332-333, 338, 344, 352, 358, 362, 370, 380, 386, 394-395, 396-397, 402, 408, 416, 426, 430, 438, 442, 448, 456, 458, 464, 470, 476, 484, 488, 492, 498, 506, 516, 522

6: *The World*, 2-3, 25, 71, 73, 154-155, 157, 238-239, 241, 314-315, 317, 422-423, 425, 512-513, 525, 571, 598-599, 601

- **Locate on a United States map major physical features, bodies of water, exploration and trade routes; the states that entered the Union up to 1877; and, identify the states that formed the Confederacy during the Civil War.**

5: *Building a Nation*, E8-E9, H10-H11, H12-H13, H14-H15, H16-H17, H19, H20, H21, H22, 24-27, 28-29, 32-33, 54, 55, 206, 375, 378-379, 435, 440, 477, 479, 486

5: *The United States*, E8-E9, H10-H11, H12-H13, H14-H15, H16-H17, H19, H20, H21, H22, 24-27, 28-29, 32-33, 54, 55, 206, 375, 378-379, 435, 440, 477, 479, 486

6: *The World*, H13, H22, H23, H24, 441, R2-9

- **Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.**

5: *Building a Nation*, 456-457, 458-459, 476, 488-489, 492, 498, 506, 516, 522-523

5: *The United States*, 456-457, 458-459, 476, 488-489, 492, 498, 506, 516, 522-523, 530-531, 594-595

6: *The World*, 422-423, 512-513, 598-599

- **Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.**

5: *Building a Nation*, 11, 38, 80, 150, 169, 173, 219, 221, 223, 227, 238, 243, 269, 277, 285, 289, 297, 298, 310, 315, 318, 431, 468, 469, 495, 500

5: *The United States*, 11, 38, 80, 150, 169, 173, 219, 221, 223, 227, 238, 243, 269, 277, 285, 289, 297, 298, 310, 315, 318, 431, 468, 469, 495, 500, 572, 647, 655

6: *The World*, 16, 216-217, 255, 446, 464, 544, 588, 589, 592, 619, 636, 637, 638, 639, 640, 675

- **Distinguish fact from fiction by examining documentary sources.**

5: *Building a Nation*, 174-175, 320-321, 446-447, 468-469

5: *The United States*, 174-175, 320-321, 446-447, 468-469

6: *The World*, 64-65, 232-233, 308-309, 416-417, 674-675

- **Construct various time lines of United States history since 1877, e.g., landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.**

5: *Building a Nation*, 456-457, 458-459, 476, 488-489, 492, 498, 506, 516, 522-523

5: *The United States*, 456-457, 458-459, 476, 488-489, 492, 498, 506, 516, 522-523, 530-531, 594-595

6: *The World*, 422-423, 512-513, 598-599, R39-R40

- **Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states which entered the Union after 1877.**

5: *Building a Nation*, 176-177, 463

5: *The United States*, 176-177, 463

6: *The World*, This objective is covered in Grade 5.

8.4.3 Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Example Indicators:

- **Explain the historical perspectives of people, e.g., Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans; settlers, slaves, and slave holders; Patriots and Tories; Federalists and Anti-Federalists; Confederates and Yankees; Republicans and Democrats; and rural and urban.**

5: *Building a Nation*, E10-E11, E12-E13, E14-E15, 8-9, 10-11, 48-49, 60-64, 65, 76-80, 82-85, 88-91, 94-97, 128-129, 149, 150, 154, 156-162, 164-167, 168-173, 176-182, 184-185, 196-197, 199, 202-207, 210-214, 216-220, 222-223, 224-227, 232-236, 238-239, 254-255, 258, 262-263, 268-273, 274-275, 276-282, 286-291, 298-299, 302-308, 310-311, 314-319, 340-343, 346-347, 352-353, 354-355, 357, 402-406, 408-413, 416-420, 422-423, 424-425, 430-436, 438-441, 450-451, 464-467, 468-469, 470-474, 475, 476-482, 498-503, 514-515, 516-521, 528

5: *The United States*, E10-E11, E12-E13, E14-E15, 8-9, 10-11, 48-49, 60-64, 65, 76-80, 82-85, 88-91, 94-97, 128-129, 149, 150, 154, 156-162, 164-167, 168-173, 176-182, 184-185, 196-197, 199, 202-207, 210-214, 216-220, 222-223, 224-227, 232-236, 238-239, 254-255, 258, 262-263, 268-273, 274-275, 276-282, 286-291, 298-299, 302-308, 310-311, 314-319, 340-343, 346-347, 352-353, 354-355, 357, 402-406, 408-413, 416-420, 422-423, 424-425, 430-436, 438-441, 450-451, 464-467, 468-469, 470-474, 475, 476-482, 498-503, 514-515, 516-521, 528, 546, 603

6: *The World*, 159, 212-213, 214-215, 218-219, 220-221, 224, 225, 611

- **Describe the causes, costs, and benefits of major events in American history up to 1877, e.g., American Revolution, the Constitutional Convention, the Civil War, and Reconstruction.**

5: *Building a Nation*, 289-291, 302, 305, 306, 310, 312-313, 314-319, 345-347, 407, 461, 484-486, 494, 495, 498-503, 507, 509, 514-515, 517-520

5: *The United States*, 289-291, 302, 305, 306, 310, 312-313, 314-319, 345-347, 407, 461, 484-486, 494, 495, 498-503, 507, 509, 514-515, 517-520

6: *The World*, 456-458, 464-465

8.4.4 Students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

5: *Building a Nation*, This objective is covered in *The United States*.

5: *The United States*, 539, 540, 547, 548, 549, 551, 552, 555, 556, 563, 564, 566, 569, 572, 573, 577, 578, 579, 580, 582, 588, 603, 604, 609, 611, 612, 613, 617, 618, 619, 621, 623, 626, 627, 637, 639, 643, 644, 646, 652, 653, 654, 661, 680, 689

6: *The World*, 618, 645, 646, 647, 648

8.4.5 Students will interpret economic and political issues as expressed in various visuals.

5: *Building a Nation*, H2, 71, 78, 87, 90, 96, 108, 136, 172, 188, 212, 222-223, 270, 312, 310-311, 349, 368-369, 424, 481

5: *The United States*, H2, 71, 78, 87, 90, 96, 108, 136, 172, 188, 212, 222-223, 270, 312, 310-311, 349, 368-369, 424, 481, 547, 549, 550, 565, 566, 573, 576-577, 584-585, 591, 592, 603, 604, 606-607, 610, 612, 619, 621, 622, 627, 633, 646, 653, 659, 662

6: *The World*, 67, 68, 152, 235, 311, 416-417, 419, 420, 450-451, 509, 510, 595, 596, 677, 678, 648

8.4.6 Students will improve their skills in historical research and geographical analysis.**Example Indicators:**

- **Identify analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.**

5: *Building a Nation*, 2-3, 16, 21, 37, 40, 41, 46-47, 79, 93, 103, 126-127, 149, 158, 160, 171, 172, 182, 184, 185, 194-195, 206, 214, 217, 227, 235, 241, 249, 260-261, 269, 270, 275, 279, 281, 282, 288, 290, 299, 304, 316, 330-331, 343, 346, 348, 350, 353, 366, 371, 394-395, 406, 418, 423, 432, 439, 456-457, 467, 471, 478, 481, 500, 504, 508, 510, 519, 525

5: *The United States*, 2-3, 16, 21, 37, 40, 41, 46-47, 70-71, 79, 93, 103, 126-127, 149, 154-155, 158, 160, 171, 172, 182, 184, 185, 194-195, 206, 214, 217, 227, 235, 238-239, 241, 249, 260-261, 269, 270, 275, 279, 281, 282, 288, 290, 299, 304, 314-315, 316, 330-331, 343, 346, 348, 350, 353, 366, 371, 394-395, 406, 418, 422-423, 432, 439, 456-457, 467, 471, 478, 481, 500, 504, 508, 510, 512-513, 519, 525, 530-531, 548, 551, 556, 563, 569, 572, 594-595, 598-599, 610, 612, 620, 621, 622, 626, 627, 628, 638, 640, 644, 646, 647, 651, 659, 660, 665, 668, 669

6: *The World*, 14, 37, 43, 50, 52, 80, 85, 91, 111, 116, 137, 181, 203, 248, 255, 257, 265, 270, 280-281, 284, 286, 289, 291, 295, 328, 331, 335, 339, 352, 353, 358, 363, 379, 383, 401, 407, 409, 410, 431, 437, 440, 443, 457, 458, 459, 463, 471, 476, 477, 487, 488, 495, 499, 500, 501, 523, 528, 530, 536, 547, 549, 550, 552, 559, 561, 569, 570, 571, 573, 577, 579, 586, 607, 609, 611, 619, 623, 639, 640, 642, 643, 645, 647, 648, 655, 661

- **Identify, analyze, and interpret global population distribution in the Middle Ages.**

5: *Building a Nation*, This objective is taught in Grade 6.

5: *The United States*, This objective is taught in Grade 6.

6: *The World*, 340-341

- **Identify and compare contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.**

5: *Building a Nation*, This objective is taught in Grade 6.

5: *The United States*, This objective is taught in Grade 6.

6: *The World*, 35, 36, 38, 39, 41, 49, 57, 58, 82, 93, 101, 110, 124, 130, 138, 163, 170, 175

- **Identify and compare the distribution of major religious culture in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.**

5: *Building a Nation*, This objective is taught in Grade 6.

5: *The United States*, This objective is taught in Grade 6.

6: *The World*, 136-139, 141-143, 294-297, 302, 321, 330-339, 328, 349, 361, 381, 382, 401, 407, 409, 437, 439-441, 611, 612, 614, 615, 616, 639