

A Correlation of

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

GROWTH OF A NATION

to the

**Nebraska**  
Social Studies/History Standards  
Grades 5 & 6



G/SS-44

## 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.

**Scott Foresman Social Studies *Growth of a Nation*  
to the  
Nebraska Social Studies/History Standards**

**Grades Five & Six**

**8.1 UNITED STATES HISTORY**

**8.1.1 By the end of eighth grade, 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.**

6, 7-9, 11, 14-15, 18, 19

*The opportunity to address this objective may be met on the following pages: E2-E3*

*This objective is covered in Scott Foresman Social Studies, The United States*

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

*The opportunity to address this objective may be met on the following pages: 7, 10*

*This objective is covered in Scott Foresman Social Studies: The United States, and Scott Foresman Social Studies: The World*

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

2, 6a, 7, 8-9, 14-15

**8.1.2 By the end of eighth grade, 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.**

10-11, 13, 14-15, 16-17

*The opportunity to address this objective may be met on the following pages: 12, 13*

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

10-11, 13, 15, 18

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

10-11, 14-15, 18, 19

*The opportunity to address this objective may be met on the following pages:*

*E2-E3, 33, 37*

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

2, 10-11

*The opportunity to address this objective may be met on the following pages: 13*

*This objective is covered in Scott Foresman Social Studies, The United States*

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

6a, 14-17, 19

*The opportunity to address this objective may be met on the following pages: 13*

*This objective is covered in Scott Foresman Social Studies, The United States*

### **8.1.3 By the end of eighth grade, 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.**

6a, 10-11, 13-15, 24

*The opportunity to address this objective may be met on the following pages: 38-39*

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

H4-H5, 6a, 16-17

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

E10-E11, H4-H5, 16-18, 25, 29

- **Explain the principal economic and political connections between the colonies and England.**  
16-18, 19, 23
- **Describe sources of dissatisfaction that led to the American Revolution.**  
22-24, R26-R27
- **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, 23, 24-25, 26-27, 29, 30-32, R22, R29  
*The opportunity to address this objective may be met on the following pages:*  
2-3, 22-23
- **Explain major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.**  
4-5, 24-25, 33  
*The opportunity to address this objective may be met on the following pages:*  
22-23, 39, 40-41

**8.1.4 By the end of eighth grade, 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.**  
26-28, R30-R52
- **Describe major issues facing Congress and the first four presidents.**  
26-28, 31-36, 40-41
- **Explain conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.**  
31, R22  
*Related Content: 71*  
*This objective is covered in Scott Foresman Social Studies, The United States*

**8.1.5 By the end of eighth grade, 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.**  
32-35, 55, 63, 67-69, 136-137
- **Describe how the physical geography and various incentives influenced the movement of people, goods, and services**  
32-35, 54, 55-56, 61, 64, 67-69
- **Describe the political relationships between the Americas and Europe, which led to the Monroe Doctrine.**  
33, 40-41  
*This objective is covered in Scott Foresman Social Studies, The United States*
- **Describe the impact of inventions, e.g., the cotton gin, McCormick reaper, etc.**  
34-35, 54, 55-56, 217

**8.1.6 By the end of eighth grade, 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.**  
51, 52c-52d, 53, 54, 55-57, 58-59, 62-64, 65, 67-72, 75-77, 83-84, 116
- **Identify key events leading to secession and war.**  
46-47, 51, 55-56, 61-63, 67-72, 73, 74, 75-77
- **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.**  
36, 46-49, 51, 52, 63, 65, 70, 71-73, 75-76, 83-85, 87, 89, 90, 92, 96, 97, 98, 99-101, 106-107, 130, 242, 251, 481, R22, R23
- **Identify key events during the Civil War, e.g., major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox.**  
47, 76-77, 81, 84-86, 90-91, 96, 97-101, 103
- **Describe life on the battlefield and on the homefront from multiple perspectives.**  
82, 83, 86, 88, 89, 91-93, 104-105

- **Explain the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution.**  
107-111, R45-R46
- **Describe the impact of Reconstruction policies on the South.**  
107-111

**8.1.7 By the end of eighth grade, 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.**  
119, 126d, 127, 130-132, 138, 139-141, 145, 154, 155-159, 160-161, 190, 234  
*The opportunity to address this objective may be met on the following pages: 120, 122*
- **Explain why people immigrated to the United States, describe their obstacles and contributions.**  
123, 130, 132, 141-142, 144, 145, 152, 185-190, 191, 224, 234
- **Describe the growth of American cities and the impact on societies.**  
120, 125, 150, 152-153, 169-170, 182, 185, 188-189, 193-197, 214c, 218-221, 223-229, 230-231, 235, 263
- **Describe the United States participation in key world events, e.g., the Spanish-American War, World War I, etc.**  
208-209, 248, 248e, 250, 251-257, 260-261, 275-280

**8.1.8 By the end of eighth grade, 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.**  
292-293, 295, 302, 304-305, 310, 312-314, 317, 318-319, 333-334
- **Describe the social changes, e.g., women's suffrage, prohibition, etc.**  
241-243, 310, 311, 316  
*The opportunity to address this objective may be met on the following pages: 244, 245, 248c*

- **Describe the economic factors that led to the Great Depression.**  
321-324
- **Describe the extent and depth of business and farm failures, unemployment, and poverty.**  
321-325, 332-333, 370-371
- **Describe the New Deal, the Depression, and the future role of government in the economy.**  
321-325, 329-335
- **Identify key people of the period, e.g., Eleanor and Franklin Roosevelt, Charles Lindbergh, etc.**  
292-293, 295, 299, 302, 309, 312-316, 317, 321, 326, 327, 328, 329, 333, 360-361, 365, R25

**8.1.9 By the end of eighth grade, students will describe key people, events, and ideas since World War II.**

***Example indicators:***

- **Explain segregation, desegregation, and the Civil Rights Movement.**  
378, 379, 381, 418, 419-426, 427, 441-442
- **Describe the changing role of women in America.**  
399, 438, 439-440, 442, 466, 485
- **Describe the technology revolution and its impact on communication, transportation, and new industries.**  
402-403, 429-430, 444, 452, 458-459, 474, 490-491, 496-497, 513, 515, 516-517, 518-519, 520-521
- **Describe the consumer economy and increasing global markets.**  
394, 395-398, 400-401, 490, 492-494
- **Describe the increases in violent crime and illegal drugs.**  
*The opportunity to address this objective may be met on the following pages: 474, 514, Related Content: 311*
- **Explain the effects of increased immigration.**  
476-477, 495



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

378-379, 386-387, 399, 407, 409-412, 413, 420-425, 427, 431-435, 447-453, 466-467, R24-R25

## **8.2 WORLD HISTORY TO 1000 A.D.**

**8.2.1 By the end of eighth grade, students will describe human culture in the Paleolithic and Neolithic Eras.**

### ***Example indicators:***

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

*This objective is covered in Scott Foresman Social Studies: The World*

*The opportunity to address this objective may be met on the following pages: 6, 7*

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

*This objective is covered in Scott Foresman Social Studies: The World*

*The opportunity to address this objective may be met on the following pages: 6, 7*

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

*This objective is covered in Scott Foresman Social Studies: The World*

*The opportunity to address this objective may be met on the following pages: 6, 7*

**8.2.2 By the end of eighth grade, 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.**

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

- **Identify significant contributions and legacies.**

*This objective is covered in Scott Foresman Social Studies: The World*

**8.2.3 By the end of eighth grade, 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.**

*This objective is covered in Scott Foresman Social Studies: The World*

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

**The opportunity to address this objective may be met on the following page:  
481**

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

- **Relate Roman mythology and religion.**

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

- **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.**

*This objective is covered in Scott Foresman Social Studies: The World*

**8.2.4 By the end of eighth grade, students will describe the development and cultural impact of major religions.**

***Example indicators:***

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

**8.2.5 By the end of eighth grade, 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.**

*This objective is covered in Scott Foresman Social Studies: The World*

- **Describe the Age of Charlemagne.**

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

**8.2.6 By the end of eighth grade, 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.**

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*Opportunities to address objective: 9*

*This objective is covered in Scott Foresman Social Studies: The World*

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

*Opportunities to address objective: 9*

*This objective is covered in Scott Foresman Social Studies: The World*

### **8.3 CIVICS AND ECONOMICS**

- 8.3.1 By the end of eighth grade, 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.**  
26-27, 482-484, R36, R44, R47-R52
- **Describe the division and sharing of powers among and within levels of government.**  
26-27, 484, R33-R35, R37-R38
- **Chart the separation and sharing of powers within levels of government.**  
470d, 484  
*The opportunity to address this objective may be met on the following pages:  
26-27*
- **Describe the process of amending the United States and Nebraska Constitutions.**  
28, 484, R30-R40
- **Outline the powers granted to Congress, the President, the Supreme Court, and those reserved to the states.**  
R30-R39, R43

**8.3.2 By the end of eighth grade, 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.**

482-483

*The opportunity to address this objective may be met on the following pages: 452*

- **Describe similarities and differences between the major political parties.**

*The opportunity to address this objective may be met on the following pages:*

31, 71, 233, 483

*Related content: 227, 264-265, 452*

- **Describe voter turnout.**

*The opportunity to address this objective may be met on the following pages: 227, 483*

- **Evaluate the accuracy of campaign advertising.**

*The opportunity to address this objective may be met on the following pages:*

268-269

*Related content: 264-265, 482-483*

- **Discuss bias and identify how media reports, analysis, and editorials are different.**

*The opportunity to address this objective may be met on the following pages: 248c, 264-265, 268-269, 275, 283, 418-426, 433*

*Related content: 482-483*

**8.3.3 By the end of eighth grade, 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.**

*The opportunity to address this objective may be met on the following pages: R33*

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

27, R33, R36-R37

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

E6, 267, 289-291, 324, 330-331, 429, 439, 442-443, 452, 508, 516

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

*The opportunity to address this objective may be met on the following pages:  
31, 71, 227, 233*

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

*36, 58-59, 194-195, 198-199, 234, 237-238, 239, 242-243, 248c, 264-265, 266-267, 268-269, 270-271, 278, 283, 418-426, 433, 436-437, 440-441, 443, 445, 482*

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

*The opportunity to address this objective may be met on the following pages: 62, 68, 180, 418-426, 433, 436-437*

#### **8.3.4 By the end of eighth grade, 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.**

*The opportunity to address this objective may be met on the following pages: 28, 248c, R38-R39*

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

*The opportunity to address this objective may be met on the following pages:  
27-28, R38*

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

*Related Content: 469, 482, R42-R43, R45*

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

*Related Content: 469, 482, R42-R43, R45*

**8.3.5 By the end of eighth grade, 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.**  
321, 335, 488, 489, 492-494, R71, R73, R78  
*The opportunity to address this objective may be met on the following pages: 179, 181, 183, 299 , 324-325, 351*
- **Analyze the effect of producer and consumer behavior on markets.**  
180, 299-300, 302-305, 321, 398, 400, 489
- **Describe the role of individuals and businesses as consumers, savers, investors, and borrowers.**  
168, 178-179, 180-181, 183, 321, 322-323
- **Explain how various institutions help individuals and groups accomplish economic goals.**  
168, 178, 180-181, 302-303, 321, 398
- **Describe common forms of credit, savings, investments, purchases, and contractual agreements, e.g., warranties, and guarantees.**  
168, 398  
*The opportunity to address this objective may be met on the following pages: 322-324, 400*
- **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.**  
*The opportunity to address this objective may be met on the following pages: 168, 179-181, 183, 299*
- **Describe the development of money, savings, and credit.**  
398  
*The opportunity to address this objective may be met on the following pages: 168, 322-324, 400*



**8.3.6 By the end of eighth grade, 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.**

110-111, 130-131, 278, 323-324, 329, 330-331, 397-398, 402, 443, 492-493

*The opportunity to address this objective may be met on the following pages: E4-E5*

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

263-265, 278, 311, 321, 324, 329, 330-331, 400, 492-493

*The opportunity to address this objective may be met on the following pages: 482*

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

514, 519

*The opportunity to address this objective may be met on the following pages:*

*266-267, 443, 452, 490, 513, 515*

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

*The opportunity to address this objective may be met on the following pages:*

8-9, 16, 55-56, 140-142, 177-182, 185, 217, 220, 388, 390-391, 398, 489, 492-493

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

*The opportunity to address this objective may be met on the following pages:*

8-9, 16, 55-56, 140-142, 177-182, 185, 217, 220, 388, 390-391, 398, 489, 492-493

**8.3.7 By the end of eighth grade, 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.**

H2-H3, 237-238, 242-243, 245, 94-95, 421-426, 433, 482-483, 484

*The opportunity to address this objective may be met on the following pages:*

*160-161, 227, 270-271, 436-437*

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- **Identify the way individuals of cultural, ethnic, and other interest groups can influence governments.**  
36, 58-59, 194-195, 198-199, 234, 237-238, 239, 242-243, 248c, 264-265, 266-267, 268-269, 270-271, 278, 283, 418-426, 433, 436-437, 440-441, 443, 445, 482
- **Describe the election process and appointment of officials.**  
26-27, 482-484, R36, R44, R47-R52
- **Describe the impact of the media on public opinion and policy.**  
*The opportunity to address this objective may be met on the following pages: 62, 68, 180, 418-426, 433, 436-437*
- **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.**  
26-27, 482-484, R36, R44, R47-R52  
*The opportunity to address this objective may be met on the following pages: 31, 71, 227, 233, 268-269, 275, 283, 418-426, 433*  
*Related content: 227, 264-265, 452, 482-483*

**8.3.8 By the end of eighth grade, students will describe the purpose and function of the United States Constitution, including the Bill of Rights.**

***Example indicators:***

- **What are inalienable rights?**  
24, 28, R26  
*The opportunity to address this objective may be met on the following pages: R27-R29*
- **What does "life, liberty, and the pursuit of happiness," mean?**  
24, 28, R26  
*This objective is covered in Scott Foresman Social Studies, The United States*
- **What is the rule of law, justice, and equality under the law?**  
*The opportunity to address this objective may be met on the following pages: R27-R29*
- **Describe the Native American heritage, e.g., Iroquois Five Nations Confederacy, "Great Binding Law."**  
*This objective is covered in Scott Foresman Social Studies: The United States*

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

26

*This objective is covered in Scott Foresman Social Studies: The United States, and Scott Foresman Social Studies: The World*

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

24, 28, R26-R29

## **8.4 SKILLS**

- 8.4.1 By the end of eighth grade, 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."**

*This objective is covered in Scott Foresman Social Studies: The United States*

- **Explain the meaning of "E Pluribus Unum."**

475

- **Discuss the importance of the Gettysburg Address.**

98

- **Explain the Preamble to the Constitution.**

R30

*The opportunity to address this objective may be met on the following pages: 28*

*This objective is also covered in Scott Foresman Social Studies: The United States*

- **Explain the Declaration of Independence.**

24, R26-R29

*This objective is also covered in Scott Foresman Social Studies: The United States*

- **Who said ". . . December 7, 1941, a date which will live in infamy"?**

344-345

- **Explain the statement "Ask not what your country can do for you . . . ."**

413

- **Who said "Mr. Gorbachev, tear down this wall!"?**

448

**8.4.2 By the end of eighth grade, 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.**

H4-H7, 2-3, 46-47, 58-59, 120-121, 136-137, 208-209, 392-393, 415, 461, R22-R23, R26-R46

*This objective is covered throughout the text, i.e. 98, 104-105, 170-171*

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

H4-H6, 58-58, 68-69, 70, 98, 152, 154, 160-161, 198-199, 260, 279, 314, 332, 363, 370-371, 424, 458

- **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.**

*Opportunities to address this objective is covered throughout the text, as noted on pages xiii, 2-3, 38-39, 43, 46-49, 120-123, 208-211, 290-293, 376-379, 464-467*

*This objective is covered in Scott Foresman Social Studies: The United States*

- **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.**

H16-H24, 17, 20-21, 32, 35, 63, 67, 69, 76, 99, 103, 127, 223, R10-R15

*This objective is covered throughout the text, as noted on page xi*

- **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.**

208-209, 290-291, 376-377, 382c, 392-393, 415, 461, 464-465, 503-504, R23-R25, R26-R46

*This objective is covered throughout the text, i.e. H6-H7, 220, 332, 362-363, 458-459*

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

15, 58-59, 67-69, 70-71, 107-111, 155, 160-161, 188-189, 198-199, 270-271, 362-363, 387-388, 422-425, 486-487

- **Distinguish fact from fiction by examining documentary sources.**  
260-261, 306-307, 337, 373, 458-459
- **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.**  
*Opportunities to address this objective is covered throughout the text, as noted on pages xiii, 208-209, 232, 240, 250, 272, 290-291, 320, 340, 376-377, 404, 464-465, 502*
- **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.**  
H16-H17, 16, 76, 99, R10-R13

**8.4.3 By the end of eighth grade, 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.**  
E2-E3, E10-E11, 23-25, 31, 36, 37, 55-57, 58-59, 61-64, 65, 67-70, 71-72, 75-77, 89, 91, 107-111, 131-132, 139-142, 144-145, 154-159, 184-189, 191, 193-196, 217-218, 224-226, 233-238, 239, 324-325, 332-333, 352-353, 357, 370-371, 395, 419-425, 427, 441, 445, 474, 476-477, 486-487
- **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.**  
23-24, 26-28, 32, 34, 51, 55-57, 71-72, 75, 83, 89, 91, 93, 97, 108-111, 130-133, 151-153, 158-159  
*This objective is also covered in Scott Foresman Social Studies: The United States*

**8.4.4 By the end of eighth grade, 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.**

253-255, 256-258, 260-261, 273-275, 278-280, 321-325, 329-332, 341-347, 361-364, 388-391, 407-408, 410-412, 429-430, 431-435, 448-451, 483, 503-508

*This objective is also covered in Scott Foresman Social Studies:*

*The United States*

**8.4.5 By the end of eighth grade, students will interpret economic and political issues as expressed in various visuals.**

E4-E5, H23, 283, 330, 367, 400, 409, 419, 425, 433, 439-440, 449, 452, 474, 478-479, 483, 490, 492-493, 506, 513, 515

*The opportunity to address this objective may be met on the following pages:*

*395-399, 420-423, 491*

**8.4.6 By the end of eighth grade, 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.**

6-7

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

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

*This objective is covered in Scott Foresman Social Studies: The World*

- **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.**

*This objective is covered in Scott Foresman Social Studies: The World*