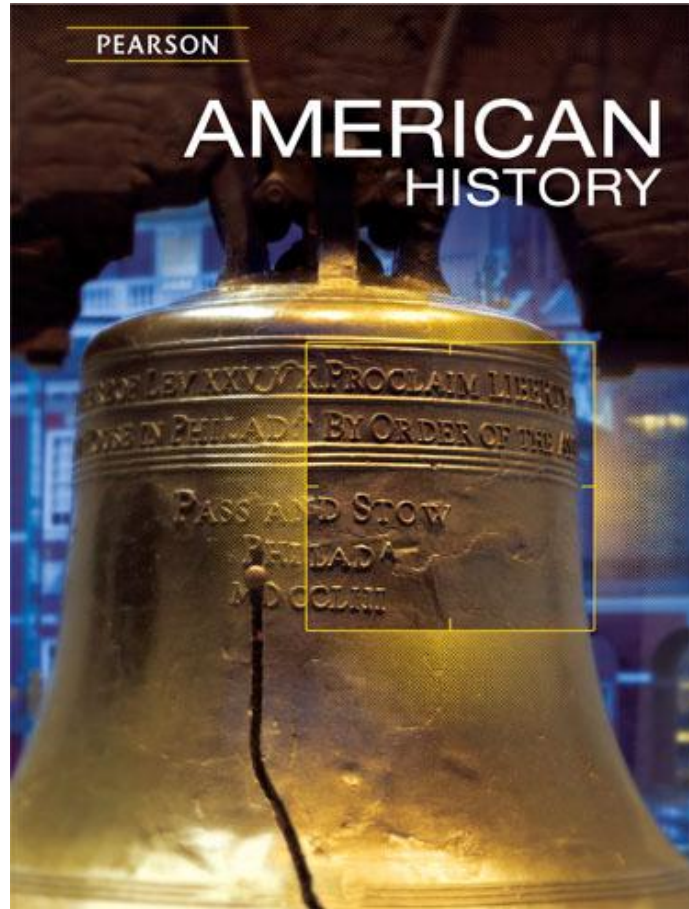


**A Correlation of**



**Beginnings to 1877**

©2016

**To the  
Nebraska  
Social Studies Standards  
Grades 6-8**

# A Correlation of American History, ©2016 to the Nebraska Social Studies Standards

## Introduction

This document demonstrates how ***Pearson American History, ©2016*** meets Nebraska Social Studies Standards, Grades 6-8.

*Pearson* is excited to announce its **NEW *American History*** program for middle grades! The program is designed to unlock the exciting story of our nation's history with engaging stories, activities, and opportunities for drawing connections from the content to students' own lives, expanding their understanding of American history and why it remains important today. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while unlocking the exciting story of our nation's history. The program is available in print, digital, and blended options.

The ***Pearson American History*** program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and "pull-it-all-together" exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

## Technology Reimagined with Pearson's Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBCLearn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

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<p align="center"><b>Nebraska State Board of Education Social Studies Standards</b></p>	<p align="center"><b>American History Beginnings Through Reconstruction ©2016</b></p>
<p><b>Civics: Grades 6-8 (United States/World)</b></p>	
<p><b>K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.</b></p>	
<p><b>Forms and Functions of Government</b></p>	
<p><b>SS 8.1.1 Students will summarize the foundation, structure, and function of the United States government.</b></p>	
<p>SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)</p>	<p><b>SE:</b> The Iroquois League, 14–15; Government in New France, 47; An Improved Form of Government, 51; Mayflower Compact, 56; A Greater Say in Government, 58; A New Colony with Limited Government, 59; The Importance of Local Government, 62; Foundations of Representative Government, 87–88; A Weak Confederation, 138–142; Drafting a Constitution, 143–147; Ideas That Influenced the Constitution, 148–151; Federalists, Antifederalists, and the Bill of Rights, 152–156; Understanding the Constitution, 157–167; Amending the Constitution, 168–171; United States Constitution, 388–411; Primary Sources, 412–414; The Magna Carta, 414; Mayflower Compact, 414–415; Articles of Confederation, 415–420</p> <p><i>Topic Assessment (examples):</i> Topic 2 (3. Analyze Importance of Virginia House of Burgesses), 89; (5. Explain Growth of Representative Government), 89; (6. Explain Significance of Mayflower Compact), 89; (11. Explain William Penn's Role on Development of Self-Government), 90; Topic 4 (1. Explain Articles of Confederation), 176; (2. Summarize Weaknesses of Articles of Confederation), 176; (5. Analyze Principle of Checks and Balances), 176 (7. Identify Influence of the Federalist Papers), 176; (14. Analyze the Principle of Individual Rights), 177</p>

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<p>SS 8.1.1.b Describe the structure and roles of government</p>	<p><b>SE:</b> The Legislative Branch-Congress, 160–162; The Executive Branch-The President, 162–163; The Judicial Branch-The Supreme Court, 163–164; Preventing Abuse of Power, 164; State Government, 165–166; The Responsibilities of Local Government, 166–167; Citizens’ Rights and Responsibilities, 172–175; Topic 4 (9. Explain How Rights and Responsibilities Reflect National Identity), 176</p> <p><i>Topic Assessment:</i> Topic 5 (6. Summarize McCulloch v. Maryland), 224; Topic 8 (4. Evaluate the Impact of Landmark Supreme Court Decisions), 364; Topic 9 (2. Describe the Impact of the Fourteenth Amendment), 386; (4. Evaluate Jim Crow Laws), 386; (8. Evaluate Legislative Reform Programs), 386; (13. Describe the Impact of the Fifteenth Amendment), 387</p>
<p>SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi’s Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)</p>	<p><b>SE:</b> An Improved Form of Government, 51; Mayflower Compact, 56; Drafting a Constitution, 143–147; Ideas That Influenced the Constitution, 148–151; Federalists, Antifederalists, and the Bill of Rights, 152–156; Understanding the Constitution, 157–167; Amending the Constitution, 168–171; United States Constitution, 388–411; Primary Sources, 412–414; The Magna Carta, 414; Mayflower Compact, 414–415; Articles of Confederation, 415–420</p> <p><i>Topic Assessment (examples):</i> Topic 2 (6. Explain Significance of Mayflower Compact), 89; Topic 4 (1. Explain Articles of Confederation), 176; (2. Summarize Weaknesses of Articles of Confederation), 176; (3. Analyze Arguments for Ratification), 176; (5. Analyze Principle of Checks and Balances), 176; (7. Identify Influence of the Federalist Papers), 176; (7. Identify Influence of the Federalist Papers), 176; (14. Analyze the Principle of Individual Rights), 177</p>

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<p>SS 8.1.1.d Explain how various government decisions impact people, places, and history</p>	<p><b>SE:</b> The Iroquois League, 14–15; Government in New France, 47; An Improved Form of Government, 51; Mayflower Compact, 56; A Greater Say in Government, 58; A New Colony with Limited Government, 59; The Importance of Local Government, 62; Foundations of Representative Government, 87–88; A Weak Confederation, 138–142; Federalists, Antifederalists, and the Bill of Rights, 152–156</p> <p><i>Topic Assessment (examples):</i> Topic 2 (3. Analyze Importance of Virginia House of Burgesses), 89; (5. Explain Growth of Representative Government), 89; (6. Explain Significance of Mayflower Compact), 89; (11. Explain William Penn's Role on Development of Self-Government), 90; Topic 4 (1. Explain Articles of Confederation), 176; (2. Summarize Weaknesses of Articles of Confederation), 176; (5. Analyze Principle of Checks and Balances), 176 (7. Identify Influence of the Federalist Papers), 176; (14. Analyze the Principle of Individual Rights), 177</p>
<p>SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)</p>	<p><b>SE:</b> Ideas That Influenced the Constitution, 148–151; Federalists, Antifederalists, and the Bill of Rights, 152–156; Understanding the Constitution, 157–167; Amending the Constitution, 168–171; United States Constitution, 388–411; Primary Sources, 412–414; The Magna Carta, 414; Mayflower Compact, 414–415; Articles of Confederation, 415–420</p> <p><i>Topic Assessment (examples):</i> Topic 3 (12. Define and Give Examples of Unalienable Rights), 134; Topic 4 (5. Analyze Principle of Checks and Balances), 176; (6. Explain Grievances Addressed in U.S. Constitution), 176; (12. Identify Origin of Judicial Review), 177; (13. Analyze Impact of First Amendment on Religious Freedom), 177; (14. Analyze the Principle of Individual Rights), 177; (15. Describe Importance of Free Speech and Free Press), 177</p>

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<p>SS 8.1.1.f Describe the history of political parties in the United States</p>	<p><b>SE:</b> The Origin of Political Parties, 188–191; Democratic Party, 161, 230, 233, 235, 271, 239, 288, 330, 336, 362, 383; Democratic Republicans, 193–196, 197, 200, 205–206, 214, 215, 217, 227; Whig Party, 230, 233, 239, 271; Republican Party, 161, 231, 327, 334, 375</p> <p><i>Topic Assessment:</i> Topic 5 (3. Explain the Origin of Political Parties), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 (2. Identify Political Party Points of View), 271; (7. Identify Age of Jackson), 271</p>
<p>SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)</p>	<p><b>SE:</b> Citizens’ Rights and Responsibilities, 172–175; <i>21st Century Skills:</i> Solve Problems, 472–473; Make Decisions, 473–474; Being an Informed Citizen, 474; Political Participation, 474–475; Voting, 475; Serving on a Jury, 476; Paying Taxes, 476–477</p> <p><i>Topic Assessment:</i> Topic 4 (9. Explain How Rights and Responsibilities Reflect National Identity), 176; Topic 4 (15. Describe Importance of Free Speech and Free Press), 177</p>

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<p>SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security</p>	<p><b>SE:</b> The Iroquois League, 14–15; Government in New France, 47; An Improved Form of Government, 51; Mayflower Compact, 56; A Greater Say in Government, 58; A New Colony with Limited Government, 59; The Importance of Local Government, 62; Foundations of Representative Government, 87–88; Understanding the Constitution, 157–167; Amending the Constitution, 168–171; United States Constitution, 388–411; Primary Sources, 412–414; The Magna Carta, 414; Mayflower Compact, 414–415; Articles of Confederation, 415–420</p> <p><i>Topic Assessment (examples):</i> Topic 2 (3. Analyze Importance of Virginia House of Burgesses), 89; (5. Explain Growth of Representative Government), 89; (6. Explain Significance of Mayflower Compact), 89; (11. Explain William Penn's Role on Development of Self-Government), 90; Topic 4 (1. Explain Articles of Confederation), 176; (2. Summarize Weaknesses of Articles of Confederation), 176; (5. Analyze Principle of Checks and Balances), 176 (7. Identify Influence of the Federalist Papers), 176; (14. Analyze the Principle of Individual Rights), 177</p>



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<p><b>Civic Participation</b></p>	
<p><b>SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.</b></p>	
<p>SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)</p>	<p><b>SE:</b> Citizens’ Rights and Responsibilities, 172–175; The Origin of Political Parties, 188–191; <i>21st Century Skills: Solve Problems, 472–473; Make Decisions, 473–474; Being an Informed Citizen, 474; Political Participation, 474–475; Voting, 475; Serving on a Jury, 476; Paying Taxes, 476–477; also see: Reform Movements, 298–301; Abolitionism, 302–306; Women's Rights, 307–310</i></p> <p>Evaluate Arguments, 119, 147, 223</p> <p><i>Topic Assessment:</i> Topic 4 (9. Explain How Rights and Responsibilities Reflect National Identity), 176; Topic 4 (15. Describe Importance of Free Speech and Free Press), 177</p>
<p>SS 8.1.2. b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran’s Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)</p>	<p><b>SE:</b> Join or Die, 119; Painting of Washington Crossing the Delaware, 120; Print of Betsy Ross sewing flags, 124; Painting of American soldiers hoisting the American Flag, 136; Spectators at Independence Day, 172; Civic virtue and patriotism, 173</p> <p><i>Topic Assessment:</i> Topic 4 (9. Explain How Rights and Responsibilities Reflect National Identity), 176; (16. Summarize and Explain Becoming a Naturalized Citizen), 177</p>

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<p>SS 8.1.2c Demonstrate civic engagement (e.g., service learning projects, volunteerism)</p>	<p><b>SE:</b> <i>21st Century Skills:</i> Solve Problems, 472–473; Make Decisions, 473–474; Being an Informed Citizen, 474; Political Participation, 474–475; Voting, 475; Serving on a Jury, 476; Paying Taxes, 476–477; also see: Reform Movements, 298–301; Abolitionism, 302–306; Women's Rights, 307–310</p> <p>Evaluate Arguments, 119, 147, 223</p> <p><i>Topic Assessment:</i> Topic 4 (9. Explain How Rights and Responsibilities Reflect National Identity), 176; Topic 4 (15. Describe Importance of Free Speech and Free Press), 177</p>

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<p>SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: Mayflower Compact, 56; A Greater Say in Government, 58; A New Colony with Limited Government, 59; The Importance of Local Government, 62; Foundations of Representative Government, 87–88; The French and Indian War, 94–99 Taking Up Arms, 108–115; Winning Independence, 120–131; Understanding the Constitution, 157–167; Amending the Constitution, 168–171; Reform Movements, 298–301; Abolitionism, 302–306; Women's Rights, 307–310</p> <p><i>Topic Assessment (examples):</i> Topic 2 (3. Analyze Importance of Virginia House of Burgesses), 89; (5. Explain Growth of Representative Government), 89; (6. Explain Significance of Mayflower Compact), 89; (11. Explain William Penn's Role on Development of Self-Government), 90; Topic 5 (20. Describe Cause and Effect of Sectionalism), 227; (15. Analyze Conflict Resolution), 226; Topic 6 (1. Identify Congressional Conflicts and Compromises), 271; (3. Summarize Arguments about Tariffs), 271; Topic 7 (7. Describe Effects of Second Great Awakening), 316; Topic 8 (4. Evaluate the Impact of Landmark Supreme Court Decisions), 364; (5. Explain How Sectionalism and States' Rights Caused the Civil War), 364</p>

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<p>SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, Booker T. Washington)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: Reform Movements, 298–301; Abolitionism, 302–306; Women's Rights, 307–310</p> <p><i>Topic Assessment (examples):</i> Topic 7 (5. Describe the Women's Rights Movement), 316; (6. Describe Sectional Differences in Human Characteristics), 316 (7. Describe Effects of Second Great Awakening), 316; (8. Analyze Slavery's Impact), 316; (9. Describe the Contributions of Frederick Douglass), 316; (12. Evaluate Educational Reform), 317; (13. Identify the Colonization Movement), 317 (14. Identify Points of View and Frames of Reference), 317</p>
<p><b>Economics: Grades 6-8 (United States/World)</b></p>	
<p><b>K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.</b></p>	
<p><b>Markets</b></p>	
<p><b>SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.</b></p>	
<p>SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular flow)</p>	<p><b>SE:</b> The Factory System, 277; The Spread of Factories, 278; Free Enterprise and the Industrial Revolution &amp; The Role of Market Forces, 279; The Benefits of Free Enterprise, 285</p> <p><i>Topic Assessment (examples):</i> Topic 2 (7. Explain Development of Free-Enterprise System), 89; (9. Analyze Mercantilism), 89; Topic 5 (4. Explain Development of Free-Enterprise System), 224; Topic 7 (1. Explain Effects of War of 1812 on Manufacturing), 316; (2. Describe Characteristics of Free-Enterprise System), 316; (3. Explain Technology and Economic Growth), 316; (11. Identify Impact of Industrialization on Life), 317</p>

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<p>SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy</p>	<p><b>SE:</b> Free Enterprise and the Industrial Revolution &amp; The Role of Market Forces, 279; The Benefits of Free Enterprise, 285</p> <p><i>Topic Assessment (examples):</i> Topic 2 (7. Explain Development of Free-Enterprise System), 89; (9. Analyze Mercantilism), 89; Topic 5 (4. Explain Development of Free-Enterprise System), 224; Topic 7 (1. Explain Effects of War of 1812 on Manufacturing), 316; (2. Describe Characteristics of Free-Enterprise System), 316; (3. Explain Technology and Economic Growth), 316; (11. Identify Impact of Industrialization on Life), 317</p>
<p>SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)</p>	<p><b>SE:</b> The Age of Steam, 251; Canals Connect the Country, 252–253; The Far West Fur Trade, 255–256; The Industrial Revolution Begins, 276–277; Factories Come to America, 278–279; New Technological Innovations, 282; The Age of Steam Power, 283–285; The Cotton Kingdom, 290–291</p> <p><i>Topic Assessment (examples):</i> Topic 2 (7. Explain Development of Free-Enterprise System), 89; (9. Analyze Mercantilism), 89; Topic 5 (4. Explain Development of Free-Enterprise System), 224; Topic 7 (1. Explain Effects of War of 1812 on Manufacturing), 316; (2. Describe Characteristics of Free-Enterprise System), 316; (3. Explain Technology and Economic Growth), 316; (11. Identify Impact of Industrialization on Life), 317</p>
<p>SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy</p>	<p><b>SE:</b> The Factory System, 277; The Role of Market Forces, 279; New Technological Innovations, 282–283; The Benefits of Free Enterprise, 285</p> <p><i>Topic Assessment (examples):</i> Topic 1 (9. Compare Effects of Technological Innovations on Daily Life), 31; Topic 7 (2. Describe Characteristics of Free-Enterprise System), 316; (3. Explain Technology and Economic Growth), 316</p>

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<b>SS 8.2.2 Students will describe the relationship between supply and demand.</b>	
SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)	<b>SE:</b> Supply and demand, 277
SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)	<b>SE:</b> Adam Smith and Laissez Faire, 197; Supply and demand, 277; also see: The Factory System, 277; The Role of Market Forces, 279; New Technological Innovations, 282–283; The Benefits of Free Enterprise, 285  <i>Topic Assessment:</i> Topic 5 (4. Explain Development of Free-Enterprise System), 224
<b>Institutions</b>	
<b>SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.</b>	
SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)	<b>SE:</b> Creating a Stable Economy, 183–184; The Bank War, 239–240  <i>Topic Assessment:</i> Topic 5 (6. Summarize McCulloch v. Maryland), 224; Topic 7 (2. Describe Characteristics of Free-Enterprise System), 316
SS 8.2.3 b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)	<b>SE:</b> Analyze Data: Costs of the Civil War (GNP), 362

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<b>SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.</b>	
SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)	<p><b>SE:</b> The Factory System, 277; Factories Come to America, 278–279; New Technological Innovations, 282; The Age of Steam Power, 283–285; The Cotton Kingdom, 290–291</p> <p><i>Topic Assessment (examples):</i> Topic 2 (7. Explain Development of Free-Enterprise System), 89; (9. Analyze Mercantilism), 89; Topic 5 (4. Explain Development of Free-Enterprise System), 224; Topic 7 (1. Explain Effects of War of 1812 on Manufacturing), 316; (2. Describe Characteristics of Free-Enterprise System), 316; (3. Explain Technology and Economic Growth), 316; (11. Identify Impact of Industrialization on Life), 317</p>
<b>Financial Literacy</b>	
<b>SS 8.2.5 Students will identify the basic economic systems in the global economy.</b>	
SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	<p><b>SE:</b> Creating a Stable Economy, 183–184; The Bank War, 239–240</p> <p><i>Topic Assessment:</i> Topic 5 (6. Summarize McCulloch v. Maryland), 224; Topic 7 (2. Describe Characteristics of Free-Enterprise System), 316</p>
SS. 8.2.5 b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	<p><b>SE:</b> Adam Smith and Laissez Faire, 197; The Factory System, 277; also see: Alexander Hamilton and National Debt, 181–183; Creating a Stable Economy, 183–184; The Bank War, 239–240</p> <p><i>Topic Assessment:</i> Topic 5 (4. Explain Development of Free-Enterprise System), 224</p>

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<b>SS 8.2.6 (Addressed in High School Financial Institutions Standard)</b>	
<b>SS 8.2.7, SS.8.2.8, SS 8.2.9 Begins in High School</b>	
<b>Government</b>	
<b>SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.</b>	
SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)	<b>SE:</b> The States' Obligations to Citizens, 166; The Responsibilities of Local Government, 166–167
SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)	<b>SE:</b> For related material see: The States' Obligations to Citizens, 166; The Responsibilities of Local Government, 166–167; Reform Movements, 298–301  <i>Topic Assessment:</i> Topic 7 (12. Evaluate Educational Reform), 317
<b>SS 8.2.11 Students will explain how tax revenues are collected and distributed.</b>	
SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)	<b>SE:</b> For related material see: Taxation Sparks the Whiskey Rebellion, 183–184; Taxation and Inflation, 353; Taxation Without Representation, 380  <i>Topic Assessment:</i> Topic 5 (2. Summarize Taxation and the Whiskey Rebellion), 224
SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)	<b>SE:</b> The States' Obligations to Citizens, 166; The Responsibilities of Local Government, 166–167
<b>Globalization</b>	
<b>SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.</b>	
SS 8.2.12.a Differentiate between exports and imports	<b>SE:</b> Imports and Exports, 85; also see: Trading Across the Atlantic, 86–87; Tariffs and Trade, 238  <i>Topic Assessment:</i> Topic 2 (9. Analyze Mercantilism), 89
SS 8.12.12.b Explain how individuals gain through specialization and voluntary trade	<b>SE:</b> Mercantilism and the English Colonies, 85–86; Trading Across the Atlantic, 86–87  <i>Topic Assessment:</i> Topic 2 (9. Analyze Mercantilism), 89



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<b>SS 8.2.13 Students will identify how international trade affects the domestic economy.</b>	
SS 8.2.13.a Explain that currency must be converted to make purchases in other countries	<b>SE:</b> For related material see: Creating a Stable Economy, 183–184; The Bank War, 239–240
SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down	<b>SE:</b> For related material see: Creating a Stable Economy, 183–184; The Bank War, 239–240
<b>Geography: Grades 6-8 (United States/World)</b>	
<b>K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.</b>	
<b>The World in Spatial Terms</b>	
<b>SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth’s surface.</b>	
SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	<p><b>SE:</b> Analyze Maps (examples), 5, 10, 18, 19, 23, 38, 39, 42, 45, 95, 96, 99, 234, 244, 250, 255, 258, 266, 267, 339, 344; Analyze Charts (examples), 11, 20, 43, 52, 75, 97, 106, 121, 159, 189; Analyze Data (examples), 154, 174, 181, 182, 195, 205, 292, 322, 332, 340, 351, 362; Analyze Graphs (examples), 28, 58, 141, 174, 181, 247, 281, 309, 354, 385; Analyze Timeline, 26, 154; <i>21st Century Skills:</i> Read Physical Maps, Create Charts and Maps, 787–788; 789–790; Read Political Maps, 790–791; Read Special-Purpose Maps, 791–792; Use Parts of a Map, 792–793</p> <p><i>Topic Assessment:</i> Topic 2 (10. Pose and Answer Questions about Geographic Distributions and Patterns), 90; Topic 3 (1. Locate Places of Importance), 132; Topic 5 (10. Identify and Locate Louisiana Purchase), 225; Topic 6 (9. Describe Expanded Suffrage), 272; Topic 8 (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365; Topic 9 (11. Analyze Thematic Maps), 387</p>

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<p>SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)</p>	<p><b>SE:</b> <i>21st Century Skills:</i> Create Charts and Maps, 459–460; Read Physical Maps, 461–462; Read Political Maps, 462–463; Read Special-Purpose Maps, 463–464; Use Parts of a Map, 464–465</p> <p><i>Topic Assessment:</i> Topic 2 (10. Pose and Answer Questions about Geographic Distributions and Patterns), 90; Topic 3 (1. Locate Places of Importance), 132; Topic 5 (10. Identify and Locate Louisiana Purchase), 225; Topic 8 (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365</p>
<p>SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)</p>	<p><b>SE:</b> For related material see: <i>21st Century Skills:</i> Create Charts and Maps, 459–460</p> <p><i>Topic Assessment:</i> Topic 2 (10. Pose and Answer Questions about Geographic Distributions and Patterns), 90</p>
<p><b>Places and Regions</b></p>	
<p><b>SS 8.3.2 Students will examine how regions form and change over time.</b></p>	
<p>SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: The Early Americans, 4–15; Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; The Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290–297</p> <p><i>Topic Assessment (examples):</i> Topic 2 (4. Describe Religious Motivation for Immigration), 89; Topic 3 (2. Analyze Effect of Human Geographic Factors), 132; (3. Analyze Effects of Physical Geographic Factors), 132; Topic 6 (4. Analyze California Gold Rush), 271</p>

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<p>SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: Culture and the Physical Characteristics of North America, 9–12; European Exploration in the Americas, 24–29; Other Spanish Exploration, 26–27; The Columbian Exchange, 27–29; The Search for Gold Continues, 38–39; Exploring the Louisiana Territory, 200–203; Canals Connect the Country, 252–253; The Far West Fur Trade, 255–256; The Industrial Revolution Begins, 276–277; Factories Come to America, 278–279; New Technological Innovations, 282; The Age of Steam Power, 283–285; The Cotton Kingdom, 290–291</p> <p><i>Topic Assessment (examples):</i> Topic 1 (3. Analyze Environmental Influences on Settlement Patterns), 30; (6. Describe Negative Consequences of Columbian Exchange), 31; (12. Describe Positive Consequences of Columbian Exchange), 31; Topic 3 (2. Analyze Effect of Human Geographic Factors), 132; (3. Analyze Effects of Physical Geographic Factors), 132; Topic 6 (4. Analyze California Gold Rush), 271; Topic 8 (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365</p>

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<p>SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: Adapting to and Modifying Environments, 5; Tenochtitlan, 6–7; Land and People of the Southwest, 8; The Columbian Exchange, 27–29; The Search for Gold Continues, 38–39; Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Exploring the Louisiana Territory, 200–203; Canals Connect the Country, 252–253; The Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290–297</p> <p><i>Topic Assessment:</i> Topic 1 (6. Describe Negative Consequences of Columbian Exchange), 31; (9. Compare Effects of Technological Innovations on Daily Life), 31; (14. Describe Positive and Negative Consequences of Environmental Modifications), 32; Topic 6 (4. Analyze California Gold Rush), 271</p>

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<p>SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Native Americans on the Frontier, 243–248; Westward Movement, 249–253; Settling Oregon Country, 254–258; Independence for Texas, 259–262; Manifest Destiny in California and the Southwest, 263–270; King Cotton and Life in the South, 290–297; Conflicts and Compromises, 320–326; Reconstruction and Southern Society, 378–381</p> <p><i>Topic Assessment (examples):</i> Topic 1 (4. Compare Human Characteristics), 30; Topic 2 (2. Explain the Founding of Jamestown), 89; Topic 5 (7. Locate Regions of Importance), 224; (9. Identify Era of Sectionalism), 224; (20. Describe Cause and Effect of Sectionalism), 227; Topic 6 (13. Explain Roots of Manifest Destiny), 272; Topic 7 (6. Describe Sectional Differences in Human Characteristics), 316; Topic 9 (11. Analyze Thematic Maps), 387</p>

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<p>SS 8.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: Culture and the Physical Characteristics of North America, 9–12; European Exploration in the Americas, 24–29; Other Spanish Exploration, 26–27; The Columbian Exchange, 27–29; The Search for Gold Continues, 38–39; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Exploring the Louisiana Territory, 200–203; Westward Movement, 249–253; Settling Oregon Country, 254–258; Manifest Destiny in California and the Southwest, 263–270</p> <p><i>Topic Assessment (examples):</i> Topic 1 (2. Analyze Environmental Influences on Population Distribution), 30; (6. Describe Negative Consequences of Columbian Exchange), 31; (11. Identify Reasons for European Exploration), 31; (12. Describe Positive Consequences of Columbian Exchange), 31; Topic 2 (1. Describe Causes of Spanish Colonization), 89; Topic 3 (3. Analyze Effects of Physical Geographic Factors), 132; Topic 5 (7. Locate Regions of Importance), 224</p>

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<b>Physical Systems</b>	
<b>SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment</b>	
SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)	<p><b>SE:</b> For related material see: Adapting to and Modifying Environments, 5; Tenochtitlan, 6–7; Culture and the Physical Characteristics of North America, 9–12; The Columbian Exchange, 27–29; Exploring the Louisiana Territory, 200–203; The Far West Fur Trade, 255–256</p> <p><i>Topic Assessment (examples):</i> Topic 1 (3. Analyze Environmental Influences on Settlement Patterns), 30; (6. Describe Negative Consequences of Columbian Exchange), 31; (12. Describe Positive Consequences of Columbian Exchange), 31; Topic 1 (14. Describe Positive and Negative Consequences of Environmental Modifications), 32; Topic 3 (3. Analyze Effects of Physical Geographic Factors), 132</p>
SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)	<p><b>SE:</b> For related material see: Adapting to and Modifying Environments, 5; Tenochtitlan, 6–7; Culture and the Physical Characteristics of North America, 9–12; The Columbian Exchange, 27–29; Exploring the Louisiana Territory, 200–203</p> <p><i>Topic Assessment (examples):</i> Topic 1 (3. Analyze Environmental Influences on Settlement Patterns), 30; (6. Describe Negative Consequences of Columbian Exchange), 31; (12. Describe Positive Consequences of Columbian Exchange), 31; Topic 1 (14. Describe Positive and Negative Consequences of Environmental Modifications), 32; Topic 3 (3. Analyze Effects of Physical Geographic Factors), 132</p>
SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)	<p><b>SE:</b> For related material see: The First Americans, 4–5; Early North American Societies (climate, land), 8–9</p>

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<b>Human Systems</b>	
<b>SS 8.3.4 Students will analyze and interpret patterns of culture around the world.</b>	
<p>SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: The Early Americans, 4–15; Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Native Americans on the Frontier, 243–248; Westward Movement, 249–253; Settling Oregon Country, 254–258; Independence for Texas, 259–262; Manifest Destiny in California and the Southwest, 263–270</p> <p><i>Topic Assessment (examples):</i> Topic 2 (4. Describe Religious Motivation for Immigration), 89; (3. Analyze Effects of Physical Geographic Factors), 132; Topic 6 (4. Analyze California Gold Rush), 271</p>
<p>SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Mercantilism and the English Colonies, 85–86; Trading Across the Atlantic, 86–87; Tariffs and Trade, 238; Manifest Destiny in California and the Southwest, 263–270</p> <p><i>Topic Assessment (examples):</i> Topic 1 (2. Analyze Environmental Influences on Population Distribution), 30; Topic 2 (1. Describe Causes of Spanish Colonization), 89; (9. Analyze Mercantilism), 89; Topic 5 (7. Locate Regions of Importance), 224; Topic 6 (4. Analyze California Gold Rush), 271</p>



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<p>SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities, )</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: The Early Americans, 4–15; Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Native Americans on the Frontier, 243–248; Westward Movement, 249–253; Settling Oregon Country, 254–258; Independence for Texas, 259–262; Manifest Destiny in California and the Southwest, 263–270</p> <p><i>Topic Assessment (examples):</i> Topic 2 (4. Describe Religious Motivation for Immigration), 89; (3. Analyze Effects of Physical Geographic Factors), 132; Topic 6 (4. Analyze California Gold Rush), 271</p>
<p><b>Human/Environment Interaction</b></p>	
<p><b>SS 8.3.5 Students will analyze how humans have adapted to different physical environments.</b></p>	
<p>SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)</p>	<p><b>SE:</b> For related material see: Adapting to and Modifying Environments, 5; Tenochtitlan, 6–7; Culture and the Physical Characteristics of North America, 9–12; The Columbian Exchange, 27–29</p> <p><i>Topic Assessment (examples):</i> Topic 1 (3. Analyze Environmental Influences on Settlement Patterns), 30; Topic 3 (3. Analyze Effects of Physical Geographic Factors), 132</p>

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<p>SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: Adapting to and Modifying Environments, 5; Tenochtitlan, 6–7; Land and People of the Southwest, 8; The Columbian Exchange, 27–29; The Search for Gold Continues, 38–39; Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Exploring the Louisiana Territory, 200–203; Canals Connect the Country, 252–253; The Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290–297</p> <p><i>Topic Assessment (examples):</i> Topic 1 (6. Describe Negative Consequences of Columbian Exchange), 31; (9. Compare Effects of Technological Innovations on Daily Life), 31; (14. Describe Positive and Negative Consequences of Environmental Modifications), 32; Topic 6 (4. Analyze California Gold Rush), 271</p>
<p>SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)</p>	<p><b>SE:</b> For related material see: Adapting to and Modifying Environments, 5; Tenochtitlan, 6–7; Culture and the Physical Characteristics of North America, 9–12; The Columbian Exchange, 27–29; Exploring the Louisiana Territory, 200–203; The Far West Fur Trade, 255–256</p> <p><i>Topic Assessment (examples):</i> Topic 1 (3. Analyze Environmental Influences on Settlement Patterns), 30; (6. Describe Negative Consequences of Columbian Exchange), 31; (12. Describe Positive Consequences of Columbian Exchange), 31; Topic 1 (14. Describe Positive and Negative Consequences of Environmental Modifications), 32; Topic 3 (3. Analyze Effects of Physical Geographic Factors), 132</p>

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<p>SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: The Columbian Exchange, 27–29; The Search for Gold Continues, 38–39; Mercantilism and the English Colonies, 85–86; Trading Across the Atlantic, 86–87; Tariffs and Trade, 238; The Far West Fur Trade, 255–256; The Industrial Revolution Begins, 276–277; Factories Come to America, 278–279; The Cotton Kingdom, 290–291</p> <p><i>Topic Assessment (examples):</i> Topic 1 (2. Analyze Environmental Influences on Population Distribution), 30; Topic 2 (1. Describe Causes of Spanish Colonization), 89; (9. Analyze Mercantilism), 89; Topic 5 (7. Locate Regions of Importance), 224; Topic 6 (4. Analyze California Gold Rush), 271</p>
<p>SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources )</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: Adapting to and Modifying Environments, 5; Tenochtitlan, 6–7; Land and People of the Southwest, 8; The Columbian Exchange, 27–29; The Search for Gold Continues, 38–39; Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Exploring the Louisiana Territory, 200–203; Canals Connect the Country, 252–253; The Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290–297</p> <p><i>Topic Assessment (examples):</i> Topic 1 (6. Describe Negative Consequences of Columbian Exchange), 31; (9. Compare Effects of Technological Innovations on Daily Life), 31; (14. Describe Positive and Negative Consequences of Environmental Modifications), 32; Topic 6 (4. Analyze California Gold Rush), 271</p>

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<p><b>Application of Geography to Issues and Events</b></p>	
<p><b>SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</b></p>	
<p>SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: The Early Americans, 4–15; Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Native Americans on the Frontier, 243–248; Westward Movement, 249–253; Settling Oregon Country, 254–258; Independence for Texas, 259–262; Manifest Destiny in California and the Southwest, 263–270</p> <p><i>Topic Assessment (examples):</i> Topic 2 (4. Describe Religious Motivation for Immigration), 89; (3. Analyze Effects of Physical Geographic Factors), 132; Topic 6 (4. Analyze California Gold Rush), 271</p>

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<p>SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: Culture and the Physical Characteristics of North America, 9–12; European Exploration in the Americas, 24–29; Other Spanish Exploration, 26–27; The Columbian Exchange, 27–29; The Search for Gold Continues, 38–39; Exploring the Louisiana Territory, 200–203; Canals Connect the Country, 252–253; The Far West Fur Trade, 255–256; The Industrial Revolution Begins, 276–277; Factories Come to America, 278–279; New Technological Innovations, 282; The Age of Steam Power, 283–285; The Cotton Kingdom, 290–291</p> <p><i>Topic Assessment (examples):</i> Topic 1 (3. Analyze Environmental Influences on Settlement Patterns), 30; (6. Describe Negative Consequences of Columbian Exchange), 31; (12. Describe Positive Consequences of Columbian Exchange), 31; Topic 3 (2. Analyze Effect of Human Geographic Factors), 132; (3. Analyze Effects of Physical Geographic Factors), 132; Topic 6 (4. Analyze California Gold Rush), 271; Topic 8 (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365</p>

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<b>History: Grades 6-8 (United States: Colonial America to the Progressive Era)</b>	
<b>K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</b>	
<b>Chronological Thinking</b>	
<b>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</b>	
SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)	<b>SE:</b> Analyze Timeline, 26, 154; also see: Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289; Cause and Effect Chart, 156; <i>21st Century Skills</i> : Sequence, 447; Analyze Cause and Effect, 449-450  <i>Topic Assessment:</i> Topic 5 (9. Identify Era of Sectionalism), 224; Topic 6 (7. Identify Age of Jackson), 271
SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)	<b>SE:</b> Analyze Timeline, 26, 154; <i>21st Century Skills</i> : Sequence, 447; Analyze Cause and Effect, 449-450  <i>Topic Assessment:</i> Topic 5 (9. Identify Era of Sectionalism), 224; Topic 6 (7. Identify Age of Jackson), 271
SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future	<b>SE:</b> Analyze Timeline, 26, 154; also see: Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289; Cause and Effect Chart, 156; <i>21st Century Skills</i> : Sequence, 447; Analyze Cause and Effect, 449-450  <i>Topic Assessment:</i> Topic 5 (9. Identify Era of Sectionalism), 224; Topic 6 (7. Identify Age of Jackson), 271

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<p><b>Historical Comprehension</b></p>	
<p><b>SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</b></p>	
<p>SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, Orville and Wilbur Wright)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: Winning Independence, 120–131; Madison and the War of 1812, 207–214; Westward Movement, 249–253; Settling Oregon Country, 254–258; Independence for Texas, 259–262; Manifest Destiny in California and the Southwest, 263–270</p> <p><i>Topic Assessment (examples):</i> Topic 2 (4. Describe Religious Motivation for Immigration), 89; (3. Analyze Effects of Physical Geographic Factors), 132; Topic 6 (4. Analyze California Gold Rush), 271</p>

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<p>SS 8.4.2.b (US)Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts</p>	<p><b>SE:</b> Analyze Maps (examples), 5, 10, 18, 19, 23, 38, 39, 42, 45, 95, 96, 99, 234, 244, 250, 255, 258, 266, 267, 339, 344; Analyze Data (examples), 154, 174, 181, 182, 195, 205, 292, 322, 332, 340, 351, 362; Analyze Graphs (examples), 28, 58, 141, 174, 181, 247, 281, 309, 354, 385; Analyze Timeline, 26, 154; <i>21st Century Skills:</i> Read Physical Maps, Create Charts and Maps, 459–460; 789–790; Read Political Maps, 462–463; Read Special-Purpose Maps, 463–464; Use Parts of a Map, 464–465</p> <p><i>Topic Assessment:</i> Topic 2 (10. Pose and Answer Questions about Geographic Distributions and Patterns), 90; Topic 3 (1. Locate Places of Importance), 132; Topic 5 (10. Identify and Locate Louisiana Purchase), 225; Topic 6 (9. Describe Expanded Suffrage), 272; Topic 8 (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365; Topic 9 (11. Analyze Thematic Maps), 387</p>



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<p>SS 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources</p>	<p><b>SE:</b> <i>21st Century Skills:</i> Interpret Sources, 456; Analyze Primary and Secondary Sources, 465–466; Compare Viewpoints, 466–467; Identify Bias, 467–468; Evaluate Existing Arguments, 468–469; Consider and Counter Opposing Arguments, 469–470; also see: <i>Critical Thinking Questions:</i> Cite Evidence, 63, 69, 76, 88, 107, 119, 150; Support a Point of View with Evidence, 29, 84; Support Ideas with Evidence, 167, 195, 315; Support Ideas with Examples, 15, 23, 53, 63, 151, 156, 171</p> <p><i>Topic Assessment (using primary sources):</i> Topic 1 (5. Evaluate Sources), 31; (7. Locate and Use Valid Primary and Secondary Sources), 31; (16. Differentiate Between Valid Primary and Secondary Sources), 32; Topic 3 (6. Organize and Interpret Information from Reports), 133; (13. Identify Colonial Grievances in the Declaration of Independence), 134; (15. Identify Colonial Grievance in the Declaration of Independence), 134; Topic 5 (6. Summarize <i>McCulloch v. Maryland</i>), 224; (8. Explain Monroe Doctrine), 224</p> <p><i>Topic Assessment (research activities):</i> Topic 2 (9. Analyze Mercantilism), 89; Topic 3 (5. Create Written Presentation), 133; (6. Organize and Interpret Information from Reports), 133; Topic 6 (9. Describe Expanded Suffrage), 272</p>

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<p align="center"><b>Nebraska State Board of Education Social Studies Standards</b></p>	<p align="center"><b>American History Beginnings Through Reconstruction ©2016</b></p>
<p><b>Multiple Perspectives</b></p>	
<p><b>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</b></p>	
<p>SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)</p>	<p><b>SE:</b> <i>21st Century Skills:</i> Compare Viewpoints, 466–467; Identify Bias, 467–468; Evaluate Existing Arguments, 468–469; also see: Compare Points of View, 88; Evaluate Arguments, 119, 147, 223; Support a Point of View with Evidence, 29, 84</p> <p>Topic 5 (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 (3. Summarize Arguments about Tariffs), 271</p>
<p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)</p>	<p><b>SE:</b> <i>21st Century Skills:</i> Compare Viewpoints, 466–467; Identify Bias, 467–468; Evaluate Existing Arguments, 468–469; also see: Compare Points of View, 88</p> <p><i>Topic Assessment (using primary sources):</i> Topic 1 (5. Evaluate Sources), 31; (7. Locate and Use Valid Primary and Secondary Sources), 31; (16. Differentiate Between Valid Primary and Secondary Sources), 32; Topic 3 (6. Organize and Interpret Information from Reports), 133; (13. Identify Colonial Grievances in the Declaration of Independence), 134; (15. Identify Colonial Grievance in the Declaration of Independence), 134; Topic 5 (6. Summarize <i>McCulloch v. Maryland</i>), 224; (8. Explain Monroe Doctrine), 224</p>

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Nebraska State Board of Education Social Studies Standards	American History Beginnings Through Reconstruction ©2016
<b>Historical Analysis and Interpretation</b>	
<b>SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.</b>	
<p>SS 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration</p>	<p><b>SE:</b> <i>Primary Sources are embedded within the text (examples):</i> 47, 69, 161, 225; also see: <i>21st Century Skills:</i> Interpret Sources, 456; Analyze Primary and Secondary Sources, 465–466; Compare Viewpoints, 466–467; Identify Bias, 467–468; Evaluate Existing Arguments, 468–469; Consider and Counter Opposing Arguments, 469–470</p> <p><i>Topic Assessment (using primary sources):</i> Topic 5 (6. Summarize <i>McCulloch v. Maryland</i>), 224; (8. Explain Monroe Doctrine), 224</p> <p><i>Topic Assessment (examples of research activities):</i> Topic 4 (3. Analyze Arguments for Ratification), 176; Topic 5 (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 (3. Summarize Arguments about Tariffs), 271; (9. Describe Expanded Suffrage), 272; (12. Explain Constitutional Issues in Nullification Crisis), 272; Topic 7 (10. Explain Reasons for Rapid Urbanization), 317</p>
<p>SS 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., <i>Why and how was land acquired?</i>)</p>	<p><b>SE:</b> Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289; Cause and Effect Chart, 156; <i>21st Century Skills:</i> Analyze Cause and Effect, 449–450</p> <p><i>Topic Assessment (examples):</i> Topic 6 (8. Explain Causes of War), 271; (1. Explain Effects of War of 1812 on Manufacturing), 316; (7. Describe Effects of Second Great Awakening), 316; Topic 8 (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365; Topic 9 (1. Analyze the Causes and Effects of Economic Differences between the North and South), 386; (5. Describe the Effects of the Civil War on the South), 386; (7. Describe the Effects of Laws Passed During Reconstruction), 386</p>

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<p>SS 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: Culture and the Physical Characteristics of North America, 9–12; European Exploration in the Americas, 24–29; Other Spanish Exploration, 26–27; The Columbian Exchange, 27–29; The Search for Gold Continues, 38–39; Exploring the Louisiana Territory, 200–203; Canals Connect the Country, 252–253; The Far West Fur Trade, 255–256; The Industrial Revolution Begins, 276–277; Factories Come to America, 278–279; New Technological Innovations, 282; The Age of Steam Power, 283–285; The Cotton Kingdom, 290–291</p> <p><i>Topic Assessment (examples):</i> Topic 1 (3. Analyze Environmental Influences on Settlement Patterns), 30; (6. Describe Negative Consequences of Columbian Exchange), 31; (12. Describe Positive Consequences of Columbian Exchange), 31; Topic 3 (2. Analyze Effect of Human Geographic Factors), 132; (3. Analyze Effects of Physical Geographic Factors), 132; Topic 6 (4. Analyze California Gold Rush), 271; Topic 8 (4. Evaluate the Impact of Landmark Supreme Court Decisions), 364</p>

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<p>SS 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)</p>	<p><b>SE:</b> Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289; Cause and Effect Chart, 156; <i>21st Century Skills: Analyze Cause and Effect</i>, 449–450</p> <p><i>Topic Assessment (examples):</i> Topic 6 (8. Explain Causes of War), 271; (1. Explain Effects of War of 1812 on Manufacturing), 316; (7. Describe Effects of Second Great Awakening), 316; Topic 8 (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365; Topic 9 (1. Analyze the Causes and Effects of Economic Differences between the North and South), 386; (5. Describe the Effects of the Civil War on the South), 386; (7. Describe the Effects of Laws Passed During Reconstruction), 386</p>
<p>SS 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)</p>	<p><b>SE:</b> Essential Question, 2, 34, 92, 136, 178, 228, 274, 318, 366, 388; Enduring Understandings, 3, 35, 93, 137, 179, 229, 275, 319, 389; Write About the Essential Question, 32, 90, 135, 177, 227, 272, 317, 365, 387</p>
<p><b>Historical Research Skills</b></p>	
<p><b>SS 8.4.5 Students will develop historical research skills.</b></p>	
<p>SS 8.4.5.a (US) Develop questions about United States history</p>	<p><b>SE:</b> Essential Question, 2, 34, 92, 136, 178, 228, 274, 318, 366, 388; Section Assessment, 15, 23, 29, 43, 53, 63, 69, 76, 84, 88, 99, 115, 119, 131, 142, 147, 151, 156, 167, 171, 175, 187, 191, 195, 206, 214, 223, 236, 242, 248, 252, 258, 262, 270, 289, 297, 301, 306, 310, 315, 326, 334, 342, 347, 355, 363, 372, 377, 381, 385; Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387</p>

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<p>SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)</p>	<p><b>SE:</b> <i>Primary Sources are embedded within the text (examples): 47, 69, 161, 225; also see: 21st Century Skills: Interpret Sources, 456; Analyze Primary and Secondary Sources, 465–466; Compare Viewpoints, 466–467; Identify Bias, 467–468; Evaluate Existing Arguments, 468–469; Consider and Counter Opposing Arguments, 469–470</i></p> <p><i>Topic Assessment (using primary sources):</i> Topic 5 (6. Summarize <i>McCulloch v. Maryland</i>), 224; (8. Explain Monroe Doctrine), 224</p> <p><i>Topic Assessment (examples of research activities):</i> Topic 4 (3. Analyze Arguments for Ratification), 176; Topic 5 (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 (3. Summarize Arguments about Tariffs), 271; (9. Describe Expanded Suffrage), 272; (12. Explain Constitutional Issues in Nullification Crisis), 272; Topic 7 (10. Explain Reasons for Rapid Urbanization), 317</p>

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<p>SS 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)</p>	<p><b>SE:</b> <i>Research Activities:</i> Topic 1 Assessment (13. Compare Effects of Technological Innovations on Daily Life), 32; Topic 2 Assessment (9. Analyze Mercantilism), 89; Topic 3 Assessment (5. Create Written Presentation), 133; (6. Organize and Interpret Information from Reports), 133; (14. Explain Issues Surrounding Declaring Independence), 134; (16. Contributions of Women), 134; (17. Contributions of African Americans), 135; Topic 4 Assessment (11. Summarize Amending U.S. Constitution), 177; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington), 224; (10. Identify and Locate Louisiana Purchase), 225; (18. Explain Economic Effects of War of 1812), 227; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317</p> <p><i>21st Century Skills:</i> Interpret Sources, 456; Analyze Primary and Secondary Sources, 465–466</p>

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<p>SS 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>	<p><b>SE:</b> Pearson’s <i>American History</i> allows students and teachers to travel beyond the page with technology that blends easily into any classroom. In addition to the online component many of the Topic Assessment materials encourage students to research additional sources through the library or internet.</p> <p><i>Research Activities and Presentations:</i> Topic 1 Assessment (13. Compare Effects of Technological Innovations on Daily Life), 32; Topic 2 Assessment (9. Analyze Mercantilism), 89; Topic 3 Assessment (5. Create Written Presentation), 133; (14. Explain Issues Surrounding Declaring Independence), 134; (16. Contributions of Women), 134; (17. Contributions of African Americans), 135; Topic 4 Assessment (11. Summarize Amending U.S. Constitution), 177; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington), 224; (10. Identify and Locate Louisiana Purchase), 225; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317</p>



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<b>Grades 6-8 (World: Beginnings to 1000 CE)</b>	
<b>Chronological Thinking</b>	
<b>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</b>	
SS 8.4.1.a (WLD) Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)	<p><b>SE:</b> Analyze Timeline, 26, 154; also see: Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289; Cause and Effect Chart, 156; <i>21st Century Skills</i>: Sequence, 447; Analyze Cause and Effect, 449-450</p> <p><i>Topic Assessment:</i> Topic 5 (9. Identify Era of Sectionalism), 224; Topic 6 (7. Identify Age of Jackson), 271</p>
SS 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)	<p><b>SE:</b> Analyze Timeline, 26, 154; <i>21st Century Skills</i>: Sequence, 447; Analyze Cause and Effect, 449-450</p> <p><i>Topic Assessment:</i> Topic 5 (9. Identify Era of Sectionalism), 224; Topic 6 (7. Identify Age of Jackson), 271</p>
SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future	<p><b>SE:</b> Analyze Timeline, 26, 154; also see: Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289; Cause and Effect Chart, 156; <i>21st Century Skills</i>: Sequence, 447; Analyze Cause and Effect, 449-450</p> <p><i>Topic Assessment:</i> Topic 5 (9. Identify Era of Sectionalism), 224; Topic 6 (7. Identify Age of Jackson), 271</p>

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<b>Historical Comprehension</b>	
<b>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</b>	
<p>SS 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa)</p>	<p><b>SE:</b> For related material see: The Early Americas, 4–15; Early Europe, Africa, and Asia, 16–23; European Exploration in the Americas, 24–29</p> <p><i>Topic Assessment (examples):</i> Topic 1 (1. Compare Human Characteristics), 30; (3. Analyze Environmental Influences on Settlement Patterns), 30; (4. Compare Human Characteristics), 30; (6. Describe Negative Consequences of Columbian Exchange), 31; (8. Analyze Environment's Influence on Settlement Patterns), 31; (12. Describe Positive Consequences of Columbian Exchange), 31</p>
<p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p>	<p><b>SE:</b> Analyze Maps (examples), 5, 10, 18, 19, 23, 38, 39, 42, 45, 95, 96, 99, 234, 244, 250, 255, 258, 266, 267, 339, 344; Analyze Data (examples), 154, 174, 181, 182, 195, 205, 292, 322, 332, 340, 351, 362; Analyze Graphs (examples), 28, 58, 141, 174, 181, 247, 281, 309, 354, 385; Analyze Timeline, 26, 154; <i>21st Century Skills:</i> Read Physical Maps, Create Charts and Maps, 459–460; 789–790; Read Political Maps, 462–463; Read Special-Purpose Maps, 463–464; Use Parts of a Map, 464–465</p> <p><i>Topic Assessment:</i> Topic 2 (10. Pose and Answer Questions about Geographic Distributions and Patterns), 90; Topic 3 (1. Locate Places of Importance), 132; Topic 5 (10. Identify and Locate Louisiana Purchase), 225; Topic 6 (9. Describe Expanded Suffrage), 272; Topic 8 (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365; Topic 9 (11. Analyze Thematic Maps), 387</p>

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<p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p>	<p><b>SE:</b> <i>Primary Sources are embedded within the text (examples):</i> 47, 69, 161, 225; also see: <i>21st Century Skills:</i> Interpret Sources, 456; Analyze Primary and Secondary Sources, 465–466; Compare Viewpoints, 466–467; Identify Bias, 467–468; Evaluate Existing Arguments, 468–469; Consider and Counter Opposing Arguments, 469–470</p> <p><i>Topic Assessment (using primary sources):</i> Topic 5 (6. Summarize <i>McCulloch v. Maryland</i>), 224; (8. Explain Monroe Doctrine), 224</p> <p><i>Topic Assessment (examples of research activities):</i> Topic 4 (3. Analyze Arguments for Ratification), 176; Topic 5 (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 (3. Summarize Arguments about Tariffs), 271; (9. Describe Expanded Suffrage), 272; (12. Explain Constitutional Issues in Nullification Crisis), 272; Topic 7 (10. Explain Reasons for Rapid Urbanization), 317</p>
<p><b>Multiple Perspectives</b></p>	
<p><b>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</b></p>	
<p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)</p>	<p><b>SE:</b> <i>21st Century Skills:</i> Compare Viewpoints, 466–467; Identify Bias, 467–468; Evaluate Existing Arguments, 468–469; also see: Compare Points of View, 88</p> <p><i>Topic Assessment (using primary sources):</i> Topic 1 (5. Evaluate Sources), 31; (7. Locate and Use Valid Primary and Secondary Sources), 31; (16. Differentiate Between Valid Primary and Secondary Sources), 32; Topic 3 (6. Organize and Interpret Information from Reports), 133; (13. Identify Colonial Grievances in the Declaration of Independence), 134; (15. Identify Colonial Grievance in the Declaration of Independence), 134; Topic 5 (6. Summarize <i>McCulloch v. Maryland</i>), 224; (8. Explain Monroe Doctrine), 224</p>

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<p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, Conference of Berlin, images and videos - Terracotta Soldiers, Untouchables, foot binding)</p>	<p><b>SE:</b> <i>Primary Sources are embedded within the text (examples):</i> 47, 69, 161, 225; also see: <i>21st Century Skills:</i> Interpret Sources, 456; Analyze Primary and Secondary Sources, 465–466; Compare Viewpoints, 466–467; Identify Bias, 467–468; Evaluate Existing Arguments, 468–469; Consider and Counter Opposing Arguments, 469–470</p> <p><i>Topic Assessment (using primary sources):</i> Topic 5 (6. Summarize <i>McCulloch v. Maryland</i>), 224; (8. Explain Monroe Doctrine), 224</p> <p><i>Topic Assessment (examples of research activities):</i> Topic 4 (3. Analyze Arguments for Ratification), 176; Topic 5 (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 (3. Summarize Arguments about Tariffs), 271; (9. Describe Expanded Suffrage), 272; (12. Explain Constitutional Issues in Nullification Crisis), 272; Topic 7 (10. Explain Reasons for Rapid Urbanization), 317</p>
<p><b>Historical Analysis and Interpretation</b></p>	
<p><b>SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.</b></p>	
<p>SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration</p>	<p><b>SE:</b> For related material see: The Early Americas, 4–15; Early Europe, Africa, and Asia, 16–23; European Exploration in the Americas, 24–29</p> <p><i>Topic Assessment (examples):</i> Topic 1 (1. Compare Human Characteristics), 30; (3. Analyze Environmental Influences on Settlement Patterns), 30; (4. Compare Human Characteristics), 30; (6. Describe Negative Consequences of Columbian Exchange), 31; (8. Analyze Environment's Influence on Settlement Patterns), 31; (12. Describe Positive Consequences of Columbian Exchange), 31</p>

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<p>SS 8.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., <i>How were ideas and products diffused to other regions?</i>)</p>	<p><b>SE:</b> Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289; Cause and Effect Chart, 156; <i>21st Century Skills: Analyze Cause and Effect</i>, 449–450</p> <p><i>Topic Assessment (examples):</i> Topic 6 (8. Explain Causes of War), 271; (1. Explain Effects of War of 1812 on Manufacturing), 316; (7. Describe Effects of Second Great Awakening), 316; Topic 8 (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365; Topic 9 (1. Analyze the Causes and Effects of Economic Differences between the North and South), 386; (5. Describe the Effects of the Civil War on the South), 386; (7. Describe the Effects of Laws Passed During Reconstruction), 386</p>
<p>SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)</p>	<p><b>SE:</b> This standard is met throughout the program. Examples include the following references: The Early Americans, 4–15; Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Native Americans on the Frontier, 243–248; Westward Movement, 249–253; Settling Oregon Country, 254–258; Independence for Texas, 259–262; Manifest Destiny in California and the Southwest, 263–270</p> <p><i>Topic Assessment (examples):</i> Topic 2 (4. Describe Religious Motivation for Immigration), 89; (3. Analyze Effects of Physical Geographic Factors), 132; Topic 6 (4. Analyze California Gold Rush), 271</p>

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<p>SS 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion)</p>	<p><b>SE:</b> Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289; Cause and Effect Chart, 156; <i>21st Century Skills: Analyze Cause and Effect</i>, 449–450</p> <p><i>Topic Assessment (examples):</i> Topic 6 (8. Explain Causes of War), 271; (1. Explain Effects of War of 1812 on Manufacturing), 316; (7. Describe Effects of Second Great Awakening), 316; Topic 8 (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365; Topic 9 (1. Analyze the Causes and Effects of Economic Differences between the North and South), 386; (5. Describe the Effects of the Civil War on the South), 386; (7. Describe the Effects of Laws Passed During Reconstruction), 386</p>
<p>SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)</p>	<p><b>SE:</b> Essential Question, 2, 34, 92, 136, 178, 228, 274, 318, 366, 388; Enduring Understandings, 3, 35, 93, 137, 179, 229, 275, 319, 389; Write About the Essential Question, 32, 90, 135, 177, 227, 272, 317, 365, 387</p>

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<b>Historical Research Skills</b>	
<b>SS 8.4.5 Students will develop historical research skills.</b>	
SS 8.4.5.a (WLD) Develop questions about world history	<b>SE:</b> Essential Question, 2; Section Assessment, 15, 23, 29; Topic Assessment, 30–32
SS 8.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	<b>SE:</b> For related material see: <i>21st Century Skills</i> : Interpret Sources, 456; Analyze Primary and Secondary Sources, 465–466; Compare Viewpoints, 466–467; Identify Bias, 467–468; Evaluate Existing Arguments, 468–469; Consider and Counter Opposing Arguments, 469–470  <i>Topic Assessment (examples)</i> : Topic 1 (1. Compare Human Characteristics), 30; (3. Analyze Environmental Influences on Settlement Patterns), 30; (4. Compare Human Characteristics), 30; (6. Describe Negative Consequences of Columbian Exchange), 31; (8. Analyze Environment's Influence on Settlement Patterns), 31; (12. Describe Positive Consequences of Columbian Exchange), 31
SS 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)	<b>SE:</b> <i>Research Activities and Presentations</i> : Topic 1 Assessment (13. Compare Effects of Technological Innovations on Daily Life), 32; Topic 2 Assessment (9. Analyze Mercantilism), 89; Topic 3 Assessment (5. Create Written Presentation), 133; (14. Explain Issues Surrounding Declaring Independence), 134; (16. Contributions of Women), 134; (17. Contributions of African Americans), 135; Topic 4 Assessment (11. Summarize Amending U.S. Constitution), 177; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington), 224; (10. Identify and Locate Louisiana Purchase), 225; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317

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<p align="center"><b>Nebraska State Board of Education Social Studies Standards</b></p>	<p align="center"><b>American History Beginnings Through Reconstruction ©2016</b></p>
<p>SS 8.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)</p>	<p><b>SE:</b> Pearson’s <i>American History</i> allows students and teachers to travel beyond the page with technology that blends easily into any classroom. In addition to the online component many of the Topic Assessment materials encourage students to research additional sources through the library or internet.</p> <p><i>Research Activities and Presentations:</i> Topic 1 Assessment (13. Compare Effects of Technological Innovations on Daily Life), 32; Topic 2 Assessment (9. Analyze Mercantilism), 89; Topic 3 Assessment (5. Create Written Presentation), 133; (14. Explain Issues Surrounding Declaring Independence), 134; (16. Contributions of Women), 134; (17. Contributions of African Americans), 135; Topic 4 Assessment (11. Summarize Amending U.S. Constitution), 177; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington), 224; (10. Identify and Locate Louisiana Purchase), 225; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317</p>