

# ACCESS AMERICAN HISTORY

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**Ohio**

## **Social Studies Academic Content Standards Grades 6-8**

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**Ohio Social Studies Academic Content Standards**  
**Grade 6**

**H i s t o r y**

Grade-Level Indicators, Grade 6	ACCESS American History
<p><i>Chronology</i></p> <p>1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.</p>	<p><b>Student Book:</b> 44-45, 53, 56-57, 68-69, 92-93, 117, 140-141, 152-153, 212-213</p>
<p><i>Early Civilizations</i></p> <p>3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:</p> <ol style="list-style-type: none"> <li>a. Hunting and gathering;</li> <li>b. Tool making;</li> <li>c. Use of fire;</li> <li>d. Domestication of plants and animals;</li> <li>e. Organizing societies;</li> <li>f. Governance.</li> </ol>	<p><b>Student Book:</b> 21, 23-28, 50-51, 132, 177, 182</p>
<p><i>The First Global Age</i></p> <p>5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including:</p> <ol style="list-style-type: none"> <li>a. Location;</li> <li>b. Government;</li> <li>c. Religion;</li> <li>d. Agriculture;</li> <li>e. Cultural and scientific contributions.</li> </ol>	<p><b>Student Book:</b> 24-28, 38</p>

## P e o p l e i n S o c i e t i e s

Grade-Level Indicators, Grade 6	ACCESS American History
<p><i>Cultures</i></p> <p>1. Compare the cultural practices and products of the societies studied including:</p> <ol style="list-style-type: none"> <li>a. Class structure;</li> <li>b. Gender roles;</li> <li>c. Beliefs;</li> <li>d. Customs and traditions.</li> </ol>	<p><b>Student Book:</b> 22-29, 37, 110, 123, 133, 135-136, 157, 191, 194, 196, 204, 216, 229, 231, 250-252, 254-257, 263-264, 267</p>
<p>2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including:</p> <ol style="list-style-type: none"> <li>a. Buddhism;</li> <li>b. Christianity;</li> <li>c. Judaism;</li> <li>d. Hinduism;</li> <li>e. Islam.</li> </ol>	<p><b>Student Book:</b> 37</p>
<p><i>Interaction</i></p> <p>3. Explain factors that foster conflict or cooperation among countries:</p> <ol style="list-style-type: none"> <li>a. Language;</li> <li>b. Religion;</li> <li>c. Types of government;</li> <li>d. Historic relationships;</li> <li>e. Economic interests.</li> </ol>	<p><b>Student Book:</b> 34, 37-40, 46, 49, 51, 56, 58-61, 73, 75, 99-100, 116, 132-133, 142-148, 158-159, 200-201, 202-208, 214-215, 224-232, 236, 238-244, 262-265, 268</p>

## G e o g r a p h y

Grade-Level Indicators, Grade 6	ACCESS American History
<p><i>Location</i></p> <p>1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.</p>	<p><b>Student Book:</b> 12-17, 29, 32-33, 96, 105-106, 113, 145, 149, 155, 200-201, 203-204, 207, 214, 227, 236-237, 239</p>
<p>2. Use coordinates of latitude and longitude to locate points on a world map.</p>	<p><b>Student Book:</b> 12-13</p>

Grade-Level Indicators, Grade 6	ACCESS American History
<p><i>Places and Regions</i></p> <p>3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including:</p> <ol style="list-style-type: none"> <li>Agriculture;</li> <li>Mining;</li> <li>Fishing;</li> <li>Manufacturing.</li> </ol>	<p><b>Student Book:</b> 23, 34-35, 46, 50, 104, 106-109, 112, 120, 125, 130-131, 146, 180, 183, 188-189, 191-195, 205, 260, 266, 269</p>
<p>4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.</p>	<p><b>Student Book:</b> 16-17</p>
<p><i>Human Environmental Interaction</i></p> <p>5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:</p> <ol style="list-style-type: none"> <li>Bodies of water;</li> <li>Landforms;</li> <li>Climates;</li> <li>Vegetation;</li> <li>Weathering;</li> <li>Seismic activity.</li> </ol>	<p><b>Student Book:</b> 16-17</p>
<p>6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:</p> <ol style="list-style-type: none"> <li>Urbanization;</li> <li>Desertification;</li> <li>Deforestation.</li> </ol>	<p><b>Student Book:</b> 37, 39, 123, 132-133, 183, 191-192, 218</p>
<p>7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including:</p> <ol style="list-style-type: none"> <li>Dam building;</li> <li>Energy production/usage;</li> <li>Agriculture;</li> <li>Urban growth.</li> </ol>	<p><b>Student Book:</b> 23, 46, 108-109, 129, 130-131, 146, 183, 188-189, 190-193, 205</p>
<p><i>Movement</i></p> <p>8. Explain push and pull factors that cause people to migrate from place to place including:</p> <ol style="list-style-type: none"> <li>Oppression/Freedom;</li> <li>Poverty/Economic opportunity;</li> <li>Cultural ties;</li> <li>Political conflicts;</li> <li>Environmental factors.</li> </ol>	<p><b>Student Book:</b> 22, 26, 34, 40, 46, 48-50, 52, 96-97, 106-107, 122-123, 132-133, 142, 145-146, 179, 182-183, 190-191, 204, 238-239, 267</p>

<b>Grade-Level Indicators, Grade 6</b>	<b>ACCESS American History</b>
9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.	<b>Student Book:</b> 34, 39, 40, 46, 108, 116, 120, 192-194, 205-207, 265-266, 269

## E c o n o m i c s

<b>Grade-Level Indicators, Grade 6</b>	<b>ACCESS American History</b>
<p><i>Scarcity and Resource Allocation</i></p> <p>1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.</p>	<b>Student Book:</b> 266
<p>2. Explain that most decisions involve trade-offs and give examples.</p>	<b>Student Book:</b> 116, 120, 265-266
<p><i>Markets</i></p> <p>3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.</p>	<b>Student Book:</b> 206, 266
<p>4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.</p>	<b>Student Book:</b> 116, 120, 265-266, 269
<p><i>Government and the Economy</i></p> <p>6. Distinguish between goods and services typically produced by the private sector and the public sector.</p>	<b>Student Book:</b> 120, 130, 266

## G o v e r n m e n t

Grade-Level Indicators, Grade 6	ACCESS American History
<p><i>Role of Government</i></p> <p>1. Explain reasons for the creation of governments such as:</p> <ol style="list-style-type: none"> <li>a. Protecting lives, liberty and property;</li> <li>b. Providing services that individuals cannot provide for themselves.</li> </ol>	<p><b>Student Book:</b> 47-49, 56-60, 63, 86-87, 219, 226, 238, 272, 274-275, 284, 286-292</p>
<p>2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.</p>	<p><b>Student Book:</b> 22-23, 36-38, 46-50, 96-97, 106-107, 142-146, 155, 202-204, 298</p>
<p>3. Explain the ways that countries interact with each other including:</p> <ol style="list-style-type: none"> <li>a. Diplomacy;</li> <li>b. Treaties;</li> <li>c. International meetings and exchanges (e.g., United Nations);</li> <li>d. Military conflict.</li> </ol>	<p><b>Student Book:</b> 34-39, 58-61, 64, 73, 75, 96, 116, 142-145, 202-208, 214-215, 226-228, 230-231, 239-242, 262-266</p>
<p><i>Systems of Government</i></p> <p>4. Describe the defining characteristics of democracies, monarchies and dictatorships.</p>	<p><b>Student Book:</b> 36, 47-49, 58-61, 224-226, 274-275</p>

## C i t i z e n s h i p R i g h t s a n d R e s p o n s i b i l i t i e s

Grade-Level Indicators, Grade 6	ACCESS American History
<p><i>Participation</i></p> <p>1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.</p>	<p><b>Student Book:</b> 47-49, 224, 226, 274-275, 286-292, 296, 299-303</p>
<p><i>Rights and Responsibilities</i></p> <p>2. Compare the rights and responsibilities of citizens living under various systems of government.</p>	<p><b>Student Book:</b> 47-49, 224, 226, 274-275, 286-292, 296, 299-303</p>

## Social Studies Skills and Methods

Grade-Level Indicators, Grade 6	ACCESS American History
<p><i>Obtaining Information</i></p> <p>1. Use multiple sources to define essential vocabulary and obtain information for a research project including:</p> <ol style="list-style-type: none"> <li>a. Almanacs;</li> <li>b. Gazetteers;</li> <li>c. Trade books;</li> <li>d. Periodicals;</li> <li>e. Video tapes;</li> <li>f. Electronic sources.</li> </ol>	<p><b>Student Book:</b> 29, 81, 89, 225, 233, 285</p>
<p><i>Thinking and Organizing</i></p> <p>2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.</p>	<p><b>Student Book:</b> 21, 26, 32-33, 38, 45, 49-50, 62, 68-69, 81, 96-97, 105, 111, 117, 122, 129, 132-133, 155, 159, 165, 168-169, 189, 213, 225, 227, 233, 239, 253, 261, 266, 275, 285</p>
<p>3. Organize information using outlines and graphic organizers.</p>	<p><b>Student Book:</b> 28, 40, 52, 64-65, 76, 88, 100, 112, 124, 136, 153, 160-161, 172, 184, 196, 208, 220, 232, 244-245, 256, 268, 273, 280-281, 292, 304</p>
<p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.</p>	<p><b>Student Book:</b> 129, 132, 137, 148, 189, 197, 261, 266, 269</p>
<p><i>Communicating Information</i></p> <p>6. Communicate a position on a topic orally or in writing and support the position with evidence.</p>	<p><b>Student Book:</b> 22-23, 25, 27, 29, 35-36, 38-41, 47, 49-52, 61, 63-65, 71, 73, 75-77, 83, 85, 87-88, 95, 97, 99, 100, 107, 109, 111-112, 119, 121, 123-125, 131, 133, 135, 144-145, 147-149, 155, 157, 159-160, 167, 169, 171-173, 179, 181, 183-185, 191, 193, 195-196, 203-204, 207-208, 216, 219-220, 227, 229-233, 239, 241, 243-244, 253, 255-257, 264-265, 267-268, 275, 279, 281, 287, 291-292, 298, 301, 303-305</p>
<p><i>Problem Solving</i></p> <p>7. Work effectively to achieve group goals:</p> <ol style="list-style-type: none"> <li>a. Engage in active listening;</li> <li>b. Provide feedback in a constructive manner;</li> <li>c. Help establish group goals;</li> <li>d. Take various roles within the group;</li> <li>e. Recognize contributions of others.</li> </ol>	<p><b>Student Book:</b> 29, 41, 53, 65, 75, 77, 89, 101, 113, 137, 149, 161, 173, 185, 197, 209, 215, 221, 233, 245, 257, 305</p>



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**Grade 7**

**H i s t o r y**

Grade-Level Indicators, Grade 7	ACCESS American History
<p><i>Chronology</i></p> <p>1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.</p>	<p><b>Student Book:</b> 44-45, 53, 56-57, 68-69, 92-93, 117, 140-141, 152-153, 212-213</p>
<p><i>The First Global Age</i></p> <p>7. Describe the causes and effects of European exploration after 1400 including:</p> <p>a. Imperialism, colonialism and mercantilism;</p> <p>b. Impact on the peoples of sub-Saharan Africa, Asia and the Americas.</p>	<p><b>Student Book:</b> 32-40, 42-52</p>

**P e o p l e i n S o c i e t i e s**

Grade-Level Indicators, Grade 7	ACCESS American History
<p><i>Cultures</i></p> <p>1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.</p>	<p><b>Student Book:</b> 20, 21, 22-23, 24, 25, 26, 27</p>
<p><i>Diffusion</i></p> <p>3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.</p>	<p><b>Student Book:</b> 37, 39-40, 49, 51, 58-61, 98-99, 120, 122-123, 132-133, 135, 147, 179, 191-193, 226, 248-256, 262-268</p>

# G e o g r a p h y

Grade-Level Indicators, Grade 7	ACCESS American History
<p><i>Location</i></p> <p>1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.</p>	<p><b>Student Book:</b> 14-17, 22, 33, 38, 50, 96, 105-106, 111, 122, 142, 145, 155, 169, 214, 227, 236-237, 239</p>
<p>2. On a map, identify places related to the historical events being studied and explain their significance.</p>	<p><b>Student Book:</b> 14-17, 22, 33, 38, 50, 96, 105-106, 111, 122, 142, 145, 155, 169, 203-204, 207, 214, 227, 236-237, 239</p>
<p><i>Places and Regions</i></p> <p>3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.</p>	<p><b>Student Book:</b> 37, 39, 123, 132-133, 183, 191-192, 218</p>
<p><i>Human Environmental Interaction</i></p> <p>4. Use physical and historical maps to analyze the reasons that human features are located in particular places.</p>	<p><b>Student Book:</b> 14-17, 22, 38, 50, 96, 105, 111, 122, 155, 169, 214, 227, 236-237, 239</p>
<p><i>Movement</i></p> <p>5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including:</p> <ol style="list-style-type: none"> <li>a. Physical features;</li> <li>b. Culture;</li> <li>c. War;</li> <li>d. Trade;</li> <li>e. Technological innovations.</li> </ol>	<p><b>Student Book:</b> 22-27, 34-35, 37-38, 46, 48-51, 73, 96-97, 106-109, 122-123, 130, 132-133, 142, 145-146, 179, 182-183, 190, 202-204, 238-239, 254, 266-267</p>

## E c o n o m i c s

Grade-Level Indicators, Grade 7	ACCESS American History
<p><i>Markets</i></p> <p>2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.</p>	<p><b>Student Book: 31-35</b></p>

## G o v e r n m e n t

Grade-Level Indicators, Grade 7	ACCESS American History
<p><i>Systems of Government</i></p> <p>1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today.</p>	<p><b>Student Book: 275</b></p>
<p>2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.</p>	<p><b>Student Book: 275</b></p>

## C i t i z e n s h i p R i g h t s a n d R e s p o n s i b i l i t i e s

Grade-Level Indicators, Grade 7	ACCESS American History
<p><i>Participation</i></p> <p>1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy.</p>	<p><b>Student Book: 275</b></p>

## Social Studies Skills and Methods

Grade-Level Indicators, Grade 7	ACCESS American History
<p><i>Thinking and Organizing</i></p> <p>1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.</p>	<p><b>Student Book:</b> 23, 25, 28, 35-36, 40, 47, 49, 51-52, 59, 61, 64, 73, 76, 83, 85, 87, 95, 99, 100, 107, 109, 111-112, 119, 123-124, 131, 133, 135-136, 144-145, 147-148, 157, 159, 167, 171, 179, 181, 183-184, 191, 203, 207-208, 215-216, 219, 227, 229-232, 239, 241, 244, 250, 253, 255-256</p>
<p><i>Communicating Information</i></p> <p>2. Compare multiple viewpoints and frames of reference related to important events in world history.</p>	<p><b>Student Book:</b> 28, 51, 58, 84-87, 95, 98-99, 110-112, 120, 122, 124, 131, 134-135, 144, 147, 194-195, 215, 243, 250-256, 262</p>
<p><i>Problem Solving</i></p> <p>3. Establish guidelines, rules and time lines for group work.</p>	<p><b>Student Book:</b> 77, 89, 101, 137, 149, 173, 185, 197, 209, 215, 221, 233, 245, 257, 305</p>
<p>4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.</p>	<p><b>Student Book:</b> 29, 64-65, 77, 85, 87, 89, 101, 119, 137, 149, 160-161, 173, 185, 197, 209, 215, 221, 233, 245, 257, 305</p>



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**Grade 8**

**H i s t o r y**

Grade-Level Indicators, Grade 8	ACCESS American History
<p><i>Chronology</i></p> <p>1. Select events and construct a multiple-tier time line to show relationships among events.</p>	<p><b>Student Book:</b> 44-45, 53, 56-57, 68-69, 92-93, 117, 140-141, 152-153, 212-213</p>
<p><i>The First Global Age</i></p> <p>2. Describe the political, religious and economic aspects of North American colonization including:</p> <ul style="list-style-type: none"> <li>a. Reasons for colonization, including religion, desire for land and economic opportunity;</li> <li>b. Key differences among the Spanish, French and British colonies;</li> <li>c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts;</li> <li>d. Indentured servitude and the introduction and institutionalization of slavery;</li> <li>e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies;</li> <li>f. Conflicts among colonial powers for control of North America.</li> </ul>	<p><b>Student Book:</b> 37, 39, 44-52</p>
<p><i>Revolution</i></p> <p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:</p> <ul style="list-style-type: none"> <li>a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;</li> <li>b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.</li> </ul>	<p><b>Student Book:</b> 56-61</p>

Grade-Level Indicators, Grade 8	ACCESS American History
<p>4. Explain the results of important developments of the American Revolution including:</p> <ul style="list-style-type: none"> <li>a. A declaration of American independence;</li> <li>b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;</li> <li>c. Creation of state constitutions;</li> <li>d. Impacts on women, African-Americans and American Indians.</li> </ul>	<p><b>Student Book:</b> 62-63, 70-76</p>
<p><i>A New Nation</i></p> <p>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:</p> <ul style="list-style-type: none"> <li>a. Maintaining national security;</li> <li>b. Creating a stable economic system;</li> <li>c. Dealing with war debts;</li> <li>d. Collecting revenue;</li> <li>e. Defining the authority of the central government.</li> </ul>	<p><b>Student Book:</b> 82-85, 88</p>
<p>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</p> <ul style="list-style-type: none"> <li>a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);</li> <li>b. The Federalist/Anti-Federalist debate</li> <li>c. The debate over a Bill of Rights.</li> </ul>	<p><b>Student Book:</b> 83-87</p>
<p>7. Describe the actions taken to build one country from 13 states including:</p> <ul style="list-style-type: none"> <li>a. The precedents established by George Washington, including the cabinet and a two-term presidency;</li> <li>b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank;</li> <li>c. The establishment of an independent federal court system.</li> </ul>	<p><b>Student Book:</b> 94-95</p>

Grade-Level Indicators, Grade 8	ACCESS American History
<p><i>Civil War and Reconstruction</i></p> <p>8. Describe and analyze the territorial expansion of the United States including:</p> <ol style="list-style-type: none"> <li>Northwest Ordinance;</li> <li>The Louisiana Purchase and the Lewis and Clark expedition;</li> <li>Westward movement including Manifest Destiny;</li> <li>The Texas War for Independence and the Mexican-American War.</li> </ol>	<p><b>Student Book:</b> 96-97, 106-107, 122-123, 142-145</p>
<p>9. Explain causes of the Civil War with emphasis on:</p> <ol style="list-style-type: none"> <li>Slavery;</li> <li>States' rights;</li> <li>The different economies of the North and South</li> <li>The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act;</li> <li>The abolitionist movement and the roles of Frederick Douglass and John Brown;</li> <li>The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850;</li> <li>The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.</li> </ol>	<p><b>Student Book:</b> 110-111, 120-121, 134, 147-148, 154-161</p>
<p>10. Explain the course and consequences of the Civil War with emphasis on:</p> <ol style="list-style-type: none"> <li>Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant;</li> <li>The Emancipation Proclamation;</li> <li>The Battle of Gettysburg.</li> </ol>	<p><b>Student Book:</b> 164-172</p>
<p>11. Analyze the consequences of Reconstruction with emphasis on:</p> <ol style="list-style-type: none"> <li>President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson;</li> <li>Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments to the U.S. Constitution</li> <li>The Ku Klux Klan and the enactment of black codes.</li> </ol>	<p><b>Student Book:</b> 178-181, 184</p>

## P e o p l e   i n   S o c i e t i e s

Grade-Level Indicators, Grade 8	ACCESS American History
<p><i>Interactions</i></p> <p>1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.</p>	<p><b>Student Book:</b> 44, 48-50, 286</p>
<p>2. Describe and explain the social, economic and political effects of:</p> <ol style="list-style-type: none"> <li>a. Stereotyping and prejudice;</li> <li>b. Racism and discrimination;</li> <li>c. Institutionalized racism and institutionalized discrimination.</li> </ol>	<p><b>Student Book:</b> 133, 229, 248-257</p>
<p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.</p>	<p><b>Student Book:</b> 37, 39, 46, 49, 122-124</p>
<p>4. Analyze the economic, geographic, religious and political factors that contributed to:</p> <ol style="list-style-type: none"> <li>a. The enslavement of Africans in North America;</li> <li>b. Resistance to slavery.</li> </ol>	<p><b>Student Book:</b> 51, 110-112, 134, 136, 147, 154-157, 160</p>
<p>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.</p>	<p><b>Student Book:</b> 128, 135</p>
<p><i>Diffusion</i></p> <p>6. Explain how the diverse peoples of the United States developed a common national identity.</p>	<p><b>Student Book:</b> 133, 146, 267</p>

## G e o g r a p h y

Grade-Level Indicators, Grade 8	ACCESS American History
<p><i>Places and Regions</i></p> <p>1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.</p>	<p><b>Student Book:</b> 23-27, 50, 96-97, 106-109, 122, 130, 142, 145-146, 155, 159, 169, 182-183</p>

<b>Grade-Level Indicators, Grade 8</b>	<b>ACCESS American History</b>
<p><i>Human Environmental Interaction</i></p> <p>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries.</p>	<p><b>Student Book:</b> 22-27, 34, 36-37, 46, 50, 96, 106-107, 122, 130, 146, 155, 182-183, 202-205</p>
<p><i>Movement</i></p> <p>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</p>	<p><b>Student Book:</b> 46-50, 96-97, 106-109, 122-123, 130, 133, 142, 145-146, 182-183, 191-192</p>

## E c o n o m i c s

<b>Grade-Level Indicators, Grade 8</b>	<b>ACCESS American History</b>
<p><i>Scarcity and Resource Allocation</i></p> <p>1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</p>	<p><b>Student Book:</b> 130, 133, 167</p>
<p><i>Markets</i></p> <p>2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17<sup>th</sup> and 18<sup>th</sup> centuries.</p>	<p><b>Student Book:</b> 46</p>
<p>3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.</p>	<p><b>Student Book:</b> 120-121, 124, 265</p>
<p><i>Government and the Economy</i></p> <p>4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.</p>	<p><b>Student Book:</b> 82-85</p>
<p>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.</p>	<p><b>Student Book:</b> 82-87, 94-95</p>

# G o v e r n m e n t

Grade-Level Indicators, Grade 8	ACCESS American History
<p><i>Role of Government</i></p> <p>1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.</p>	<p><b>Student Book:</b> 62-63</p>
<p>2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:</p> <ol style="list-style-type: none"> <li>a. Payment of debt;</li> <li>b. Establishment of a national bank;</li> <li>c. Strict or loose interpretation of the Constitution;</li> <li>d. Support for England or France.</li> </ol>	<p><b>Student Book:</b> 83-87, 94-95, 158</p>
<p><i>Rules and Laws</i></p> <p>3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:</p> <ol style="list-style-type: none"> <li>a. Shays's Rebellion</li> <li>b. Economic instability;</li> <li>c. Government under the Articles of Confederation.</li> </ol>	<p><b>Student Book:</b> 82-83</p>
<p>4. Explain the political concepts expressed in the U.S. Constitution:</p> <ol style="list-style-type: none"> <li>a. Representative democracy;</li> <li>b. Federalism;</li> <li>c. Bicameralism;</li> <li>d. Separation of powers;</li> <li>e. Checks and balances.</li> </ol>	<p><b>Student Book:</b> 274-279</p>
<p>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.</p>	<p><b>Student Book:</b> 274-279</p>
<p>6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:</p> <ol style="list-style-type: none"> <li>a. Freedom of religion, speech, press, assembly and petition;</li> <li>b. Right to trial by jury and the right to counsel;</li> <li>c. Due process and equal protection of the laws.</li> </ol>	<p><b>Student Book:</b> 286-291</p>

<b>Grade-Level Indicators, Grade 8</b>	<b>ACCESS American History</b>
7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.	<b>Student Book: 106</b>
8. Describe the process by which a bill becomes a law.	<b>Student Book: 277</b>

**C i t i z e n s h i p   R i g h t s   a n d   R e s p o n s i b i l i t i e s**

<b>Grade-Level Indicators, Grade 8</b>	<b>ACCESS American History</b>
<p><i>Participation</i></p> <p>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:</p> <ol style="list-style-type: none"> <li>a. The Sons of Liberty and Committees of Correspondence/American independence;</li> <li>b. The Underground Railroad and the abolitionist movement/Abolition of slavery.</li> </ol>	<b>Student Book: 58-63, 134</b>
<p>2. Explain how the opportunities for civic participation expanded during the first half of the 19<sup>th</sup> century including:</p> <ol style="list-style-type: none"> <li>a. Nominating conventions;</li> <li>b. Expansion of the franchise;</li> <li>c. Active campaigning.</li> </ol>	<b>Student Book: 270</b>
<p><i>Rights and Responsibilities</i></p> <p>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:</p> <ol style="list-style-type: none"> <li>a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner;</li> <li>b. State constitutional conventions and the disenfranchisement of free blacks;</li> <li>c. Jackson and his role in Indian removal;</li> <li>d. Frederick Douglass and the abolitionist movement;</li> <li>e. Elizabeth Cady Stanton and women's rights.</li> </ol>	<b>Student Book: 122-123, 134-135, 154</b>
<p>4. Show connections between the rights and responsibilities of citizenship including:</p> <ol style="list-style-type: none"> <li>a. Voting and staying informed on issues;</li> <li>b. Being tried by a jury and serving on juries;</li> <li>c. Having rights and respecting the rights of others.</li> </ol>	<b>Student Book: 301-302</b>

## Social Studies Skills and Methods

Grade-Level Indicators, Grade 8	ACCESS American History
<i>Communicating Information</i> 2. Construct a historical narrative using primary and secondary sources.	<b>Student Book:</b> 233
3. Write a position paper or give an oral presentation that includes citation of sources.	<b>Student Book:</b> 233
<i>Problem Solving</i> 4. Organize and lead a discussion.	<b>Student Book:</b> 65, 100, 137, 149



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