

**DEPARTMENT OF DEFENSE DEPENDENTS  
SCHOOLS STANDARDS**

*correlated to*

**CALL TO FREEDOM**

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**HOLT, RINEHART AND WINSTON**

A Harcourt Education Company

## **EXPLANATION OF CORRELATION**

*The following document is a correlation of **CALL TO FREEDOM** to the Department of Defense Education Standards. The format for this correlation follows the same basic format established by the Social Studies Curriculum modified to accommodate the addition of page references. The correlation provides a cross-reference between the skills in the Social Studies Curriculum, and representative page numbers where those skills are taught or assessed. Those references marked with an asterisk represent pages which offer secondary support or where application of the required skill is implied.*

*The references contained in this correlation reflect Holt, Rinehart and Winston's interpretation of the Social Studies objectives outlined in the Department of Defense curriculum.*

### **KEY TO REFERENCES**

<u>Prefix</u>	<u>Explanation</u>
SE	Student's Edition
ATE	Annotated Teacher's Edition

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**Grade Eight-United States History**

**Pre-Columbian to 1877**

**SS1 Citizenship:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- |    |  |           |  |
|----|--|-----------|--|
| a. | Explain the citizen's role and influence of public policy decisions.       | SE<br>ATE | xvi, 123, 295-296, 297, 298-299<br>174, 295          |
| b. | Display tolerance for all cultures.  | SE<br>ATE | xvi, 299, 499<br>76, 226, 499                        |
| c. | Describe the origins of key ideals and documents of democratic government. | SE<br>ATE | xvi, 223-226, 229, 230-231, 250-251<br>224, 225, 230 |

**SS2 Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- |    |   |           |   |
|----|---|-----------|---|
| a. | Identify common elements of culture.  | SE<br>ATE | 2, 7-9, 10-16, 29<br>24   |
| b. | Discuss the impact of immigrant cultures on native societies.   | SE<br>ATE | 68-72, 180-183, 460<br>459, 657   |
| c. | Explain and describe how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to cultures. | SE<br>ATE | 13, 46, 78, 107, 143, 175, 213, 227,<br>261, 308, 356, 389, 408, 436, 456,<br>508, 519, 554, 582, 638, 647<br>1, 65, 157, 221, 333, 397, 485, 547,<br>613 |
| d. | Summarize how economic conditions affected cultural patterns.   | SE<br>ATE | 424, 433-435, 437, 438, 444-445,<br>461-462<br>424, 437   |

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**SS3 Time, continuity, and change:** Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

- |    |   |     |  |
|----|---|-----|--|
| a. | Survey the timing and pattern of American settlement as affected by world events.                   | SE  | 74-75, 76-77, 85-89, 90-91, 94, 95, 98, 99-101, 103, 104-105, 111-117, 118-119, 458-459, 462, 491-492, 495, 497-498              |
|    |   | ATE | 76, 97, 492, 499   |
| b. | Investigate, interpret and analyze multiple historical viewpoints as related to important events.   |     | Each <b>Chapter Review</b> contains Internet Activities and links which allow students to explore various historical viewpoints. |
| c. | Summarize the economic, political, and social changes that resulted from conflicts and compromises. | SE  | 165-168, 225-229, 326-327, 494-495, 631-632  |
|    |   | ATE | 193, 494   |
| d. | Explain the gradual transformation of US society from agrarian to industrial.                       | SE  | 309, 401-404, 412-415, 417-418, 419, 420-421, 634-637, 639, 682, 684   |
|    |   | ATE | 401, 403, 635, 636   |
| e. | Outline the history of political parties.   | SE  | 244-245, 249, 321-322, 329, 377, 381, 460, 561-562, 569, 573   |
|    |   | ATE | 322, 378, 562, 569   |

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**SS4 Space and place:** Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- |    |   |     |   |
|----|---|-----|---|
| a. | Analyze settlement patterns and population density.   | SE  | 7-9, 10-16, 74, 76-77, 85-89, 90-91, 94-95, 100, 105, 111-117, 118-119, 458-459, 461, 488-489, 491-492, 495, 497-498, 550 |
|    |   | ATE | 74, 78, 87, 461, 492, 499   |
| b. | Analyze the ecological and societal consequences of the European of the New World.            | SE  | 51-52, 55, 56-61, 67-70, 76, 78-79, 91, 101   |
|    |   | ATE | 51, 56, 57, 59, 77, 86  |
| c. | Compare and contrast land use patterns in America.  | SE  | xix, 95-96, 106-107, 112, 113, 130-131, 134, 656-658, 664-666   |
|    |   | ATE | 113, 134, 658   |
| d. | Distinguish the natural resources and geographical features necessary for trade and industry. | SE  | 133-134, 148-153, 446-448   |
|    |   | ATE | 148, 448  |

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**SS5 Individual development and identity:** Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- |    |   |   |
|----|---|---|
| a. | Interpret the conflict between industrialization and individual needs.      | SE 399-404, 405-410, 420-421<br>ATE 406, 409  |
| b. | Analyze the qualities needed for successful leadership.                     | <b><i>Biographies and Presidential Profiles</i></b> provide information about the men and women who have influenced American history. The critical thinking questions provide students the opportunity to evaluate their influence. See examples pp. 40, 323, 477 |
| c. | Relate how religious beliefs influence the development of American culture. | SE 106-108, 111-112, 114-116, 454-457<br>ATE 459  |
| d. | Explore the motivations for immigration and migration.                      | SE 94, 99-100, 104-105, 111-117, 118-119, 458-459, 534<br>ATE 97, 109   |

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**SS6 Individuals, groups, and institutions:** Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- |    |   |                  |  |
|----|---|------------------|--|
| a. | Explain the institution of slavery.   | SE<br>ATE        | 439-443, 443-445<br>440                                    |
| b. | Describe how society in North America became stratified.  | SE<br>ATE<br>SE* | 98, 433-435, 446-451, 460<br>133, 149, 153, 447<br>194-195 |
| c. | Identify the philosophical strands underlying the formation of democratic ideals.                   | SE<br>ATE        | 141, 224-226, 229<br>144, 224                              |
| d. | Assess the basic socioeconomic interests in the US and their impact of formation of the government. | SE<br>ATE        | 233-236, 240-241, 251<br>234                               |
| e. | Recognize the role of the media and its effects on historical events.                               | SE<br>ATE<br>SE* | 596, 636<br>337, 388, 596, 597<br>80, 174, 228, 522        |

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**SS7 Production, distribution and consumption:** Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- |    |  |     |   |
|----|--|-----|---|
| a. | Chart the economic factors underlying the national and international rivalry in the Americas.      | SE  | 347-348, 368-370, 371-372, 400-401, 402, 471, 474             |
|    |  | ATE | 365, 369, 372, 472  |
| b. | Delineate the financial problems faced by the United States in establishing a sound fiscal system. | SE  | 247, 305-310, 379-380, 381                                    |
|    |  | ATE | 126, 247, 306, 309  |
| c. | Outline the differences in the economic structures of US regions.                                  | SE  | 130-135, 146-147, 148-153, 399-404, 423-427, 428-432, 446-451 |
|    |  | ATE | 134, 152, 153, 424, 426, 431, 448                             |

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**SS8 Power, authority, and governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- |    |   |           |   |
|----|---|-----------|---|
| a. | Compare and contrast governments (e.g., colonial, confederated).  | SE<br>ATE | xix, 121-123, 223-229, 238-243,<br>250-251, 252-257, 259-265<br>122, 228, 254, 255, 256, 260, 261 |
| b. | Evaluate the factors that promote independence, self-government, and self-determination.                            | SE<br>ATE | 157, 171-172, 188, 200<br>174, 175, 188   |
| c. | Explain the purposes of government and how its powers are acquired, used, and justified.                            | SE<br>ATE | 192-193, 196, 224-225<br>193  |
| d. | Examine the impact of conflicts on the American government system.  | SE<br>ATE | 236-237, 244-249, 326-327<br>236, 246   |
| e. | Explain how and why the Constitution has been interpreted to exclude certain groups from its protection and rights. | SE        | 563-564, 565, 573, 629, 633, 719  |

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**SS9 Science, technology, and society:** Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- |    |   |   |
|----|---|---|
| a. | Relate how new skills and inventions led to the “Age of Exploration.”                     | SE 17-18, 22, 33, 36-37, 54<br>ATE 36, 47 |
| b. | Survey American scientific developments and contributions to the advancement of science.  | SE 142-144, 145, 147<br>ATE 140, 142      |
| c. | Evaluate policies proposed to deal with social changes that result from new technologies. | SE* 409-410, 463-468<br>ATE* 406, 421     |

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- |    |  |   |
|----|--|---|
| a. | Compare native American civilizations with their contemporary societies/civilizations.   | <b><i>Linking Past to Present</i></b> activities and questions help students discover how historical events influence the present and challenge students to use critical thinking skills. See examples pp.14, 69, 181 |
| b. | Analyze how the success of the American Revolution was aided by the European power struggle and triggered an era of worldwide revolutionary movements. | SE 207-209, 311-313<br>ATE 212, 312   |
| c. | Discuss the external and internal influences on US foreign policy.   | SE 312, 313-315, 320, 323, 329, 341-343, 345, 367-370, 513-516<br>ATE 313, 314, 323, 369  |
| d. | Compare world policies toward slavery and abolition.   | SE 37, 76, 128, 470<br>ATE 97, 470, 472   |

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**Skills**

- Interpret United States maps. SE xxxi, 62, 109, 114, 119, 148, 151, 161, 166, 181, 189, 206, 228, 246, 252, 253, 317, 342, 354, 361, 363, 372, 383, 414, 426, 446, 447, 449, 461, 473, 493, 498, 504, 531, 537, 539, 540, 542, 550, 558, 559, 569, 573, 578, 581, 587, 590, 630, 670, 672
  
- Interpret data and create graphic displays (charts, graphs, diagrams, graphic organizers and timelines) using technology. SE 54, 56, 57, 149, 150, 153, 154, 171, 179, 180, 182, 183, 218, 254, 255, 256, 257, 306, 330, 349, 362, 364, 365, 393, 448, 450, 451, 481, 541, 543, 603, 605, 609  
ATE 154, 267, 284, 330, 389
  
- Infer information from captions, cartoons, photographs, etc. SE 29, 55, 147, 217, 329, 445, 482  
ATE 1, 65, 157, 333, 397, 485, 547
  
- Use primary sources (art work, biographies, journals, interviews, letters) to collect, analyze, summarize, and synthesize information. SE 101, 108, 196-199, 230-231, 251, 266-285, 299, 319, 359, 369, 421, 478, 511, 544, 577, 600-601, 617  
ATE 369, 544, 648
  
- Correlate and cross reference social studies materials (index, appendix, glossary) SE\* 722-730, 731-744, 745-765

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**Skills (Cont.)**

- Research information using text based databases. SE 28, 54, 90, 118, 146, 178, 216, 250, 298, 328, 358, 392, 420, 444, 480, 510, 536, 572, 602, 640, 668  
ATE 33, 81, 167, 233, 336, 464, 497, 593, 625
- Create a multimedia presentation using text, color, and importing graphics, sound, special effects and/or animation. Students create multimedia projects in each of the **History in Action** activities contained in each unit. See examples pp. 63, 155, 219.