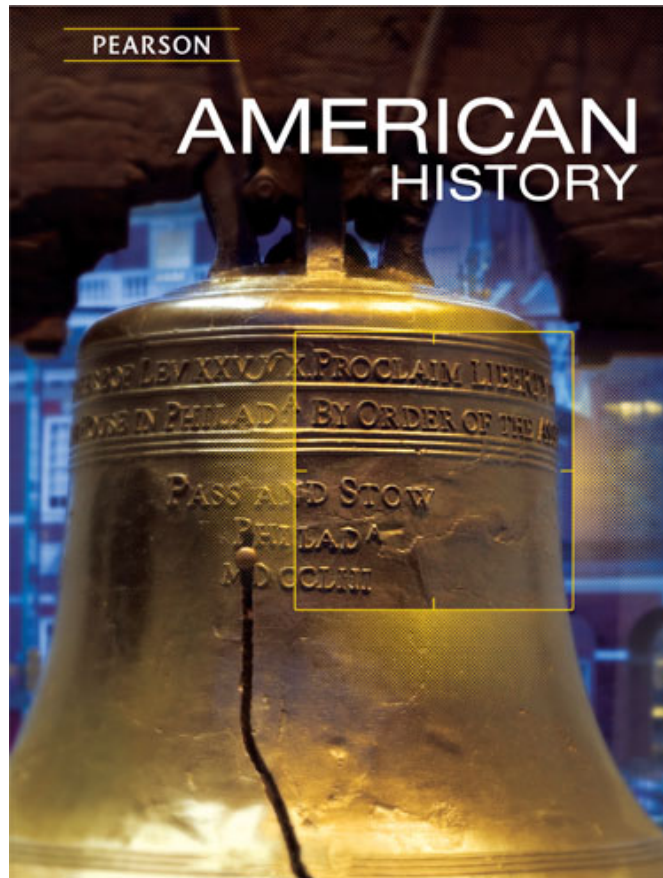


A Correlation of



Beginnings to 1877

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To the

**Indiana Academic Standards 2014
United States History
Grade 8**

**A Correlation of
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Introduction

This document demonstrates how *Pearson American History, ©2016* meets the Indiana Academic Standards for United States History, Grade 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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**DBQ = Document-Based Question
EQ = Essential Question
PBL = Project-Based Learning**

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DBQ = Document-Based Question
EQ = Essential Question
PBL = Project-Based Learning

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Topic 9: Lesson 4: The Aftermath of Reconstruction, Synthesize: The Effects of Reconstruction	8.1.27
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Geography Core Concepts: Climate and Weather	8.3.3
Geography Core Concepts: People's Impact on the Environment	8.3.7
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History Core Concepts: Historical Sources	8.1.28 8.1.29 8.1.30
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Personal Finance Core Concepts	
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Interactive Primary Sources	
Primary Source: The Mayflower Compact	8.1.30
Primary Source: Declaration of Independence	8.1.5 8.1.30

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Primary Source: Articles of Confederation	8.1.5 8.1.6 8.1.30 8.3.1
Primary Source: Anti-Federalist Papers	8.1.6 8.1.10 8.1.30
Primary Source: The Federalist No. 10, James Madison	8.1.6 8.1.30
Primary Source: The Federalist No. 39, James Madison	8.1.6 8.1.30
Primary Source: The Federalist No. 51	8.1.6 8.1.30
Primary Source: The Federalist No. 78, Alexander Hamilton	8.1.6 8.1.30
Primary Source: Northwest Ordinance	8.3.7 8.1.30 8.1.6
Primary Source: Farewell Address, George Washington	8.1.7 8.1.8 8.1.30
Primary Source: Debate Over Nullification, Webster and Calhoun	8.1.16 8.1.30
Primary Source: Democracy in America, Alexis de Tocqueville	8.1.16 8.1.30
Primary Source: "Ain't I a Woman?, " Sojourner Truth	8.1.25 8.1.30
Primary Source: Uncle Tom's Cabin, Harriet Beecher Stowe	8.1.24 8.1.25 8.1.30
Primary Source: "A House Divided, " Abraham Lincoln	8.1.24 8.1.30
Primary Source: First Inaugural Address, Abraham Lincoln	8.1.24 8.1.30

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Pearson American History Middle Grades, ©2016	Indiana Academic Standards United States History
Primary Source: Emancipation Proclamation, Abraham Lincoln	8.1.24 8.1.25 8.1.30
Primary Source: Gettysburg Address, Abraham Lincoln	8.1.24 8.1.30
Primary Source: Second Inaugural Address, Abraham Lincoln	8.1.24 8.1.30
Primary Source: The Pledge of Allegiance	8.1.30
21st Century Skills Tutorials	
21st CS: Analyze Primary and Secondary Sources	8.1.30
21st CS: Analyze Primary and Secondary Sources: Video	8.1.30
21st CS: Analyze Primary and Secondary Sources: Quick Reference	8.1.30
21st CS: Compare Viewpoints	8.1.28 8.1.29
21st CS: Compare Viewpoints: Video	8.1.28 8.1.29
21st CS: Compare Viewpoints: Quick Reference	8.1.28 8.1.29
21st CS: Distinguish Between Fact and Opinion	8.2.9 8.1.28 8.1.29
21st CS: Distinguish Between Fact and Opinion: Video	8.2.9 8.1.28 8.1.29
21st CS: Distinguish Between Fact and Opinion: Quick Reference	8.2.9 8.1.28 8.1.29
21st CS: Identify Bias	8.2.9 8.1.28 8.1.29

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21st CS: Identify Bias: Quick Reference	8.2.9 8.1.28 8.1.29
21st CS: Analyze Political Cartoons	8.2.9 8.1.29
21st CS: Analyze Political Cartoons: Video	8.2.9 8.1.29
21st CS: Analyze Political Cartoons: Quick Reference	8.2.9 8.1.29
21st CS: Read Physical Maps	8.3.1
21st CS: Read Physical Maps: Video	8.3.1
21st CS: Read Physical Maps: Quick Reference	8.3.1
21st CS: Read Political Maps	8.3.1
21st CS: Read Political Maps: Video	8.3.1
21st CS: Read Political Maps: Quick Reference	8.3.1
21st CS: Read Special-Purpose Maps	8.3.1
21st CS: Read Special-Purpose Maps: Video	8.3.1
21st CS: Read Special-Purpose Maps: Quick Reference	8.3.1
21st CS: Use Parts of a Map	8.3.1
21st CS: Use Parts of a Map: Video	8.3.1
21st CS: Use Parts of a Map: Quick Reference	8.3.1
21st CS: Search for Information on the Internet	8.2.9

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21st CS: Search for Information on the Internet: Video	8.2.9
21st CS: Search for Information on the Internet: Quick Reference	8.2.9
21st CS: Take Effective Notes	8.2.10
21st CS: Take Effective Notes: Video	8.2.10
21st CS: Take Effective Notes: Quick Reference	8.2.10
21st CS: Develop a Clear Thesis	8.2.10
21st CS: Develop a Clear Thesis: Video	8.2.10
21st CS: Develop a Clear Thesis: Quick Reference	8.2.10
21st CS: Organize Your Ideas	8.2.10
21st CS: Organize Your Ideas: Video	8.2.10
21st CS: Organize Your Ideas: Quick Reference	8.2.10
21st CS: Support Ideas with Evidence	8.2.10
21st CS: Support Ideas with Evidence: Video	8.2.10
21st CS: Support Ideas with Evidence: Quick Reference	8.2.10
21st CS: Evaluate Existing Arguments	8.2.9 8.2.10
21st CS: Evaluate Existing Arguments: Video	8.2.9 8.2.10
21st CS: Evaluate Existing Arguments: Quick Reference	8.2.9 8.2.10
21st CS: Consider and Counter Opposing Arguments	8.2.9 8.2.10

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21st CS: Consider & Counter Opposing Arguments: Video	8.2.9 8.2.10
21st CS: Consider & Counter Opposing Arguments: Quick Reference	8.2.9 8.2.10
21st CS: Give an Effective Presentation	8.2.10
21st CS: Give an Effective Presentation: Video	8.2.10
21st CS: Give an Effective Presentation: Quick Reference	8.2.10
21st CS: Participate in a Discussion or Debate	8.2.8 8.2.9 8.2.10
21st CS: Participate in a Discussion or Debate: Video	8.2.8 8.2.9 8.2.10
21st CS: Participate in a Discussion or Debate: Quick Reference	8.2.8 8.2.9 8.2.10
21st CS: Publish Your Work	8.2.10
21st CS: Publish Your Work: Video	8.2.10
21st CS: Publish Your Work: Quick Reference	8.2.10
21st CS: Work in Teams	8.2.7
21st CS: Work in Teams: Video	8.2.7
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21st CS: Being an Informed Citizen	8.2.3 8.2.6 8.2.8 8.2.9 8.2.10

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21st CS: Paying Taxes	8.2.3 8.2.6
21st CS: Paying Taxes: Video	8.2.3 8.2.6
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21st CS: Political Participation	8.2.3 8.2.6 8.2.7 8.2.8 8.2.9
21st CS: Serving on a Jury	8.2.3 8.2.6
21st CS: Voting	8.2.3 8.2.6 8.2.8 8.2.9
Social Studies Reference Center	
Social Studies Reference Center: Atlas	8.3.1
Social Studies Reference Center: U.S. Constitution, U.S. Constitution	8.1.6
Social Studies Reference Center: Biographies: Abigail Adams	8.1.4 8.1.10
Social Studies Reference Center: Biographies: John Adams	8.1.4 8.1.10

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Social Studies Reference Center: Biographies: John Quincy Adams	8.1.16
Social Studies Reference Center: Biographies: Samuel Adams	8.1.4 8.1.10
Social Studies Reference Center: Biographies: James Armistead	8.1.5 8.1.10
Social Studies Reference Center: Biographies: Crispus Attucks	8.1.4 8.1.10
Social Studies Reference Center: Biographies: John C. Calhoun	8.1.16
Social Studies Reference Center: Biographies: Wentworth Cheswell	8.1.5 8.1.10
Social Studies Reference Center: Biographies: Jefferson Davis	8.1.24 8.1.25
Social Studies Reference Center: Biographies: Benjamin Franklin	8.1.5 8.1.10
Social Studies Reference Center: Biographies: Bernardo de Gálvez	8.1.5 8.1.10
Social Studies Reference Center: Biographies: Ulysses S. Grant	8.1.24 8.1.25
Social Studies Reference Center: Biographies: Alexander Hamilton	8.1.6 8.1.10
Social Studies Reference Center: Biographies: Patrick Henry	8.1.4 8.1.10
Social Studies Reference Center: Biographies: Andrew Jackson	8.1.16
Social Studies Reference Center: Biographies: Thomas Jefferson	8.1.4 8.1.5 8.1.10
Social Studies Reference Center: Biographies: Marquis de Lafayette	8.1.5 8.1.10
Social Studies Reference Center: Biographies: Robert E. Lee	8.1.24 8.1.25

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Social Studies Reference Center: Biographies: Abraham Lincoln	8.1.24 8.1.25
Social Studies Reference Center: Biographies: James Madison	8.1.6 8.1.10
Social Studies Reference Center: Biographies: John Marshall	8.1.13
Social Studies Reference Center: Biographies: George Mason	8.1.6 8.1.10
Social Studies Reference Center: Biographies: Thomas Paine	8.1.5 8.1.10
Social Studies Reference Center: Biographies: Hiram Rhodes Revels	8.1.27
Social Studies Reference Center: Biographies: Haym Soloman	8.1.5 8.1.10
Social Studies Reference Center: Biographies: Mercy Otis Warren	8.1.4 8.1.10
Social Studies Reference Center: Biographies: George Washington	8.1.4 8.1.10
Social Studies Reference Center: Biographies: Daniel Webster	8.1.16

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Indiana United States History Growth and Development (to 1877) Grade 8 Standards
Standard 1: History
Students examine the relationship and significance of themes, concepts and movements in the development of United
Historical Knowledge
The American Revolution and Founding of the United States: 1754 to 1801
8.1.1 Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.
8.1.2 Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.
8.1.3 Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).
8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
8.1.5 Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783). <input type="checkbox"/>
8.1.6 Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.
8.1.7 Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
8.1.8 Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.
8.1.9 Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.
8.1.10 Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.

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Indiana United States History Growth and Development (to 1877) Grade 8 Standards
8.1.11 Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.
8.1.12 Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.
8.1.13 Explain the main issues, consequences, and landmark decisions of the Marshall Court.
8.1.14 Analyze the causes and consequences of the War of 1812.
8.1.15 Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.
8.1.16 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.
8.1.17 Explain relationships and conflict between settlers and Native Americans on the frontier.
8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.
8.1.19 Analyze the causes and effects of the Mexican War (1846-1848).
8.1.20 Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
8.1.21 Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
8.1.22 Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad.
8.1.23 Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

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Indiana United States History Growth and Development (to 1877) Grade 8 Standards
The Civil War and Reconstruction Period: 1850 to 1877
8.1.24 Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.
8.1.25 Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.
8.1.26 Compare and contrast the three plans for Reconstruction and evaluate the merits of each.
8.1.27 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making
8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.
8.1.29 Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.
8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
8.1.31 Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.
Standard 2: Civics and Government
<i>Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.</i>
Foundations of Government
8.2.1 Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.
8.2.2 Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.

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8.2.3 Examine ways that the national government affects the everyday lives of people of the United States.
Functions of Government
8.2.4 Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.
8.2.5 Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.
Roles of Citizens
8.2.6 Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.
8.2.7 Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.
8.2.8 Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.
8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.
8.2.10 Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2 and Amendment rights, the right to privacy, and the rights of the individual.
Standard 3: Geography
<i>Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.</i>
The World in Spatial Terms
8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.
Places and Regions
8.3.2 Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).
Physical Systems
8.3.3 Identify and locate the major climate regions in the United States and describe the characteristics of these regions.

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8.3.4 Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.
Human Systems
8.3.5 Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.
8.3.6 Using maps identify changes influenced by growth, economic development and human migration in the United States.
8.3.7 Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.
8.3.8 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.
8.3.9 Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.
Standard 4: Economics
<i>Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.</i>
8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.
8.4.2 Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States. * traditional economy: an economy in which resources are allocated based on custom and tradition * command economy: an economy in which resources are allocated by the government or other central authority * market economy: an economy in which resources are allocated by decisions of individuals and businesses * mixed economy: an economic system combining private and public enterprise
8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.
8.4.4 Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.

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8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.
8.4.6 Trace the development of different kinds of money used in the United States
8.4.7 Trace the development of the banking system in the United States.□
8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history
8.4.9 Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.
8.4.10 Compare and contrast job skills needed in different time periods in United States history.