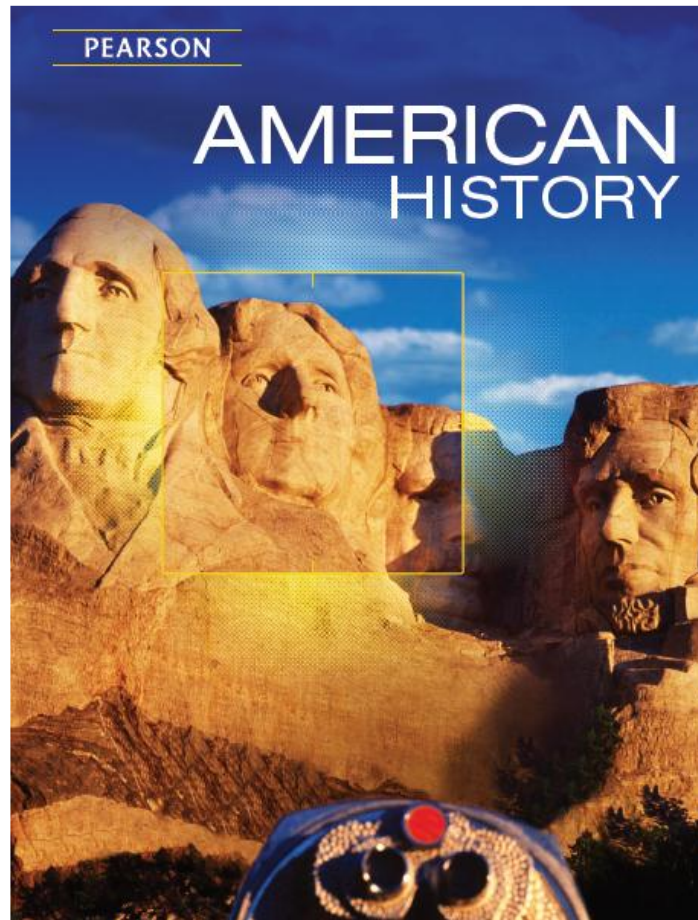


A Correlation of



Survey Edition, ©2016

To the

Michigan MAISA Units for Social Studies Grade 8



A Correlation of American History, Survey Edition, ©2016 to the Michigan Grade Level Content Expectations for Social Studies, Grade 8

Introduction

This document demonstrates how ***Pearson American History, Survey Edition, ©2016*** meets the Michigan MAISA Units for Social Studies.

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
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- 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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| MAISA Units – Michigan Grade 8 | American History Survey Edition, ©2016 |
|---|---|
| Unit 1: Foundations of a New Nation - Content Expectations/Standards | |
| MI: GLCE: Social Studies | |
| 8th Grade | |
| US History & Geography | |
| Foundations in United States History and Geography ERAs 1-3 These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade. To set the stage for the study of U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of these politics and intellectual understandings. | |
| F1 Political and Intellectual Transformations | |
| F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing: | |
| <ul style="list-style-type: none"> colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2) | <p>SE/TE: The Foundations of Representative Government, 114–116; Albany Plan of Union, 126; Thomas Paine’s Common Sense, 154; The Declaration of Independence, 155–156; Ideas that Influenced the Constitution, 191–196</p> <p>Topic 2 Assessment (11. Explain William Penn’s Role in the Development of Self-Government), 118</p> |
| <ul style="list-style-type: none"> experiences with self-government (e.g., House of Burgesses and town meetings) (C2) | <p>SE/TE: House of Burgesses, 56, 66, 117, 138, 194; Town Meetings, 68, 80, 82, 138</p> <p>Topic 2 Assessment (11. Explain William Penn’s Role in the Development of Self-Government), 118</p> |
| <ul style="list-style-type: none"> changing interactions with the royal government of Great Britain after the French and Indian War (C2) | <p>SE/TE: Tensions with Britain, 130–140; Taking Up Arms, 141–152</p> <p>Topic 3 Assessment (4. Analyze the Causes of the American Revolution), 173; (6. Organize and Interpret Information from Reports), 173; (7. Explain the Roles of Crispus Attucks, Samuel Adams, and John Adams in Boston Massacre), 174</p> |

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| F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing: | |
| <ul style="list-style-type: none"> • colonists' views of government | <p>SE/TE: The Foundations of Representative Government, 114–116; Albany Plan of Union, 126; Thomas Paine's Common Sense, 154</p> <p>Topic 3 Assessment (10. Use the Decision-Making Process), 174</p> |
| <ul style="list-style-type: none"> • their reasons for separating from Great Britain. (C2) | <p>SE/TE: Declaring Independence, 152–157</p> <p>Topic 3 Assessment 11. Identify Major Events, Including Drafting the Declaration of Independence), 174; (13. Identify the Colonial Grievances in the Declaration of Independence), 174; (14. Explain the Issues Surrounding Declaring Independence), 174</p> |
| F1.3 Describe the consequences of the American Revolution by analyzing the: | |
| <ul style="list-style-type: none"> • birth of an independent republican government (C2) | <p>SE/TE: Second Continental Congress, 148–149, 154, 155, 157, 174; A Weak Confederation, 178–184</p> <p>Topic 4 Assessment (1. Explain the Articles of Confederation), 230; (2. Summarize the Weaknesses of the Articles of Confederation), 230</p> |
| <ul style="list-style-type: none"> • creation of Articles of Confederation (C2) | <p>SE/TE: A Weak Confederation, 178–184</p> <p>Topic 4 Assessment (1. Explain the Articles of Confederation), 230; Topic 4 Assessment (2. Summarize the Weaknesses of the Articles of Confederation), 230</p> |

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| <ul style="list-style-type: none"> • changing views on freedom and equality (C2) | <p>SE/TE: The Three-Fifths Compromise, 188–189; A Bill of Rights, 199–200</p> <p>Topic 4 Assessment (4. Analyze the Great Compromise), 230; (5. Analyze the Principle of Checks and Balances), 230; (10. Analyze the Three-Fifths Compromise), 230</p> |
| <ul style="list-style-type: none"> • and concerns over distribution of power within governments, between government and the governed, and among people (C2) | <p>SE/TE: Drafting a Constitution, 143–147; also see: Understanding the Constitution, 203–218</p> <p>Topic 4 Assessment (4. Analyze the Great Compromise), 230; (5. Analyze the Principle of Checks and Balances), 230</p> |
| <p>U3.3 Creating New Government(s) and a New Constitution Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.</p> | |
| <p>Grades 5 & 8</p> | |
| <p>8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays’ Rebellion, disputes over western lands). (C2)</p> | <p>SE/TE: A Weak Confederation, 178–184</p> <p>Topic 4 Assessment (1. Explain the Articles of Confederation), 230; Topic 4 Assessment (2. Summarize the Weaknesses of the Articles of Confederation), 230</p> |
| <p>8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)</p> | <p>SE/TE: An Orderly Expansion, 182–183; Economic Problems Lead to Change; American Leaders Come Together, 186; Primary Sources: Northwest Ordinance, 972</p> <p>Topic 4 Assessment (2. Summarize the Weaknesses of the Articles of Confederation), 230</p> |

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| 8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue. | SE/TE: Drafting a Constitution, 143–147; Understanding the Constitution, 203–218 Topic 4 Assessment (4. Analyze the Great Compromise), 230; (5. Analyze the Principle of Checks and Balances), 230; (10. Analyze the Three-Fifths Compromise), 230 |
| 8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise. | SE/TE: The Great Compromise, 188; The Three-Fifths Compromise, 188–189; The Bill of Rights, 202; also see: Understanding the Constitution, 203–218 Topic 4 Assessment (4. Analyze the Great Compromise), 230; (5. Analyze the Principle of Checks and Balances), 230; (10. Analyze the Three-Fifths Compromise), 230 |
| 8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (National Geography Standard 3, p. 148) | SE/TE: Federalists, Antifederalists, and the Bill of Rights, 197–202; Primary Sources: Federalist Papers, 973–989 Topic 4 Assessment (3. Analyze the Arguments For Ratification), 230; (7. Identify the Influence of the Federalist Papers), 230 |
| 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3) | SE/TE: New Amendments, 201; The Bill of Rights, 1, 202, 220–222; Individual Rights, 207 Topic 4 Assessment (14. Analyze the Principle of Individual Rights), 231; (15. Describe the Importance of Free Speech and Free Press), 231 |

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| 8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2) | SE/TE: Primary Sources: Magna Carta, 966; Mayflower Compact, 966–967; Northwest Ordinance, 972–973; Federalist Papers, 973–989 |
| Unit 2: Challenges to an Emerging Nation - Content Expectations/Standards | |
| MI: GLCE: Social Studies | |
| 8th Grade | |
| US History & Geography | |
| U4 USHG ERA 4 – Expansion and Reform (1792-1861) | |
| U4.1 Challenges to an Emerging Nation | |
| Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges. | |
| Grade 8 | |
| 8 – U4.1.1 Washington’s Farewell – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice. (C4) | SE/TE: The Impact of Washington’s Farewell Address, 244; Primary Sources: Farewell Address, George Washington, 989–990; also see: Britain or France, 248; Escalating Conflicts With France, 252 |
| 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p. 161) | SE/TE: Americans React to the French Revolution, 240–243; Jay’s Treaty, 243–244; Geography Shapes Domestic and Foreign Policy, 261; Negotiations for Louisiana, 261–262; The Louisiana Purchase, 262; War of 1812, 273–281; Monroe Doctrine, 293–294 |

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| 8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over: | |
| <ul style="list-style-type: none"> • relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) (C3) | <p>SE/TE: Taxation Sparks the Whiskey Rebellion, 239–240; Assessment, 244; The Alien and Sedition Acts, 253–254; Assessment, 255</p> <p>Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), 295</p> |
| <ul style="list-style-type: none"> • foreign relations (e.g., French Revolution, relations with Great Britain) (C3) | <p>SE/TE: Americans React to the French Revolution, 240–243; Washington Defends Neutrality, 243–244; Britain or France, 248; Escalating Conflict With France, 252–253</p> <p>Topic 5 Assessment (14. Describe National Security Problems), 297</p> |
| <ul style="list-style-type: none"> • economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2) | <p>SE/TE: Alexander Hamilton and the National Debt, 236–238; Creating a Stable Economy, 238–239; Assessment, 244</p> <p>Topic 5 Assessment (4. Explain the Development of the Free-Market System), 295</p> |
| 8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCullouch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2) | <p>SE/TE: Landmark Supreme Court Cases, 258–260; Supreme Court Decisions Expand Federal Power, 288–289</p> <p>Topic 4 Assessment (12. Identify the Origin of Judicial Review), 231</p> |

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| Unit 3: Regional and Economic Growth – Content Expectations/Standards | |
| MI: GLCE: Social Studies | |
| 8th Grade | |
| US History & Geography | |
| U4 USHG ERA 4 – Expansion and Reform (1792-1861) | |
| U4.1 Challenges to an Emerging Nation | |
| Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges. | |
| Grade 8 | |
| 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p. 161) | SE/TE: Americans React to the French Revolution, 240–243; Jay’s Treaty, 243–244; Geography Shapes Domestic and Foreign Policy, 261; Negotiations for Louisiana, 261–262; The Louisiana Purchase, 262; War of 1812, 273–281; Monroe Doctrine, 293–294 Topic 5 Assessment (10. Identify and Locate the Louisiana Purchase), 296; (11. Explain the Significance of the Louisiana Purchase), 296; (12. Analyze the Effects of Geographic Features), 296; (16. Explain the Cause of the War of 1812), 297; (18. Explain the Economic Effects of the War of 1812), 298 |
| U4.2 Regional and Economic Growth | |
| Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence. | |
| 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of: | |
| • industry, including entrepreneurial development of new industries, such as textiles (E1.1) | SE/TE: The Industrial Revolution Begins, 369–370; Factories Come to America, 370–373; New Technologies, 377–379 Topic 7 Assessment (2. Describe the Features of the Free-Market System), 426; (3. Explain Technology and Economic Growth), 426; (11. Identify the Impact of Industrialization on Life), 427 |

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| <ul style="list-style-type: none"> the labor force including labor incentives and changes in labor forces (E1.2) | <p>SE/TE: Daily Life in Factory Towns, 373–375; Workers Respond to Challenges, 383–385; Assessment, 388</p> <p>Topic 7 Assessment (11. Identify the Impact of Industrialization on Life), 427</p> |
| <ul style="list-style-type: none"> transportation including changes in transportation (<i>steamboats and canal barges</i>) and impact on economic markets and prices (E1.2,1.3) | <p>SE/TE: The Age of Steam, 334; Canals Connect the Country, –335–336; The Age of Steam Power, 380–383</p> <p>Topic 7 Assessment (3. Explain Technology and Economic Growth), 426</p> |
| <ul style="list-style-type: none"> immigration and the growth of nativism | <p>SE/TE: A Reaction Against Immigrants, 386–387</p> |
| <ul style="list-style-type: none"> race relations | <p>SE/TE: Ethnic Minorities in the North, 385–388</p> |
| <ul style="list-style-type: none"> agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) | <p>SE/TE: The Cotton Kingdom, 390; Reliance on Agriculture, 391–394</p> |
| <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> | <p>SE/TE: Enslaved African Americans, 396; Slavery in the South, 397–399; Resisting Slavery, 399–400; Abolitionism, 407–411; Southerners Defend Slavery Against the North, 412; The Fugitive Slave Act, 436–437</p> <p>Topic 7 Assessment (8. Analyze Slavery’s Impact), 426; (9. Describe the Contributions of Frederick Douglass), 426</p> |

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| 8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154) | SE/TE: Negotiations for Louisiana, 261–262; The Louisiana Purchase, 262; Southern Native Americans on the Trail of Tears, 328–330; Westward Movement, 331–336; Settling Oregon Country, 337–343; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362 Topic 5 Assessment (10. Identify and Locate the Louisiana Purchase), 296; (11. Explain the Significance of the Louisiana Purchase), 296; (12. Analyze the Effects of Geographic Features), 296 |
| 8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169) | SE/TE: Native Americans on the Frontier, 323–331; Westward Movement, 331–336; Henry Clay’s Missouri Compromise, 431; The Wilmot Proviso Divides Congress, 432; Congress Reaches a Compromise, 436–438 Kansas-Nebraska Act, 440–442 Topic 6 Assessment (4. Analyze the California Gold Rush), 363; (6. Analyze the Indian Removal Act), 363 |
| High School | |
| US History & Geography | |
| FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY: ERAS 1-5 | |
| F1 Political and Intellectual Transformations of America to 1877 | |
| F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals: | |
| • Declaration of Independence | SE/TE: Declaring Independence, 153–157; Primary Sources: Declaration of Independence, 964–965 |
| • the U.S. Constitution (including the Preamble) | SE/TE: Drafting a Constitution, 185–190; Ideas that Influenced the Constitution, 191–196; Understanding the Constitution, 203–218; U.S. Constitution, 940–961 |
| • Bill of Rights | SE/TE: The Bill of Rights, 1, 202, 220–222; U.S. Constitution, 954–955 |

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| • the Gettysburg Address | SE/TE: The Gettysburg Address, 481–482; Primary Sources: Gettysburg Address, 996 |
| • 13th, 14th, and 15th Amendments | SE/TE: The Impact of the Thirteenth Amendment, 497; The Impact of the Fourteenth Amendment, 501–502; The Impact of the Fifteenth Amendment, 504–505 |
| Unit 4: Antebellum Reform Movements – Content Expectations/Standards | |
| MI: GLCE: Social Studies | |
| 8th Grade | |
| Discourse, Decisions, Citizen Involvement | |
| Public Discourse, Decision Making, and Citizen Involvement (P3, P4) | |
| P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement | |
| Grades 6-8 | |
| 8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue. | |
| • Identify a national public policy issue | SE/TE: Topic 4 Assessment (13. Analyze the Impact of the First Amendment on Religious Freedom), 231; (14. Analyze the Principle of Individual Rights), 231; (15. Describe the Importance of Free Speech and Free Press), 231 <i>21st Century Skills:</i> Solve Problems, 1037–1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039 |
| • Clearly state the issue as a question of public policy orally or in written form. | SE/TE: <i>21st Century Skills:</i> Solve Problems, 1037–1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039 Topic 4 Assessment (13. Analyze the Impact of the First Amendment on Religious Freedom), 231; (14. Analyze the Principle of Individual Rights), 231; (15. Describe the Importance of Free Speech and Free Press), 231 |

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| <ul style="list-style-type: none"> • Use inquiry methods to trace the origins of the issue and to acquire data about the issue. | <p>SE/TE: <i>21st Century Skills:</i> Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030</p> <p><i>Research Activities:</i> Topic 1 Assessment (9. Compare the Effects of New Technologies on Daily Life), 42; Topic 2 Assessment (9. Analyze Mercantilism), 117; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; (6. Organize and Interpret Information from Reports), 173; (14. Explain the Issues Surrounding Declaring Independence), 174; 16. Contributions of Women), 175; (17. Contributions of African Americans), 175; Topic 4 Assessment (11. Summarize Amending the U.S. Constitution), 231; Topic 5 Assessment (1. Analyze the Leadership of George Washington), 295; Topic 5 Assessment (10. Identify and Locate the Louisiana Purchase), 296; (18. Explain the Economic Effects of the War of 1812), 298; Topic 6 Assessment (9. Describe Expanded Suffrage), 364; Topic 7 Assessment (10. Explain the Reasons for Rapid Urbanization), 427</p> |
| <ul style="list-style-type: none"> • Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. | <p>SE/TE: <i>21st Century Skills:</i> Solve Problems, 1037–1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039</p> <p>Topic 4 Assessment (13. Analyze the Impact of the First Amendment on Religious Freedom), 231; (14. Analyze the Principle of Individual Rights), 231; (15. Describe the Importance of Free Speech and Free Press), 231; (16. Summarize and Explain Becoming a Naturalized Citizen), 231</p> |

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| <p>• Identify and apply core democratic values or constitutional principles.</p> | <p>SE/TE: Drafting a Constitution, 143–147; Understanding the Constitution, 203–218; Citizens’ Rights and Responsibilities, 224–229</p> <p><i>21st Century Skills:</i> Participate in a Discussion or Debate, 1034; Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p> |
| <p>• Share and discuss findings of research and issue analysis in group discussions and debates.</p> | <p>SE/TE: <i>21st Century Skills:</i> Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030</p> <p><i>Research Activities:</i> Topic 1 Assessment (9. Compare the Effects of New Technologies on Daily Life), 42; Topic 2 Assessment (9. Analyze Mercantilism), 117; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; (6. Organize and Interpret Information from Reports), 173; (14. Explain the Issues Surrounding Declaring Independence), 174; 16. Contributions of Women), 175; (17. Contributions of African Americans), 175; Topic 4 Assessment (11. Summarize Amending the U.S. Constitution), 231; Topic 5 Assessment (1. Analyze the Leadership of George Washington), 295; Topic 5 Assessment (10. Identify and Locate the Louisiana Purchase), 296; (18. Explain the Economic Effects of the War of 1812), 298; Topic 6 Assessment (9. Describe Expanded Suffrage), 364; Topic 7 Assessment (10. Explain the Reasons for Rapid Urbanization), 427</p> |

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| <ul style="list-style-type: none"> • Compose a persuasive essay justifying the position with a reasoned argument. | <p>SE/TE: <i>21st Century Skills:</i> Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> <p>Topic 5 Assessment (19. Analyze the Sectional Impact of Tariffs), 298; Topic 6 Assessment (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364</p> |
| <ul style="list-style-type: none"> • Develop an action plan to address or inform others about the issue | <p>SE/TE: <i>21st Century Skills:</i> Participate in a Discussion or Debate, 1034; Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040</p> |
| P4.2 Citizen Involvement Act constructively to further the public good. | |
| <p>8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> | <p>SE/TE: Understanding the Constitution, 203–219; Amending the Constitution, 219–223; Citizens’ Rights and Responsibilities, 224–229</p> <p><i>21st Century Skills:</i> Participate in a Discussion or Debate, 1034; Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040</p> <p>Topic 4 Assessment (13. Analyze the Impact of the First Amendment on Religious Freedom), 231; (14. Analyze the Principle of Individual Rights), 231; (15. Describe the Importance of Free Speech and Free Press), 231; (16. Summarize and Explain Becoming a Naturalized Citizen), 231; Topic 8 Assessment (4. Evaluate the Impact of Landmark Supreme Court Decisions), 488; (10. Explain the Constitutional Issues Regarding States’ Rights in the Civil War), 489</p> |

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| <p>8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p> | <p>SE/TE: <i>21st Century Skills:</i> Participate in a Discussion or Debate, 1034; Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040</p> <p>Understanding the Constitution, 203–219; Amending the Constitution, 219–223; Citizens’ Rights and Responsibilities, 224–229</p> <p>Topic 4 Assessment (13. Analyze the Impact of the First Amendment on Religious Freedom), 231; (14. Analyze the Principle of Individual Rights), 231; (15. Describe the Importance of Free Speech and Free Press), 231; (16. Summarize and Explain Becoming a Naturalized Citizen), 231</p> |
| <p>8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).</p> | <p>SE/TE: Understanding the Constitution, 203–219; Amending the Constitution, 219–223; Citizens’ Rights and Responsibilities, 224–229</p> <p><i>21st Century Skills:</i> Participate in a Discussion or Debate, 1034; Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040</p> <p>Topic 4 Assessment (13. Analyze the Impact of the First Amendment on Religious Freedom), 231; (14. Analyze the Principle of Individual Rights), 231; (15. Describe the Importance of Free Speech and Free Press), 231; (16. Summarize and Explain Becoming a Naturalized Citizen), 231; Topic 8 Assessment (4. Evaluate the Impact of Landmark Supreme Court Decisions), 488; (10. Explain the Constitutional Issues Regarding States’ Rights in the Civil War), 489</p> |

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| US History & Geography | |
| U4.3 Reform Movements Analyze the growth of antebellum American reform movements. | |
| 8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2) | SE/TE: The Impact of Educational Reform, 405–406 Topic 7 Assessment (12. Evaluate Educational Reform), 427 |
| 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154) | SE/TE: Abolitionism, 407–412 Topic 7 Assessment (9. Describe the Contributions of Frederick Douglass), 426 |
| 8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2) | SE/TE: Women’s Rights, 413–418 Topic 7 Assessment (5. Describe the Women’s Rights Movement), 426 |
| 8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2) | SE/TE: The Impact of the Temperance Movement, 404–405; Assessment, 406 |
| 8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2) | SE/TE: The Second Great Awakening and Its Causes, 402–403 |

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| Unit 5: The Coming of the Civil War - Content Expectations/Standards | |
| MI: GLCE: Social Studies | |
| 8th Grade | |
| US History & Geography | |
| U5 USHG ERA 5 – Civil War and Reconstruction (1850-1877) | |
| U5.1 The Coming of the Civil War | |
| Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence. | |
| 8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2) | SE/TE: Ethnic Minorities in the North, 385–388; Southern Whites, 394–395; Southern African Americans, 395–396; Slavery in the South, 397–399; Resisting Slavery, 399–400; Assessment, 400 |
| 8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (National Geography Standard 12, p. 167) | SE/TE: An Orderly Expansion, 182–183 Topic 4 Assessment (8. Explain the Northwest Ordinance), 230 |
| 8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3) | SE/TE: Sectionalism in the Era of Good Feelings, 283–284; Henry Clay combats Sectionalism, 286–287; Conflicts and Compromises, 430–438; The Question of Slavery in Kansas and Nebraska, 440; Violent Clashes Over Slavery in Kansas, 441–442; Violence Over Slavery Breaks Out in the Senate, 442 Topic 5 Assessment (9. Identify the Era of Sectionalism), 295; Topic 6 Assessment (1. Identify Congressional Conflicts and Compromises), 363; Topic 8 Assessment (1. Identify Congressional Conflicts), 488 |
| 8 – U5.1.4 Describe how the following increased sectional tensions | |
| • the Missouri Compromise (1820) | SE/TE: Henry Clay's Missouri Compromise, 431; Assessment, 438 |
| • the Wilmot Proviso (1846) | SE/TE: The Wilmot Proviso Divides Congress, 432; Assessment, 438 |

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| <ul style="list-style-type: none"> the Compromise of 1850 including the Fugitive Slave Act | <p>SE/TE: Congress Reaches a Compromise, 436–438; Assessment, 438</p> <p>Topic 8 Assessment (5. Explain How Sectionalism and States’ Rights Caused the Civil War), 488</p> |
| <ul style="list-style-type: none"> the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas | <p>SE/TE: The Question of Slavery in Kansas and Nebraska, 440; Violent Clashes Over Slavery in Kansas, 441–442; Violence Over Slavery Breaks Out in the Senate, 442; Assessment, 449</p> <p>Topic 8 Assessment (5. Explain How Sectionalism and States’ Rights Caused the Civil War), 488</p> |
| <ul style="list-style-type: none"> the Dred Scott v. Sandford decision (1857) | <p>SE/TE: The Impact of the Dred Scott Case, 443–445; Assessment, 449</p> <p>Topic 8 Assessment (4. Evaluate the Impact of Landmark Supreme Court Decisions), 488</p> |
| <ul style="list-style-type: none"> changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National Geography Standard 13, p. 169) | <p>SE/TE: The Republican Party Challenges Other Parties, 445; Abraham Lincoln Leads the Republican Party, 446–447; Assessment, 449</p> |
| <p>8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)</p> | <p>SE/TE: Resisting Slavery, 399–400; Analyze Maps: The Underground Railroad, 410; Civil Disobedience and the Underground Railroad, 411; Assessment, 412; John Brown’s Antislavery Campaign, 448–449</p> |
| <p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War (C2).</p> | <p>SE/TE: Conflicts and Compromises, 430–438; Growing Tensions, 439–449; Division and the Outbreak of War, 450–460</p> <p>Topic 8 Assessment (5. Explain How Sectionalism and States’ Rights Caused the Civil War), 488</p> |

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| U5.2 Civil War | |
| Evaluate the multiple causes, key events, and complex consequences of the Civil War. | |
| 8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2) (National Geography Standard 6, p. 154) | SE/TE: Abraham Lincoln and the Election of 1860, 451; The Nation Moves Toward Civil War, 452–453; Analyze Maps: Choosing Sides, 456 |
| Unit 6: The Civil War - Content Expectations/Standards | |
| MI: GLCE: Social Studies | |
| 8th Grade | |
| US History & Geography | |
| U5.2 Civil War | |
| Evaluate the multiple causes, key events, and complex consequences of the Civil War. | |
| 8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the: | |
| • critical events and battles in the war | SE/TE: Growing Tensions, 439–449; Division and Outbreak of War, 450–460; The Course of War, 461–467; Emancipation and Life in Wartime, 468–477; The War’s End, 478–487 |
| • the political and military leadership of the North and South | SE/TE: The Leadership Roles of Lincoln and Davis, 459–460; George McClellan, 463; General Grant, 467 |
| • the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (National Geography Standard 15, p. 173) | SE/TE: Strengths and Weaknesses of the North and South, 457–459; The Leadership Roles of Lincoln and Davis, 459–460; Political Challenges in the North and South, 473–474; War Challenges and Fuels the Northern Economy, 475; War Devastates the Southern Economy, 475–476 Topic 9 Assessment (1. Analyze the Causes and Effects of Economic Differences Between the North and South), 519 |

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| 8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to: | |
| <ul style="list-style-type: none"> • his military and political leadership | <p>SE/TE: The Leadership Roles of Lincoln and Davis, 459–460; the Emancipation Proclamation, 469–470; Lincoln and Habeas Corpus, 474; The Gettysburg Address, 481–482; Contrasting Ideas of Liberty and Union, 483–485</p> <p>Topic 8 Assessment (6. Explain the Role of Abraham Lincoln in the Civil War), 488</p> |
| <ul style="list-style-type: none"> • the evolution of his emancipation policy (including the Emancipation Proclamation) | <p>SE/TE: The Emancipation Proclamation, 469–470; Primary Sources: Emancipation Proclamation, 995</p> |
| <ul style="list-style-type: none"> • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2) | <p>SE/TE: The Gettysburg Address, 481–482; Two Inaugural Addresses, 494; Primary Sources: First Inaugural Address, Abraham Lincoln, 994–995; Gettysburg Address, 996; Second Inaugural Address, Abraham Lincoln, 996–997</p> |
| 8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples. | <p>SE/TE: African Americans Fight Heroically for the Union, 470–472</p> |
| 8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (National Geography Standard 14, p.171) | <p>SE/TE: Emancipation and Life in Wartime, 468–477</p> <p>Topic 8 Assessment (6. Explain the Role of Abraham Lincoln in the Civil War), 488</p> |

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| MAISA Units – Michigan Grade 8 | American History Survey Edition, ©2016 |
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| Unit 7: Reconstruction - Content Expectations/Standards | |
| MI: GLCE: Social Studies | |
| 8th Grade | |
| US History & Geography | |
| U5.3 Reconstruction | |
| Using evidence, develop an argument regarding the character and consequences of Reconstruction. | |
| 8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans. | SE/TE: The Reconstruction Era, 490–491; Early Reconstruction, 492–498; Radical Reconstruction, 499–505; Reconstruction and Southern Society, 506–512; The Aftermath of Reconstruction, 513–518 Topic 9 Assessment (10. Explain Political Problems During Reconstruction), 520 |
| 8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the: | |
| • policies of the Freedmen’s Bureau (E2.2) | SE/TE: The Freedmen’s Bureau Addresses Economic and Social Needs, 495; Assessment, 498 |
| • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5) | SE/TE: Radical Reconstruction, 499–505; Conservatives Implement Jim Crow Laws, 516 |
| 8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) | SE/TE: Reconstruction Difficulties Persist, 500; Reforms of the Radical Reconstruction Congress, 501; Radical Reforms Impact the South, 502–503; New Political Groups in the South, 507; Conservatives Resist Reform, 508–509 |
| 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. | SE/TE: The Impact of the Thirteenth Amendment, 497; The Impact of the Fourteenth Amendment, 501–502; The Impact of the Fifteenth Amendment, 504–505 Topic 9 Assessment (2. Describe the Impact of the Fourteenth Amendment), 519; (13. Describe the Impact of the Fifteenth Amendment), 520 |

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| 8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans. | SE/TE: Reconstruction Ends, 514–515 |
| High School | |
| US History & Geography | |
| FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY: ERAS 1-5 | |
| F1 Political and Intellectual Transformations of America to 1877 | |
| F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing: | |
| <ul style="list-style-type: none"> • the birth of republican government, including the rule of law, inalienable rights, equality, and limited government | SE/TE: The Foundations of Representative Government, 114–116; Albany Plan of Union, 126; Thomas Paine’s Common Sense, 154; The Declaration of Independence, 155–156; Drafting a Constitution, 185–190; Ideas that Influenced the Constitution, 191–196; Federalists, Antifederalists, and the Bill of Rights, 197–202; Understanding the Constitution, 203–218; Primary Sources: Federalist Papers, 973–989 |
| <ul style="list-style-type: none"> • the development of governmental roles in American life | SE/TE: Supreme Court Decisions Expand Federal Power, 288–289; Reform Movements, 401–405; Abolitionism, 407–412; Women’s Rights, 413–418 |
| <ul style="list-style-type: none"> • and competing views of the responsibilities of governments (federal, state, and local) | SE/TE: A Conflict Over States Rights, 314–316; The Bank War, 317–319; An Era of Reform, 402–403; Conflicts and Compromises, 430–438 |
| <ul style="list-style-type: none"> • changes in suffrage qualifications | SE/TE: Democracy Expands, 303–304; Jacksonian Democracy, 309–311 |
| <ul style="list-style-type: none"> • the development of political parties | SE/TE: The Origin of Political Parties, 245–250; Origin of New Political Parties, 307; The Whig Party, 307–309; Democrats Lose the Election, 321; The Republican Party Challenges Other Parties, 445; Abraham Lincoln Leads the Republican Party, 446–447; Assessment, 449 |

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| <ul style="list-style-type: none"> America’s political and economic role in the world | SE/TE: Jay’s Treaty, 243–244; Geography Shapes Domestic and Foreign Policy, 261; Negotiations for Louisiana, 261–262; The Louisiana Purchase, 262; War of 1812, 273–281; Latin America Wins Independence, 289–291; Gaining Florida, 292; Monroe Doctrine, 293–294; The Mexican-American War, 356–357 |
| Unit 8: America in Last Half of the 19th Century - Content Expectations/Standards | |
| MI: GLCE: Social Studies | |
| 8th Grade | |
| US History & Geography | |
| U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930) | |
| Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898. | |
| U6.1 America in the Last Half of the 19th Century Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th Century. This era will be addressed in-depth and with greater intellectual sophistication in the high school United History and Geography content expectations. | |
| 8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in: | |
| <ul style="list-style-type: none"> territory, including the size of the United States and land use | SE/TE: The Louisiana Purchase, 262; Southern Native Americans on the Trail of Tears, 328–330; Westward Movement, 331–336; Settling Oregon Country, 337–343; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362 |
| <ul style="list-style-type: none"> population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) | SE/TE: The Effects of Migration to California, 361–362; Cities Expand, 375–376; Workers Respond to Challenges, 383–385; Ethnic Minorities in the North, 385–388 |

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| <ul style="list-style-type: none"> • systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) | <p>SE/TE: The Age of Steam, 334; Canals Connect the Country, –335–336; The Industrial Revolution and Life in the North, 368–388; The Railroads Encourages Economic Growth, 527–528; Building a National Network of Rails, 529–531; Railroads and Competition, 532; Railroads Build a Nation, 533–534</p> |
| <ul style="list-style-type: none"> • governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) | <p>SE/TE: A Conflict Over States Rights, 314–316; The Bank War, 317–319; Economic Crisis and Political Changes, 319–322; Mining, Railroads, and the Economy, 524–534; Western Agriculture, 535–545</p> <p>Topic 10 Assessment (3. Explain the Impact of the Homestead Act), 579</p> |
| <ul style="list-style-type: none"> • economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2) | <p>SE/TE: Western Agriculture, 535–545; Industry and Corporations, 557–564; The Labor Movement, 565–571; New Technologies, 572–578</p> <p>Topic 10 Assessment (1. Analyze Supply and Demand in the Cattle Business), 579</p> |
| <ul style="list-style-type: none"> • the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in Plessy v. Ferguson, and the response of African Americans | <p>SE/TE: Radical Reconstruction, 499–505; Conservatives Implement Jim Crow Laws, 516</p> <p>Topic 9 Assessment (Evaluate the impact of Jim Crow laws on African Americans in the South after the end of Reconstruction.), 519</p> |
| <ul style="list-style-type: none"> • the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians | <p>SE/TE: Native Americans on the Frontier, 323–330; Hardship for Native Americans, 547–556</p> <p>Topic 10 Assessment (5. Explain Plains Indian Ways of Life), 579; (6. Create a Timeline of Conflict in the West), 579; (7. Identify the Effects of the Dawes Act), 580</p> |