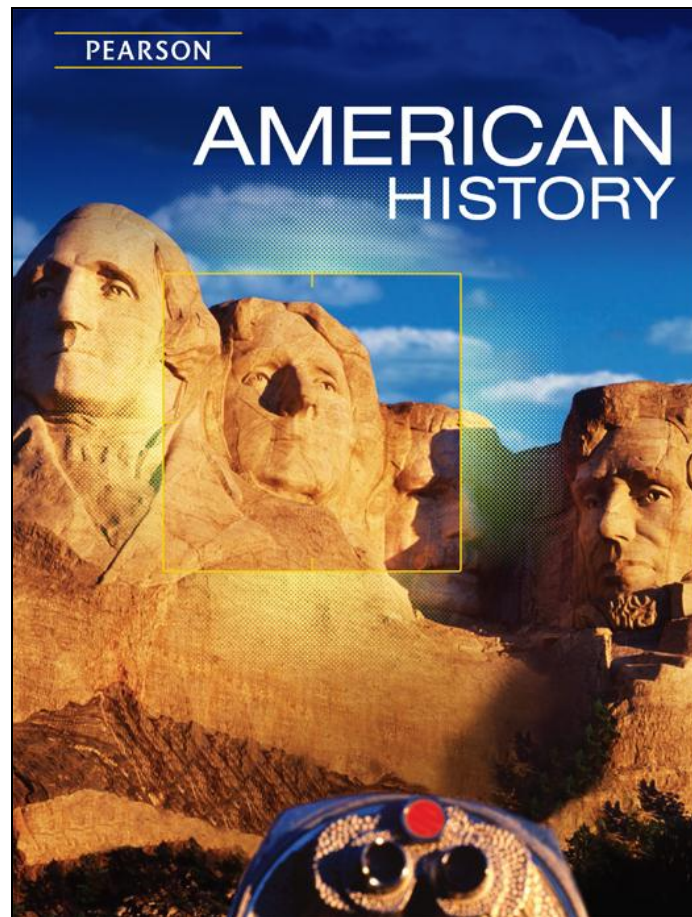


# A Correlation of



© 2016

To the

# Washington State Social Studies Learning Standards Grade 8

# **A Correlation of American History, © 2016 to the Washington State Social Studies Learning Standards, Grade 8**

## **Introduction**

This document demonstrates how ***Pearson American History, ©2016*** meets the Washington State Social Studies Learning Standards, 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

©2015 Pearson Education, Inc. or its affiliate(s). All rights reserved

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

**Table of Contents**

<b>EALR 1: CIVICS .....</b>	<b>4</b>
<b>EALR 2: ECONOMICS .....</b>	<b>9</b>
<b>EALR 3: GEOGRAPHY .....</b>	<b>12</b>
<b>EALR 4: HISTORY .....</b>	<b>14</b>
<b>EALR 5: SOCIAL STUDIES SKILLS.....</b>	<b>17</b>

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

Washington State Social Studies Learning Standards	American History, © 2016
<b>Social Studies –Grade 8</b>	
<i>In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The recommended context for developing this understanding is U.S. history and government, 1776 to 1900. Students explore the ideas, issues, and events from the framing of the Constitution up through Reconstruction and industrialization. After reviewing the founding of the United States, particularly the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics. In particular, studying the causes and consequences of the Civil War helps them to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.</i>	
<b>EALR 1: CIVICS</b> The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.	
<b>Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.</b>	
<b>1.1.1 Understands key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty, and the Bill of Rights, including due process and freedom of expression.</b>	<b>SE:</b> Choosing Independence, 117-118; The Declaration of Independence, 118-119; Topic 3 Assessment (11. Identify Major Events, Including Drafting the Declaration of Independence; 12. Define and Give Examples of Unalienable Rights; 13. Identify Colonial Grievances in the Declaration of Independence; 14. Explain Issues Surrounding Declaring Independence), 134; Ideas That Influenced the Constitution, 148-151; A Bill of Rights, 153-154; New Amendments, 155-156; The Preamble, the Articles, and the Amendments, 157-159; Seven Basic Principles, 159-160; The Bill of Rights, 169-170; Topic 4 Assessment (5. Analyze Principle of Checks and Balances; 6. Explain Grievances Addressed in U.S. Constitution; 13. Analyze Impact of First Amendment on Religious Freedom; 14. Analyze the Principle of Individual Rights; 15. Describe Importance of Free Speech and Free Press), 176-177 United States Constitution, 706-727; Primary Sources: Declaration of Independence, 728-730 21 <sup>st</sup> Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793-794

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

<b>Washington State Social Studies Learning Standards</b>	<b>American History, © 2016</b>
<p><b>1.1.2 Evaluates efforts to reduce discrepancies between key ideals and reality in the United States, including:</b></p> <ul style="list-style-type: none"> <li>▪ How amendments to the Constitution have sought to extend rights to new groups.</li> <li>▪ How key ideals and constitutional principles set forth in fundamental documents relate to public issues.</li> </ul>	<p><b>SE:</b> New Amendments, 155-156; Additional Amendments, 170; Democracy Expands, 230-231; Early Calls for Women's Rights, 307-308; A Women's Movement Organizes, 308-309; Women Gain New Opportunities, 309-310; Topic 7 Assessment (5. Describe the Women's Rights Movement), 316; The Impact of the Fourteenth Amendment, 374; The Impact of the Fifteenth Amendment, 376; Topic 9 Assessment (2. Describe the Impact of the Fourteenth Amendment; 13. Describe the Impact of the Fifteenth Amendment), 386-387; The Path to Women's Suffrage, 459-460; The Nineteenth Amendment, 460-461; New Opportunities Arise, 461; African Americans Face Discrimination, 462-464; Discrimination Against American Indians, 465-466; Topic 11 Assessment (11. Compare W.E.B. Du Bois and Booker T. Washington; 12. Explain the Importance of the Nineteenth Amendment), 476 United States Constitution, 706-727 Primary Sources: Declaration of Independence, 728-730 21<sup>st</sup> Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793-794</p>

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

Washington State Social Studies Learning Standards	American History, © 2016
<b>Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.</b>	
<b>1.2.1 Understands and analyzes the structure and powers of government at the national level.</b>	<p><b>SE:</b> The Legislative Branch—Congress, 160-162; The Executive Branch—The President, 162-163; The Judicial Branch—The Supreme Court, 163-164; Preventing Abuse of Power, 164-165; Topic 4 Assessment (5. Analyze Principle of Checks and Balances; 12. Identify Origin of Judicial Review), 176-177; Landmark Supreme Court Cases, 197-198; The Louisiana Purchase, 199-200; Topic 5 Assessment (5. Analyze Congressional and Presidential Responses; 11. Explain the Significance of Louisiana Purchase), 224-225; Indian Removal, 244-246; Topic 6 Assessment (6. Analyze Indian Removal Act), 271; Henry Clay's Missouri Compromise, 320-321; Western Expansion Heightens Tension Over Slavery, 321; California Reignites the Slavery Debate, 322-323; Congress Reaches a Compromise, 324-325; The Question of Slavery in Kansas and Nebraska, 327-328; Violent Clashes Over Slavery in Kansas, 328-329; The Impact of the Dred Scott Case, 329-330; Topic 8 Assessment (1. Identify Congressional Conflicts; 4. Evaluate the Impact of Landmark Supreme Court Decisions), 364 United States Constitution, 706-727; 21<sup>st</sup> Century Skills: Analyze Primary and Secondary Sources, 793-794</p>
<b>1.2.2 Evaluates the effectiveness of the system of checks and balances in the United States based on an event.</b>	<p><b>SE:</b> Topic 4 Assessment (5. Analyze Principle of Checks and Balances), 176; Landmark Supreme Court Cases, 197-198; Topic 5 Assessment (5. Analyze Congressional and Presidential Responses), 224; Indian Removal, 244-246; Manifest Destiny, 264-265; The U.S.-Mexican War, 265-267; Topic 6 Assessment (6. Analyze Indian Removal Act; 8. Explain Causes of War), 271; Political and Social Problems During Reconstruction, 374-375; Political Problems and a New President, 375-376</p>

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

Washington State Social Studies Learning Standards	American History, © 2016
<p><b>1.2.3 Understands that the U.S. government includes concepts of both a democracy and a republic.</b></p>	<p><b>SE:</b> Ideas That Influenced the Constitution, 148-151; The Preamble, the Articles, and the Amendments, 157-159; Seven Basic Principles, 159-160; Citizens' Rights and Responsibilities, 172-175; United States Constitution, 706-727</p>
<p><b>Component 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.</b></p>	
<p><b>1.3.1 Analyzes how the United States has interacted with other countries in the past or present.</b></p>	<p><b>SE:</b> President Washington's Foreign Policy, 185-186; The Louisiana Purchase, 199-200; Madison and the War of 1812, 207-214; Conflict with the Mexican Government, 260; The U.S.-Mexican War, 265-267; Ethnic Minorities in the North, 287-289; Building the Transcontinental Railroad, 392-393; Calls to Reform Native American Policies, 412-413; Topic 10 Assessment (6. Create a Timeline of Conflict in the West; 7. Identify the Effects of the Dawes Act; 9. Explain How Physical Features Affected Transcontinental Railroad Construction), 430-431; Reasons for Immigration, 436-437; The Immigrant Experience in America, 438-440; The Spanish-American War, 491-492; The Panama Canal, 495-486; Intervention in Latin America, 497-498; U.S. Involvement in Mexico, 498-499; Entering the War, 505-510; Winning the War, 511-515; Wilson and Isolationism, 516-520; Entering World War II, 576-581; Winning a Deadly War, 587-594; The Beginning of the Cold War, 600-604; Korea and Other Postwar Conflicts, 605-610; Kennedy, Johnson, and Vietnam, 628-636; Nixon Addresses Vietnam, 638-639; Foreign Policy Decreases Tension, 639-640; The End of the Cold War, 653-657; Regional Conflicts, 658-665; Terrorism and Wars Overseas, 670-674; An Unstable World, 675-678; A Global Economy, 679-685</p>

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

Washington State Social Studies Learning Standards	American History, © 2016
<b>Component 1.4: Understands civic involvement.</b>	
<p><b>1.4.1 Analyzes how a position on an issue attempts to balance individual rights and the common good.</b></p>	<p><b>SE:</b> Citizens' Rights and Responsibilities, 172-175; Reasons for Immigration, 436-437; The Immigrant Experience in America, 438-440; Nativist Opposition, 440; Blocking Asian Immigration, 464-465; Topic 11 Assessment (2. Describe Immigrant Optimism; 3. Explain the Effects of the Chinese Exclusion Act), 475; Cultural Clashes, 542-543; Tensions Divide Americans, 543-546; Topic 13 Assessment (6. Identify the Causes and Effects of the Red Scare; 7. Evaluate Nativism), 568; Problems for Other Americans at Home, 585-586; The United States Responds to an Attack, 670-672; Social Change, 696-698; America's Promise, 698-699; Topic 17 Assessment (13. Create Visual Presentations of Immigration), 701 21<sup>st</sup> Century Skills: Draw Conclusions, 783-784; Compare Viewpoints, 794-795; Evaluate Existing Arguments, 796-797; Consider and Counter Opposing Arguments, 797-798; Participate in a Discussion or a Debate, 798; Being an Informed Citizen, 802</p>



**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

Washington State Social Studies Learning Standards	American History, © 2016
<p><b>EALR 2: ECONOMICS</b> The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.</p>	
<p><b>Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</b></p>	
<p><b>2.1.1 Analyzes examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</b></p>	<p><b>SE:</b> The California Gold Rush Begins, 268-269; The Effects of Migration to California, 269-270; New Technological Innovations, 282-283; Eli Whitney Invents the Cotton Gin, 290-291; Ranching Impacts Settlement Patterns, 400; Andrew Carnegie Builds an Empire, 415; Rockefeller and the Oil Industry, 417; New Communication Technologies, 425-426; Thomas Edison, American Inventor, 426-427; Technology in Everyday Life, 427-428; Automobile Production, 428; The Wright Brothers Take Flight, 429; Topic 10 Assessment (10. Evaluate Contributions of Andrew Carnegie; 11. Identify Points of View on Big Business; 14. Analyze How Inventions Improved People's Lives), 431; The Automobile Changes America, 533-534</p>
<p><b>Component 2.2: Understands how economic systems function.</b></p>	
<p><b>2.2.1 Analyzes how the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States in the past or present.</b></p>	<p><b>SE:</b> The Environment Influences Economic Activity, 62; A Thriving Economy, 68; The Slave Trade Expands, 74-75; Factories Come to America, 278-279; Daily Life in Factory Towns, 279-280; New Technological Innovations, 282-283; The Age of Steam Power, 283-285; Workers Respond to Challenges, 285-287; Reliance on Agriculture, 291-293; The "New South" Moves Toward Industry, 384-385; Building the Transcontinental Railroad, 392-393; Prosperity Abounds, 613; Life in the 1950s, 613-616</p>

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

<b>Washington State Social Studies Learning Standards</b>	<b>American History, © 2016</b>
<p><b>2.2.2 Understands and analyzes how the forces of supply and demand have affected international trade in the United States in the past or present.</b></p>	<p><b>SE:</b> New France Is Colonized, 46-47; The Dutch Establish New Netherland, 47-48; Tobacco Crops Help, 50; The Environment Influences Economic Activity, 62; A Dutch Colony Becomes English, 64-65; American Shipping Faces Challenges, 203-205; A Painful Embargo, 205-206; The Far West Fur Trade, 255-256; The Industrial Revolution Begins, 276-277; The Cotton Kingdom, 290-291; Expansion Leads to Trade With Japan, 480-481; Competition for Chinese Trade, 486-487; The United States Assists the Allies, 579-580; The United States Declares War, 580-581; A Wartime Economy, 582-583; Expanding Trade, 650-651; A Worldwide Economy Develops, 679-681</p>
<p><b>Component 2.3: Understands the government’s role in the economy.</b></p>	
<p><b>2.3.1 Understands and analyzes the influence of the U.S. government’s taxation, creation of currency, and tariffs in the past or present.</b></p>	<p><b>SE:</b> Creating a Stable Economy, 183; Taxation Sparks the Whiskey Rebellion, 183-184; Promoting a Free-Enterprise System, 196-197; Creating a Stable Economy After the War, 216-219; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion; 4. Explain Development of Free-Enterprise System; 19. Analyze Sectional Impact of Tariffs), 224-227; Anger Over Tariffs, 238; The Nullification Act Leads to Crisis, 238; The Bank War, 239-240; Daily Life in Factory Towns, 279-280; Women Workers Organize, 286-287; Taxation and Inflation, 353</p>

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

Washington State Social Studies Learning Standards	American History, © 2016
<b>Component 2.4: Understands the economic issues and problems that all societies face.</b>	
<b>2.4.1 Understands and analyzes the distribution of wealth and sustainability of resources in the United States in the past or present.</b>	<b>SE:</b> The Industrial Revolution Begins, 276-277; Factories Come to America, 278-279; Daily Life in Factory Towns, 279-280; New Technological Innovations, 282-283; Workers Respond to Challenges, 285-287; Ethnic Minorities in the North, 287-289; Reliance on Agriculture, 291-293; Slavery in the South, 295-296; Southerners Defend Slavery Against the North, 306; War Challenges and Fuels the Northern Economy, 352-353; War Devastates the Southern Economy, 353-354; Effects of the Civil War, 368-369; Economic Problems During Reconstruction, 380-381; Silver and Gold Mining, 390-391; The Costs of Mining, 391-392; A Cattle Kingdom on the Plains, 398-399; The Debate Over Trusts, 418; Changing Working Conditions, 420-421; Workers Organize Unions, 421-422; Technology in Everyday Life, 427-428; City Neighborhoods Defined by Status, 443-444; Effects of Rapid Urbanization, 444-445

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

<b>Washington State Social Studies Learning Standards</b>	<b>American History, © 2016</b>
<b>EALR 3: GEOGRAPHY</b> The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.	
<b>Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.</b>	
<b>3.1.2 Understands and analyzes physical and cultural characteristics of places and regions in the United States from the past or in the present.</b>	<b>SE:</b> Analyze Maps: The New England Colonies, 62; Analyze Maps: The Middle Colonies, 65; Analyze Maps: The Southern Colonies, 71; Topic 2 Assessment (10. Pose and Answer Questions About Geographic Distributions and Patterns), 90; Analyze Maps: Louisiana Purchase, 200; Analyze Maps: Route of Lewis and Clark, 201; Analyze Maps: Routes of Zebulon Pike, 203; Analyze Maps: Native American Groups, 244; Analyze Maps: New States, 1792-1819, 250; Oregon Country, 254-258; Analyze Maps: The Oregon Trail, 258; The Republic of Texas, 259-262; New Mexico Territory and California, 263-264; Analyze Maps: Growth of the United States to 1853, 267; King Cotton and Life in the South, 290-297; Analyze Maps: The Underground Railroad, 304; Analyze Maps: Choosing Sides, 339; Analyze Maps: The Changing West: Cattle Trails, 399; The Technology in Everyday Life, 427-428; Analyze Maps: The Vote for Women, 460
<b>Component 3.2: Understands human interaction with the environment.</b>	
<b>3.2.1 Analyzes how the environment has affected people and how people have affected the environment in the United States in the past or present.</b> Examples:	<b>SE:</b> Roanoke and Jamestown, 49-50; The Environment Influences Economic Activity, 62; Daily Life in the Middle Colonies, 68-69; Two Regions Develop Differently, 72-74; A Compromise Is Reached, 182-183; Exploring the Louisiana Territory, 200-203; Success in New Orleans Makes Jackson a Hero, 212-213; Building Better Roads, 250-251; Canals Connect the Country, 252-253; In Search of New Territory, 254-255; Life in a Wagon Train, 257; Building the Transcontinental Railroad, 392-393; The Physical Environment Shaped a Cowhand's Work, 399; The Environment Impacts Western Settlement, 401; Life on the Plains, 403-404

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

<b>Washington State Social Studies Learning Standards</b>	<b>American History, © 2016</b>
<b>3.2.2 Understands cultural diffusion in the United States from the past or in the present.</b>	<b>SE:</b> The Dutch Establish New Netherland, 47-48; The Puritans Leave a Lasting Legacy, 63; Pennsylvania Expands, 67; African Influences in the Colonies, 79; Colonial Art, Literature, and Music, 79-80; The Effects of Migration to California, 269-270; Ethnic Minorities in the North, 287-289; Spanish Influences, 399; A Changing American Culture, 467-474; The Rise of Jazz Music, 537; The Harlem Renaissance, 539-540 Primary Sources: Two Poems: Langston Hughes, 765-766
<b>3.2.3 Understands and analyzes migration as a catalyst for the growth of the United States in the past or present.</b>	<b>SE:</b> The Slave Trade Expands, 74-75; An Important Presidential Election, 194-195; Native Americans and the Frontier, 243-244; Heading into the West, 249-250; The Oregon Trail, 257-258; Americans Colonize Mexican Texas, 259-260; New Mexico Territory and California, 263-264; The Effects of Migration to California, 269-270; Cities Expand, 281; Cotton Kingdom and Slavery, 291; Enslaved African Americans, 295; Cities Expand Rapidly, 442-443; Reasons for Immigration, 436-437; The Immigrant Experience in America, 438-440; Moving South, 614
<b>Component 3.3: Understands the geographic context of global issues.</b>	
<b>3.3.1 Understands that learning about the geography of the United States helps us understand the global issue of diversity.</b>	<b>SE:</b> The California Gold Rush Begins, 268; The Effects of Migration to California, 269-270; Topic 6 Assessment (4. Analyze California Gold Rush), 271; Building the Transcontinental Railroad, 392-393; Topic 10 Assessment (9. Explain How Physical Features Affected Transcontinental Railroad Construction), 430-431; Reasons for Immigration, 436-437; The Immigrant Experience in America, 438-440; Nativist Opposition, 440; Blocking Asian Immigration, 464-465; Topic 11 Assessment (2. Describe Immigrant Optimism; 3. Explain the Effects of the Chinese Exclusion Act), 475; Cultural Clashes, 542-543; Tensions Divide Americans, 543-546; Topic 13 Assessment (7. Evaluate Nativism), 568

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

Washington State Social Studies Learning Standards	American History, © 2016
<p><b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.</p>	
<p><b>Component 4.1: Understands historical chronology.</b></p>	
<p><b>4.1.2 Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1900:</b></p> <ul style="list-style-type: none"> <li>▪ Fighting for independence and framing the Constitution (1776–1815).</li> <li>▪ Slavery, expansion, removal, and reform (1801–1850).</li> <li>▪ Civil War and Reconstruction (1850–1877).</li> <li>▪ Development and struggles in the West, industrialization, immigration, and urbanization (1870–1900).</li> </ul>	<p><b>SE:</b> Taking Up Arms, 108-115; Declaring independence, 116-119; Winning independence, 120-131; Drafting a Constitution, 143-147; Ideas that Influence the Constitution, 148-151; Federalists, Antifederalists, and the Bill of Rights, 152-156; Madison and the War of 1812, 207-214; The Monroe Doctrine, 222-223; Topic 5 Assessment (8. Explain Monroe Doctrine), 224; Native Americans on the Frontier, 243-247; Westward Movement, 249-253; Oregon Country, 254-258; The Republic of Texas, 259-262; Manifest Destiny in California and the Southwest, 263-270; Reform Movements, 298-301; Conflicts and Compromises, 320-326; Growing Tensions, 327-334; Division and the Outbreak of War, 335-342; The Course of War, 343-347; Emancipation and Life in Wartime, 348-355; The War's End, 356-363; Early Reconstruction, 368-372; Radical Reconstruction, 373-377; Reconstruction and Southern Society, 378-381; The Aftermath of Reconstruction, 382-385; Mining, Railroads, and the Economy, 390-397; Western Agriculture, 398-406; Hardships for Native Americans, 407-413; Industry and Corporations, 414-419; The Labor Movement, 420-424; New Technologies, 425-429; A New Wave of Immigration, 436-441; Urbanization, 442-446</p>

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

Washington State Social Studies Learning Standards	American History, © 2016
<b>Component 4.2: Understands and analyzes causal factors that have shaped major events in history.</b>	
<b>4.2.1 Understands and analyzes how individuals and movements have shaped U.S. history (1776 –1900).</b>	<b>SE:</b> Women Workers Organize, 286-287; Social Reform Movements, 299-300; The Impact of Educational Reform, 300-301; Early Calls for Women's Rights, 307-308; A Women's Movement Organizes, 308-309; Women Gain New Opportunities, 309-310; A Book Sways the North Against Slavery, 325; Workers Organize Unions, 421-422; Women in the Workplace, 422-423; Thomas Edison, American Inventor, 426-427; The Settlement House Movement, 445-446; The Path to Women's Suffrage, 459-460 Primary Source: <i>Uncle Tom's Cabin</i> , Harriet Beecher Stowe, 757
<b>4.2.2 Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776–1900).</b>	<b>SE:</b> The Dutch Establish New Netherland, 47-48; The Puritans Leave a Lasting Legacy, 63; Pennsylvania Expands, 67; African Influences in the Colonies, 79; Colonial Art, Literature, and Music, 79-80; Missionaries Bring Settlers, 257; Spanish Settlements in California, 264; The Effects of Migration to California, 269-270; Ethnic Minorities in the North, 287-289; Slavery in the South, 295-296; Civil Disobedience and the Underground Railroad, 304-305; Spanish Influences, 399; Religious Intervention, 444-445
<b>4.2.3 Understands and analyzes how technology and ideas have impacted U.S. history (1776–1900).</b>	<b>SE:</b> The Age of Steam, 251-252; Factories Come to America, 278-279; New Technological Innovations, 282-283; The Age of Steam Power, 283-285; Eli Whitney Invents the Cotton Gin, 290-291; Cotton Kingdom and Slavery, 291; New Communication Technologies, 425-426; Thomas Edison, American Inventor, 426-427; Technology in Everyday Life, 427-428; Automobile Production, 428; The Wright Brothers Take Flight, 429

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

<b>Washington State Social Studies Learning Standards</b>	<b>American History, © 2016</b>
<b>Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.</b>	
<b>4.3.1 Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776–1900).</b>	<b>SE:</b> Civil Disobedience and the Underground Railroad, 304-305; Growing Tensions, 327-334; The Nation Moves Toward Civil War, 336-337; War Breaks Out, 337-338; Taking Sides, 338-339; 21 <sup>st</sup> Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793-794; Compare Viewpoints, 794-795; Evaluate Existing Arguments, 796-797; Consider and Counter Opposing Arguments, 797-798
<b>4.3.2 Analyzes multiple causal factors to create positions on major events in U.S. history (1776 – 1900).</b>	<b>SE:</b> Americans Colonize Mexican Texas, 259-260; Conflict With the Mexican Government, 260; Independence for Texas, 261; The Republic of Texas Is Born, 262; The U.S.-Mexican War, 265-267; Settling the Mexican Cession, 267-269; Topic 6 Assessment (8. Explain Causes of War), 271; Conflicts and Compromises, 320-326; Growing Tensions, 327-334; The Nation Moves Toward Civil War, 336-337; War Breaks Out, 337-338; Taking Sides, 338-339; Topic 8 Assessment (1. Identify Congressional Conflicts; 2. Explain the Significance of the Civil War; 5. Explain How Sectionalism and States' Rights Caused the Civil War), 364 21 <sup>st</sup> Century Skills: Analyze Cause and Effect, 777-778; Compare Viewpoints, 794-795



**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

Washington State Social Studies Learning Standards	American History, © 2016
<b>Component 4.4: Uses history to understand the present and plan for the future.</b>	
<b>4.4.1 Analyzes how a historical event in United States history helps us to understand a current issue.</b>	<b>SE:</b> The Debate Over Trusts, 418-419; Rulings Against Unions, 424; Reasons for Immigration, 436-437; The Immigrant Experience in America, 438-440; Nativist Opposition, 440; The Power of Big Business, 449; Encouraging Fair Business Practices, 454-455; Blocking Asian Immigration, 464-465; Topic 11 Assessment (3. Explain the Effects of the Chinese Exclusion Act; 9. Evaluate Effective Leadership), 475-476; Tensions Divide Americans, 543-546; Topic 13 Assessment (7. Evaluate Nativism), 568; Problems for Other Americans at Home, 585-586; The United States Responds to an Attack, 670-672; Social Change, 696-698; America's Promise, 698-699; Topic 17 Assessment (13. Create Visual Presentations of Immigration), 701 21 <sup>st</sup> Century Skills: Compare and Contrast, 778-779; Generalize, 781; Draw Conclusions, 783-784
<b>EALR 5: SOCIAL STUDIES SKILLS</b> The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.	
<b>Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.</b>	
<b>5.1.1 Understands reasons based on evidence for a position on an issue or event.</b>	<b>SE:</b> Topic 4 Assessment (5. Analyze Principle of Checks and Balances), 176; Indian Removal, 244-246; Topic 6 Assessment (6. Analyze Indian Removal Act), 271; Political and Social Problems During Reconstruction, 374-375; Political Problems and a New President, 375-376 21 <sup>st</sup> Century Skills: Compare Viewpoints, 794-795; Evaluate Existing Arguments, 796-797; Consider and Counter Opposing Arguments, 797-798; Make Decisions, 801-802

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

<b>Washington State Social Studies Learning Standards</b>	<b>American History, © 2016</b>
<p><b>5.1.2 Evaluates the logic of reasons for a position on an issue or event.</b></p>	<p><b>SE:</b> Topic 4 Assessment (5. Analyze Principle of Checks and Balances), 176; Jacksonian Democracy, 234-236; The Spoils System, 236; The Bank War, 239-240; Indian Removal, 244-246; Topic 6 Assessment (6. Analyze Indian Removal Act), 271; Political and Social Problems During Reconstruction, 374-375; Political Problems and a New President, 375-376 21<sup>st</sup> Century Skills: Compare Viewpoints, 794-795; Evaluate Existing Arguments, 796-797; Consider and Counter Opposing Arguments, 797-798; Make Decisions, 801-802</p>

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

Washington State Social Studies Learning Standards	American History, © 2016
<b>Component 5.2: Uses inquiry-based research.</b>	
<b>5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry on an issue.</b>	<p><b>SE:</b> Topic 1 Essential Question, 2; Topic 1 Assessment (17. Write about the Essential Question), 32; Topic 2 Essential Question, 35; Topic 2 Assessment (14. Write about the Essential Question), 90; Topic 3 Essential Question, 92; Topic 3 Assessment (19. Write about the Essential Question), 135; Topic 4 Essential Question, 136; Topic 4 Assessment (17. Write about the Essential Question), 177; Topic 5 Essential Question, 178; Topic 5 Assessment (22. Write about the Essential Question), 227; Topic 6 Essential Question, 228; Topic 6 Assessment (14. Write about the Essential Question), 272; Topic 7 Essential Question, 274; Topic 7 Assessment (15. Write about the Essential Question), 317; Topic 8 Essential Question, 318; Topic 8 Assessment (13. Write about the Essential Question), 365; Topic 9 Essential Question, 366; Topic 9 Assessment (16. Write about the Essential Question), 387; Topic 10 Essential Question, 388; Topic 10 Assessment (16. Write about the Essential Question), 432; Topic 11 Essential Question, 434; Topic 11 Assessment (16. Write about the Essential Question), 476; Topic 12 Essential Question, 478; Topic 12 Assessment (17. Write about the Essential Question), 522; Topic 13 Essential Question, 524; Topic 13 Assessment (17. Write about the Essential Question), 569; Topic 14 Essential Question, 570; Topic 14 Assessment (17. Write about the Essential Question), 596; Topic 15 Essential Question, 598; Topic 15 Assessment (16. Write about the Essential Question), 643; Topic 16 Essential Question, 644; Topic 16 Assessment (16. Write about the Essential Question), 667; Topic 17 Essential Question, 668; Topic 17 Assessment (16. Write about the Essential Question), 702 United States Constitution, 706-727; 21<sup>st</sup> Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793-794; Write an Essay, 799-800; Avoid Plagiarism, 800</p>

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

<p align="center"><b>Washington State Social Studies Learning Standards</b></p>	<p align="center"><b>American History, © 2016</b></p>
<p><b>5.2.2 Evaluates the logic of positions in primary and secondary sources to interpret an issue or event.</b></p>	<p><b>SE:</b> Slavery in the South, 295-296; Resisting Slavery, 297; Early Opposition to Slavery, 302-303; Abolitionism Gains Momentum, 303-305; Abolitionism Faces Opposition, 305-306; Henry Clay's Missouri Compromise, 320-321; Western Expansion Heightens Tension Over Slavery, 321; The Free-Soil Party Opposes Slavery in the West, 321-322; California Reignites the Slavery Question, 322-323; Congress Reaches a Compromise, 324-325; A Book Sways the North Against Slavery, 325; The Question of Slavery in Kansas and Nebraska, 327-328; Violent Clashes Over Slavery in Kansas, 328-329; The Impact of the Dred Scott Case, 329-330; Mexican Americans, 565; Other Minorities Fight for Equality, 624-626; Immigration Brings Changes and Challenges, 696-697; 21<sup>st</sup> Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793-794; Compare Viewpoints, 794-795; Evaluate Existing Arguments, 796-797; Consider and Counter Opposing Arguments, 797-798; Make Decisions, 801-802</p>
<p><b>Component 5.3: Deliberates public issues.</b></p>	
<p><b>5.3.1 Applies key ideals outlined in fundamental documents to clarify and address public issues in the context of a discussion.</b></p>	<p><b>SE:</b> Becoming a Citizen, 172-173; The United States Responds to an Attack, 670-672; The Continuing Challenges of Jihadism, 673-674; Immigration Brings Changes and Challenges, 696-697; United States Constitution, 706-727 21<sup>st</sup> Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793-794; Compare Viewpoints, 794-795; Evaluate Existing Arguments, 796-797; Consider and Counter Opposing Arguments, 797-798; Participate in a Discussion or Debate, 798</p>

**A Correlation of American History, © 2016 to the  
Washington State Social Studies Learning Standards, Grade 8**

<b>Washington State Social Studies Learning Standards</b>	<b>American History, © 2016</b>
<b>Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.</b>	
<b>5.4.1 Uses sources within the body of the work to support positions in a paper or presentation.</b>	<b>SE:</b> A Historic Convention, 143-144; Disagreements Over a New Government, 144; The Great Compromise, 144-145; The Three-Fifths Compromise, 145-146; The Convention Comes to a Conclusion, 146; Ideas That Influenced the Constitution, 148-151; Federalists, Antifederalists, and the Bill of Rights, 152-156; The Preamble, the Articles, and the Amendments, 157-159; Seven Basic Principles, 159-160; The Bill of Rights, 169-170; Indian Removal, 244-246; Southern Native Americans on the Trail of Tears, 246-247 21 <sup>st</sup> Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793-794; Compare Viewpoints, 794-795; Identify Bias, 795-796; Evaluate Existing Arguments, 796-797; Consider and Counter Opposing Arguments, 797-798; Give an Effective Presentation, 798-799; Write an Essay, 799-800; Avoid Plagiarism, 800
<b>5.4.2 Uses appropriate format to cite sources within an essay or presentation.</b>	<b>SE:</b> 21 <sup>st</sup> Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793-794; Write an Essay, 799-800; Avoid Plagiarism, 800