

Houghton Mifflin Harcourt
United States History: Beginnings to 1877 ©2018

correlated to the

Indiana Academic Standards for Social Studies (2020)
Grade 8: United States History - Growth and Development through 1877

Standard	Descriptor	Citations
History		
Standard 1: Students examine the relationship and significance of themes, concepts, and movements in the development of United States history, including the review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period		
Historical Knowledge – 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 identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation.	SE/TE: 13–18, 41–45, 51–52, 69–70, 76, 84, 95–98, 121, 258
8.1.2	Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.	SE/TE: 36–40, 41–45, 46–52, 53–60, 68, 71
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).	SE/TE: 95–98 Digital Resources: Primary Source Database: Resolutions for American Duties
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).	SE/TE: 106–112, 124–127 Digital Resources: Primary Source Database: Resolutions Primary Source Database: The Mother Country Primary Source Database: Common Sense Primary Source Database: The Declaration of Independence
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).	SE/TE: 106–112, 113–118, 119–123, 124–127, 139–144, 147MC1-147MC2, 152–155

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8.1.6	Identify and provide the significance of major events in the creation of the Constitution such as the enactment of state constitutions, the weaknesses of the Articles of Confederation, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.	SE/TE: 159–161, 164–169, 170–176, 182–187
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.	SE/TE: 246–249, 260–262 Digital Resources: Primary Source Database: George Washington’s Farewell Address
8.1.8	Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences caused the development of political parties, affecting the nation for the future.	SE/TE: 245, 250–254, 263–264
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.	SE/TE: 263–264, 266–267, 268–271
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.	SE/TE: 94–95, 119–123, 124–127, 156–157, 164–169, 170–174, 184, 250–254 TE Only: 155b, 162, 187c
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 causing early sectionalism in America.	SE/TE: 306–311, 328, 333–334, 424–429, 452–458, 459–462, 476–479, 482–488
Historical Knowledge – National Expansion and Reform: 1801 to 1861		
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.	SE/TE: 271–272, 356–361 Digital Resources: Primary Source Database: A Letter to Meriwether Lewis Primary Source Database: Louisiana Purchase Treaty

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8.1.13	Explain the main issues, consequences, and landmark decisions of the Marshall Court, including how it affected the power of the Judicial Branch.	SE/TE: 272–274, 309, 342–343
8.1.14	Analyze the causes and consequences of the War of 1812.	SE/TE: 282–287, 288–291, 292–294, 296, 428–429 TE Only: 291b
8.1.15	Define nationalism and explain how it affected domestic policy, foreign policy, and the development of an industrial economy during this period.	SE/TE: 302–305, 306–311
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.	SE/TE: 328–332, 333–339, 340–344, 346–347, 348–349
8.1.17	Explain relationships and conflict between settlers and Native Americans on the frontier.	SE/TE: 371–377, 386, 406
8.1.18	Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.	SE/TE: 354–361, 362–363, 364–370, 371–377, 378–384, 397–400, 408–414
8.1.19	Analyze the causes and effects of the Mexican War (1846-1848).	SE/TE: 392–396, 397–407, 496–497
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.	SE/TE: 412, 423, 424–429, 430–434, 508–512 TE Only: 440b, 507b, 512b, 633
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.	SE/TE: 379, 411–412, 430–433, 461–462, 463–468, 508–512, 518–523, 524–527, 528–534 TE Only: 440b, 633

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8.1.22	Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad, and how the movement affected the division between the North and South.	SE/TE: 475, 489–495, 524–527 TE Only: 488d, 523d
8.1.23	Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.	SE/TE: 433–434, 475, 489–495, 518–523, 524–527, 528–534 TE Only: 517b, 523d, 527d
Historical Knowledge – 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.	SE/TE: 496–499, 542–547, 548–552, 553–557, 558–562, 565, 570 TE Only: 547d, 552d, 557d, 562b
8.1.25	Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.	SE/TE: 570–576, 577–582, 583–587, 588–589, 598–606, 608–609
8.1.26	Compare and contrast the three plans for Reconstruction and evaluate the merits of each.	SE/TE: 598–606, 614–619, 620–626
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.	SE/TE: 496–499, 542–547, 548–552, 553–557, 558–562, 565, 570, 606, 614–619, 620–626, 627–634 TE Only: 547d, 552d, 557d, 562b, 634b
Chronological Thinking, Historical Comprehension, Analysis, and Interpretation, Research, 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.	SE/TE: 51, 145, 239, 241, 261, 345, 459, 488, 563, 621, 635 TE Only: 187d, 434b, 532, 559
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.	SE/TE: 145, 175, 239, 261, 300–301, 323, 331, 342, 357, 374, 445
8.1.30	Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.	SE/TE: 253, 276, 329, 474–475, 488, 494, 621 TE Only: 93, 138b, 186–187, 187d, 205, 207–208, 252, 287b, 405, 462b, 479, 512, 527d, 552b

Houghton Mifflin Harcourt *United States History: Beginnings to 1877* ©2018 correlated to the
 Indiana Standards for Social Studies, Grade 8: **United States History - Growth and Development through 1877**

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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.	SE/TE: 303, 314–318, 319–320, 365, 374, 466, 500, 513–515, 516–517, 580 TE Only: 291b, 311b, 318b, 360, 479b, 512d, 515b, 523b, 582b
Civics and Government		
Standard 2: 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.		
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.	SE/TE: 113, 156–157, 167–169, 185, 188–194, 208
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.	SE/TE: 167–169, 185, 189–194, 208 TE Only: 194c
8.2.3	Examine ways that the national government affects the everyday lives of people of the United States.	SE/TE: 211–213, 223–229 TE Only: 378
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.	SE/TE: 185, 188, 202–203, 207–209, 228–229
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.	SE/TE: 202–203, 207–209, 229
Roles of Citizens		
8.2.6	Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.	SE/TE: 221, 234–238 Digital Resources: Constitution Study Guide

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8.2.7	Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.	SE/TE: 234–238, 535 Digital Resources: Constitution Study Guide
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.	SE/TE: 234–238, 329 Digital Resources: Current Events: Election Connection 2020
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.	SE/TE: 234–238
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 First and Second Amendment rights, the right to privacy, and the rights of the individual.	SE/TE: 233 TE Only: 209–210, 213, 215, 259, 266, 378
Geography		
Standard 3: 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.		
World in Spatial Terms		
8.3.1	Read maps to interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States.	SE/TE: 91, 362–363, 415, 416–417 TE Only: 619b
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).	SE/TE: 72, 88–89, 91, 293, 312–313, 355, 362–363, 439, 497, 550 TE Only: 498
Physical Systems		
8.3.3	Identify and locate the major climate regions in the United States and describe the characteristics of these regions.	SE/TE: 13–15, 81
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.	SE/TE: 88–89, 91, 355, 358–359, 416–417, 588–589

Houghton Mifflin Harcourt *United States History: Beginnings to 1877* ©2018 correlated to the Indiana Standards for Social Studies, Grade 8: United States History - Growth and Development through 1877

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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.	SE/TE: 92, 380, 407, 426, 455, 457
8.3.6	Using maps identify changes influenced by growth, economic development and human migration in the United States.	SE/TE: 88–89, 346–357, 360, 362–363, 385, 415, 416–417, 419, 439, 455, 550 TE Only: 344b
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.	SE/TE: 312–313, 407, 439 TE Only: 339b, 453
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.	SE/TE: 78, 88–89, 154, 308, 362–363, 364–368, 385, 408–410, 412–413, 415, 416–417, 508–512 TE Only: 512b
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.	SE/TE: 439
Economics		
Standard 4: Students identify, describe, and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.		
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.	SE/TE: 36–40, 53–60, 73–74, 86–87, 107–111
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.	SE/TE: 17–18, 250–254 Digital Resources: Economics Handbook
8.4.3	Explain how federal, state, and local governments are involved in the economy of the United States.	SE/TE: 253–254 Digital Resources: Economics Handbook Supreme Court Decisions

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8.4.4	Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.	SE/TE: 368–369, 425–427, 435–437, 441–444 TE Only: 423b, 440d, 451b
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.	SE/TE: 38, 380, 422–429, 438–439, 441–444, 447, 452–454
8.4.6	Identify and give examples of different kinds of money used in the United States throughout its history.	SE/TE: 70, 161, 253, 382–383
8.4.7	Trace the development of the banking system in the United States.	SE/TE: 250–254, 271, 306, 336–337
8.4.8	Explain and evaluate examples of domestic and international interdependence throughout United States history.	SE/TE: 283–284, 333–334, 427–429, 439 TE Only: 452
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.	SE/TE: 250–252, 428–429, 431, 444 TE Only: 157b
8.4.10	Compare and contrast job skills needed in different time periods in United States history.	SE/TE: 101, 387, 424, 427–429, 430–431, 435–440, 442–444, 452–454 TE Only: 440b
8.4.11	Analyze how the causes and effects of changes in the price of certain goods and services has had a significant influence on events in United States history.	SE/TE: 107–111, 159–160, 381, 425–426, 433, 452–457
Learning Outcome for Literacy in History/Social Studies Learning		
LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.		
6-8.LH.1.1	Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	SE/TE: 43, 51, 76, 110, 135, 143, 150–151, 172, 180–181, 184, 300–301, 304, 319–320, 474–475, 488, 500, 516–517, 532, 544, 559, 568–569, 593, 612–613, 621, 635 TE Only: 427, 468b, 481b, 562b, 591, 600, 626d
6-8.LH.1.2	Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	SE/TE: 31, 63, 101, 157, 177, 241, 323, 471, 582, 637, 241, 277, 297, 323, 387, 447, 471, 503, 537, 565, 609, 637 TE Only: 17, 26, 28b, 30, 45b, 47, 62, 87b, 89b, 100, 110, 123, 133, 136, 146–147, 160, 163, 176, 186–187, 187c, 201, 210, 240, 249, 251,

Houghton Mifflin Harcourt *United States History: Beginnings to 1877* ©2018 correlated to the
 Indiana Standards for Social Studies, Grade 8: United States History - Growth and Development through 1877

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		254b, 264, 274b, 276, 296, 305b, 311, 318, 322, 331, 339, 344b, 348–349, 361b, 381, 386, 398, 400, 402, 409–410, 418–419, 425–426, 428, 432–433, 434b, 446, 457, 461, 462b, 466, 470, 481b, 494, 495d, 499b, 502, 521, 527b, 529–530, 536, 552b, 557b, 562b, 564, 576, 579, 584, 591, 597, 600, 604, 606, 608, 617, 619, 621, 626b, 626d, 631, 634b, 636
Key Ideas and Textual Support (Reading)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
6-8.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources.	SE/TE: 63, 76, 157, 172, 192, 214, 303, 586 TE Only: 296, 322, 348, 386, 418, 446, 468b, 470, 502, 536, 564, 634b
6-8.LH.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	SE/TE: 104–105, 176, 180–181, 186, 187, 229, 239, 321, 323, 568–569, 619 TE Only: 557b, 591, 600, 615
6-8.LH.2.3	Identify key steps in a text’s description of a process related to history/social studies (Examples: how a bill becomes a law, how interest rates are raised or lowered).	SE/TE: 186, 199–200, 209, 606 TE Only: 154, 187c
Structural Elements and Organization (Reading)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.		
6-8.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	SE/TE: 4–5, 31, 66–67, 101, 169, 182, 202, 319–320, 390–391, 516–517, 570 TE Only: 173, 210, 332b, 594
6-8.LH.3.2	Describe how a text presents information (Examples: sequentially, comparatively, causally).	SE/TE: 60, 150-151, 169, 177, 499, 587, 634
6-8.LH.3.3	Identify aspects of a text that reveal an author’s perspective or purpose (Examples: loaded language, inclusion or avoidance of particular facts).	SE/TE: 172, 175, 331, 445, 447, 612–613, 621
Synthesis and Connection of Ideas (Reading)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
6-8.LH.4.1	Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	SE/TE: 29, 38, 40, 78, 94, 114, 129, 191, 203, 251, 258, 266, 305, 310, 400, 456, 460, 462, 571, 573–575, 578, 580–581, 584, 588–589, 591, 601, 604 TE Only: 440b

Houghton Mifflin Harcourt *United States History: Beginnings to 1877* ©2018 correlated to the Indiana Standards for Social Studies, Grade 8: United States History - Growth and Development through 1877

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6-8.LH.4.2	Distinguish among fact, opinion, and reasoned judgment in a text.	SE/TE: 175, 300–301, 445, 506–507, 540–541, 565, 586, 593
6-8.LH.4.3	Compare and contrast treatments of the same topic in a primary and secondary source.	SE/TE: 51, 94, 175, 184, 474–475, 503, 580, 621
Writing Genres (Writing)		
LH.5: Write for different purposes and to specific audiences or people.		
6-8.LH.5.1	Write arguments focused on discipline-specific content.	SE/TE: 177, 277, 537 TE Only: 17, 31, 63, 101, 147, 174b, 186–187, 241, 251, 297, 318, 322, 344a, 349, 387, 419, 447, 457, 471, 503, 521, 565, 604, 609, 636–637
6-8.LH.5.2	Write informative texts, including analyses of historical events.	SE/TE: 76, 93, 101, 157, 184, 192, 419, 556 TE Only: 30, 63, 100, 146, 176, 276, 296, 322, 348, 386, 418, 446, 470, 502, 536, 564, 608
The Writing Process (Writing)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
6-8.LH.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	SE/TE: 31, 61, 101, 177, 241, 467, 609, 637 TE Only: 83b, 344b
6-8.LH.6.2	Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	SE/TE: 31, 61, 101, 177, 241, 467, 609, 637 TE Only: 169, 187d, 490, 529, 606b, 617
The Research Process (Writing)		
LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.		
6-8.LH.7.1	Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	SE/TE: 233 TE Only: 8, 21, 28b, 87b, 123b, 163, 311, 344b, 374, 377b, 378, 440b, 444b, 464, 466–467, 478, 479b, 512d, 515b, 545, 606b, 619b, 630, 633
6-8.LH.7.2	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: APA or Chicago).	SE/TE: 233, 450–451, 501, 503

Houghton Mifflin Harcourt *United States History: Beginnings to 1877* ©2018 correlated to the
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6-8.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	SE/TE: 233, 556 TE Only: 240, 464, 466