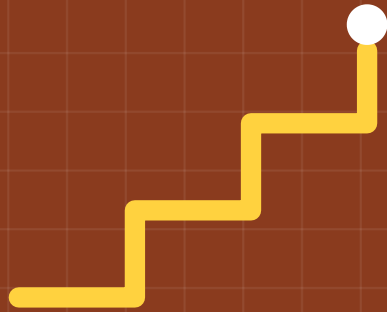




UpOnly Learning



GRADE 8

FREE SAMPLE WORKBOOK

History & Social Studies Grade 8

One step at a time. · Ages 13–14 · Free sample: 1 of 8 topics

UO-HIST-8

One step at a time

I'm Dr. Evan J. Hasson. I've run a specific chiropractic practice for over twelve years, and I'm a dad of three. My work is about alignment: get the structure right, and everything else works better.

At home, nothing was aligned. I was spending thousands a month on tutors, extracurriculars and programs, and when I asked about enrolling a second or third child the answer was always the same: that'll be double, that'll be triple. The charter school had a waiting list. The good public school had a waiting list. The private schools had the kind of list where it helps to know someone, or to give generously first.

And underneath all of it, the same quiet threat: if you don't pay for this, your child will fall behind. Not sold with evidence. Sold with fear.

So I did my own research, and here is what I found: none of it is secret. The standards are published. The order a child should learn in is written down and freely available. It is just scattered. Nobody had done the work of pulling it together, putting it in order and handing it over. So I did.

When every step has its place, confusion has nowhere to hide.

I built this for my own kids. I'm giving it to yours.

Dr. Evan J. Hasson, DC

Founder and dad of three

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No guaranteed results, and mistakes happen. Every student learns differently. We write and review every question and answer key carefully, and we still get things wrong — an answer key can be wrong, and a question can be worded badly or have two defensible answers. Check the answer key before you hand it over, and trust your own judgement over ours. Found a problem? **Photograph the page and email it to support@uponlylearning.com** — the picture tells us more than a description, and we fix it for every family.

Safety. Some activities use household items such as scissors, coins or food. An adult should supervise and skip anything unsafe for the student.

Not professional advice. This workbook does not replace an evaluation by a qualified educator or specialist. The founder is a Doctor of Chiropractic; UpOnly Learning does not provide medical or health advice.

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How to use this workbook

Each topic follows the same steps, so your student always knows what comes next.

1. ① **Quick Check.** 10 questions before you teach. Read them aloud for younger students. A high score means you can move faster.
2. ② **Learn It.** Key words, step-by-step teaching with lines you can read aloud, worked examples and the mistakes to watch for.
3. ③ **We Do It Together.** 10 questions you do side by side. The answer and the "why" are printed right after each question, so you can talk it through.
4. ④ **You Try.** 10 questions your student does alone.

Answers with short explanations for every question are in the **Answer Key** at the end of each topic, so students can work without peeking. Go over each wrong answer together using the explanation.

This workbook is printed in full color. To save ink, choose "Black and white" or "Grayscale" in your printer settings; every page still works in black and white.

Want online checks that score themselves and track each student's progress? Visit uponlylearning.com.



How to use this History & Social Studies book in Grade 8

Pace

Plan on 1 to 2 weeks for each of the 8 topics, about 8 to 16 weeks for the book, in 2 to 4 sessions a week.

A typical session

A 40 to 45 minute session runs Quick Check, Learn It, We Do It Together, and a block of You Try questions, with Show What You Know saved for its own day at the end of the topic.

Tips for this book

- The road to the American Revolution and Causes of the Civil War ask for several causes; have your student rank them and explain the order.
- The ideas of the Declaration of Independence, The Constitution, and The Bill of Rights go well together; read a few passages aloud in plain words.
- Reconstruction: change and continuity and Abolitionists and the Underground Railroad are serious topics; talk about them calmly and give your student time to ask questions.
- Encourage your student to check their own work with the answer key and add one sentence about any answer they change.

Your eighth grader is studying how the country was founded, divided, and rebuilt, and your steady discussions help them think about fairness, rights, and citizenship.

GRADE 8

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History & Social Studies: Grade 8

Free Sample Workbook · Ages 13–14 · 1 of 8 topics, with a Quick Check, a lesson, We Do It Together, You Try and an answer key

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<i>Explain the multiple causes, from the French and Indian War to new taxes and protests, that led to the Revolution D2.His.14.6-8</i>	
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The road to the American Revolution

Explain the multiple causes, from the French and Indian War through new British taxes and colonial protests, that led to the American Revolution.

① Quick Check

Do this before the lesson. It shows what your student already knows. Score: ____ / 10

1. What does the word revolution mean here?
A A sudden, major change in government **B** A kind of ship **C** A small tax
D A meeting of leaders to discuss government
2. What was the Boston Massacre?
A Colonists burned a ship **B** A battle in Concord between militia and British regulars
C British soldiers fired on a crowd in Boston in 1770 **D** Britain closed a port
3. What caused Pontiac's War?
A Boston's port closing **B** Taxes on tea **C** The Stamp Act
D Native resistance to British control of the Ohio region
4. What did Parliament say about its right to tax?
A It needed colonial approval before any tax could pass **B** Only the king could tax **C** It had no right
D It had the right to tax all parts of the empire
5. Which people were affected by British promises of freedom?
A Only merchants **B** Only Loyalists **C** Only soldiers who joined the colonial militia
D Some enslaved people
6. What does it mean to repeal a law?
A To pass it **B** To cancel it **C** To amend it **D** To enforce it
7. Why was the Tea Act controversial?
A It raised tea prices sharply for colonists **B** It closed Boston **C** It kept a tax colonists never agreed to
D It banned tea
8. Why were some colonists neutral?
A They loved the king too much to take any side in the dispute **B** They supported Patriots but did not want to fight
C They were soldiers **D** They wanted to avoid war or wait to see who would win

9. A historian says taxes were the only cause. Which fact complicates this?

A Britain removed all taxes after 1766, so none remained

B The Proclamation of 1763 angered colonists who wanted land

C Taxes did not exist until the Stamp Act in 1765 began the dispute **D** The war was short

10. Which pair of ideas shows the colonists' argument against Parliament's taxes?

A Wealth and rank **B** Land and size of the colonies **C** Representation and consent **D** Religion and trade

② Learn It

Key words

- **French and Indian War:** The 1754 to 1763 war between Britain and France, with Native allies on both sides, for control of North America
- **Proclamation of 1763:** A British order forbidding colonists to settle west of the Appalachian Mountains
- **Stamp Act:** A 1765 British tax on printed papers in the colonies
- **boycott:** Refusing to buy goods as a form of protest
- **Loyalist:** A colonist who stayed loyal to Britain
- **Patriot:** A colonist who supported independence

Warm-up

1. Ask: is it fair to be charged a fee you had no say in? What if the fee pays for something that protected you?
2. Explain that colonists and British leaders answered that question very differently.

Would you pay a fee you had no vote on? Colonists and Parliament argued about exactly that.

Teach

1. The French and Indian War (1754 to 1763): Britain won, gaining French lands east of the Mississippi, but faced a huge war debt.
2. Proclamation of 1763: meant to reduce conflict with Native nations after Pontiac's War, but angered colonists who wanted western land.
3. Taxes and laws: Sugar Act (1764), Stamp Act (1765), Townshend Acts (1767), Tea Act (1773). Britain argued colonists should help pay for their own defense; colonists argued 'no taxation without representation' because they had no members in Parliament.
4. Protests and responses: boycotts, the Sons of Liberty, the Boston Massacre (1770), the Boston Tea Party (1773). Britain responded with the Coercive Acts, called the Intolerable Acts by colonists (1774).
5. Escalation: the First Continental Congress (1774), fighting at Lexington and Concord (April 1775), and the Declaration of Independence (July 1776).
6. Perspectives: Patriots, Loyalists, neutral colonists, enslaved people and Native nations had different interests; many Native nations and some enslaved people sided with Britain, which promised them land protections or freedom.

Remember that each side believed it was being reasonable. Let's look at both views.

Guided practice

1. Have the student put event cards in chronological order and label each as an economic, political or ideological cause.
2. Discuss each event from both a colonial and a British point of view.

Put the cards in order. For each one, tell me how the British and the colonists saw it.

Worked examples

Why did Britain begin taxing the colonies after 1763?

Britain had a large debt from the French and Indian War and needed money to keep soldiers in North America. Leaders believed colonists, who benefited from that protection, should help pay.

What did colonists mean by 'no taxation without representation'?

They believed only their own elected assemblies could tax them; since they had no elected members in Parliament, they argued Parliament had no right to tax them directly.

Watch for these mistakes

Mistake: The Revolution started only because colonists did not want to pay taxes.

Fix: Explain that the conflict was also about who had the right to govern, western land, troops in colonial towns, trials without juries and ideas about natural rights.

Mistake: All colonists supported independence.

Fix: Explain that colonists were divided; historians estimate a large share were Loyalists or neutral, and many families and communities were split.

③ We Do It Together: 10 questions

Do these side by side. Read each question together, let your student answer, then read the answer and the "why" right below it and talk it through.

1. Which acts did colonists call the Intolerable Acts?

- A** The Coercive Acts **B** The Stamp Act **C** The Townshend Acts **D** The Sugar Act

Answer: **A** The Coercive Acts

Why: Britain passed them in 1774 after the Tea Party.

2. What did the Proclamation of 1763 forbid?

- A** Building ships **B** Colonial settlement west of the Appalachian Mountains **C** Trade with France
D Printing newspapers without a royal license in the colonies

Answer: **B** Colonial settlement west of the Appalachian Mountains

Why: Britain wanted to reduce conflict with Native nations, so it drew a line along the Appalachians.

3. Who were the Sons of Liberty?

- A** Colonial judges **B** A group that organized protests against British policies
C British tax collectors who enforced the Stamp Act **D** Loyalist soldiers who guarded Boston Harbor for the king

Answer: **B** A group that organized protests against British policies

Why: They led protests such as the Stamp Act protests and pressured tax collectors to resign.

4. Who ruled Britain during the Revolution?

- A** King Louis XVI **B** Queen Victoria **C** King Henry VIII **D** King George III

Answer: **D** King George III

Why: George III was the king, and the Declaration of Independence named him in its list of grievances.

5. What does the phrase "direct tax" mean in the Stamp Act?

- A** A tax on land only **B** A tax paid straight by the buyer **C** A tax on kings and royal officials
D A tax on ships

Answer: **B** A tax paid straight by the buyer

Why: Colonists paid it on documents they used, such as newspapers, licenses and contracts.

6. What was a long-term cause of the Revolution?

- A** A storm **B** Growing disagreement over self-government **C** A single battle at Lexington and Concord
D A single tax on tea that Parliament passed in 1773

Answer: B Growing disagreement over self-government

Why: Tensions built over years as colonists and Parliament disagreed about who should govern.

7. Who was likely to be a Loyalist?

- A** A delegate to the Continental Congress **B** A Boston Tea Party participant **C** A Sons of Liberty member
D A merchant who traded with Britain

Answer: D A merchant who traded with Britain

Why: Business ties encouraged loyalty, since war with Britain would ruin trade.

8. Which change in Britain's policy after 1763 added to tension?

- A** More control and taxes on the colonies **B** Handing the colonies over to France
C Less control over the colonies and fewer taxes **D** Fewer soldiers

Answer: A More control and taxes on the colonies

Why: Britain tried to manage its empire after the war, which meant more control and new taxes.

9. How did the French and Indian War set the stage for the Revolution?

- A** It gave colonists independence from Britain right away **B** It made France stronger
C It left Britain with debt and new lands to manage **D** It ended all taxes

Answer: C It left Britain with debt and new lands to manage

Why: Debt and western land created disputes, since Britain had to pay for the war and manage new territory.

10. Which source would best show colonial views on taxation?

- A** A 1765 pamphlet by a colonial assembly **B** A French treaty signed after the war
C A British map drawn by the army to show the colonies **D** A modern textbook

Answer: A A 1765 pamphlet by a colonial assembly

Why: Primary sources show views at the time, and a colonial assembly pamphlet states the colonists' own argument.

④ You Try: 10 questions

Now your student works alone. Check answers in the Answer Key at the end of this topic. Score: ____ / 10

1. In what year was the Declaration of Independence adopted?
A 1763 **B** 1770 **C** 1774 **D** 1776
2. How did many Native nations view the Revolution?
A They ignored it **B** They signed the Declaration along with the delegates
C They chose sides based on their interests **D** They all joined the Patriots
3. Which event came last?
A The Stamp Act **B** The Tea Act **C** The Declaration of Independence
D The Boston Massacre of March 1770
4. Why was the Boston Massacre used by Patriots?
A As a rallying cry showing British soldiers harming colonists **B** As a trade deal with the French merchants
C As proof Britain was weak **D** As a treaty with Native nations that gave up western land
5. Which statement best explains why the Revolution was not only about taxes?
A Taxes did not exist **B** Only religion mattered to the colonists
C Only land mattered to the colonists, who wanted western farms **D** It was also about who had the right to govern
6. What did a Boston merchant argue about the Tea Act?
A It helped colonial merchants **B** It hurt local traders and kept a tax colonists never agreed to
C It ended the Stamp Act that colonists had opposed **D** It was too cheap, so merchants could not make a profit
7. What event escalated colonial resistance in 1775?
A Fighting at Lexington and Concord **B** The Stamp Act, which taxed printed papers **C** The Sugar Act
D The Proclamation
8. What does the phrase "Intolerable Acts" reveal?
A How colonists viewed the Coercive Acts **B** How soldiers viewed them **C** How France viewed them
D How Britain viewed them as lawful punishments
9. How did the Coercive Acts backfire on Britain?
A They calmed protests **B** They ended boycotts and made colonists accept the laws
C They united colonies behind Boston **D** They ended the Congress

10. What is a weakness of a source written only by Patriots?

- A** It would be too short to cover the events
- B** It may leave out Loyalists' views
- C** It would contain dates
- D** It would have no opinions

The road to the American Revolution: Answers and explanations

① Quick Check

- What does the word revolution mean here?
A A sudden, major change in government
The colonies broke away from Britain, which was a sudden, major change in who governed.
- What was the Boston Massacre?
C British soldiers fired on a crowd in Boston in 1770
Five colonists were killed in 1770 when soldiers fired into a crowd, and Patriots used the event to rally opposition to British rule.
- What caused Pontiac's War?
D Native resistance to British control of the Ohio region
It led to the Proclamation of 1763, which tried to keep colonists out of Native lands.
- What did Parliament say about its right to tax?
D It had the right to tax all parts of the empire
Britain said colonists should help pay for their defense because the empire protected them.
- Which people were affected by British promises of freedom?
D Some enslaved people
Britain offered freedom to those who joined its side, which attracted some enslaved people.
- What does it mean to repeal a law?
B To cancel it
To repeal means to cancel, as Parliament did with the Stamp Act in 1766.
- Why was the Tea Act controversial?
C It kept a tax colonists never agreed to
The act actually lowered tea prices but kept a tax, so colonists saw it as a trick to accept Parliament's power.
- Why were some colonists neutral?
D They wanted to avoid war or wait to see who would win
Many wanted safety, so they avoided choosing a side until it was clear who would win.
- A historian says taxes were the only cause. Which fact complicates this?
B The Proclamation of 1763 angered colonists who wanted land
Land policy was an additional cause, because the Proclamation of 1763 angered colonists who wanted western land.
- Which pair of ideas shows the colonists' argument against Parliament's taxes?
C Representation and consent
They argued taxes required their consent, which only colonial assemblies could give.

④ You Try

- In what year was the Declaration of Independence adopted?
D 1776
It was adopted July 4, 1776, more than a year after the fighting began at Lexington.

2. How did many Native nations view the Revolution?
C They chose sides based on their interests
Many sided with Britain to protect their lands from settlers, but others joined the Patriots or stayed out.
3. Which event came last?
C The Declaration of Independence
It was adopted in 1776, after the Stamp Act, the Massacre and the Tea Act.
4. Why was the Boston Massacre used by Patriots?
A As a rallying cry showing British soldiers harming colonists
Patriots spread accounts to rally support, and engravings showed soldiers attacking helpless colonists.
5. Which statement best explains why the Revolution was not only about taxes?
D It was also about who had the right to govern
Self-government was a key issue, since colonists argued who had the right to decide their laws.
6. What did a Boston merchant argue about the Tea Act?
B It hurt local traders and kept a tax colonists never agreed to
Local merchants lost business to the East India Company, and the act kept a tax they had not accepted.
7. What event escalated colonial resistance in 1775?
A Fighting at Lexington and Concord
The shooting war began when British troops and colonial militia clashed in April 1775.
8. What does the phrase "Intolerable Acts" reveal?
A How colonists viewed the Coercive Acts
The name reflects colonial anger, since colonists thought the acts were too harsh to bear.
9. How did the Coercive Acts backfire on Britain?
C They united colonies behind Boston
Many colonists saw the acts as a threat to all, so they united behind Boston.
10. What is a weakness of a source written only by Patriots?
B It may leave out Loyalists' views
Sources reflect the writer's perspective, so a source by only Patriots misses what Loyalists believed.

Keep going with the full History & Social Studies workbook

You just tried one topic. The full Grade 8 workbook has every topic below, each with a Quick Check, a lesson, We Do It Together, up to 90 You Try questions, Show What You Know and a full answer key.

- 1. The road to the American Revolution D2.His.14.6-8
- 2. The ideas of the Declaration of Independence D2.Civ.8.6-8
- 3. The Constitution: three branches, checks and balances D2.Civ.4.6-8
- 4. The Bill of Rights and the roles of citizens D2.Civ.2.6-8
- 5. Westward expansion and its many perspectives D2.Geo.8.6-8
- 6. Causes of the Civil War D2.His.15.6-8
- 7. Reconstruction: change and continuity D2.His.2.6-8
- 8. Abolitionists and the Underground Railroad D2.His.3.6-8

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— Dr. Evan J. Hasson, founder

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