

8TH GRADE



United States History

Course Description

This course is designed to help students understand:

- the ways to identify major eras in US history and describe their defining characteristics.
- how and why particular events and patterns of episodes occurred in our society.
- make connections to an event of history and a present day situation.

Enduring Understandings

Critical thinking is essential for making informed decisions and developing original ideas.

Where we live and how we live affect who we are.

Learning about ourselves and others, past and present, allows us to effectively interact in a global society.

Culture is both a product and a producer of the values and ideas of a society and its people.

The success of our democratic society depends on the responsible actions of its citizens.

Essential Questions:

Historical Analysis and Interpretation: Events and Movement

- Whom do we believe and why?
- What causes change? How can the study of history predict future changes

World Geography

- Why is “where” important?
- How do maps and globes change to reflect history?

Government and Politics

- What is a good citizen?
- How do systems of government impact other social structures?
- How do maps and globes change to reflect history?

Economics

- What goods and services should government provide? Who should pay? Who should benefit?
- What social, political, economic opportunities/problems arise from technological advancements?

Culture and Social Systems

- Who and what do we memorialize? What does that reveal about our culture?
- What does it mean to be "civilized"?
- What is worth fighting for?

Course Academic Vocabulary:

Essential vocabulary will be based on each unit of study.

Course Units / Topics of Study:

[The West - Chpt 5](#)

[Industrialization Chpt 6](#)

[Immigration Chpt 8](#)

[The Progressives Period](#)

[America as a World Power - Chapter 10](#)

[World War I - Chapter 11](#)

[The 1920's - Chapter 12/13](#)

[The 1930's The Great Depression - Chapter 14/15](#)

[WWII](#)

Unit Title:

Chapter 5: The West

Stage 1 - Desired Results

Established Goals: Students will be able to understand the elements that fueled Westward migration. They will be able to distinguish the factors of success, obstacles, and geographic boundaries of Westward expansion. They will also be able to understand that the ignorance that people have to a group or individual's culture can lead to destruction.

Enduring Understandings:

Students will understand ...

- causes and results of the conflicts between American Indians and American settlers in the West.
- the impact that the railroad and mining had on the West.
- the impact of ranching on the economy and culture of the West.
- there were consequences to government legislation to the West.

Essential Questions:

- What is worth fighting for?
- Why is where important, especially in the West?
- How did the Transcontinental Railroad affect the America we live in today?
- How did the environment of the Great Plains effect the environment we live in today?

Essential Vocabulary: Transcontinental Railroad, Crazy Horse, Sitting Bull, George Armstrong Custer, Dawes General Allotment Act, Wounded Knee Massacre, boomtowns, range wars, vaqueros, cattle drives, open wars, Homestead Act

Resultant Knowledge:

Students will know...

- major laws and key figures from the time period.
- facts about the westward movement.
- geography and resources of western states.
- the basics of the Great Plains Native American culture.

Resultant Skills:

Students will be able to...

- interpret primary source documents in a group setting.
- analyze and summarize vocabulary and readings.
- identify the routes of the Transcontinental Railroad, cattle trails, and Pony Express.

Stage 2 – Assessment Evidence

Performance Tasks:

- Land region map activity
- Label western states and cattle trails on a map
- Native American Primary Source activity
- Pony Express reading and poster

Other Evidence:

- Oral and written responses to essential questions.
- Tests and quizzes on key terms and people.
- Student self-reflection.
- Every American Citizen Should

<ul style="list-style-type: none"> • Little Big Horn simulation • Sitting Bull and Custer Fib or Fact activity • Western slang dialogue • Cattle Drive character simulation 	<p>Know...</p>
<p>Stage 3 – Learning Plan</p>	
<p>Learning Activities: (WHERE TO format)</p>	

UbD Unit Template

Unit Title:

Chapter 6: The Industrial Revolution

Stage 1 - Desired Results

Established Goals: Students will be able to understand the US experienced a Second Industrial Revolution following the Civil War. They will understand the formation of Big Business and how it changed the economy. Finally, they will understand how life changed for the worker as a result of increasing industrialization.

Enduring Understandings:

Students will understand that...

- the Second Industrial Revolution and technological innovation changed the U.S. economy.
- change occurred in the way that businesses were organized and some Americans opposed this change.
- the Second Industrial Revolution changed the lives of the American workers and what organizations were formed to improve their working conditions.

Essential Questions:

- What are proper business ethics and who decides?
- To what extent did industrial growth cause conflict between government, management and the workers?
- Do those who are prosperous have a moral obligation to assist those who are needy or impoverished?
- How do workers come together to improve conditions and treatment that they view as unfair in the workplace and gain power?

Essential Vocabulary: patent, Edison, Bell, Wright, Westinghouse, capitalism, entrepreneur, corporation, vertical integration, horizontal integration, trusts, Carnegie, Rockefeller, monopolies, collective bargaining, anarchists, Knights of Labor, American Federation of Labor, Hay Market Riot, Pullman Strike, and Homestead Strike.

Resultant Knowledge:

Students will know...

- stages of business growth.
- major inventors and inventions from the 1800s.
- the social effects of technology on daily life.
- the social effects of the Industrial Revolution.

Resultant Skills:

Students will be able to...

- interpret political cartoons.
- express their findings orally and in writing.
- diagram and give examples of vertical and horizontal integration.
- visually represent the stages of business growth.

Stage 2 – Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none">• Capitalism debate• Business leader role play• Quick write• Collective Bargaining simulation• Stick Figure Factory simulation	Other Evidence: <ul style="list-style-type: none">• Oral and written responses to essential questions.• Tests and quizzes• Student self-reflection.• Every American Citizen Should Know...• Political cartoons
Stage 3 – Learning Plan	
Learning Activities: (WHERE TO format)	

UbD Unit Template

Unit Title: Chapter 7: Immigration	
Stage 1 - Desired Results	
Established Goals: Students will be able to understand why people have come and continue to immigrate into the U.S. They will know how immigrants have changed and shaped the U.S. Finally, they will comprehend that industry prospered and structures are in place today because of the work and human resources of immigrant groups at the turn of the century.	
Enduring Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • immigration effects the development of the political, social and economic systems of the U.S. • knowledge of a foreign culture/change in an individual. • there are circumstances why people leave their homeland and start a new life in a foreign country. 	Essential Questions: <ul style="list-style-type: none"> • What challenges must one overcome to successfully assimilate in to a new culture? • Why do people immigrate and how does immigration affect the culture of “the host” country? • What contributions did immigrants from various lands make to our country?
Essential Vocabulary: old immigrants, new immigrants, tenements, steerage, slums, Chinese Exclusion Act, Ellis Island, Angel Island, nativists	
Resultant Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> • main causes of immigration. • the hardships of the immigrant experience. • new forms of entertainment and pop culture of the period. • the process and challenges of urbanization. 	Resultant Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> • identify major points of European and Asian entry and destinations. • explain the process of immigration through Ellis Island. • analyze urbanization. • discuss how some Americans advocated for the immigrants and poor.
Stage 2 – Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Immigration Day Simulation • Immigration Monologues • Immigration Journals • Growth Cities Map 	Other Evidence: <ul style="list-style-type: none"> • Oral and written responses to essential questions. • Tests and quizzes. • Student self-reflection. • Every American Citizen Should Know...

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United States History - The Progressive Period (Chapter 10)

Desired Results

Established Goals: *Students will be able to decipher progressive issues in society. They will also be able to distinguish the actions of leaders and the attempts leaders made and methods used to solve the social problems. Students will also be able to transfer knowledge of their studies to today's social issues.*

Enduring Understandings:

Students will understand that...

- *How scandals and corruption impact politics*
- *How progressives changed government and addressed the country's social problems*
- *Ordinary citizens have the right and responsibility to demand change when needed*
- *The vehicles (methods) to which change is either helped or hindered*

Essential Questions:

- *What is a scandal and how does it lead to corruption?*
- *How do political machines influence politicians at all levels of government?*
- *What are social problems? Who works to solve these problems?*
- *How do ordinary citizens initiate and effect change?*

Essential Vocabulary: *political machines, Progressive Age, Gilded Ideals, social reforms, suffrage*

Resultant Knowledge:

Students will know...

- *Key legislation and figures this period*
- *Gilded and Progressive vocabulary terms*
- *How to interpret a political cartoon*
- *Factors that lead to child labor and the reasons people fight for it to end*

Resultant Skills:

Students will be able to...

- *Recognize, define, and use Progressive and Gilded Age vocabulary in context*
- *Use research skills to find out about progressive issues*
- *Express their findings orally and in writing*

Assessment Evidence**Performance Tasks:**

- *Child Labor Debate*
- *Triangle Shirtwaist Factory Fire Activity*

Other Evidence:

- *Oral and/or written response to the Essential Questions*
- *Test on facts about the Progressive Age and Issues*
- *Political cartoon interpretations*

Learning Plan**Learning Activities:**

8TH GRADE



United States History - America as a World Power (Chapter 10)

Desired Results

Established Goals: Students will be able to decipher imperialistic motivations in society and to why some countries follow policies of isolationism. They will also be able to understand why a country is vulnerable to annexation. They will also be able to distinguish the actions of leaders and the attempts leaders made and methods used in foreign matters. Students will also be able to transfer knowledge of past foreign policy on today's world.

Enduring Understandings:

Students will understand that...

- How does a country become powerful enough to conquer/take over another country
- What affect does propaganda and media have on public opinion
- How has the self perception of the U.S. changed as its perception in the world changed
- Does society cause government to change or does government cause society to change

Essential Questions:

- What enabled the US to exert great power over other nations
- How does the role of the media shape US foreign and domestic policy
- Why do some people favor expansion over isolationism
- What power do Presidents possess that allow them to influence foreign policy

Essential Vocabulary: isolationism, imperialism, expansionism, annexation, Open Door Policy, ABC Powers, Boxer Rebellion, Monroe Doctrine, Roosevelt Corollary, Dollar Diplomacy, Democracy, Yellow Journalism, spheres of influence, Panama Canal, Spanish

American War

Resultant Knowledge:

Students will know...

- Pro's and con's of imperialism, isolationism, and expansionism
- How to be a discriminating consumer of information
- Explain why the US acted the way that they did
- How to interpret a political cartoon

Resultant Skills:

Students will be able to...

- Critically analyze a source for validity
- Connect our own struggles with England and Cuba's struggles with Spain and the Filipino's struggle with Mexico and the US
- Recognize, define, and use America as a World Power vocabulary in context
- Express their findings orally and in writing

Assessment Evidence

Performance Tasks:

- Yellow Journalism Newspaper
- Hawaii Day~ *Last Hawaiian Queen*
- Reading of Splendid Little War
- Grinch Who Stole Christmas/ Pancho Villa and US involvement in Latin America

Other Evidence:

- Oral and/or written response to the Essential Questions
- Test on facts about America as a World Power

Learning Plan

Learning Activities:

8TH GRADE

United States History - World War I (Chapter 11)

Desired Results

Established Goals: *Students will be able to understand the causes of war and the impact that war has on society. Students will also be able to transfer knowledge of their studies to today's global conflicts*

Enduring Understandings:

Students will understand that...

- *How character impacts war preparations*
- *Leaders must decide what is worth fighting for*
- *How World War I impacted American citizens*
- *How the outcome of war shapes the future of the World*

Essential Questions:

- *What can be learned about the American character from the manner by which the United States mobilized, prepared, and participated in a world war?*
- *Were the political and military goals of the Great War worth the staggering loss of human life and social disruption?*
- *How does the World War of 1914-1918 validate or contradict our feelings of patriotism and reinforce or tear down our pride and gratitude as Americans?*
- *How does the unfolding of World War I foreshadow the role of the United States as a prominent world power of the twentieth century?*

Essential Vocabulary: *nationalism, militarism, balance of power, mobilize, Triple Alliance, Triple Entente, Franz Ferdinand, Nicholas II, Central Powers, Allied Powers, Western Front, Wilhelm II, First Battle of Marne, Schlieffen Plan, trench warfare, no-man's land, stalemate, U-boats, Lusitania, Sussex Pledge, Zimmerman Note, Committee on Public Information, George Creel, Espionage Act, Sedition Act, Selective Service Act, Liberty bonds, propaganda, War Industries Board, National War Labor Board, Four Minutemen, victory garden, armistice, Arlington Cemetery, Unknown Soldier, Veteran's Day. The White Table, American Expeditionary Force (AEF), doughboys, communists, Treaty of Brest-Litovsk, Second Battle of the Marne, Fourteen Points, League of Nations, Treaty of Versailles, Woodrow Wilson, Corporal Alvin York, General Erich Ludendorff, Georges Clemenceau, Alexander Kerensky, General "Blackjack" Pershing, Marshal Ferdinand Foch, David Lloyd George, Nicolai Lenin, Vittorio Orlando, Armenian Genocide*

Resultant Knowledge:

Students will know...

- 1. The main causes of WWI*
- 2. The geographical locations to where early fighting in the war took place and examine the results*
- 3. Trench warfare and new weaponry greatly affected the fighting in WWI*
- 4. The US tried to remain neutral during the war and the events that led the US to enter the war.*
- 5. The means the US government went to prepare citizens and the military for war. Explain how the war affected the country, families, industry and labor*
- 6. WWI impacted life, land, and liberty of country.*
- 7. The Treaty of Versailles concluded WWI and would be a catalyst for WWII*
- 8. That maps and globes change to reflect history*

Resultant Skills:

Students will be able to...

- 1. Map Skill*
- 2. Apply information using technology simulations*
- 3. Research skills on trench warfare survival*
- 4. Express their findings orally and in writing*

Assessment Evidence

Performance Tasks:

- *Trench Warfare Pamphlet*
- *WWI Battles Simulation*
- *Balkan Blunder Role Play*
- *News broadcasts*
- *Poetry on WWI*
- *The White Table reading and showing*

Other Evidence:

- o *Reading/reflection from Christmas in the Trenches and The White Table*
- o *Oral and/or written responses to the essential questions*
- o *Test on facts about WWI*
- o *Political Cartoons*
- o *Propaganda Posters*
- o *Power point of Armenian Genocide*

Learning Plan

Learning Activities:

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United States History - The 1920's (Chapter 12/13)

Desired Results

Established Goals: Students will be able to understand the political, economical, social changes during the 1920's and how a country went from demobilization, to a roaring country, to an economic crash. Students will also be able to transfer knowledge of current economic conditions to today.

Enduring Understandings:

Students will understand that...

- *In the 1920s, America turned away from the internationalism of the World War I period and toward domestic threats and other issues*
- *Advertising and installment plans changed people's buying habits*
- *Well intentioned laws have unattended consequences*
- *Analyze the problems faced by minority groups in the 1920's and evaluate how they responded to these problems*
- *Reckless economic policies and practices during the 1920s led to the Great Depression of the 1930s*

Essential Questions:

- *Why did the U.S. experience so much political and social change during the 1920's?*
- *Why did the 1920s see the emergence of the "consumer society"?*
- *What issues led to Prohibition in the 1920s, and what problems contributed to its failure?*
- *What causes hatred and discrimination towards certain groups? What then impedes victimized groups to rise above that discrimination?*
- *How did government economic policies during the 1920s lead to the Great Depression?*

Essential Vocabulary: Demobilization, Xenophobia, Sacco and Vanzetti, Henry Ford, President

Harding, President Coolidge, President Hoover, Teapot Dome Scandal, Assembly Lines, Installment Plans, Consumer Society, Synthetic, Flappers, Prohibition, Bootleggers Speakeasies, 18th Amendment, 21st Amendment, Scopes Trial, 1924 Immigration Act, Great Migration, Harlem Renaissance, Fads, Expatriates, Jazz Age, Lost Generation, KKK,

Resultant Knowledge:

Students will know...

- 1. Various politicians and social movements of the 1920s and their influence on government policy during the era*
- 2. How WWI and subsequent treaty negotiations affected the development of 1920s foreign policy*
- 3. The role of mass production and advertising on society during the 1920s*
- 4. How economic policies and the consumer society of the 1920s affected labor-management relations*
- 5. How the social climate affected the arts in the 1920s*
- 6. Why there was such an increase in hate groups*

Resultant Skills:

Students will be able to...

- 1. Read and interpret primary source documents from the period of the 1920s*
- 2. Recognize how trends in American society evolved during the 1920s*
- 3. Understand the enduring impact of the 1920s on society and government throughout the 20th century*
- 4. Understand changes in American's lifestyles during the decades*
- 5. Interpret political cartoons of the time period*

and the tragic affect of their actions

7. How economic policies and practices of the 1920s led to the Great Depression

Assessment Evidence

Performance Tasks:

- *Examine four aspects of Media to decipher reasons race groups escalated in the 1920s*
- *1920s Slang Skits*
- *Assembly Line Activity*
- *Reading about a 1920's dinner party from The Great Gatsby*
- *Learning to dance the Charleston*

Other Evidence:

- *Media: Billie Holidays song, "Strange Fruit", Langston Hughes poem "I Too Sing America", Life Magazine, and Prussian Blue*
- *Tests on facts about the 1920s*
- *Political Cartoons Analysis*

Learning Plan

Learning Activities:

8TH GRADE

United States History - The 1930's The Great Depression and Dust Bowl (Chapters 14/15)

Desired Results

Established Goals: *Students will be able to identify the factors (economic) contributed to the Great Depression, and how did the crisis affect Americans.*

Enduring Understandings:

Students will understand that...

- The Great Depression impacted every facet of America: employment, education, leadership, etc...
- An economic downturn results in increased government intervention in the lives of the people
- Programs and policies that emerged during the Great Depression are still in place or altered for our World today
- Art captures the experience of a moment for future generations to use as historical documentation
- Depression leads people to seek strong decisive leadership offered by dictators

Essential Questions:

- How did the Great Depression affect the lives of those living in the United States?
- What were the programs and policies that were put in place by the government to lift us out of the Great Depression?
- What are the long-term effects of the increased role of government in people's daily lives?
- How does art reflect American experiences during the Great Depression?
- How does a financial hardship make people vulnerable and willing to exchange their liberties for the improvement of their situations?

Essential Vocabulary: *Bull Market, Bear Market, Business Cycle, Panic of 1929, Great Depression, Relief/Recovery/Reform, Hooverilles, Bonus Army, Franklin Delano Roosevelt, Eleanor Roosevelt,*

Fireside Chats, New Deal Programs, First Hundred Days, Huey Long, Welfare State, Deficit Spending, Court Packing, Dust Bowl, Black Cabinet, Mary McLeod Bethune, Woody Guthrie, Dorothea Lange

Resultant Knowledge:

Students will know...

- 1. Factors that led to the Stock Market*
- 2. Key policies and Congressional Acts passed during the 1930's*
- 3. How one individual can impact an entire nation's problems*
- 4. Analyze the actions that President Hoover and President Roosevelt took during the Great Depression*
- 5. When farms are suffering its an indication that the country will soon follow*
- 6. Irresponsibility of human actions and their behaviors (investing, farming) will have consequences*

Resultant Skills:

Students will be able to...

- 1. Recongnize, define and use 1930's vocabulary*
- 2. Understand and identify the acronyms of the New Deal Programs*
- 3. Use research skills to fond out about Depression Era programs*
- 4. Use photographs of Dorthea Lange to understand the suffering that Americans went through in the time*
- 5. Express their findings orally and in writing*

Assessment Evidence

Performance Tasks:

- *ABC Activity*

Other Evidence:

- *Oral and/or written responses to the*

- *Facebook pages of the Dust Bowl Journey*
- *Reflections after viewing Dorothea Lange's pictures*
- *Recession Collage*
- *Reading of Rudy Rides the Rails and the Hobo Symbol Activity*
- *Viewing of the: clips Tent Cities present day, "Dust Bowl" and clips of: "Oh Brother Where Art Thou", "Fried Green Tomatoes", "Cinderella Man", and "Sea Biscuit"*

Essential Questions

- *Test and facts of the New Deal/Dust Bowl Era*
- *Political Cartoons Interpretations*
- *Letter to President Obama and Congressional Leaders to discuss what needs to be done in the world today*

Learning Plan

Learning Activities:

Unit Title: Chapter 16, World War II

Stage 1 - Desired Results

Established Goals: Students will be able to understand the impact that The Treaty of Versailles had on the start of WWII and the impact that the war had on Europe and the United States.

Enduring Understandings:
Students will understand that...

- The conditions imposed by the Treaty of Versailles led to the rise of totalitarian governments
- Americans should care about events in other parts of the world and the reasons for entering their conflicts
- Civilized nations of the world periodically resort to warfare to resolve differences
- Tragic conditions result in surrender, and surrender leads to the end of a war.
- Past world events help society make better decisions for today and create a better future

Essential Questions:

1. How did treaties, alliances, and political structure contribute to World War II?
2. What are possibilities for the European outcome (and thus world outcome) had the United States not entered the war and why?
3. How and why does a nation decide to go to war? What if a significant faction objects to the war?
4. What are indicators that a war has ended? For example, in World War II, how did everyone know the war was over?
5. Could a war such as World War II occur again? How and why?

- **Essential Vocabulary:** Nazis, Totalitarian, Fascism, Total War, WWII Leaders, Axis Powers, Allied Powers, *Mein Kampf*, Kristallnacht, Neutrality Acts, Appeasement, Blitzkrieg, RAF, Luftwaffe, Maginot Line, Atlantic Charters, Lend Lease Act, Ration, Internment Camps, Executive Order 9066, War Production Board, War Bonds, USO, Rosie the Riveter, Island Hopping, Atomic Bomb~ Manhattan Project, Treaty of Versailles, WWII Battles European and Pacific Theaters, Infamy, Kamikaze, Bushido, Zeroes, Genocide, Holocaust, Anti-Semitism, Final Solution, V-E Day, V-J Day.

<p>Resultant Knowledge: <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. The ways in which Hitler violated the terms of the Treaty of Versailles to make Germany powerful 2. The power of alliances both positively and negatively in war 3. What caused America to enter this war. Transfer knowledge of being attacked on "Home Soil" on 12/07/41 and 09/11/01. 4. How a nation treats its prisoners of war reflects how they treat their citizens 5. How geography impacts war strategies and fighting 6. What battle strategies are effective in bringing about victory 7. What value does human life have to leaders when they make plans for war 	<p>Resultant Skills: <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. How war changes a map and the boundaries of a country 2. The resultant skills between primary source v. secondary sources 3. Experience living history <i>WWII Day</i> 4. Critical thinking skills 5. Analytical Skills with real world situation to make an important decision 6. Answering essential skills both orally and written 7. Interpreting political cartoons, charts, graphs, and maps
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • WWII Day • Two Voice Poem • Walking in Truman's Shoes • Leaders of WWII Charts • Graffiti Heads • Broadcast Battles of WWII 	<p>Other Evidence: Chapter Test on WWII Written</p>
<p>Stage 3 – Learning Plan</p>	
<p>Learning Activities: (WHERE TO format)</p>	