



Monroe #2 - Orleans BOCES (Regional Collaboration)

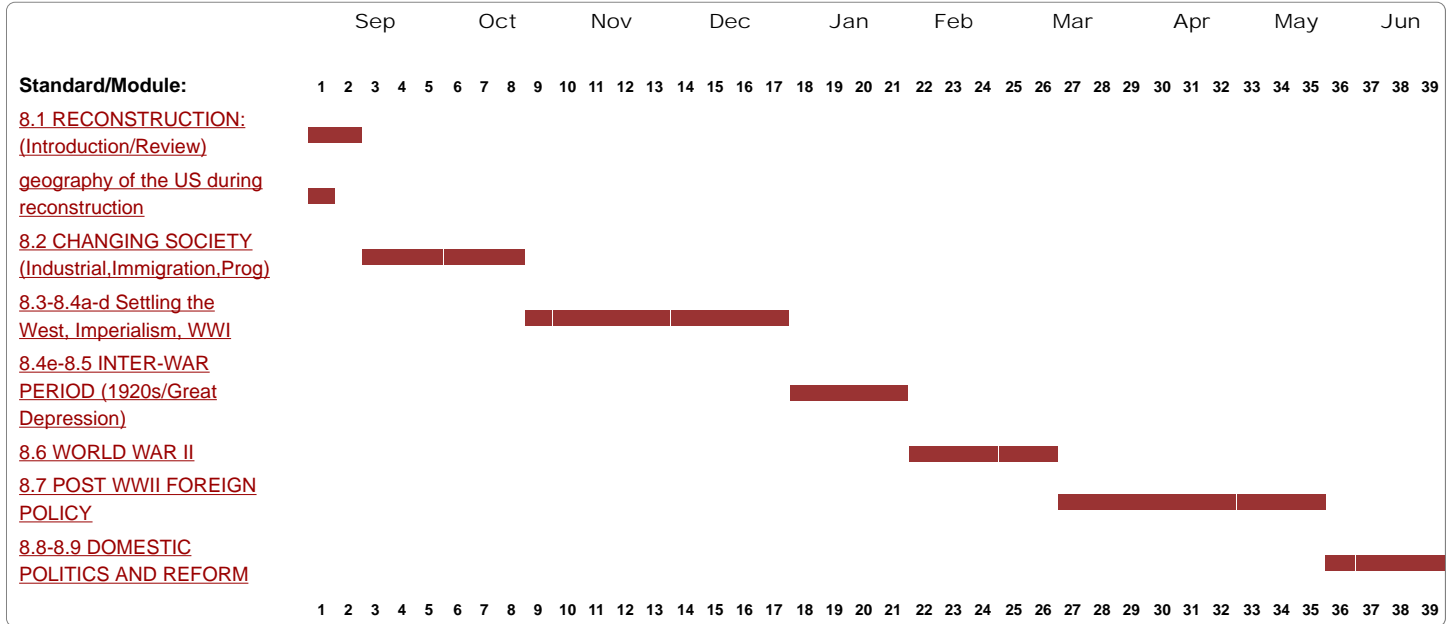
Social Studies 8



Social Studies (Draft) > Grade 8 > Social Studies > **Social Studies 8**

Last Updated: [Friday, October 9, 2015](#) by Marijo Pearson

Collaboration



Atlas Version 8.1.1
 © Rubicon International 2015. All rights reserved



8.1 RECONSTRUCTION: (Introduction/Review)

Collaboration

Stage 1: Desired Results

Unit Overview

The Reconstruction unit is slated to take two weeks in the beginning of 8th grade, or it can be taught at the end of 7th grade following the Civil War. Reconstruction was a time of great tension and uncertainty from 1865-1877. The treatment of the South, and the federal government's role in assisting newly freed African Americans are at the center of this unit. The unit integrates Social Studies content and practices from the NYS SS Framework with Common Core literacy standards and the C3 Framework. Specifically, students will investigate content related to Key Idea 8.1.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

The student will investigate the degree to which African American rights were fully implemented.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 8th Grade

History of the United States and New York II

8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans. (Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)

- 8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.
- -Students will compare and contrast the differences between Reconstruction under Lincoln's plan, Johnson's plan, and congressional (Radical) Reconstruction.
- 8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.
- -Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.
- -Students will examine the Freedmen's Bureau's purpose, successes, and the extent of its success.
- -Students will examine the impacts of the sharecropping system on African Americans.
- 8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.
- -Students will explore methods used by Southern state governments to impact the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.
- -Students will explore the response of some Southerners to the increased rights of African Americans noting the development of organizations such as the Ku Klux Klan and White Leagues.
- -Students will examine the effects of the Plessy v. Ferguson ruling.

Additional Content Specifications

- Different political groups had strategies for Reconstruction
- The importance of the 13th, 14th, and 15th Amendments
- Jim Crow Laws (connect to Plessy v. Ferguson)
- Economic conditions in the South and throughout the nation had varying impacts on individual groups (Sharecropping, Panic of 1873, Hayes v. Tilden Election)

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Reading: History/Social Studies

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- 1. Write arguments focused on discipline-specific content.
- 1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 9. Draw evidence from informational texts to support analysis, reflection, and research.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 8th Grade

Social Studies Practices

A. Gathering and Using Evidence

- 3. Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence.

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Interpersonal and Group Relation Skills

- identifying values conflicts
- recognizing, understanding, and avoiding stereotypes

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, photos)

- 4. Describe and analyze arguments of others considering historical context.

B. Chronological Reasoning

- 8. Relate patterns of continuity and change to larger historical processes and themes.

C. Comparison and Contextualization

- 2. Identify and compare multiple perspectives on a given historical experience.

F. Civic Participation

- 1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements.
- 4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation as an agent of historical change in different societies and communities, as well as at different times in the United States.

Compelling Questions

Top Compelling Questions:

Were African Americans actually "free" following Reconstruction?

Can people reconcile after a fight?

Other suggestions:

Was the nation fully united after Reconstruction?

What defines a traitor?

Do freedom and equality mean the same thing?

How should a defeated nation be treated?

(possible supporting questions to guide instruction and discussion)

What challenges did African Americans face during Reconstruction?

How did African Americans exercise their new freedom during Reconstruction?

How did the end of Reconstruction impact African Americans?

Stage 2: Evidence

Assessments/Performance Tasks

Formative: Written: Essay

Students will complete an essay comparing and contrasting the three plans for Reconstruction.

Formative: Oral: Discussion

Students will examine primary source documents relating to the KKK, White League, Jim Crow Laws, sharecropping and violence during Reconstruction. Following the examination, students will discuss and debate the impact of the topics discussed.

Summative: Other: Quiz

A brief assessment highlighting the priority content specifications mentioned above. Includes multiple choice and short answer.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

Gilder Lehrman Questions

Engage NY

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

- Comparing the Reconstruction plans of Lincoln, Johnson, and Radical Republicans (week 1)
- Using photographic evidence, and personal accounts, examine the damage caused by the war (i.e. Sherman's railroad ties, photographs of Savannah Georgia) (week 1)
- Examining the legislation worked on by newly enfranchised African Americans in Southern governments (week 1)
- Discuss to what extent the Freedmen's Bureau was integrated (week 2)
- Examine accounts/cartoons/photographs of the KKK, White League and how Southern groups were able to disenfranchise African American voters (Jim Crow, poll taxes, literacy tests, grandfather clause) (week 2)
- Examine Sharecropping as an economic system that impacted the economic situation of newly freed slaves (week 2)
- Discuss how the era of segregation began after the close of Reconstruction in 1877 after the election of Hayes (week 2)

Possible other questions to drive instruction

1. Was it possible to have a peace of reconciliation after the Civil War?
2. Did the Reconstruction governments rule the South well?
3. Can political freedom exist without an economic foundation?
4. When should a president be impeached and removed from office?
5. Does racial equality depend upon government action?
6. Should African Americans have more strongly resisted the government's decision to abandon the drive for equality?
7. To what extent did Jim Crow Laws create and govern a racially segregated society in the South?
8. What political and economic challenges did African Americans face during and after Reconstruction?



geography of the US during reconstruction

Collaboration

Stage 1: Desired Results

Unit Overview

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

Additional Content Specifications

SUPPORTING Common Core Learning Standards

Social Studies Practices

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Compelling Questions

Stage 2: Evidence

Assessments/Performance Tasks

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

Upload inquiry design model template. (IDM)



8.2 CHANGING SOCIETY (Industrial,Immigration,Prog)

Collaboration

Stage 1: Desired Results

Unit Overview

The Changing Society unit will include American Industrialization, Immigration and the Progressive Movement. The unit will focus on the how new technology and a growing population changed the dynamics of the United States, and ultimately led to the need for reform. The Unit is slated to take between four to five weeks in the first two months of 8th grade. The unit integrates Social Studies content and practices from the NYS SS Framework with Common Core literacy standards and the C3 Framework. Specifically, students will investigate content related to Key Idea 8.2

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #1: Focus on Conceptual Understanding
- Shift #3: Integrate Content and Skills Purposefully

Shift #1: Students will focus on the larger concepts, including change and reform, to understand how changes in the US economy influenced the culture and population of the US at the turn of the 20th century.

Shift #3: Students will use a variety of primary and secondary sources to analyze the changes associated with America during Industrialization. Students may also use these sources to develop claims to answer developed inquiries and/or DBQ tasks.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 8th Grade

History of the United States and New York II

8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH)

- 8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. New York City became the nation's largest city and other New York cities experienced growth at this time.
- -Students will identify groups of people who moved into urban areas, and examine where they came from and the reasons for their migration into the cities. Students will explore the immigrant experience at Ellis Island.
- 8.2b Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people.
- -Students will examine the living conditions in urban areas with a focus on increasing population density and the impact this growth had on the social, cultural, and economic lives of people.

- 8.2c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.
- -Students will examine nativism and anti-immigration policies including the Chinese Exclusion Act, the Gentlemen's Agreement, and immigration legislation of the 1920s.
- -Students will explore the growth and impacts of child labor and sweatshops.
- 8.2d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions.
- 8.2e Progressive era reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government reform policies.
- -Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actions that individual took or recommended to address those issues.
- -Students will explore leaders and activities of the temperance and woman's suffrage movements.
- -Students will examine state and federal government responses to reform efforts including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations.

Additional Content Specifications

- Innovation and entrepreneurship led to industrialization (capitalism, new technology, H. Ford, T. Edison, Robber Barons, etc)
- Industrialization led to increased urbanization and immigration
- Industrialization led to positive and negative effects on society including unsafe living and working conditions (tenements, urban ghettos, sweatshops, Triangle Shirtwaist Factory Fire, etc)
- Problems caused by the rapid change to industrialization led to a reform movement in the United States (muckrakers, unions, minimum wage, building codes, etc)

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 8th Grade

Social Studies Practices

A. Gathering and Using Evidence

- 2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
- 5. Make inferences and draw conclusions from evidence.

B. Chronological Reasoning

- 3. Identify causes and effects using examples from current events, grade-level content, and historical events.

C. Comparison and Contextualization

- 3. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
- 4. Describe the relationship between geography, economics, and history as a context for events and movements in the United States.

D. Economic and Economic Systems

- 4. Examine the roles of institutions such as corporations, non-profit organizations, and labor unions in a market economy in the United States.
- 6. Explain how government policies affect the economy.

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Interpersonal and Group Relation Skills

- defining terms
- cooperating to accomplish goals

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, photos)
- drawing conclusions

Compelling Questions

Possible Compelling Questions:

- Does technology always lead to progress?
- Is America the land of opportunity?
- Can individuals change society?

Possible Supporting Questions:

- Were the reforms of the Progressive Era successful?

Stage 2: Evidence

Assessments/Performance Tasks

DBQ: Immigration

Summative: Written: Essay

DBQ Task: Identifying two reasons immigrants came to the US and two challenges they faced (NY State)

DBQ: Progressive Era

Summative: Written: Essay

DBQ Task: Identify two problems and two reforms associated with the Progressive Era.

New York State, 2008, 8th Grade Test

Unit Test (Multiple Choice/Constructive Response)

Summative: Test: Common

Unit test including multiple choice and constructive response questions.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

Possible Resources:

- New Colossus- Emma Lazarus
- Long Long Journey video
- excerpts from: The Jungle, The Shame of the Cities, How the Other Half Lives, The History of the Standard Oil Company, etc
- political cartoons (A Nauseating Job, Standard Oil octopus, Oil King- Rockefeller, Chinese Exclusion Act, nativists, etc)
- photographs (child labor, tenements, city slums, etc)
- graphs of immigration numbers
- Story of Us
- Wealth, Andrew Carnegie

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

Possible Activities:

- create own business (entrepreneurship, investors/capital, etc) (estimated 2-3 classes)
- close- read Wealth (Gospel of Wealth) (estimated 1 class)
- Neil Diamond's *Coming to America*
- either read or create diary of immigrant to discover push/pull factors and experiences in the US (estimated 1 class)
- close-read of the New Colossus (estimated 1/2 class)
- virtual tour of Ellis Island on Scholastic.com (estimated 1/2 classes)
- read excerpts from muckrakers (examples: The Jungle, The Shame of the Cities, How the Other Half Lives, and the History of the Standard Oil Company) (estimated 1 class)
- gallery walk of unsafe living and working conditions (estimated 1 class)
- muckraker activity (choose past or present problem to expose in a variety of formats- newspaper, political cartoon, etc) (estimated 1-2 classes)
- Janik video of the Long Long Journey (Polish immigrant)
- DBQs (Immigration/ Progressive Movement) (estimated 3 classes)
- analysis of political cartoons (A Nauseating Job, Standard Oil octopus, Oil King- Rockefeller, Chinese Exclusion Act, nativists, etc) (estimated 1 class)

Possible Vocabulary:

- industrialization
- trust/monopoly
- laissez-faire
- capitalism
- corporations (stocks, shareholders, etc)
- entrepreneurs/Robber Barons (Vanderbilt, Carnegie, Rockefeller)
- innovation and inventions (Edison, Ford)
- assembly line/mass production
- railroads (Transcontinental RR)

- immigration (Ellis Island/Angel Island)
- push/pull factors (push: famine, antisemitism, war, etc/pull: economic opp, land, freedom, etc)
- acculturation/assimilation
- urban ghettos
- tenements
- nativists (Chinese Exclusion Act)
- Statue of Liberty
- working conditions (hours, child labor, sweatshops, wages, etc)
- unions (strikes, Knights of Labor, etc)
- muckrakers (the Jungle/Sinclair, Jacob Riis, etc)
- Triangle Shirtwaist Factory Fire
- reform/progressives
- 17th Amendment
- 16th Amendment
- 19th Amendment
- Food and Drug Administration
- Progressive Presidents: Roosevelt, Taft, Wilson
- Meat Inspection Act
- Sherman Antitrust Act



8.3-8.4a-d Settling the West, Imperialism, WWI

Collaboration

Stage 1: Desired Results

Unit Overview

The Imperialism unit is slated for a three to four week unit to be completed before Thanksgiving Break. The unit integrates Social Studies content and practices from the NYS SS Framework with Common Core literacy standards and the C3 Framework. Specifically, students will investigate content related to Key Idea 8.3 (Expansion and Imperialism: Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy).

This World War I Unit is designed to be taught throughout an approximate four-week time frame, during the time period after Thanksgiving and before Winter Recess. This unit integrates Social Studies content and practices from the NYS SS Framework with Common Core literacy standards and the C3 Framework. Specifically, students will investigate content related to Key Idea 8.4 (Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans), and Conceptual Understandings 8.4a-8.4d.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

Shifts in ELA/Literacy

- 5. Writing from Sources

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 8th Grade

History of the United States and New York II

8.3 EXPANSION AND IMPERIALISM: Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy. (Standards: 1, 2, 3, 5; Themes: GEO, GOV, CIV, ECO)

- 8.3a Continued westward expansion contributed to increased conflicts with Native Americans.
- -Students will examine the impact of the transcontinental railroad on the movement toward westward expansion.
- -Students will examine United States and New York State policies toward Native Americans, such as the displacement of Native Americans from traditional lands, creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act, and the Indian Reorganization Act and the Native Americans' various responses to these policies.
- 8.3b The Spanish-American War contributed to the rise of the United States as an imperial power.

- -Students will explain how the events and outcomes of the Spanish-American War contributed to the shift to imperialism in United States foreign policy.
- 8.3c Interest in Pacific trade contributed to an increase in United States foreign interactions.
- 8.3d The Roosevelt Corollary expanded the Monroe Doctrine and increased United States involvement in the affairs of Latin America. This led to resentment of the United States among many in Latin America.

8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)

- 8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.
- 8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.
- -Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war.
- 8.4c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.
- 8.4d Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.

Additional Content Specifications

It was decided that the framework would be restructured at the Regional level to coincide with the more direct relationship between the imperialistic view of the world and the outbreak of the tensions that caused WWI.

The concepts that are essential for this unit include:

- 1) Expansion
- 2) Competition
- 3) Power

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- 1. Write arguments focused on discipline-specific content.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 9. Draw evidence from informational texts to support analysis, reflection, and research.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 8th Grade

Social Studies Practices

A. Gathering and Using Evidence

- 2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
- 3. Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence.
- 4. Describe and analyze arguments of others considering historical context.
- 5. Make inferences and draw conclusions from evidence.

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Thinking Skills

- identifying cause and effect
- drawing inferences and making conclusions
- evaluating and analysis
- decision making

Research and Writing Skills

- supporting a position

Interpersonal and Group Relation Skills

- identifying values conflicts

- 6. Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.

C. Comparison and Contextualization

- 2. Identify and compare multiple perspectives on a given historical experience.

D. Economic and Economic Systems

- 6. Explain how government policies affect the economy.

Compelling Questions

What is fair?

Are empires great?

Other suggested compelling questions:

When is enough enough?

What leads to conflict?

Should the spoils always go to the victors?

Stage 2: Evidence

Assessments/Performance Tasks

Imperialism IDM**Formative: Written: Essay**

Students will develop a claim to the compelling questions: Are Empires Great? (Lesson is attached below)

Westward Expansion IDM**Formative: Written: Persuasive Essay**

Students will participate in the Westward Expansion IDM by analyzing and interpreting primary sources regarding the government's goals for expansion and the effect that these goals had on the people and the country as a whole. Students will answer the compelling question "What is Fair?" by forming an argument on whether they feel that the Native Americans were treated fairly by the government policies.

WWI "Mini" DBQ**Summative: Test: Written**

Students will complete a "mini" DBQ of three source questions providing relevant answers and then constructing ONLY the Main Body paragraph of the task.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

Engage NY

Gale

America: The Story of Us

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

The IDM created for this unit was specifically created for content understanding 8.3, focusing primarily in the Nez Perce and Chief Joseph.

The IDM "Are Empires Great" focuses on the impact US imperialism on not only the United States but on a global scale as well.

1. Westward Movement IDM (4-5 days)
2. Imperialism IDM (6-7 Days, attached below)
3. WWI "Mini DBQ"- See attached (1-2 days)

Possible Vocabulary:

- Transcontinental
- Territory
- Spheres of Influence
- Imperialism
- Spanish-American War
- Isthmus
- Expansionism
- Anarchy
- Yellow Journalism
- Isolationism
- Dollar Diplomacy
- Panama Canal
- Roosevelt Corollary
- Nationalism
- Alliances
- U-Boats
- Unrestricted Submarine Warfare
- Propaganda
- Reparations
- Fourteen Points
- Russian Revolution
- League of Nations
- Stalemate
- War Bond
- Mobilize



8.4e-8.5 INTER-WAR PERIOD (1920s/Great Depression)

Collaboration

Stage 1: Desired Results

Unit Overview

The Inter-War Period unit includes subunits: the Roaring Twenties and the Great Depression. This unit focuses on the economic and cultural changes of the US following World War I, and how these changes impacted the American Society. This unit is slated to take an estimated four weeks, and to be started after December Break. The unit integrates Social Studies content and practices from the NYS SS Framework with Common Core literacy standards and the C3 Framework. Specifically, students will investigate content related to Key Ideas 8.4e and 8.5.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #1: Focus on Conceptual Understanding
- Shift #3: Integrate Content and Skills Purposefully

In this unit, less topics will be covered in more depth than in the past. The teacher will facilitate student investigation and inquiry. As always the classroom will be one in which students will integrate and apply concepts, develop skills and content knowledge.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 8th Grade

History of the United States and New York II

8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)

- 8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.
- -Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment.
- -Students will examine the reasons for and impact of prohibition on American society.
- -Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance and other changes in New York City.

8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society. (Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO)

- 8.5a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.
- -Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression.

- 8.5b The Great Depression and the Dust Bowl affected American businesses and families.
- -Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying impacts based on class, race, and gender. Students will explore the conditions in New York City and other communities within New York State during the Great Depression.
- -Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural consequences of the Dust Bowl, and federal government efforts to address the problem.
- 8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.
- -Students will identify key programs adopted under the New Deal and including the creation of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, and the adoption of the Social Security Act.

Additional Content Specifications

- Economic change (Hoover vs. Roosevelt)
- Cultural change (woman, minorities, immigrants)
- Changing role of the U.S. government from a more Laissez-Faire approach to direct involvement.
- The long term impacts on U.S. society and economy which are still felt today.

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 8th Grade

Social Studies Practices

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Thinking Skills

- comparing and contrasting
- identifying cause and effect

A. Gathering and Using Evidence

- 2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).

D. Economic and Economic Systems

- 1. Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.

F. Civic Participation

- 3. Identify and explain different types of political systems and ideologies used at various times in United States history and explain the role of individuals and key groups in those political and social systems.

Research and Writing Skills

- organizing information
- interpreting information

Interpersonal and Group Relation Skills

- defining terms
- identifying values conflicts

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, photos)

Compelling Questions

Possible Compelling Questions

CQ: When should the government get involved in the lives of citizens?

CQ: Is change good or bad for a society?

Other Possible Compelling Question

CQ: What is the purpose of a law passed by a government?

Stage 2: Evidence

Assessments/Performance Tasks

Great Depression DBQ

Summative: Written: Essay

Two problems associated with the Great Depression and at least two actions taken by the government, groups or individuals to help solve the problems.

Unit test

Summative: Test: Common

Multiple choice questions on key vocabulary and ideas.

Political Cartoon Interpretation

Performance: Skill Demonstration

Students analyze and interpret a primary source cartoon.

Primary source analysis

Written: Informative

Written analysis of speech, amendment, photograph, supreme court case, news article, poem, song, etc.

Effects of change in the 1920's and/or 1930's

Oral: Discussion

Small or large group discussion of key concepts and analysis of a compelling question.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

Possible Resources:

- Political Cartoons (FDR, New Deal, etc)
- Photographs
- Poetry (Harlem Renaissance)
- Stock Market Simulation
- FDR Fireside Chats
- Court Cases (Sacco and Vanzetti, Scopes Trial)
- Plays
- Amendments (18th, 19th, 21st Amendment)
- Video Clips (Story of Us, History.com, Bad Romance Suffrage Movement Music Video)
- Music (jazz, blues, "Brother, can you spare a dime," etc)
- DBQ

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

Possible Learning Activities

Impact of laws and court cases on the 1920's and 1930's (1 Day)

Reading - How Young Americans Survived the Hard Times of the Great Depression (1 Day)

Readings from FDR (1 Day)

Analyze Poetry - L. Hughes (1 Day)

Stock Market Simulation (2 Days)

Photo Analysis (1 Day)

Political Cartoon Analysis/Draw Own (2 Days)

PBL - How much government is too much? (2 Days)

Supporting Questions:

- Who should be the driving force behind change in our society?
- How did the use of credit affect Americans? Were the effects good or bad?
- How did the lives of women change due to the 19th Amendment?
- How did the time period of the 1920's impact women and minorities in American society?-

Vocabulary (possible terms to cover)

suffrage

19th Amendment

Prohibition

flappers

18th Amendment/21st Amendment

Harlem Renaissance

Red Scare

Great Migration

race riots
consumerism
installment buying (credit)
automobile
new technology (radio, appliances, etc)
stock market (buying on margin)
fads
Scopes Trial
Jazz Age
Tea Pot Dome Scandal
Normalcy
domestic policy
overproduction
Stock Market Crash
bank failures
Dust Bowl
soup kitchens
unemployment
shantytowns (Hooverilles)
Bonus Army
migrant workers (Okies)
public works
laissez-faire
capitalism
New Deal Programs (SEC, FDIC, CCC, etc)
Social Security
100 Days
fireside chats
court packing

Upload inquiry design model template. (IDM)



8.6 WORLD WAR II

Collaboration

Stage 1: Desired Results

Unit Overview

The World War II unit is designed to engage students in inquiry of the unit topic. Students will participate in H.U.N.T (History Uncovered with New Technologies) activity developed by Mr. Baumgartner and the faculty and staff of Rush Henrietta School District. Students will create their own content specifications centered within the NY State K-8 Social Studies Framework based upon their unique area of interest related to events of WWII. After students choose an area of interest they will discover how the their topic relates to WWII in depth. This unit will take approximately five weeks and will cover topics related to 8.6 within the framework.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #1: Focus on Conceptual Understanding
- Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

Shift #1: Students will research in depth a topic of their choice and explore its relationship to WWII. Students will collaborate to make connections with peers.

Shift #2: Students will use multiple sources to investigate their compelling question on WWII. Students will then create a presentation using technology to communicate their findings.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 8th Grade

History of the United States and New York II

8.6 WORLD WAR II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars. (Standards: 1, 2, 3; Themes: TCC, GOV, TECH, EXCH)

- 8.6a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia.
- 8.6b From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.
- 8.6c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization and the protection of human rights.

Additional Content Specifications

Concentration Camps
Kamikazee

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They comprehend as well as critique.
- They use technology and digital media strategically and capably.

Reading: History/Social Studies

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- 1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 8th Grade

Social Studies Practices

A. Gathering and Using Evidence

- 1. Define and frame questions about the United States and answer them by gathering, using, and interpreting evidence
- 2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
- 3. Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence.

C. Comparison and Contextualization

- 3. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Thinking Skills

- identifying cause and effect
- drawing inferences and making conclusions
- evaluating and analysis

Research and Writing Skills

- getting information
- organizing information
- interpreting information
- applying information
- synthesizing information

Interpersonal and Group Relation Skills

- participating in group planning and discussion
- assuming responsibility to carry out tasks

- 4. Describe the relationship between geography, economics, and history as a context for events and movements in the United States.

Compelling Questions

Compelling Questions will be unique to each individual student.

Is terrorism ever justified?

Should freedom be sacrificed in the name of national security? (IDM)

Stage 2: Evidence

Assessments/Performance Tasks

Research

Summative: Written: Informative

Students will be evaluated on their actual research aligned with the rubric in the attached link.

Presentation

Summative: Oral: Discussion

Presentations will be evaluated based on the rubric in the attached link.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

Databases

ebooks

internet

presentation software

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

*Lessons, forms, procedures, documents, rubrics and explanation of assessments are included in the attached link

Days 1-3 Step One Researching (Library Media Specialist is an excellent resource)

- Online Searches
- Noodle Tools
- Databases
- Research Protocols

Days 4, 5 Step Two Brainstorming and Background Information

- Essential Keywords

- Targets

Days 6-9 Step Three Writing a Good Question

- Writing a good Question
- Inquiry Checklist

Days 10-15 Step Four Inquiry

- Research

Days 16-20 Step Five Creating Presentation

- screencastify
- thing link
- edmodo
- move note
- imovie
- powerpoint
- prez

Days 21-25 Step 6 Sharing and Reflection

- Share out with group
- Final Analysis



8.7 POST WWII FOREIGN POLICY

Collaboration

Stage 1: Desired Results

Unit Overview

The Post WWII Foreign Policy Unit is designed to encompass United States foreign relations following 1945 to modern day. The subject is designed to be taught over the course of eight weeks. The unit integrates Social Studies content and practices from the NYS SS Framework with Common Core literacy standards and the C3 Framework. Specifically, students will investigate content related to Key Idea 8.7.

The United States engaged in a more active foreign policy following World War II to fight the spread of communism, and global terrorism. Both developments drastically impacted the nation, and the globe.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #1: Focus on Conceptual Understanding

Students will focus on how drastically United States foreign policy changed following the second world war, and how it has implications for the nation today.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 8th Grade

History of the United States and New York II

8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)

- 8.7a The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe.
- -Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations.
- -Students will examine the term nuclear superpower and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union.
- 8.7b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.
- -Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.
- 8.7c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today.
- -Students will examine the changing relationships between the United States and foreign countries such as
- 8.7e Increased globalization has led to increased economic interdependence and competition.

Additional Content Specifications

- Nuclear weapons made The Cold War a unique time period of international tension
- The United States sought to contain communism through using military and non-military forces
- Following the end of The Cold War, terrorist groups became the primary focus of United States foreign and security policy
- Globalization has dramatically impacted the economy of the United States

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- 1. Write arguments focused on discipline-specific content.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 8th Grade

Social Studies Practices

A. Gathering and Using Evidence

- 3. Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence.
- 6. Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.

B. Chronological Reasoning

- 4. Identify, analyze, and evaluate the relationship between multiple causes and effects.
- 7. Recognize that changing the periodization affects the historical narrative.

C. Comparison and Contextualization

- 2. Identify and compare multiple perspectives on a given historical experience.

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Thinking Skills

- comparing and contrasting
- drawing inferences and making conclusions

Research and Writing Skills

- interpreting information
- supporting a position

Map and Globe Skills

- comparing maps and making inferences

Interpersonal and Group Relation Skills

- identifying values conflicts

D. Economic and Economic Systems

- 1. Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
- 6. Explain how government policies affect the economy.

Compelling Questions

Compelling Questions Top Choices:

Can you fight an idea?

Are ideas dangerous?

Are the use of nuclear weapons justifiable?

Is terrorism ever justifiable?

Stage 2: Evidence

Assessments/Performance Tasks

Containment**Formative: Oral: Discussion**

Students will discuss why the United States believed it was in its best interest to control the spread of Communism.

Economic Philosophies**Summative: Written: Persuasive Essay**

Students will write a persuasive essay that examines the differences between Capitalist Democracy and Russian Socialism and why the United States felt the need to control the spread of Communism.

Formative: Written: Journal/ Diary

Students will write a diary entry from the perspective of a child during the 1950's after viewing a duck and cover video, pictures of bomb shelters, poll numbers, and military expenditures.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

Excerpt from Evil Empire Speech

Gale U.S. History Database

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

- Discuss the central ideals of capitalist democracy and socialism/communism (week 1)
- Analyze (and locate on a map) the implications of the Warsaw Pact and NATO (week 2)

- Discuss early Cold War clashes (Space Race, Sputnik, Berlin Airlift) (week 3)
- Examine the effects of atomic weapons, bomb shelters in the United States, duck and cover drills, and military expenditures of the Soviet Union and United States to demonstrate the dangers of nuclear weapons (week 4)
- Compare and contrast the end results of the Vietnam and Korean War and other ways the United States tried to contain communism (Cuban Missile Crisis etc.) (week 5)
- Describe the events leading to the end of The Cold War (week 6)
- Examine the United States role in world affairs post Cold War and U.S. relations with other nations (Persian Gulf War, Operation Iraqi Freedom, China, Russia) (week 6/7)
- Students will focus on the events surrounding the attacks of September 11th and the corresponding security measures taken by the government in Afghanistan and other areas (week 7)
- Through examining NAFTA among other global organizations discuss how the economies of the world interact (week 8)

Supporting Questions

Was containing communism worth the cost?

How did the United States plan to fight communism?

Was American's fear of communism justified?

Should communism be contained?

What should the role of the United States in world affairs?

Was containment the best choice for the United States' foreign policy during the Cold War?

Should the United States have sent combat troops to Vietnam and Korea to prevent the spread of Communism?

Can global terrorism be stopped?

Is it the responsibility of the United States today to be the world's "policeman"?

What impact did containment have on the United States?



Monroe #2 - Orleans BOCES (Regional Collaboration)

Social Studies 8 🌐Social Studies (Draft) > Grade 8 > Social Studies > **Social Studies 8** > Week 36 - Week 39Last Updated: [Friday, August 7, 2015](#) by Chris Monfiletto

8.8-8.9 DOMESTIC POLITICS AND REFORM

Collaboration

Stage 1: Desired Results

Unit Overview

This unit is designed to examine changes in United States domestic policy from WWII to present day in response to international and national events. Changes in domestic policy has had important effects on American society including the increased role of the federal government in American lives. The unit will take approximately five weeks. The unit integrates Social Studies content and practices from the NYS SS Framework with Common Core literacy standards and the C3 Framework. Specifically students will investigate content related to key ideas 8.7d, 8.8 and 8.9 on Domestic Politics and Reform.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #1: Focus on Conceptual Understanding
- Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

Rather than recalling information related to the increased role of the Federal Government students will develop connections between events and to their everyday lives through the Inquiry at the end of the unit.

The Teacher will play the role of facilitator as students will lead discovery of key educational concepts and inquiry.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 8th Grade

History of the United States and New York II

8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)

- 8.7d Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways.

8.8 DEMOGRAPHIC CHANGE: After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources. (Standards: 1, 3, 4, 5; Themes: ID, GEO, SOC, GOV, ECO)

- 8.8a After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences.

8.8c Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.

8.9 DOMESTIC POLITICS AND REFORM: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)

- 8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society and eventually brought about equality under the law but slower progress on economic improvements.
- -Students will compare and contrast the strategies used by civil rights activists such as Thurgood Marshall, Rosa Parks, Martin Luther King Jr., and Malcolm X.
- 8.9b The civil rights movement prompted renewed efforts for equality by women and other groups.
- -Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community.
- 8.9c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society.
- 8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society.

Additional Content Specifications

8.8c Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.

-Diaz Chemical Holley NY

<http://www.epa.gov/region02/superfund/npl/diazchemical/>

* Freedom Riders

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS:English Language Arts 6-12

NYS: 8th Grade

Reading: Literature

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 8th Grade

Social Studies Practices

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Thinking Skills

- drawing inferences and making conclusions
- evaluating and analysis

A. Gathering and Using Evidence

- 3. Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence.
- 4. Describe and analyze arguments of others considering historical context.
- 5. Make inferences and draw conclusions from evidence.

B. Chronological Reasoning

- 1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
- 3. Identify causes and effects using examples from current events, grade-level content, and historical events.
- 6. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.

C. Comparison and Contextualization

- 2. Identify and compare multiple perspectives on a given historical experience.

F. Civic Participation

- 1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements.

- finding and solving multi-step problems
- handling diversity of interpretations

Research and Writing Skills

- getting information
- organizing information
- interpreting information
- synthesizing information
- supporting a position

Interpersonal and Group Relation Skills

- identifying assumptions
- recognizing, understanding, and avoiding stereotypes
- participating in group planning and discussion

Compelling Questions

1. Should government limit the rights of citizens?

1. a. Supporting Questions: Did the Civil Rights Act create equality? , Should the Federal Government enact stricter gun laws? , Should civil liberties be limited to keep people safe?

2. Did the "Great Society" programs fulfill their promises?


3. Is violence or non-violence the most effective means to achieve social change?

Stage 2: Evidence

Assessments/Performance Tasks

DBQ

Formative: Written: Essay

 <http://amhistory.whsbulldogs.org/resources/civilrights/civilrightsdbq.pdf> Students with use the information they have learned to analyze and write a DBQ essay.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

NYS EL Modules

Other Selected Resources

Dr. MLK "I Have a Dream" speech " https://www.youtube.com/watch?v=z_ZgSK9ylbk&list=RDz_ZgSK9ylbk "

Dr. MLK "I've Been to the Mountaintop" speech " <https://www.youtube.com/watch?v=Oehry1JC9Rk> "

Obergefell v Hodges (Same sex marriage case) <http://www.scotusblog.com/case-files/cases/obergefell-v-hodges/> Entire opinion will need to be broken down into excerpts for students

SAFE Act Cheat Sheet <http://www.nysenate.gov/files/pdfs/NYSAFE-Fact-Sheet.pdf>

Diaz Chemical <http://www.epa.gov/region02/superfund/npl/diazchemical/>

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

Days 1-2: Baby Boomers

- Interstate Highway Act <http://www.learnnc.org/lp/editions/highways-docsouth/1548>
- Need for Schools (Discuss the need for more schools because of the baby boom.)
- Medicare (What is Medicare and why did it come about)

Day 3 Pollution

- Love Canal
- Three Mile Island
- Diaz Chemical
- EPA

Days 4-5 Nixon and Watergate

- Nixon and Watergate activity and reading
http://www.pbs.org/newshour/extra/lessons_plans/watergate-lesson-plan-the-limits-of-presidential-power/

Days 6-13 Civil Rights

- Civil Rights Movement in Context Activity from Beyond the Bubble
<https://beyondthebubble.stanford.edu/assessments/civil-rights-movement-context>
- John Lewis/MLK Speech Activity- See attachments below
- MLK vs. Malcolm X Gilder Lehrman
<http://www.gilderlehrman.org/history-by-era/civil-rights-movement/resources/civil-rights-movement-king-and-malcolm-x>
- LBJ Great Society Reading Activity:
http://sheg.stanford.edu/upload/Lessons/Unit%202012_Cold%20War%20Culture%20and%20Civil%20Rights/Great%20Society%20Lesson%20Plan1.pdf

Days 14- 15

- 9/11 and domestic terrorism
 - Source Citation
"George W. Bush Addresses the Nation After 9/11." CBS News 11 Sept. 2001. *U.S. History in Context*. Web. 5 Aug. 2015.
 - URL
http://ic.galegroup.com/ic/uhic/VideosDetailsPage/VideosDetailsWindow?total=47&query=&prodId=UHC&windowstate=normal&contentModules=&mode=view&displayGroupName=Videos&limiter=AC+y&currPage=1&displayGroups=&sortBy=relevance%2Cdescending&p=UHC%3AWHC&action=e&catId=GALE%7C0000000MXJ6&view=docDisplay&documentId=GALE%7CPC4295840362&source=Bookmark&u=nysl_ro_kjs&jsid=fcdca2a1bc9ada4ac928038b3d23bffd
 - **Gale Document Number:** GALE|PC4295840362
- Patriot Act
- Cyber Bullying
- Gun Control

- Surveillance

Days 15-25

- Power of the Federal Government Inquiry (formative and summative assessment)

Atlas Version 8.1.1

© [Rubicon International](#) 2015. All rights reserved