

Southern Cayuga Central School District-Curriculum Map

Subject- Social Studies 8 (American History)

S. Baumes

School Year- 2021-2022

| Title/Topics/Standards | Essential Questions and Vocabulary | Content Skills | Major Assessments | Time Frame |
|--|--|--|--|----------------|
| <p>Reconstruction 8.1 Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans. (8.1a, 8.1b,8.1c)</p> | <p>Essential Questions: What is the cost of war? What does united mean? Vocabulary: Carpetbagger Scalawag Black Codes Ku Klux Klan 13th Amendment 14th Amendment 15th Amendment Radical Reconstruction Plessy V. Ferguson (1896) Jim Crow Laws Poll Taxes Literacy Tests Freedmen's Bureau Sharecropping Segregation</p> | <p>Primary source analysis Paragraph writing using a graphic organizer Identifying essential information in Primary Source Documents Note Taking Political cartoon Analysis/ Inquiry</p> | <p>End of Unit Assessment: Formal Quiz/Test -stimulus-based multiple- choice question sets -Short Essay Questions -Enduring Issue or Civic Literacy Essay Format Documents Evaluating the effectiveness of Reconstruction</p> | <p>3 weeks</p> |
| Title/Topics/Standards | Essential Questions and Vocabulary | Content Skills | Major Assessments | Time Frame |
| <p>Industrialization-A Changing Society 8.2 Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (8.2a, 8.2b, 8.2c, 8.2d)</p> | <p>Essential Questions: How does new technology impact a society? America has always been an image of hope and inclusion. How has this image been true or false throughout</p> | <p>Primary source analysis Paragraph writing using a graphic organizer and primary source documents. Map reading Stations Activities Group online collaboration</p> | <p>Writing Assessment: Enduring Issue Essay- Immigration End of Unit Assessment: End of unit exam -stimulus-based multiple- choice question sets</p> | <p>6 weeks</p> |

| | | | | |
|--|---|--|--|----------------|
| | <p>history?</p> <p>Vocabulary: Gilded Age Wealth Regulation Labor Union Child Labor Tenement Slum Factory Urbanization Agriculture Industry Monopoly Trust Laissez-Faire Economy Capitalism Strike Consumer Technology Immigrant Push Factor Pull Factor Ellis Island Angel Island</p> | <p>Navigating the internet for appropriate sources Inquiry Enduring Issues Essay-Immigration Peer Editing Assembly Line simulation “The Men Who Built America”- “Oil Strike”</p> | <p>-Short Essay Questions -Enduring Issue or Civic Literacy Essay Format Documents Mid Unit Assessment: New Technology/Inventions of the Industrial Revolution Activity</p> | |
| <p>The Progressive Era 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.</p> | <p>Essential Questions: How does technology impact society? Can we reform society? Vocabulary: Progressive Reform Muckraker</p> | <p>Group online collaboration and presentations. Internet research and Google slideshow organization primary source analysis America the Story of Us-Cities: video evaluation Cause and Effect</p> | <p>Project Evaluation: Evaluation of group work and group final product-slideshow. Modern day muckraker project End of Unit Assessment: Test</p> | <p>2 Weeks</p> |

| | | | | |
|---|---|---|--|-----------------------------|
| | Trust Corruption Spoils System Suffrage 17th Amendment 18th Amendment 19th Amendment Initiative Referendum National Park | Political Cartoon Analysis | -stimulus-based multiple- choice question sets -Short Essay Questions -Enduring Issue or Civic Literacy Essay Format Documents | |
| Imperialism 8.3 Beginning the 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 policies. (8.3b, 8.3c, 8.3d) <i>*8.3a is covered in 7th grade*</i> | Essential Questions: Is bigger always better? What makes a country a “world power”? Vocabulary: Empire Imperialism Conflict White Man’s Burden Culture Yellow Journalism Transcontinental Railroad Foreign policy Open Door Policy Isthmus Roosevelt Corollary Monroe Doctrine Dollar Diplomacy Big Stick Policy Annex Raw materials Intervention | US Imperialist Map Identification Cause and Effect Compare and Contrast Turning Point Internet and library research Primary source analysis Political Cartoon Analysis | Writing Assessment: -Short Essay Questions -Enduring Issue or Civic Literacy Essay Format Documents End of Unit Assessment: -stimulus-based multiple- choice question sets | 2-3 weeks |
| World War One 8.4 Various diplomatic, economic, and ideological | Essential Questions: When is war justified? | Reading comprehension Think Pair Share | Mid Unit Assessment: Vocabulary Quiz | 3-4 weeks <i>*due to</i> |

| | | | | |
|--|--|--|---|--|
| <p>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. (8.4a, 9.4b, 8.4c, 8.4d) *8.4e is covered in the next unit*</p> | <p>How does war/conflict impact a society? Vocabulary: Militarism Alliances Imperialism Nationalism Assassination Communism Bolsheviks Lusitania Unrestricted submarine warfare Allied Powers Central Powers Zimmerman Telegram Homefront Ration Liberty Garden Liberty Bond Stalemate Neutral Trench warfare "Trench foot" 14 points Treaty of Versailles League of Nations Armistice Propaganda Reparations Espionage and Sedition Acts</p> | <p>Partner/Group Collaboration Online Stations-timeline Primary Source analysis Political Cartoons Point of view analysis Using vocabulary words in complete sentences. Cause and Effect Turning Point Venn Diagram for compare and contrast "War Horse"-Movie Analysis -identifying new technology and consequences of war</p> | <p>End of Unit Assessment: End of unit test -stimulus-based multiple-choice - vocabulary -Civic Literacy and/or Enduring Issue Documents and Essay</p> <p>Group/Writing Assessment: "Which Alliance would you choose?" Paragraph Treaty of Versailles-Peace Treaty Simulation</p> | <p><i>midterm exams this unit may last longer*</i></p> |
| <p>The 1920's and Great Depression 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</p> | <p>Essential Questions: What role should the government play in the</p> | <p>Note Taking Creative Writing Primary Source Analysis</p> | <p>Writing Assessment: Civic Literacy Essay/Enduring Issue Essay</p> | <p>3 Weeks</p> |

| | | | | |
|--|--|---|--|----------------|
| <p>Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.</p> <p>8.5 Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President F.D.R. helped to create intensive government interventions in the United States economy and society.</p> <p>(8.5a, 8.5b, 8.5c)</p> | <p>economy? How do people deal with major changes to society/way of life?</p> <p>Vocabulary: Roaring 20's Prohibition Speakeasy Bootlegger Quota System Intolerance Prejudice Red Summer Harlem Renaissance Flapper Fad Depression Stock market Economy Fireside chat Dust bowl Leadership New Deal Alphabet Soup</p> | <p>Venn Diagram Cause and effect charts Evaluating movement of people and resources DBQ essay process and peer edit America the Story of Us-Boom and Bust New Deal Group Work-Alphabet Soup</p> | <p>Mid unit assessments: Google Forms-vocabulary and stimulus-based multiple-choice practice</p> <p>Project Assessment: 1920's fad mini project and presentations Alphabet Soup Government Agencies group work assessment.</p> | |
| <p>World War Two</p> <p>8.6 The aggression of the Axis powers threatened United States security and led to its entry into WWII. The nature and consequences of warfare during WWII transformed the United States and the global community. The damage from total warfare and atrocities of the Holocaust led to a call for international efforts to protect human rights and prevent future wars.</p> <p>(8.6a, 8.6b, 8.6c)</p> | <p>Essential Questions: Is it ever justified for the government to limit freedom and civil liberties? To what extent have calls for the protection of human rights been successful? When is it right to stand up to an aggressor?</p> | <p>Stations Activity Reading comprehension True/False questions Problem solving-group work Paragraph writing-making claims, analysis, outside information Inquiry Current event compare and</p> | <p>Mid Unit Assessments: Quizzes</p> <p>End of Unit Assessments: End of unit test -stimulus-based multiple choice question sets -vocabulary -Short Essay Question</p> | <p>3 weeks</p> |

| | | | | |
|---|--|--|---|------------------|
| | <p>Vocabulary: Appeasement Totalitarianism Nazis Axis Powers Allied Powers Blitzkrieg Lend-Lease Act War Production Board Internment D-Day Island Hopping Manhattan Project Holocaust Genocide Ration Atomic Bomb Holocaust Total War Internment</p> | <p>contrast Cause and Effect Primary source document analysis</p> | <p>-Identifying Enduring Issue or Civic Literacy</p> <p>Project Assessment: Homefront group project, stations, and presentations</p> <p>Written Assessment: -Enduring Issue or Civic Literacy Essay Format Documents</p> | |
| <p>The Cold War-Foreign Policy The period after WWII 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. (8.7a, 8.7b, 8.7c, 8.7d)</p> | <p>Essential Questions: How can we prevent war? How has the legacy of the Cold War continued to affect foreign policy and the United States today? Vocabulary: Communism Capitalism</p> | <p>Cold War Project- Google Sites Vocabulary Primary source analysis Reading comprehension and evidence based writing cause and effect Timeline Cause and Effect</p> | <p>Project Assessment: Research project-Presidential Administration/decades website creation</p> <p>End of Unit Assessment: US Presidents of the Cold War Google Sites Project</p> | <p>2-3 weeks</p> |

| | | | | |
|---|--|--|---|------------------|
| | <p>Cold War Containment Detente Arms Race Space Race United Nations Truman Doctrine North Atlantic Treaty Organization Warsaw Pact McCarthyism Brinkmanship Hydrogen Bomb Sputnik National Aeronautics and Space Administration (NASA) Central Intelligence Agency (CIA) Berlin Wall Cuban Missile Crisis Assassination Domino Theory War Powers Act</p> | <p>Cold War Ideologies Cold War Classroom Museum Presentation</p> | <p>Mid Unit Assessment: -Vocabulary quiz -stimulus-based multiple- choice question sets</p> | |
| <p>The Civil Rights Movement</p> | <p>Essential Questions: Can “separate” ever be “equal”? To what extent should people fight for their rights? Vocabulary: Civil Rights Civil Disobedience Integration</p> | <p>stations jigsaw presentation to peers gallery walk-making observations compare and contrast with current social movements</p> | <p>End of Year Assessment: End of unit quiz Mid Unit Assessment: Video analysis</p> | <p>3-4 weeks</p> |

| | | | | |
|---|---|--|---|---------|
| | Segregation Boycott Sit-In Social Movement Civil Rights Act-1964 Desegregation Brown V. Board of Education | | | |
| <p>End of year project (when time allows in the school year)</p> <p>8.8c Pollution and 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.</p> <p>8.8b The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity.</p> <p>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.</p> <p>8.9b The Civil Rights Movement prompted renewed efforts for equality by women and other groups.</p> | <p>Essential Question:</p> <p>What makes an American? Does the government represent us all equally? How has the past shaped our future?</p> <p>Vocabulary:</p> <p>LGBTQ baby boom social security health care urbanization suburbanization deforestation climate change immigration NAFTA United Nations population pollution greenhouse gases sustainable Love Canal terrorism Children’s March</p> | Research Informational essay writing Slideshow, infographic creation, website creation....(choice assessment) for presenting information to the class Cause and Effect Compare and Contrast Turning Point | <p>End of Unit Assessment:</p> <p>Project essay and Presentation</p> | 2 weeks |

| | | | | |
|--|---|--|---|----------------------------|
| Midterm (January) and Final Exam (May-June) | Mid Year Assessment: Including vocabulary from September-June Year End Assessment: Including most vocabulary words | | -Stimulus-Based Multiple Choice Question Sets -Short Essay Questions -Enduring Issue or Civic Literacy Documents and Essay Analysis | Full Class Period Tests |
|--|---|--|---|----------------------------|