

## Eighth Grade Social Studies Year at a Glance

*Throughout the year, 8<sup>th</sup> grade historians will develop and apply the understanding that:*

### **Democracy drives the decisions of America's citizens and government**

Unit	Pacing	Unit Topic	Students will be able to...
1	28 Days	<b>Industrialization and the Progressive Era</b>	<ul style="list-style-type: none"> <li>● Describe how technological advancements change quality of life.</li> <li>● Detail how individuals and groups can bring about social change through collective efforts.</li> <li>● Sequence selected events between 1889 and 1920 to understand the impact that Progressives and related groups had on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.</li> </ul>
2	22 Days	<b>Westward Expansion</b>	<ul style="list-style-type: none"> <li>● Understand the demographic, economic, and political forces that led to continental expansion and the consequences of that expansion.</li> <li>● Convey Americans feeling that it was their God-given right to settle in westward land.</li> <li>● Explain the origins of conflict with the Mexican government over settlement in Mexican borderlands.</li> </ul>
3	7 weeks	<b>WWI and the Roaring Twenties</b>	<ul style="list-style-type: none"> <li>● Explain that international usually occur due to multiple factors including competition over resources, territorial disputes, and divisions based on ideology, religion, ethnicity, and national identity.</li> <li>● Nations can seek to resolve conflict through peaceful diplomacy and/or military engagement.</li> <li>● Analyze how the governments attend to control alcohol was not only a failure but actually caused more problems that it intended to solve.</li> <li>● Describe the social environment of intolerance and lasses faire economics that created a false sense of prosperity and security for Americans.</li> </ul>
4	6 weeks	<b>WWII and The Cold War/Vietnam/ Korean War</b>	<ul style="list-style-type: none"> <li>● Explain how leadership and citizen action can greatly affect the outcome of war.</li> <li>● Describe how war impacts society in a variety of ways.</li> <li>● Explain how competition for power can occur after a war.</li> </ul>
5	6 weeks	<b>Post War: Social Reform</b>	<ul style="list-style-type: none"> <li>● Explain how differences in values and beliefs often lead to conflict.</li> <li>● Describe and explain how opposition between citizens and government impacts human condition and often foster change.</li> </ul>

			<ul style="list-style-type: none"> <li>• Identify some of the significant events that framed the Civil Rights Movement from 1954-1972.</li> <li>• Analyze and describe the reasons for unrest and subsequent victories of the following movements: Feminist, labor, and environmentalist movements.</li> </ul>
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**Quarter One**  
**Weeks 1-9**

**Unit 1: Industrialization and the Progressive Era**  
**6 Weeks**

Core Knowledge Content	CCSS Standards
<p><b>1. The post-Civil War industrial boom</b></p> <ul style="list-style-type: none"> <li>-The “Gilded Age”</li> <li>- The growing gap between social classes</li> <li>- Horatio Alger and the “rags to riches” story               <ul style="list-style-type: none"> <li>-Growth of industrial cities: Chicago, Cleveland, Pittsburgh</li> </ul> </li> <li>-Many thousands of African-Americans move north.</li> <li>-Urban corruption, “machine” politics: “Boss” in New York City, Tammany Hall</li> </ul> <p><b>2. The condition of labor</b></p> <ul style="list-style-type: none"> <li>- Factory conditions: “sweat shops,” long work hours, low wages, women and child laborers</li> <li>- Union: American Federation of Labor, Samuel Gompers</li> <li>- Strikes and retaliation: Haymarket Square; Homestead, Pennsylvania</li> <li>- Labor Day</li> </ul> <p><b>3. The growing influence of big business: industrialists and capitalists</b></p> <ul style="list-style-type: none"> <li>-“Captains of industry” and “robber barons”: Andrew Carnegie, J.P. Morgan, Cornelius Vanderbilt</li> <li>-John D. Rockefeller and the Standard Oil Company as an example of the growing power of monopolies and trusts</li> </ul>	<p><b>CCSS.ELA-LITERACY.RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.2</b> 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.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.3</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>

<ul style="list-style-type: none"> <li>- Capitalists as philanthropists (funding museums, libraries, universities, etc.)</li> </ul> <p><b>4. “Free Enterprise” vs. government</b></p> <ul style="list-style-type: none"> <li>-Regulation of business: Interstate Commerce Act and Sherman Antitrust Act attempted to limit power of monopolies.</li> </ul>	
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**Quarter Two**  
**Weeks 10-20**

**Unit 2: Westward Expansion**  
**6 Weeks (Quarter 1 and 2)**

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<b>Core Knowledge Content</b>	<b>CCSS Standards</b>
<p><b>Expansion</b></p> <p><b>1. Pioneers Head West</b></p> <ul style="list-style-type: none"> <li>-New means of travel               <ul style="list-style-type: none"> <li>i. Robert Fulton, invention of the steamboat</li> <li>ii. Erie Canal</li> <li>iii. Railroads: the Transcontinental Railroad</li> </ul> </li> <li>-Routes west               <ul style="list-style-type: none"> <li>i. Wagon trains on the Oregon Trail</li> <li>ii. The Pony Express</li> </ul> </li> </ul> <p><b>2. Native Americans</b></p> <ul style="list-style-type: none"> <li>- Sequoyah and the Cherokee Alphabet</li> <li>- Forced removal to reservations: the "Trail of Tears"</li> <li>- Some Native Americans displaced from their homes and ways of life by railroads (the "iron horse")</li> <li>- Effect of near extermination of buffalo on Plains Indians</li> </ul>	<p><b>CCSS.ELA-LITERACY.RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.2</b> 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.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.3</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>

**Unit 3: WWI and the Roaring Twenties**  
**6 Weeks (Quarter 2 and 3)**

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<b>Core Knowledge Content</b>	<b>CCSS Standards</b>
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<p><b>1. Causes of War</b></p> <ul style="list-style-type: none"> <li>- European imperialism</li> <li>- National pride and greed</li> <li>- Assassination of Archduke Ferdinand</li> </ul> <p><b>2. Nations take sides</b></p> <ul style="list-style-type: none"> <li>- Allies</li> <li>- Central Powers</li> </ul> <p><b>3. WWI in America</b></p> <ul style="list-style-type: none"> <li>- Sinking of the Lusitania</li> <li>- Changing foreign policy</li> <li>- Espionage, Sabotage and Sedition Acts</li> </ul> <p><b>4. War impacts US economy</b></p> <ul style="list-style-type: none"> <li>- Labor shortage</li> <li>- Increased demand and economic growth</li> </ul> <p><b>5. The end of the war</b></p> <ul style="list-style-type: none"> <li>- Wilson’s 14 Points plan</li> <li>- Treaty of Versailles</li> <li>- Nations face political and economic unrest.</li> </ul> <p><i>Change takes place in the US during the Roaring Twenties in three main ways:</i></p> <p><b>1. Economy</b></p> <ul style="list-style-type: none"> <li>- The Great Depression</li> <li>- Labor and racial unrest</li> <li>- The New Deal</li> </ul> <p><b>2. Changing attitudes and clashing cultures</b></p> <ul style="list-style-type: none"> <li>- The Sacco and Vanzetti case</li> <li>- Women’s suffrage</li> <li>- Harlem Renaissance</li> </ul> <p><b>3. Traditional values vs. an opportunity for change</b></p> <ul style="list-style-type: none"> <li>- Prohibition</li> <li>- The Scopes Trial</li> </ul>	<p><b>CCSS.ELA-LITERACY.RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.2</b> 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.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.3</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>
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**Quarter Three**  
**Weeks 21-28**

**Unit 4: WWII and The Cold War/ Korean War and Vietnam**  
**8 Weeks (Quarter 3 and 4)**

Core Knowledge Content	CCSS Standards
<p><b>War in Europe</b></p> <ul style="list-style-type: none"> <li>- Hitler defies Treaty of Versailles</li> </ul>	

- Appeasement
- Nazi-Soviet Non-Aggression Pact

**The Holocaust:**

Anti-Semitism and the Holocaust

- The Nuremberg Laws
- Genocide of Jews
- Concentration/labor/death camps
- “Final Solution”

**Major Battles of WWII**

1. Battles in Europe/The Pacific/US

- Battle of Britain
- Attack on Pearl Harbor
- D-day
- Battle of Bulge
- Invasion of the Soviet Union

**End of War in Europe**

1. Germans face defeat

- Stalin joins the Allies
- Germany surrenders

**WWII: The Pacific Realm**

Japan attempted to assert its imperial system

- Imperialism and Expansionism
- Axis Powers
- Japan focuses on the Far East
- General Hideki Tojo

**US Responds to Japanese threat**

- Roosevelt applies economic pressure to Japan
- Roosevelt asks for a declaration of war

**War in the Pacific**

The Axis powers join Japan

- War declared on the United States
- US joins the Allied forces

The atomic bomb

- Truman decision
- The Manhattan Project

**Japanese Americans**

1. Japanese Americans discrimination

- Internment Camps
- Executive Order 9066

**Government**

**Policies/Documents/Post-war**

**CCSS.ELA-LITERACY.RH.6-8.4**

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

**CCSS.ELA-LITERACY.RH.6-8.2**

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.

**CCSS.ELA-LITERACY.RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**CCSS.ELA-LITERACY.RH.6-8.1**

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

**CCSS.ELA-LITERACY.RH.6-8.7**

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

<p>1. Governments establish post-war guidelines</p> <ul style="list-style-type: none"> <li>- The United Nations</li> <li>- The Marshall Plan</li> <li>- Declaration of Human Rights</li> </ul> <p><b>Changing Nations</b></p> <ul style="list-style-type: none"> <li>- Germany divides</li> <li>- Japan returns to democracy</li> <li>- Political boundaries shift in Europe</li> </ul> <p><b>Cold/Korean War</b></p> <ul style="list-style-type: none"> <li>- The Iron Curtain</li> <li>- Inchon- Chinese entry</li> <li>- McCarthyism</li> <li>- Counterespionage- Hoover</li> <li>- Sputnik and space exploration</li> <li>- Bay of Pigs, Cuban Missile Crisis</li> <li>- Nuclear Deterrence</li> </ul> <p><b>Vietnam</b></p> <ul style="list-style-type: none"> <li>- The Domino Theory</li> <li>- The Diem Regime</li> <li>- Johnson and Escalation</li> <li>- The media and the “Credibility Gap”</li> <li>- Anti-war movement</li> <li>- Cease-fire and Fall of Saigon</li> <li>- Nixon and Withdrawal</li> </ul>	
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<h2 style="margin: 0;">Quarter Four</h2> <h3 style="margin: 0;">Weeks 29-37</h3>
<h2 style="margin: 0;">Unit 5: Post War US – Social Reform Movements</h2> <h3 style="margin: 0;">6 Weeks (Quarter 4)</h3>

Core Knowledge Content	CCSS Standards
<p><b>1. The Origins of Racial Segregation and Discrimination in America</b></p> <ul style="list-style-type: none"> <li>- Racism and Inferiority</li> <li>- Jim Crow Laws in southern states</li> </ul> <p><b>2. The Civil Rights Movement Begins</b></p> <ul style="list-style-type: none"> <li>- Harry Truman desegregates the armed forces</li> </ul>	<p><b>CCSS.ELA-LITERACY.RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.2</b> 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.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.3</b> Identify key steps in a text's description of a process related to history/social</p>

- Brown vs. Board of Education overturns Plessy vs. Ferguson Verdict

- The murder of Emmett Till outrages America

### **3. Desegregation and the Struggle for Equality**

- The Montgomery Bus Boycott
- The Little Rock Nine
- The University of Alabama and George Wallace's "Stand in the School House Door"

### **4. The Student Nonviolent Coordinating Committee (SNCC)**

- Greensboro Sit-ins
- The Freedom Riders
- Voter Registration Drives influenced the Voting Rights Act of 1956

### **5. MLK**

- The Birmingham Campaign:
- The March on Washington: MLK delivers his "I Have a Dream Speech"
- The Selma to Montgomery March
- MLK's assassination and other Civil Rights Endeavors

### **6. Major Legislation of the Civil Rights Movement**

- Civil Rights Act of 1964
- Voting Rights Act of 1965

### **7. African American Militancy and Black Power**

- The Black Panther party
- Malcolm X "By any means necessary"

### **The Feminist Movement**

- NOW Bill of Rights
- Fight for gender equality "What Would it Be Like if Women Win"- Gloria Steinem

### **Cesar Chavez and the labor Movement**

- An extension of Civil Rights movement
- Rise of United Farm Workers Union
- Role Mexican Americans has played in establishing culture in Southwest regions.

studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### **CCSS.ELA-LITERACY.RH.6-8.1**

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

**Environmentalism**

- Trend toward public awareness of natural world
- Earth Day- April 1970
- Wilderness Act 1963, Clear Air Act 1977, Clean Water Act 1977, Water Quality Act 1987