



## American History II Grade 8

**Subject:**  
Social Studies

**Grade:**  
8

**Course:**  
American History II

**Suggested Timeline:**  
36 Weeks

### Grade Level Summary:

*American History II* is a survey of American history from 1865-1945. It is the second course in a sequence of two American history courses offered at Northern Middle School. All eighth grade students take this course which was designed in alignment with the Pennsylvania Core Standards. The study begins with a brief examination of the broad themes surrounding the American Civil War and the devastating aftermath. Students come to better understand how the country was rebuilt and reconstructed after the war. The course then traces the movement and migration patterns of pioneers out west, the significant developments of trade and technology in the Age of Industry, and the major reforms of the progressive movement in the United States. The course also tackles America's brief expansion and its attempts to establish hegemony over the Western hemisphere, as well as its eventual involvement in World War I. The study continues with the rise of the country as a burgeoning world power and the strong economic boom and devastating bust in post-war America. The course culminates in a thorough examination of the how America was dragged into a second world conflict and the development of a bi-polar geopolitical system.

This course intends to develop several key social studies skills. This procedural knowledge includes, but is not limited to the following:

- distinguishing between primary and secondary sources
- understanding cause and effect in history
- analyzing maps, charts, and tables
- comparing opposing historical perspectives
- using Close reading strategies to examine a variety of mediums
- developing the ability to extract meaning from political cartoons
- drawing conclusions from historical sources
- identifying bias in historical texts
- challenging oversimplified historical explanations
- formulating thoughtful responses to document based questions.
- utilizing a variety of technological resources

### Grade Level Units:

Unit #1: Reconstruction & the Legacies of the Civil War

Unit #2: Westward Expansion

Unit #3: Industrial Revolution

Unit #4: Progressive Era

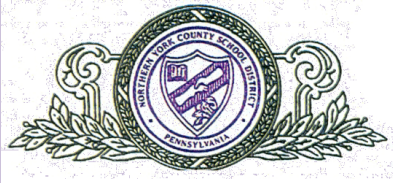
Unit #5: Age of Imperialism

Unit #6: World War I

Unit #7: Roaring 20's

Unit #8: Great Depression

Unit #9: World War II



## American History II Grade 8

**Subject:**  
Social Studies

**Grade:**  
8

**Course:**  
Reconstruction and the  
Legacies of the Civil War

**Suggested Timeline:**

**Unit Title:**

Unit #1: Reconstruction and the Legacies of the Civil War

**Unit Summary:**

Not since the American war for independence, or the War of 1812, did the United States face an insidious threat to its very existence. The Civil War tore at every aspect of American society transforming the nation into two distinct regions and ideals. Reunification, economic turmoil, war torn land, and newly freed slaves created many challenges for the nation as it struggled to create a plan for reconstruction and a viable way forward.

**Unit Essential Question:**

How did the Civil War and Reconstruction reshape the nation?

Essential Questions:	Key Understandings:
1. What were the broad themes of the American Civil War?	<ul style="list-style-type: none"> <li>• Conflict &amp; War</li> <li>• Slavery &amp; Race</li> <li>• Federalism</li> <li>• Regionalism</li> </ul>
2. In what ways does the Civil War still impact Americans today?	<ul style="list-style-type: none"> <li>• Medical Technology</li> <li>• Military Technology</li> <li>• African-American Military Contributions</li> <li>• Perspective (stomach) On War</li> <li>• Industrial Production</li> <li>• Federalism</li> <li>• Economic &amp; Political Landscapes</li> <li>• Political Divisions</li> </ul>
3. What were the major events in Reconstruction?	<ul style="list-style-type: none"> <li>• Emancipation Proclamation</li> <li>• Creation of the Freedman's Bureau</li> <li>• Surrender at Appomattox</li> <li>• Lincoln assassinated</li> <li>• Black Codes Enacted</li> <li>• Andrew Johnson Impeached</li> <li>• Election of 1876</li> <li>• Compromise of 1877</li> </ul>
4. How do primary and secondary sources differ?	<ul style="list-style-type: none"> <li>• Primary sources are contemporary accounts of an event, written by someone who experienced or witnessed the event in question. These are original</li> </ul>

	<p>documents that help young historians better interpret the past.</p> <ul style="list-style-type: none"> <li>• Secondary sources interpret primary sources and can be described as at least one step removed from the event or phenomenon under review. Secondary source materials, then, interpret, assign value to, conjecture upon, and draw conclusions about the events reported in primary sources. These are usually in the form of published works such as journal articles or books, but may include radio or television documentaries, or conference proceedings.</li> </ul>
<p>5. How would a variety of individuals living at the time feel about several key current events?</p> <p>6. How did these broad perspectives differ and how were each dependent upon their disparate experiences in American society?</p>	<ul style="list-style-type: none"> <li>• Freed Slaves- This group would be struggling to assimilate into “white culture.” Assuming new rights and responsibilities, this group would have a very specific goal of attaining economic and social stability amidst significant changes going on around them.</li> <li>• Scalawags- This group of predominantly white southerners who supported Northern Reconstruction and were viewed as traitors who were launched into positions of power in the South.</li> <li>• Abolitionists- This group was comprised of mostly Northern citizens who disapproved of slavery and sought to support and enfranchise African-Americans before, during, and after the Civil War.</li> <li>• Carpetbaggers- This group of wealthy Northerners moved South after the Civil War to buy up land that was now affordable</li> <li>• Radical Republicans- Known for their rapid support of African-Americans, this congressional delegation took hold of national reconstruction.</li> <li>• Etc.</li> </ul>
<p>7. In what ways were presidential and congressional reconstruction similar and different?</p>	<ul style="list-style-type: none"> <li>• Andrew Johnson and the Radical Republicans clashed bitterly over control of reconstructing the nation. Johnson sought a more reasonable pathway to bring the rebel states back into the Union. Conversely, the Radical Republicans looked to ensure that certain freedoms were guaranteed to African-Americans and the South was punished for seceding from the Union.</li> </ul>
<p>8. Why was Andrew Johnson impeached and how did this change the trajectory of Reconstruction?</p>	<ul style="list-style-type: none"> <li>• Johnson fired a member of his cabinet in violation of the Tenure of Office Act. By and large, he was impeached as punishment for fighting with the Radical Republicans over Reconstruction.</li> </ul>
<p>9. What were the Reconstruction amendments and what freedoms were granted to Americans?</p>	<ul style="list-style-type: none"> <li>• 13th Amendment- Ended slavery</li> <li>• 14th Amendment- granted citizenship to “all persons born or naturalized in the United States,” which included former slaves recently free</li> <li>• 15th Amendment- Granted and protected the right of African-American men to vote</li> </ul>
<p>10. How did the election of 1876 and the Compromise of 1877 end the Era of Reconstruction?</p>	<ul style="list-style-type: none"> <li>• Due to a disputed presidential election that saw Democrat Samuel Tilden receive a majority of American popular votes, but Republican Rutherford</li> </ul>

	<p>B. Hayes received more electoral votes, the nation was once again in crisis. A compromise by the two parties handed the Republicans a presidential victory while the Democrats won back the South. (etc. Southern districts were ended, Union troops were withdrawn from the South, etc.)</p>
<p>11. What were the overall success and failures of Reconstruction?</p>	<p>Successes:</p> <ul style="list-style-type: none"> <li>● 13th Amendment freed slaves</li> <li>● 14th Amendment gave former male slaves citizenship</li> <li>● 15th Amendment gave former male slaves the right to vote</li> <li>● The Union was restored</li> <li>● Some African-Americans gained certain freedoms</li> <li>● The first black institutions for higher education were established</li> </ul> <p>Failures:</p> <ul style="list-style-type: none"> <li>● Land was not redistributed in the South to former slaves</li> <li>● Many rights were denied to African-Americans (e.g. the right to marry, sue in court, own land etc.)</li> <li>● Ku Klux Klan founded</li> <li>● Black Codes adopted</li> <li>● Freed slaves were trapped in Sharecropping</li> <li>● The same confederate leaders who were in power before the Civil War ended up in power after Union troops left the South.</li> <li>● In the South, freed slaves were required to carry passes, observe a curfew, and live in housing provided by a landowner.</li> </ul>

**Focus Standards Addressed in the Unit:**

8.5	Reading informational Text- Students read, understand, and respond to informational text-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
8.6	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**Important Standards Addressed in the Unit:**

CC.8.5.6-8.A	Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8.C	Identify key steps in a text’s description of a process related to history/social studies.
CC.8.5.6-8.D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E	Describe how a text presents information
CC.8.5.6-8 F	Identify aspects of a text that reveal an author’s point of view or purpose
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.

CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.
CC.8.6.6-8 B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CC.8.6.6-8 C	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.6-8 D	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.8.6.6-8 E	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CC.8.6.6-8 F	Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple venues of exploration.
CC.8.6.6-8 G	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CC.8.6.6-8 H	Draw evidence from informational texts to support analysis reflection, and research.
CC.8.6.6-8 I	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• The ending of the Civil War meant the United States was once again a unified country.</li> <li>• Slaves were freed immediately and proceeded to enjoy the prosperities of the new nation.</li> <li>• There was one clear viewpoint/opinion on how to best reunify the nation.</li> </ul>	<p><b>Proper Conceptions:</b></p> <ul style="list-style-type: none"> <li>• The ending of the Civil War resulted in dramatic economic, cultural, political, and physical differences in the land and people of both the North and South Sides.</li> <li>• Freed slaves found it difficult to adjust to a new life. The Freedman’s Bureau was created to assist with employment and education of the newly freed.</li> <li>• Three distinct plans were formulated and debated to arrive at a plan to unify the United States.</li> </ul>
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<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Conflict &amp; War</li> <li>• Slavery &amp; Race</li> <li>• Federalism</li> <li>• Regionalism</li> </ul>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Students read and respond to children’s literature utilizing key Close Reading strategies and making text-to-text, text-to world, and text-to-self connections.</li> <li>• Students identify and sequence key events in Reconstruction.</li> <li>• Students explain and differentiate between primary and secondary sources.</li> </ul>	<p><b>Vocabulary:</b></p> <p>Civil War  Secede  Union  Confederacy  Border States  Abraham Lincoln  Jefferson Davis  Ulysses S. Grant  General Lee  Appomattox Courthouse  Reconstruction  Radical Republicans</p>
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	<ul style="list-style-type: none"> <li>● Students read, investigate, and respond to several different texts. These include, but are not limited to the following: <ul style="list-style-type: none"> <li>○ A letter by a former slave, Jourdan Anderson</li> <li>○ A digital secondary source The Daily Mail and the Associated Press article on the the history of the Andersons</li> </ul> </li> <li>● Students assume the role of an individual living in the time period and formulate a written opinion about a given event that would have occurred within the same time period.</li> <li>● Students listen and respond to screencasted teacher presentations.</li> </ul>	Freedman's Bureau 13 <sup>th</sup> Amendment 14 <sup>th</sup> Amendment 15 <sup>th</sup> Amendment Scalawag Carpetbagger Abraham Lincoln's 10% Plan Johnson's Reconstruction Plan Radical Republicans' Plan Impeachment Andrew Johnson Election of 1876 Compromise of 1877
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**Assessments:** Reconstruction Timeline, Primary & Secondary Source Assessment, Perspectives on Reconstruction written assignment, Unit Exam

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**Suggested Strategies to Support Design of Coherent Instruction**  
*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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Varied questioning techniques aiming at higher order thinking skills, cooperative learning situations , technology integration, use of tools to provide timely and constructive feedback, visual representation of concepts and content

3A: Communicating with Students-Communication will be given through the use of notes, instructions and other various methods. Technology will be used to provide timely and constructive feedback.

3B: Using Questioning and Discussions Techniques- Questions will be presented to students on various topics through the use of Google Drive, google classroom, and student response systems.

3C: Engaging Students in Learning- Students will complete worksheets, use graphic organizers, and be assigned/self select projects to engage in learning.

3D: Using Assessment in Instruction- Several methods of assessing students will be used throughout the unit such as tests, games, projects, classroom discussions, and student written responses

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**Differentiation:** By utilizing the blended learning approach, differentiation of instructional delivery and the demonstration of mastery can be customized for each student. Tools such as learning management systems allow for students to progress through units at their individual pace while teachers facilitate and monitor progress towards required competencies. Pre assessments at the beginning of each unit of study allow for students to demonstrate their knowledge and understanding of each topic so that instruction can be tailored to meet each students' needs. Projects will be chunked as needed.

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**Interdisciplinary Connections:** The implementation of PA Core Standards provides explicit opportunities for interdisciplinary connections. Through this unit of study, students will be engaged in critical reading and writing exercises to deepen their understanding of key historical concepts and ideals. Concepts relating to science, math, technology, art, and music will be infused through student choice projects and discussions.

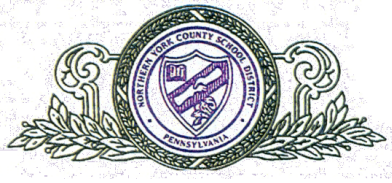
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**Additional Resources:** Chromebooks, computer labs, online learning modules, learning management system, Google Aps for educators, google classroom, screencasts, guest speakers, primary and secondary sources in print as well as online, Online blogs, online collaborative communities, equipment for movie making and desktop publishing, media center, videos, newscasts, Internet, and school websites.

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**Created By:** Brendon S. Clark & Kelly Mefford

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## American History II Grade 8

**Subject:**  
Social Studies

**Grade:**  
8

**Course:**  
Westward Expansion

**Suggested Timeline:**

**Unit Title:**

Unit #2: Westward Expansion

**Unit Summary:**

As the thirteen colonies transformed into one united nation, brave American pioneers doggedly pushed the American settlement boundaries further westward. Hundreds of thousands of Americans migrated west encountering treacherous obstacles, Native American settlements, and fierce environmental challenges. Pushed forth by a spirit of Manifest Destiny, Americans conquered this land and settled it from one shining sea to the other. In their wake, they left a path of cultural destruction, the annihilation of millions, and a dark legacy of genocide and xenophobia.

**Unit Essential Question:**

What motivated Americans to move West and how would America be forever changed?

**Essential Questions:**

1. Where did the first Americans come from and under what conditions did they arrive?

**Key Understandings:**

- Following herds of animals across an ice bridge covering the Bering Strait, the earliest nomadic Americans entered North America and settled broadly developing into many distinctly different Native American tribes.

2. What were the social, economic, political, cultural, and geographic effects of American westward migration?

- Social- Perhaps nowhere else except the West saw the best of America's melting pot play out. Americans, immigrants, slaves and freed slaves, etc. came together in one common cause to conquer the land and the elements. (Settlement pockets still play out across the West and Mid-west today.) Additionally, societies clashed as settlers came into verbal and armed disputes with Native Americans.
- Economic- With the complete settlement of the West, and the dawn of the transcontinental railroad came a truly nationwide economy. Native American economies were ruined by the dominant American megalith.
- Political- Based on new settlement patterns, new states were consistently added to the Union over time. Additionally, groups vied for political power in these new areas. Finally, these changes spurred American growth, potential, and power. Conversely, Native American leaders and political



	<p>boundaries were altered, reduced, and in some cases, eliminated entirely.</p> <ul style="list-style-type: none"> <li>• Cultural- Adversity was truly the mother of invention as settlers sought to address a myriad problems and make their work easier and more efficient. New products, machinery, and goods were developed and invented. Native American culture was not highly valued, and as a result, their culture was disrupted and damaged.</li> <li>• Geographic- Americans spread across the nation at a rapid rate closing the frontier by 1893.</li> </ul>
3. What were the devastating effects of American migration on the Native American population?	<ul style="list-style-type: none"> <li>• Wholesale genocide of millions of Native Americans</li> <li>• The deliberate destruction &amp; displacement of Native American communities</li> <li>• The usurpation of fertile grazing lands, desired territories, and mineral wealth</li> <li>• Relocating those who survived to inhospitable and undesirable land</li> <li>• Left a legacy of poverty, domestic, drug and alcohol abuse, and an impenetrable sense of hopelessness among Native American communities.</li> </ul>

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**Focus Standards Addressed in the Unit:**

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<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• The expansion of settlers into the West was an easy feat.</li> <li>• The Indian tribes were treated fairly and compensated for their land.</li> </ul>	<p><b>Proper Conceptions:</b></p> <ul style="list-style-type: none"> <li>• The process of Westward expansion was difficult and slow going. It was not until the completion of the Transcontinental Railroad that goods and people were able to be transported from coast to coast in an expedited manner.</li> <li>• Tribes were forced off of their land and inundated with new diseases and government regulations. Many disputes amongst white settlers and Native American tribes resulted in bloody battles and lost lives.</li> </ul>
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<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Genocide</li> <li>• Settlement</li> <li>• Migration</li> <li>• Assimilation</li> </ul>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Students identify and sequence key events in Westward Expansion.</li> <li>• Students compare and analyze opposing historical perspectives on the Fort Laramie Treaty.</li> <li>• Students read, investigate, and respond to several different primary and secondary texts.</li> <li>• Students listen and respond to screencasted teacher presentations.</li> <li>• Students examine and dispel stereotypes and myths associated with Native American culture.</li> </ul>	<p><b>Vocabulary:</b></p> <p>Genocide Reservation Dawes Act General George Custer Homestead Act Grange Populist Party Battle of Little Bighorn Transcontinental Railroad Land Rush Black Hills Carlisle Indian School Assimilation Cooperatives</p>
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**Assessments:** Based on an engaging experiential learning opportunity, students work to complete several assignments of their choice. With reasonable expectations, coupled with a self-paced approach and built around the use of technology, this project allows students to engage in a series of meaningful learning activities.

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**Suggested Strategies to Support Design of Coherent Instruction**  
*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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3a Communicating with Students – Communication will be Given through the use of notes, instructions, and other various methods.

3b Using Questioning and Discussion Techniques – Questions will be presented to students on various topics through the use of Google Drive.

3c Engaging Students in Learning – Students will complete worksheets, use graphic organizers, and be assigned projects to engage learning.

3d Using Assessment in Instruction – Several methods of assessing students will be used throughout the year such as tests, quizzes, projects, games, maps, etc.

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**Differentiation:** By utilizing the blended learning approach, differentiation of instructional delivery and the demonstration of mastery can be customized for each student. Tools such as learning management systems allow for students to progress through units at their individual pace while teachers facilitate and monitor progress towards required competencies. Pre assessments at the beginning of each unit of study allow for students to demonstrate their knowledge and understanding of each topic so that instruction can be tailored to meet each students' needs.

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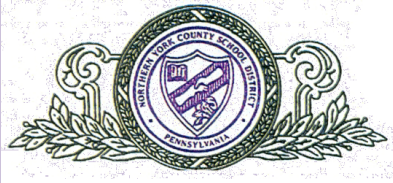
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**Additional Resources:** Chromebooks, computer labs, online learning modules, learning management system, Google Aps for educators, google classroom, screencasts, guest speakers, primary and secondary sources in print as well as online, Online blogs, online collaborative communities, equipment for movie making and desktop publishing, media center, videos, and newscasts.

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**Created By:** Brendon S. Clark & Kelly Mefford

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## American History II Grade 8

**Subject:**  
Social Studies

**Grade:**  
8

**Course:**  
Industrial Revolution

**Suggested Timeline:**

**Unit Title:**  
Unit #3 Industrial Revolution

**Unit Summary:**

Beginning in England in the late 1700s, the Industrial Revolution was a landmark moment in human history. Developments in agriculture and industry led to monumental economic, social, and technological change. America followed soon thereafter transforming an agrarian nation into an industrial giant. No aspect of society went untouched from the rapid changes sweeping the country.

**Unit Essential Question:**

What was *revolutionary* about the Industrial Revolution?

Essential Questions:	Key Understandings:
1. Where in the world did the Industrial Revolution begin?	<ul style="list-style-type: none"> <li>England was the birthplace of the Industrial Revolution.</li> </ul>
2. What made this country a perfect place for the inception of the revolution?	<ul style="list-style-type: none"> <li>Several key agricultural developments</li> <li>The growing textile business and the Domestic System</li> <li>Abundant natural resources</li> <li>Several key developments in transportation</li> <li>Growing population and a strong labor force</li> </ul>
3. Where in America did the Industrial Revolution begin?	<ul style="list-style-type: none"> <li>New England was the birthplace of the Industrial Revolution in America.</li> </ul>
4. Why was America ripe for revolution?	<ul style="list-style-type: none"> <li>America was a hospitable environment for the Revolution due to its abundant natural resources, growing population, improved transportation, its high immigration rates, inventions, investment capital, and government assistance.</li> </ul>
5. What do we mean when we label something as “revolutionary?”	<ul style="list-style-type: none"> <li>A sudden and dramatic change</li> </ul>
6. What was revolutionary about the Industrial Revolution?	<ul style="list-style-type: none"> <li>Many sudden &amp; radical changes that brought about a growth of factories, jobs, and a stronger economy in America.</li> </ul>
7. What kind of economy did we have in 1800, 1900,	<ul style="list-style-type: none"> <li>1800- Agricultural Economy</li> </ul>

<p>&amp; 2000?</p>	<p>1900- Manufacturing Economy 2000- Service Economy</p>
<p>8. What are the differences between an agricultural, manufacturing, and service economy?</p>	<ul style="list-style-type: none"> <li>● Agricultural Economy- If a country has a majority of its workers employed in farming jobs, we label that country's economy agricultural or one based on agriculture.</li> <li>● Manufacturing Economy- If a country has a majority of its workers employed in manufacturing jobs, we label that country's economy one based on manufacturing or a manufacturing economy.</li> <li>● Service Economy- If a country has a majority of its workers employed in service jobs, we label that country's economy one based on service or a service economy.</li> </ul>
<p>9. What is the difference between a manufacturing job and a service job?</p>	<ul style="list-style-type: none"> <li>● A manufacturing job is one in a factory mass producing goods, while a service job is one where a service is performed for a fee.</li> </ul>
<p>10. What was the Information Revolution and how has it impacted American workers and our economy?</p>	<ul style="list-style-type: none"> <li>● The Information Revolution is a recent development fueled by the rise of the computer and the Internet. It has eliminated countless jobs due to automation, but created millions more in Information Technology fields. It has required workers obtain further education and further diversified and strengthened our American economy.</li> </ul>
<p>11. What were the contributions of some of America's most significant innovators?</p>	<ul style="list-style-type: none"> <li>● Whitney- cotton gin, interchangeable parts</li> <li>● Edison- light bulb, movie camera, electronic ballot</li> <li>● Bell- telephonics</li> <li>● Morse- telegraph</li> <li>● Etc.</li> </ul>
<p>12. What were the social, political, economic, and physical impacts of the Industrial Revolution?</p>	<ul style="list-style-type: none"> <li>● Social- mass migration out of the rural areas and into the urban areas, booming population, and the development of a strong lasting middle class</li> <li>● Political- laws were passed favoring big business, legislation was eventually enacted to grant workers certain protections and safety standards, and the government offered incentives for businesses to thrive.</li> <li>● Economic- a new dynamic American economy was created based on manufacturing. It was, for the first time, a truly "nationwide" economy thanks to the transcontinental railroad. It also led to dangerous monopolies.</li> <li>● Physical- Numerous factories were built, towns and cities expanded, and new railroads, canals, roads, and infrastructure were established.</li> </ul>

**Focus Standards Addressed in the Unit**

<p>8.5</p>	<p>Reading informational Text- Students read, understand, and respond to informational text-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>
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8.6	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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**Important Standards Addressed in the Unit:**

CC.8.5.6-8.A	Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
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CC.8.6.6-8 D	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CC.8.6.6-8 G	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CC.8.6.6-8 H	Draw evidence from informational texts to support analysis reflection, and research.
CC.8.6.6-8 I	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Misconceptions:**

- The Industrial Revolution systematically improved all conditions of life.
- The United States was the birthplace of the Industrial Revolution.
- The economy of the United States has remained stagnant and unchanging since the time of the

**Proper Conceptions:**

- The Industrial Revolution introduced many new unsafe/unclean work practices that resulted in the need for additional government regulations to ensure the safety of the American workforce.
- The Industrial Revolution began in England and grew to the New England region of the United States.

<p>Industrial Revolution.</p> <ul style="list-style-type: none"> <li>• The term “revolution” applies only to war times.</li> </ul>	<ul style="list-style-type: none"> <li>• The United States economy has evolved through various stages including agricultural, manufacturing, and service based.</li> <li>• The term revolution refers to any drastic and/or dynamic change and means a progression of ideas or way of living.</li> </ul>
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<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Industry</li> <li>• Economy</li> <li>• Labor</li> <li>• Revolution</li> </ul>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Students investigate the origins of the Industrial Revolution in England using the jigsaw model and using an online learning module.</li> <li>• Students list and examine the reasons why America was a suitable environment to host the Industrial Revolution.</li> <li>• Students examine graphed data to draw conclusions about what was revolutionary about the Industrial Revolution.</li> <li>• Students describe the differences between an agricultural, manufacturing, and service economies.</li> <li>• Students identify and delineate between manufacturing and service jobs.</li> <li>• Students research the Lowell Mills and assume the role of a fictional character who worked in the mills writing facebook-esque posts to show evidence of their research.</li> <li>• Students compare the communication abilities of the telegraph and the modern cell phone.</li> <li>• Students make reasoned judgements about how history perceives Andrew Carnegie.</li> <li>• Students examine and compare advertising techniques using early American trading cards and modern print ads.</li> </ul>	<p><b>Vocabulary:</b></p> <p>Industrial Revolution  Manufacturing Job  Service Job  Agricultural Economy  Manufacturing Economy  Service Economy  Textiles  Factories  Eli Whitney  Andrew Carnegie  Entrepreneur  Capital  Corporation  Monopoly  Trust  Philanthropist  Natural Resources  Immigrants</p>
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	<ul style="list-style-type: none"> <li>• Students use the railroad as a case to see how one industry encapsulated all the broad aspects of the revolution.</li> <li>• Students identify and describe the social, political, economic, and physical impacts of the Industrial Revolution.</li> </ul>	
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**Assessments:** Progressive collaborative student presentation, women’s suffrage analysis, mediums assessment(s)

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**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*

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Varied questioning techniques aiming at higher order thinking skills, cooperative learning situations , technology integration, use of tools to provide timely and constructive feedback, visual representation of concepts and content

3a Communicating with Students – Communication will be Given through the use of notes, instructions, and other various methods.

3b Using Questioning and Discussion Techniques – Questions will be presented to students on various topics through the use of Google Drive.

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3d Using Assessment in Instruction – Several methods of assessing students will be used throughout the year such as tests, quizzes, projects, games, maps, etc.

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**Differentiation:** By utilizing the blended learning approach, differentiation of instructional delivery and the demonstration of mastery can be customized for each student. Tools such as learning management systems allow for students to progress through units at their individual pace while teachers facilitate and monitor progress towards required competencies. Pre assessments at the beginning of each unit of study allow for students to demonstrate their knowledge and understanding of each topic so that instruction can be tailored to meet each students’ needs.

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**Interdisciplinary Connections:**

The implementation of PA Core Standards provides explicit opportunities for interdisciplinary connections. Through this unit of study, students will be engaged in critical reading and writing exercises to deepen their understanding of key historical concepts and ideals. Concepts relating to science, math, technology, art, and music will be infused through student choice projects and discussions.

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**Additional Resources:**

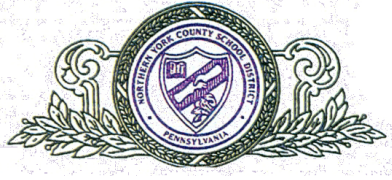
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**Created By:** Brendon S. Clark & Kelly Mefford

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## American History II Grade 8

**Subject:**  
Social Studies

**Grade:**  
8

**Unit:**  
Progressive Era

**Suggested Timeline:**

**Unit Title:**  
Unit #4 Progressive Era

**Unit Summary:**

The progressive movement was born alongside the early American nation. Each decade saw a concerted effort by reformers to address prominent problems in U.S. society. These issues included, but were not limited to educational opportunities for all, the abolishment of slavery, populism and the needs of farmers. During the Industrial Revolution, progressives became more organized and politically savvy, electing like-minded representatives to government to enact major changes. Progressives sought to remedy the many evils that grew out of the Industrial Revolution.

**Unit Essential Question:**

What was *progressive* about the Progressive Era?

Essential Questions:	Key Understandings:
1. What does it mean to be a “progressive?”	<ul style="list-style-type: none"> <li>A progressive is a forward-thinking individual who favors progress and change.</li> </ul>
2. What were some of the historical reforms?	<ul style="list-style-type: none"> <li>1830-1840: Jacksonian Democrats worked to improve schools and mental institutions and to provide women with greater educational opportunities.</li> <li>1840-1870: Abolitionists sought to end slavery in America.</li> <li>1870-1900: Populists worked to address the complicated needs of the American farmer.</li> <li>1900-1930: Progressives focused on women’s rights, working conditions, prohibition, corruption in government, harmful business practices, unionization, immigration, and environmentalism.</li> </ul>
3. What were some of the reforms of the era?	<ul style="list-style-type: none"> <li>Enfranchisement of women, temperance, federal income tax, various political reforms, the break up of trusts and monopolies, and a diverse set of laws to protect workers.</li> </ul>
4. What are the progressive reformers fighting to change today?	<ul style="list-style-type: none"> <li>Healthcare, energy independence, student assistance, poverty, immigration,</li> </ul>

	environmentalism, etc.
5. How were progressive reforms achieved in the Progressive Era?	<ul style="list-style-type: none"> <li>Results by progressives were mixed. They utilized the following methods to bring about significant changes: elected progressives to office, wrote books and articles, delivered speeches, organized rallies, marches, and demonstrations.</li> </ul>

### Focus Standards Addressed in the Unit

8.5	Reading informational Text- Students read, understand, and respond to informational text-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
8.6	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Change was not necessary.</li> <li>• Reform was limited to a specific industry/segment of society.</li> </ul>	<p><b>Proper Conceptions:</b></p> <ul style="list-style-type: none"> <li>• Reform has been a part of America since its founding in the late 1700s.</li> <li>• Reforms touched every aspect of American society.</li> </ul>
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<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Reform</li> </ul>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Students investigate, create, and collaboratively report upon one aspect of the American Progressive Era (e.g. reformers, historical reforms, muckrakers, etc.).</li> <li>• Students compare and analyze opposing historical perspectives on a woman’s right to vote.</li> <li>• Students read, investigate, and respond to several different primary and secondary texts.</li> <li>• Students examine questionable working conditions in one American factory, The Triangle Shirtwaist factory in New York City and describe what safeguards were guaranteed after a catastrophic fire broke out.</li> <li>• Students read and summarize the PA Child Labor Laws.</li> <li>• Students utilize various mediums to examine child labor in the 19th and early 20th centuries. <ul style="list-style-type: none"> <li>○ Photographs</li> <li>○ Primary Sources</li> </ul> </li> <li>■ Excerpt: <u>Al Priddy’s Through the Mill</u> (Northwood, Massachusetts, 1911)</li> <li>■ Two letters Mary Harris Jones composed to President Roosevelt and Colorado Governor Peabody 1903.</li> </ul>	<p><b>Vocabulary:</b></p> <p>Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Gifford Pinchot, Muckrakers, 16<sup>th</sup> Amendment, 17<sup>th</sup> Amendment, 18<sup>th</sup> Amendment, 19<sup>th</sup> Amendment, Suffrage, Prohibition, Conservation, Reform, The Progressive Party</p>
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	<ul style="list-style-type: none"> <li>● Digital Sources <ul style="list-style-type: none"> <li>■ <a href="https://www.youtube.com/watch?v=PdmiUb9_E94">https://www.youtube.com/watch?v=PdmiUb9_E94</a> (BBC News)</li> <li>■ <a href="https://www.youtube.com/watch?v=Bcl4l3arrHI">https://www.youtube.com/watch?v=Bcl4l3arrHI</a></li> <li>■ <a href="https://www.youtube.com/watch?v=0-8TBceaO5Q">https://www.youtube.com/watch?v=0-8TBceaO5Q</a></li> </ul> </li> <li>● Students utilize various mediums to examine prohibition in the early 20th century.</li> <li>● Students identify and describe the advantages and disadvantages of various mediums.</li> </ul>	
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**Assessments:** Students research a modern day problem/issue in society and compare/contrast it to an issue from the progressive time period. Through this project/assessment students will display an understanding of key people, places, and ideas as they relate to the concept of reform. Unit test and classroom discussion is also used to assess student understanding.

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**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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Varied questioning techniques aiming at higher order thinking skills, cooperative learning situations , technology integration, use of tools to provide timely and constructive feedback, visual representation of concepts and content

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**Differentiation:** By utilizing the blended learning approach, differentiation of instructional delivery and the demonstration of mastery can be customized for each student. Tools such as learning management systems allow for students to progress through units at their individual pace while teachers facilitate and monitor progress towards required competencies. Pre assessments at the beginning of each unit of study allow for students to demonstrate their knowledge and understanding of each topic so that instruction can be tailored to meet each students' needs.

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**Interdisciplinary Connections:**

The implementation of PA Core Standards provides explicit opportunities for interdisciplinary connections. Through this unit of study, students will be engaged in critical reading and writing exercises to deepen their understanding of key

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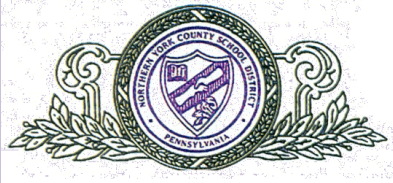
**Additional Resources:**

Chromebooks, computer labs, online learning modules, learning management system, Google Aps for educators, google classroom, screencasts, guest speakers, primary and secondary sources in print as well as online, Online blogs, online collaborative communities, equipment for movie making and desktop publishing, media center, videos, newscasts, Internet, and school websites.

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**Created By:** Brendon S. Clark & Kelly Mefford

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## American History II Grade 8

**Subject:**  
Social Studies

**Grade:**  
8

**Unit:**  
Age of Imperialism

**Suggested Timeline:**

**Unit Title:**

Unit #5: Age of Imperialism

**Unit Summary:**

America has traditionally remained a nation deeply rooted in isolationism. For a brief, but significant time, the United States embraced imperialism, seeking colonies in the Western Hemisphere. The nation established a broader hegemony building upon the Monroe Doctrine and fought the Spanish American War collecting countless colonies and while creating domestic controversies.

**Unit Essential Question:**

Was imperialism the best course of action for America?

**Essential Questions:**

1. What is Imperialism?
2. What are the four kinds of imperialism?
3. What is the anti-Imperialist League?
4. How did the U.S. come to acquire Puerto Rico, Guam, Cuba, and the Philippines?
5. How did the U.S. come to own Hawaii, Alaska, & the Panama Canal?
6. What were the causes and outcomes of the Spanish-American War?

**Key Understandings:**

- The extension of a nation's power and influence over that of another.
- Colonial Imperialism: One country taking over another country usually by force.
- Cultural Imperialism: One country's culture impacting another country's culture.
- Political Imperialism: One country influences the government of another country.
- Economic imperialism: One country controls key aspects of another country's economy.
- Established June 15, 1898, the league was founded to oppose expansion in all its forms.
- The U.S. won these territories from Spain in the Treaty of Paris after losing the war in 1898.
- Hawaii- annexed by the U.S. after overthrowing Queen Liliuokalani
- Alaska- purchased from Russia in 1867 for \$7.2 million
- Panama Canal- Theodore Roosevelt sponsored a panamanian revolutionary group negotiating the rights to build and lease the Panama Canal Zone.
- Causes:
  - Demands by Cuban patriots for

	<ul style="list-style-type: none"> <li>○ independence from Spain</li> <li>○ Explosion of the U.S.S. Maine</li> <li>○ Yellow Journalism</li> <li>● Outcomes: <ul style="list-style-type: none"> <li>○ Increased territory for the U.S.</li> <li>○ A complex and contentious relationship with Cuba only now headed towards resolution</li> </ul> </li> </ul>
7. What was yellow journalism and how did it help cause the Spanish-American War?	<ul style="list-style-type: none"> <li>● Exaggerated and embellished stories written in American newspapers which incited a war with Spain</li> </ul>

### Focus Standards Addressed in the Unit

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<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>● Imperialism was/is the best course of action in foreign policy.</li> <li>● The only way to spread imperialism is through violent means.</li> <li>● People of imperialized areas are supportive of being controlled/imperialized.</li> <li>● The United States bought Hawaii.</li> </ul>	<p><b>Proper Conceptions:</b></p> <ul style="list-style-type: none"> <li>● The imperialistic mindset of of the United States led to unsettling perceptions from other nations and was a cause that led to WWI.</li> <li>● Imperialism is spread through four main means, only colonial being violent.</li> <li>● People have various viewpoints, both positive and negative concerning imperialism.</li> <li>● The United States forcefully overthrew the monarchy and annexed Hawaii.</li> </ul>
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<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Imperialism</li> <li>● Isolationism</li> <li>● Foreign Policy</li> </ul>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>● Students locate and chart the various territories America acquired in the Age of Imperialism.</li> <li>● Students investigate and describe imperialism.</li> <li>● Students apply the four kinds of imperialism to historical examples.</li> <li>● Students examine the anti-imperialist league by using FactCite and reading a primary source document. ("Platform of the American Antilmperialist League," in <i>Speeches, Correspondence, and Political Papers of Carl Schurz</i>, vol. 6, ed. Frederick Bancroft (New York: G.P. Putnam's Sons, 1913), p. 77.</li> <li>● Students examine, analyze, and create a political cartoon about a historical topic.</li> <li>● Students investigate Puerto Rico and its complicated relationship</li> </ul>	<p><b>Vocabulary:</b></p> <p>Imperialism, Anti-Imperialism (League), Isolationism, Annex, Queen Liliuokalani, Hawaii, Panama Canal, Cuba, Puerto Rico, Yellow Journalism, U.S.S. Maine, Rough Riders</p>
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	<p>with the United States. Collaboratively, students decide how the U.S. should change its relationship with this commonwealth.</p> <ul style="list-style-type: none"> <li>● Students research and investigate the ways in which the U.S. acquired Hawaii, Alaska, &amp; the Panama Canal.</li> <li>● Students read, investigate, and respond to several different primary and secondary texts to examine multiple causality in an online learning module about the sinking of the U.S.S. Maine.</li> <li>● Students describe yellow journalism and may write a piece based loosely on a current news article.</li> <li>● Students use various digital resources to research two sides of an age-old question: What should the role of America be in foreign policy? Students then take a position and write a persuasive piece of writing.</li> </ul>	
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**Assessments:** Mapping assignment, student political cartoons, yellow journalism analysis and creation, U.S.S. Maine learning module, global supercop assignment, unit exam

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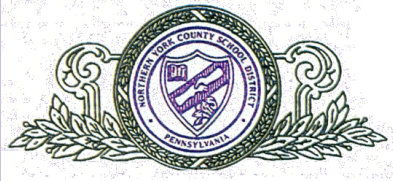
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## American History II Grade 8

**Subject:**  
Social Studies

**Grade:**  
8

**Unit:**  
World War I

**Suggested Timeline:**

**Unit Title:**  
Unit #6: World War I

**Unit Summary:**

Known by many names, The Great War was a pivotal moment for both the world and America. It would test the nation's long-standing position of isolationism and turn the country into a global superpower. World War I would usher in a period of massive industrial production, American consumerism and thrust America upon the global stage.

**Unit Essential Question:**

Even though World War I was known as the "war to end all wars," how did it lead to World War II and major change around the world?

**Essential Questions:**

1. What were the causes of World War I?
2. How did the alliance system contribute to World War I and why is it so dangerous?
3. Why did America seek to remain neutral in World War I?
4. What four things forced America to abandon its position of neutrality?
5. What were America's contributions to World War I?

**Key Understandings:**

- Imperialism, nationalism, militarism, arms race, various international conflicts, the alliance system, poor treatment of Europe's minorities, and the assassination of Archduke Franz Ferdinand
- The alliance system was the primary cause of World War I. Mutual defense pacts obligated member nations to fight; In this way, small conflicts should develop into large wars due to the alliance system.
- America was committed to neutrality for the following reasons: (1) We didn't want to choose sides as our loyalties were divided between England/France and Germany. (2) A nationwide feeling of pacifism dominated. (3) The war was far away; It didn't threaten American lives or property.
- The Lusitania was sunk killing Americans at sea
- Germany had renewed its policy of unrestricted submarine warfare
- The Zimmerman Telegram
- The need to reclaim war debts
- America's contributions were varied. Relieving war-weary allies, breaking the stalemate, and winning several key victories forced a German surrender in November 1918.

6. What forced Russia's withdrawal from World War I?	<ul style="list-style-type: none"> <li>Vladimir Lenin's Communist revolution in March, 1917 toppled a weak democratic government and ushered in almost a century of communist rule in Russia.</li> </ul>
7. What were the geographic consequences of WWI?	<ul style="list-style-type: none"> <li>Russia, Germany, Austria-Hungary, and Bulgaria lost large pieces of territory after the war. Many ethnic groups were granted countries of their own. The map of Europe would be forever changed.</li> </ul>
8. What were the human consequences of WWI?	<ul style="list-style-type: none"> <li>Ten million soldiers and ten million civilians lost their lives while scores more were injured. Europe was devastated physically, economically, and socially.</li> </ul>
9. What were the economic consequences of the war on Germany?	<ul style="list-style-type: none"> <li>Germany was forced to accept sole responsibility for the war. For this reason, Germany was billed \$33 billion for war reparations. Based on pre and post-war economic decisions, Germany was plunged into severe hyperinflation. The depression which consumed Europe's economy hit Germany the hardest.</li> </ul>
10. How did the peace process contribute to World War II?	<ul style="list-style-type: none"> <li>The Treaty of Versailles was a complete failure. Due to the exclusionary nature of the meetings, only a few decided the fate of many. Animosity was sewn in almost all of the 440 articles. The Treaty of Versailles proved to be too harsh on Germany and the Central Powers which created long-term feelings of anger, hostility, and hatred towards the Allied Powers. Additionally, The treaty discussed no plan to rebuild Europe. Poverty and strife would foster future conflict. The Treaty of Versailles did nothing to promote trade and nothing to assist the newly created and fragile countries in Eastern Europe. Furthermore, The Treaty of Versailles did nothing to make Europe self-sufficient and it did nothing to address the many changes that took place in Europe over the last four years. World War II was a continuation of World War I with a twenty-year break in between.</li> </ul>

### Focus Standards Addressed in the Unit

8.5	Reading informational Text- Students read, understand, and respond to informational text-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
8.6	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### Important Standards Addressed in the Unit:

CC.8.5.6-8.A	Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8.C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8.D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E	Describe how a text presents information
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.
CC.8.6.6-8 B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CC.8.6.6-8 C	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.6-8 D	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.8.6.6-8 E	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CC.8.6.6-8 F	Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple venues of exploration.
CC.8.6.6-8 G	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CC.8.6.6-8 H	Draw evidence from informational texts to support analysis reflection, and research.
CC.8.6.6-8 I	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

#### **Misconceptions:**

- The United States quickly joined our European allies and sent troops to the front lines.
- Germany started the war.
- The Treaty of Versailles helped reunite Europe and was the plan for lasting peace.
- The League of Nations was a successful organization that provided a place for all nations to work out their problems.

#### **Proper Conceptions:**

- The United States joined the war efforts in the beginning by shipping supplies, but waited to send troops to battle until April 6, 1917.
- The war was started with the assassination of Archduke Francis Ferdinand of Austria-Hungary by a Serbian nationalist in 1914. The alliance system led to Germany and Britain joining the fight.
- The Treaty of Versailles was a complete failure that aimed to punish Germany solely for the war. The United States never signed the Treaty and did not join the League of Nations.
- The League of Nations denied entry to Russia and Germany. The United States never joined and the League ceased operations in 1946. Today the United Nations fulfills this role.

<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Nationalism</li> <li>● Geopolitical Conflict</li> <li>● Militarism</li> <li>● Effects of war on humanity</li> </ul>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>● Students map out the many alliances from 1871 to 1918 to see how the alliance system can be dangerous.</li> <li>● Students analyze and decode the infamous Zimmerman Telegram.</li> <li>● Students critique Woodrow Wilson's 14 Points.</li> <li>● Students analyze and design a piece of wartime propaganda.</li> <li>● Students summarize several provisions of the Treaty of Versailles and investigate what the world may have been like had Germany won WWI.</li> <li>● Students examine data and first hand accounts post-WWI to better understand global exchange rates, inflation &amp; hyperinflation, and the devastating economic conditions Germany faced after the war.</li> <li>● Students watch the film, <i>All Quiet on the Western Front</i> and then evaluate the effects war has on young generations of people.</li> </ul>	<p><b>Vocabulary:</b></p> <p>The Allied Powers, The Central Powers, Archduke Franz Ferdinand, Nationalism, Militarism, Neutrality, U-Boat, Unrestricted Submarine Warfare (USW), Convoy System, Lusitania, Zimmerman Telegram, Pacifist, Propaganda, Reparations, Inflation, Exchange Rate, Treaty of Versailles, 14 Points</p>
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**Assessments:** Mapping assignment, student propaganda piece, Zimmerman Telegram analysis, 14 Points Critique, Treaty of Versailles summary and analysis, film analysis, unit exam

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**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

Varied questioning techniques aiming at higher order thinking skills, cooperative learning situations , technology integration, use of tools to provide timely and constructive feedback, visual representation of concepts and content

3a Communicating with Students – Communication will be Given through the use of notes, instructions, and other various methods.

3b Using Questioning and Discussion Techniques – Questions will be presented to students on various topics through the use of Google Drive.

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3c Engaging Students in Learning – Students will complete worksheets, use graphic organizers, and be assigned projects to engage learning.

3d Using Assessment in Instruction – Several methods of assessing students will be used throughout the year such as tests, quizzes, projects, games, maps, etc.

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**Differentiation:**

By utilizing the blended learning approach, differentiation of instructional delivery and the demonstration of mastery can be customized for each student. Tools such as learning management systems allow for students to progress through units at their individual pace while teachers facilitate and monitor progress towards required competencies. Pre assessments at the beginning of each unit of study allow for students to demonstrate their knowledge and understanding of each topic so that instruction can be tailored to meet each students' needs.

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**Interdisciplinary Connections:**

The implementation of PA Core Standards provides explicit opportunities for interdisciplinary connections. Through this unit of study, students will be engaged in critical reading and writing exercises to deepen their understanding of key historical concepts and ideals. Concepts relating to science, math, technology, art, and music will be infused through student choice projects and discussions.

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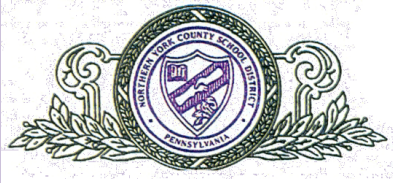
**Additional Resources:**

Chromebooks, computer labs, online learning modules, learning management system, Google Aps for educators, google classroom, screencasts, guest speakers, primary and secondary sources in print as well as online, Online blogs, online collaborative communities, equipment for movie making and desktop publishing, media center, videos, newscasts, Internet, and school websites.

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**Created By:** Brendon S. Clark & Kelly Mefford

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## American History II Grade 8

**Subject:**  
Social Studies

**Grade:**  
8

**Unit:**  
The Roaring Twenties

**Suggested Timeline:**

**Unit Title:**

Unit #7: The Roaring Twenties

**Unit Summary:**

With the conclusion of WWI came a call to a “return to normalcy.” Just as quickly as America entered the war, the U.S. withdrew to its default position as an isolated nation. For a period of nearly ten years, America enjoyed an economic boom spurred by wartime production. Society would be forever changed as the United States grappled with religious and secular ideas, the development and popularity of a new art form Jazz, the outlaw of alcohol and the ensuing backlash, and the rise of hate groups. Perhaps nothing was as important as the cataclysmic culmination of the era with the stock market crash.

**Unit Essential Question:**

What was *roaring* about the Roaring Twenties?

**Essential Questions:**

1. Who were the significant people and events in the 1920's?

**Key Understandings:**

- The 1920's celebrated various trends in literature, arts, theater, music, sports, fashion, organized crime, and business. Fitzgerald, Ernest Hemingway, and Langston Hughes significantly contributed pieces of literature which are still read and studied to this day. Coco Chanel redefined fashion while Charlie Chaplin, William Randolph Hearst, Louise Brooks, and Josephine Baker contributed to drama through the arts. Famous musicians included: Jelly Roll Morton, Kid Ory, King Oliver, Louis Armstrong, Johnny Dobbbs, and Sidney Bechet. Prohibition created world famous mobsters including: Al Capone, George McManus, Machine Gun Kelly, and Carlo Gambino. Salvador Dali's new style of art (Surrealism) was seen as new and innovative.
- Significant events included: Prohibition, women's' suffrage, the Harlem Renaissance, the first commercial radio broadcast, first Winter Olympic games, the Scopes (Monkey) Trial, the establishment of Route 66, the first Mickey Mouse cartoon, the stock market crash, and the St. Valentine's Day Massacre.

2. What is Jazz & what was the Jazz Age?

- Jazz, a distinctive style of music, developed around the turn of the 20th century, mostly within



	<p>African-American communities throughout the southern United States. The Jazz Age was a post World War I movement in the 1920's. Although the era ended with the beginning of the Great Depression in 1929, jazz has lived on in American pop culture.</p>
<p>3. What changes were occurring in the 1920's?</p>	<ul style="list-style-type: none"> <li>• A tide of economic and social change swept across the country in the 1920s. As the economy boomed, wages rose for most Americans and prices fell, resulting in a higher standard of living and a dramatic increase in consumerism. Although most women's lives were not radically transformed by "labor-saving" home appliances or gaining the right to vote, young American women were changing the way they dressed, thought, and acted in a manner that shocked their more traditional parents. These changes were encouraged by the new mass media that included radio, popular magazines, and motion pictures.</li> </ul>
<p>4. What cultural changes occurred in America during the 1920's?</p>	<ul style="list-style-type: none"> <li>• Urban living was now unquestionably lively and stimulating. There were many things to see and do—museums, art exhibits, plays, athletic events, trade expositions, and the like. Women's roles in society were evolving as nearly 20% of the workforce were women. Sports stars such as Babe Ruth and Jack Dempsey were rising in popularity and America marveled at Charles Lindbergh who piloted the first transatlantic flight.</li> </ul>
<p>5. What is a fad?</p>	<ul style="list-style-type: none"> <li>• A fad is a temporary fashion, notion, manner of conduct, etc., especially one followed enthusiastically by a group. Examples in the 20's include: flagpole sitting, pez candy, bob haircuts, fringe dresses and dance marathons.</li> </ul>
<p>6. How does Jazz compare to today's music?</p>	<ul style="list-style-type: none"> <li>• Traditional jazz music differs from today's music in many different ways from varying tones, melodies, lyrics, rhythm, tempo and improvisation.</li> </ul>
<p>7. What was prohibition and how did it affect America?</p>	<ul style="list-style-type: none"> <li>• The ratification of the 18th Amendment to the U.S. Constitution—which banned the manufacture, transportation and sale of intoxicating liquors—ushered in a period in American history known as Prohibition. The result of a widespread temperance movement during the first decade of the 20th century, Prohibition was difficult to enforce, despite the passage of companion legislation known as the Volstead Act. The increase of the illegal production and sale of liquor (known as "bootlegging"), the proliferation of speakeasies (illegal drinking spots) and the accompanying rise in gang violence and other crimes led to waning support for Prohibition by the end of the 1920s. In early 1933, Congress adopted a resolution proposing a 21st Amendment to the Constitution that would repeal the 18th. It was ratified by the end of that year, bringing the</li> </ul>

	Prohibition era to a close.
8. Why did the crime rate increase during the era of prohibition?	<ul style="list-style-type: none"> <li>The era of prohibition led to an increase in the number of crimes being committed and the creation of “organized crime”. Before prohibition, prohibitionists had used local ordinances, taxes, licensing laws and regulations, and local-option laws to prevent or discourage the sale of alcohol in the center city, near churches and schools, on Sundays and election days, and in their neighborhoods. Prohibition eliminated those political tools and led to the establishment of speakeasies in business districts, middle-class neighborhoods, and other locations that were formerly dry, or gave the appearance of being dry. Organized crime groups were born out of the creation and distribution of illegal substances and alcohol when the process no longer was commercially occurring.</li> </ul>
9. Who were the significant people (good guys/bad guys) in the era of prohibition?	<ul style="list-style-type: none"> <li>There were many significant people in the era of prohibition. They included: Roy Olmstead, Dion O’Banion, Carry Nation, Hymie Wiess, George Moran, Adolphus Busch, James Cannon Jr., Al Capone, Harry Daugherty, Neal Dow, Mary Hanchett Hunt, President Hoover, and President Wilson.</li> </ul>

### Focus Standards Addressed in the Unit

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CC.8.6.6-8 H	Draw evidence from informational texts to support analysis reflection, and research.
CC.8.6.6-8 I	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>● Prohibition ended crime.</li> <li>● Women were treated equally and had the right to vote.</li> <li>● Prohibition made it illegal to drink alcohol and ceased the consumption of it.</li> </ul>	<p><b>Proper Conceptions:</b></p> <ul style="list-style-type: none"> <li>● Prohibition created an increase in the inception of organized crime. More money was spent on law enforcement and incarceration during the era of prohibition than before.</li> <li>● It wasn't until the 19th Amendment to the Constitution was added that guaranteed that right in 1920.</li> <li>● Because the 18th Amendment and the Volstead Act did not make it illegal to drink alcohol, only to manufacture and sell it, many people stockpiled liquor before the ban went into effect.</li> </ul>
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<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>● Prohibition</li> <li>● Return to normalcy</li> <li>● Isolation</li> <li>● Changing roles of women in society</li> <li>● Fads</li> <li>● Governmental controls</li> </ul>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>● Students analyze and summarize the changing role of women in society.</li> <li>● Students research and design promotional materials (commercial, print work, radio ad, podcast, ect) that promote a new fad or product of the 1920's.</li> <li>● Students examine and interpret data to identify trends in crime rates before, during and after the prohibition movement.</li> <li>● Students summarize important contributions made by the key people of the 1920's.</li> </ul>	<p><b>Vocabulary:</b></p> <p>“A return to normalcy,” The Jazz Age, Fad, Prohibition, 18<sup>th</sup> Amendment, Volstead Act,</p>
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**Assessments:** Students will choose, from a predetermined list, various projects/tasks to complete based on their interest and the defined key learning/concepts of this unit.

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**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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Varied questioning techniques aiming at higher order thinking skills, cooperative learning situations , technology integration, use of tools to provide timely and constructive feedback, visual representation of concepts and content

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**Differentiation:**

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**Interdisciplinary Connections:**

The implementation of PA Core Standards provides explicit opportunities for interdisciplinary connections. Through this unit of study, students will be engaged in critical reading and writing exercises to deepen their understanding of key historical concepts and ideals. Concepts relating to science, math, technology, art, and music will be infused through student choice projects and discussions.

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**Additional Resources:**

Chromebooks, computer labs, online learning modules, learning management system, Google Aps for educators, google classroom, screencasts, guest speakers, primary and secondary sources in print as well as online, Online blogs, online collaborative communities, equipment for movie making and desktop publishing, media center, videos, newscasts, Internet, and school websites.

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## American History II Grade 8

**Subject:**  
Social Studies

**Grade:**  
8

**Unit:**  
The Great Depression

**Suggested Timeline:**

**Unit Title:**

Unit #8 The Great Depression

**Unit Summary:**

The elation and prosperity of the 1920s came to a dramatic end in 1929. America was rocked by its worst economic disaster in history. Faced with grave uncertainty and toxic fear, two presidents forged two very different paths through the darkness. Our country as we know it today was forged during the era; American government was reinvented and expanded. Both presidents' solutions would fall short of fixing America's woes. Ultimately the economy would only be righted by America's entry into World War II in early 1942.

**Unit Essential Question:**

Why is America so afraid of another depression?

**Essential Questions:**

1. What were the causes of the Great Depression?
2. Why was the stock market unstable and why did it crash?
3. How do you read a stock market table?
4. What is an economic cycle and what are the differences between a recession and a depression?

**Key Understandings:**

- Overproduction, underconsumption, agricultural slump, agricultural surplus, tariffs, taxes, an unbalanced economy, credit crisis, international depression, & the stock market crash
- Thanks to the birth of credit, Americans overspent and extended themselves in the boom time of the 1920s. Margin buying allowed investors to buy stocks (without paying the full price upfront) which overinflated the value of the market while dividends and returns soared. At some point (October 1929, to be exact) the bubble would burst!
- A stock market table is simple to do if you understand the symbols (e.g. Sales 100s, Hi, Low, Last, Change, etc.)
- The economic cycle is the natural fluctuation of the economy between periods of expansion (growth) and contraction (recession).
- A recession is a downturn in the economy whereby the production of goods drops each month for six straight months, businesses produce less and invest less money, and consumers spend less.
- A depression is an extreme drop in the economy whereby the production of goods drops for 12

	<p>straight months, unemployment rises to extreme levels, and affects all other aspects of the our economy and potentially the economies of other countries.</p>
<p>5. What was the Dust Bowl and how were American farmers affected by it?</p>	<ul style="list-style-type: none"> <li>● America was on its knees when a natural disaster struck the Great Plains. Drought, depletion of nutrients from the soil, overproduction, and high winds combined to form this devastating natural occurrence.</li> <li>● American farmers were buried in soil, lost large numbers of livestock, production came to a halt, and many lost their lives and farms.</li> </ul>
<p>6. What did the government do to address the Dust Bowl?</p>	<ul style="list-style-type: none"> <li>● As part of the New Deal, FDR created several government programs to address the needs of American farmers. The SCS was one such programs that helped farmers address these challenges. The government also provided subsidies to farmers to not farm.</li> </ul>
<p>7. What was the New Deal?</p>	<ul style="list-style-type: none"> <li>● The New Deal was a set of government programs developed by FDR to help lift Americans out of the Great Depression, solve their immediate problems, and address the root causes so another depression would never occur again.</li> </ul>
<p>8. What were the three goals of the New Deal?</p>	<ul style="list-style-type: none"> <li>● Recovery, Relief, &amp; Reform</li> </ul>
<p>9. How did the New Deal change government and the U.S.?</p>	<ul style="list-style-type: none"> <li>● The New Deal reshaped American government and the nation at large. It was truly revolutionary as it grew government in a way never seen before or since. The New Deal also shifted Americans' attitudes about the role of government in their lives.</li> </ul>
<p>10. What were the positive outcomes of the New Deal?</p>	<ul style="list-style-type: none"> <li>● The New Deal created millions of jobs and countless public works projects that affected every county in the U.S. The New Deal established important banking regulations and insured deposits. It reformed Wall Street and set up important regulatory agencies. Additionally, it developed invaluable social welfare programs that still assist our neediest populations today. Most importantly, it put invaluable measures in place to stave off future depressions.</li> </ul>
<p>11. How did Herbert Hoover and FDR differ in their approach to fixing America's problems and solving the Great Depression?</p>	<ul style="list-style-type: none"> <li>● Hoover was an orphan and American success story. He overcame his circumstances and became an extremely wealthy young man. He was also an avid humanitarian and politician. He believed firmly in "rugged individualism" and the free market system. He did not feel it was the federal government's job to intervene in the lives of individual citizens and felt the national government needed to remain small, while local and state governments should take the lead.</li> <li>● Franklin Roosevelt felt differently. He believed the role of the federal government was to intervene, assist, and help Americans during tough times such</li> </ul>

	as these. He felt the national government needed to grow and take the lead in times of crisis.
12. What role should the government play in the lives of American citizens? (To what extent should the government be involved in the lives of these citizens?)	<ul style="list-style-type: none"> <li>This answer will vary based on a variety of factors.</li> </ul>
13. What was the common man's experience like during The Great Depression?	<ul style="list-style-type: none"> <li>While no two experiences were exactly the same, some trends emerge: loss of income, loss of security, increased anxiety, a burgeoning need to take care of loved ones, separation of families, seeking jobs, etc.</li> </ul>

### Focus Standards Addressed in the Unit

8.5	Reading informational Text- Students read, understand, and respond to informational text-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
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### Important Standards Addressed in the Unit:

CC.8.5.6-8.A	Cite specific textual evidence to support analysis of primary and secondary sources.
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CC.8.6.6-8 A	Write arguments focused on discipline-specific content.
CC.8.6.6-8 B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CC.8.6.6-8 C	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.6-8 D	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.8.6.6-8 E	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CC.8.6.6-8 F	Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple venues of exploration.
CC.8.6.6-8 G	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CC.8.6.6-8 H	Draw evidence from informational texts to support analysis reflection, and research.
CC.8.6.6-8 I	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• An economy is either good or bad; boom or bust.</li> <li>• FDR’s approach to the Great Depression was better than Herbert Hoover’s and may be generalized to a better response by Democrats than Republicans.</li> </ul>	<p><b>Proper Conceptions:</b></p> <ul style="list-style-type: none"> <li>• The economic cycle exists to show us that an economy is always in flux. More often than not the state of an economy is somewhere in between boom and bust.</li> <li>• Herbert Hoover’s experience as a young man informed his dealings with the Great Depression. It was well intentioned, but not the best path forward at the time. Both political parties have seen presidents preside over strong economies over time.</li> </ul>
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<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Economy</li> <li>• Economic Cycle</li> <li>• Stock Market</li> <li>• Credit</li> <li>• Role of the Government</li> </ul>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Students informally pick, predict, monitor, and reflect on a stock’s performance over a given period.</li> <li>• Students examine a stock market table and learn how to read and interpret the data.</li> <li>• Students evaluate and classify many of the New Deal programs into three categories: Recovery, Relief, &amp; Reform.</li> <li>• Students analyze and reflect on a variety of primary sources which shed light on the common man’s experience in the Great Depression.</li> </ul>	<p><b>Vocabulary:</b></p> <p>Great Depression, Herbert Hoover, Franklin D. Roosevelt, Black Tuesday, Crash of 1929, Speculation, Buying on Margin, Dust Bowl, New Deal, The Second New Deal, Public Works Projects</p>
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**Assessments:** Stock Market Table assignment, New Deal Classification assignment, primary source analysis, unit exam

**Suggested Strategies to Support Design of Coherent Instruction**  
*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*



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Varied questioning techniques aiming at higher order thinking skills, cooperative learning situations , technology integration, use of tools to provide timely and constructive feedback, visual representation of concepts and content

3a Communicating with Students – Communication will be Given through the use of notes, instructions, and other various methods.

3b Using Questioning and Discussion Techniques – Questions will be presented to students on various topics through the use of Google Drive.

3c Engaging Students in Learning – Students will complete worksheets, use graphic organizers, and be assigned projects to engage learning.

3d Using Assessment in Instruction – Several methods of assessing students will be used throughout the year such as tests, quizzes, projects, games, maps, etc.

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**Differentiation:**

By utilizing the blended learning approach, differentiation of instructional delivery and the demonstration of mastery can be customized for each student. Tools such as learning management systems allow for students to progress through units at their individual pace while teachers facilitate and monitor progress towards required competencies. Pre assessments at the beginning of each unit of study allow for students to demonstrate their knowledge and understanding of each topic so that instruction can be tailored to meet each students' needs.

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**Interdisciplinary Connections:**

The implementation of PA Core Standards provides explicit opportunities for interdisciplinary connections. Through this unit of study, students will be engaged in critical reading and writing exercises to deepen their understanding of key historical concepts and ideals. Concepts relating to science, math, technology, art, and music will be infused through student choice projects and discussions.

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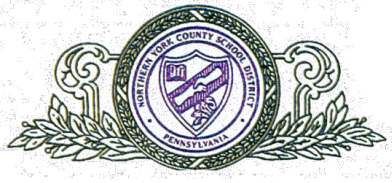
**Additional Resources:**

Chromebooks, computer labs, online learning modules, learning management system, Google Aps for educators, google classroom, screencasts, guest speakers, primary and secondary sources in print as well as online, Online blogs, online collaborative communities, equipment for movie making and desktop publishing, media center, videos, newscasts, Internet, and school websites.

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**Created By:** Brendon S. Clark & Kelly Mefford

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## American History II Grade 8

**Subject:**  
Social Studies

**Grade:**  
8

**Unit:**  
World War II

**Suggested Timeline:**

**Unit Title:**

Unit #9 World War II

**Unit Summary:**

Most scholars agree that World War II was merely a continuation of World War I with a twenty year truce in between. It grew out of continued nationalism, geopolitical conflict, and a reimagined and reinvigorated alliance system. The war would rage across six continents and every ocean for six long years pitting democracy against totalitarian forms of government. It defined the second half of the 20th century and gave birth to the bi-polar world that emerged after Japan surrendered in late 1945.

**Unit Essential Question:**

How did World War II lead to a bi-polar world and a major shift in American foreign policy?

**Essential Questions:**

1. What is the difference between domestic and foreign policies?
2. Identify and describe the major dictators of the Axis Powers.
3. Why did ordinary people accept extreme forms of government like fascism and communism in the years leading up to WWII?
4. What events led to World War II?

**Key Understandings:**

- Domestic policies deal with issues within a country's borders while foreign policies deal with issues abroad.
- Thanks to dictators like Adolf Hitler, Benito Mussolini, Joseph Stalin, and Tojo totalitarian governments were on the rise globally.
- Citizens who had lived through the trauma of the first world war experienced continued uncertainty and anxiety in the 1920s and 1930s. Worried about their safety and security, focused on their families and a stable form of government, many people were willing to trade some of their individual freedoms for national security and safety. (Not to mention the promise of restoration and pride in their country again.)
- The events which led to World War II were numerous. They include, but are not limited to the following: The Nazi Party wins control of the democratic government in Germany, Hitler reoccupies the Rhineland, The Rome-Berlin Axis Alliance is made, Anshluss, the annexation of the Sudetenland, The Munich Conference, Germany's invasion of Poland, etc.)

<p>5. Which violations of the Treaty of Versailles led to World War II?</p>	<ul style="list-style-type: none"> <li>● Hitler violated many key provisions of the Treaty of Versailles. They include, but are not limited to the following: rearmament, the reestablishment of a German, army, navy, and air force, military conscription, military tests such as Hitler's attack of Guernica, foreign military agreements such as the Nazi-Soviet Non-Aggression Pact, etc.</li> </ul>
<p>6. Define and describe the policy of Appeasement</p>	<ul style="list-style-type: none"> <li>● Devised by England's Prime Minister, Neville Chamberlain, appeasement was designed to negotiate with Hitler and modulate his ambitions. However, it was largely a failure as it allowed Hitler to rearm his country, retake lost territory, and build an empire while the wes tried to avoid war at all costs.</li> </ul>
<p>7. Identify and describe the impacts of the Neutrality Acts and Lend-Lease on American isolationism.</p>	<ul style="list-style-type: none"> <li>● The Neutrality Acts were a series of legislation aimed at keeping America out of WWII, but providing key support to our allies. Each piece of legislation pushed America's level of engagement and involvement further and further.</li> </ul>
<p>8. Describe the Japanese attack on Pearl Harbor and its effects on the American foreign policy.</p>	<ul style="list-style-type: none"> <li>● The attack on Pearl Harbor was a premeditated and coordinated plan by the Japanese Empire to destroy the American Pacific Fleet on December 7, 1941. The Japanese caught America completely off guard and carried out two out of three planned waves of attack. This heinous event changed American foreign policy over night; We quickly transitioned from a position of isolationism to one of immediate involvement.</li> </ul>
<p>9. How How did D-Day change the tide of World War II?</p>	<ul style="list-style-type: none"> <li>● Also known as the Battle of Normandy, D-Day was a coordinated Allied attack on the western beaches of France. The objective was to reestablish an Allied foothold on the Western front and force Hitler to fight WWII on two fronts. It was a wild success and goes down in history as the single largest amphibious invasion of all time. This was the beginning of the end for Germany and the war in Europe.</li> </ul>
<p>10. How did Adolf Hitler come to power and manipulate Germany and the rest of the world?</p>	<ul style="list-style-type: none"> <li>● In one of the most brilliant and unexpected political maneuvers of the 20th century, Adolf Hitler used democracy to destroy democracy in Germany. He came to power through legitimate means and transformed Germany into a totalitarian state.</li> <li>● An embittered soul, an expertise at business, planning, and organization, and compelling leadership abilities combined to form a dictator who knew how to take advantage of the Treaty of Versailles and the guilt that had built up in the minds and hearts of western leaders after World War I.</li> </ul>
<p>11. What was the Holocaust and what was the global impact of this event?</p>	<ul style="list-style-type: none"> <li>● The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators.</li> </ul>

	<ul style="list-style-type: none"> <li>It gravely reduced the number of followers of Judaism worldwide, instituted an exodus of Jews out of Europe, and ultimately led to the founding of Israel in the Middle East.</li> </ul>
12. Why did Harry Truman drop the Atomic bomb?	<ul style="list-style-type: none"> <li>For years, scholars have overanalyzed Truman's decision to drop two atomic bombs on Japan. Essentially, Truman used these new weapons because they were there, they were manufactured for this purpose, and they were ready to go. He also realized how potent they might be in ending the war and negating the possibility of an invasion of the Japanese home islands which would cost millions of American lives.</li> </ul>

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**Focus Standards Addressed in the Unit:**

8.5	Reading informational Text- Students read, understand, and respond to informational text-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
8.6	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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**Important Standards Addressed in the Unit:**

CC.8.5.6-8.A	Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8.C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8.D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E	Describe how a text presents information
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
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<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• World War II solved all of the nation’s problems.</li> <li>• World War II left one country in power and the world more stable than ever before.</li> </ul>	<p><b>Proper Conceptions:</b></p> <ul style="list-style-type: none"> <li>• World War II reduced unemployment, but post-war America was a struggle economically, socially, and politically.</li> <li>• World War II left two allies vying for international supremacy and locked in a new war that would come to be known as the Cold War. This new conflict was typified by an aggressive arms race and two competing ideologies.</li> </ul>
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<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Geopolitical Conflict</li> <li>• Holocaust</li> <li>• Totalitarian Forms of Government</li> <li>• Appeasement</li> <li>• Neutrality/Isolationism</li> <li>• Atomic Energy</li> <li>• Bi-polar World</li> </ul>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Students develop a logical and persuasive argument for entering or avoiding WWII.</li> <li>• Students label and color a map of Europe showing the extent to which the Axis Powers had taken over the continent</li> <li>• Students evaluate and identify the reasoning behind the American decision to invade North Africa first.</li> <li>• Students examine and interpret a historical map of D-Day.</li> <li>• Students examine how a middle school in TN honored the memory of those who lost their lives in the Holocaust.</li> <li>• Students defend or refute Harry Truman’s decision to drop the atomic bomb on Japan.</li> <li>• Students design, develop, and deliver a multimedia presentation about an assigned World War II</li> </ul>	<p><b>Vocabulary:</b></p> <p>Allies, Axis Powers, FDR, Harry Truman, Joseph Stalin, Adolf Hitler, Winston Churchill, Benito Mussolini, Emperor Hirohito, Mein Kampf, Nazism, Appeasement, V.E. Day, Dwight Eisenhower, G.I. Bill of Rights, United Nations V.J. Day, Manhattan Project Harry Truman</p>
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	topic in conjunction with students' English class.	
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**Assessments:** German Aggression Timeline, Axis Map, D-Day Map Analysis, Evaluating Harry Truman's Decision to Drop the Atomic Bomb assignment, student- created multimedia presentation, unit quiz, student discussions, unit test, google classroom assignments

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