

8th Grade History

Link Community Charter School

UNITS (7/7 SELECTED)	SUGGESTED DURATION
<input checked="" type="checkbox"/> Unit 1: Westward Expansion	17 lessons
<input checked="" type="checkbox"/> Unit 2: The Civil War/ Reconstruction	18 lessons
<input checked="" type="checkbox"/> Unit 3: 2nd Industrial Revolution	12 lessons
<input checked="" type="checkbox"/> Unit 4: The Progressive Era	12 lessons
<input checked="" type="checkbox"/> Unit 5: Imperialism	12 lessons
<input checked="" type="checkbox"/> Unit 6: World War I	25 lessons
<input checked="" type="checkbox"/> Unit 7: World War II / The Holocaust	30 lessons

Unit 1: Westward Expansion

8th Grade History - Last Updated on August 23, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.1.8.HistoryCC.3.c:

Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

6.1.8.GeoSV.4.a:

Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

6.1.8.EconET.4.a:

Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

6.1.8.EconNE.4.a:

Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.HistoryCC.4.c:

Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.CivicsDP.4.a:

Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

6.1.8.CivicsHR.4.a:

Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.HistoryCC.4.b:

Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

New Jersey (NJSLS) - Grades 6-8 - Computer Science and Design Thinking (2020)

8.1.8.AP.6:

Refine a solution that meets users' needs by incorporating feedback from team members and users.

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8.1.8.DA.3:

Identify the appropriate tool to access data based on its file format.

8.1.8.CS.4:

Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Unit 1: Westward Expansion

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DESIRED RESULTS

Established Goals

Through studying American history, students will be able to gather evidence to form responses to the following essential questions:

Why do people migrate? How does migration affect Indigenous populations? What impact did Manifest Destiny have on the continental expansion of the United States?

Transfer

Students will be able to independently use their learning to create digital exhibits in google slides evaluating the effects of migration during the Gold Rush, Trail of Tears, Transcontinental Railroad, or other case study on immigrants and indigenous peoples.

Meaning

Big Ideas & Understandings

Students will understand that...

- People choose to migrate for a variety of reasons, including work, new opportunities, and to escape oppression. However, some individuals are forced to migrate to new places.
- Manifest Destiny, or the idea that America was destined to expand across the North American continent, fueled Westward Expansion efforts from 1808 through the mid-19th century.
- America was occupied by Indigenous populations long before colonists arrived.

Essential Questions

Students will keep considering...

- Why do people migrate from one place to another?
- What impact did Manifest Destiny have on the continental expansion of the United States?
- How does migration affect Indigenous populations?

Acquisition

Knowledge

Students will know...

Skills

Students will be skilled at...

Unit 1: Westward Expansion

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Acquisition

- | | |
|---|--|
| <ul style="list-style-type: none">• American settlers chose to move West in the 1800's for a variety of factors, including cheap or free land (due to the Homestead Act) and new opportunities (i.e. The Gold Rush).• Settlers traveled West using a variety of technologies (boats, trains, caravans) through various routes, including the Oregon Trail.• Opportunities for voluntary migration were not available to all, and were often limited by gender and race. In Western territories and states, immigrants, Indigenous populations, and enslaved Africans faced prejudice and discrimination (examples: Chinese Exclusion Act, Indian Removal Act, the Missouri Compromise).• America was occupied by Indigenous populations long before colonists arrived; settler migration impacted these groups by reducing or removing them from their ancestral lands, cutting off access to natural resources, and fueling conflicts between indigenous nations and newly arrived colonists. | <ul style="list-style-type: none">• Comparing and contrasting reasons for voluntary and involuntary migration.• Evaluating the effectiveness of various 19th century transportation methods.• Determining the effects of voluntary migration on indigenous populations and immigrants. |
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Unit 1: Westward Expansion

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

Unit 1: Westward Expansion

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

- What is migration? Why do people choose to move from one place to another?
- What is the difference between voluntary and involuntary migration? Why did Americans move West during the 1800's?
- What technologies were used as transportation during Westward Expansion? Which were most/ least effective?
- How did life in the West vary by location? How did life out West vary by one's race and gender?
- Case Study: The Gold Rush
 - Why did Americans voluntarily migrate to California? What impact did their migration have on immigrants, enslaved Africans, and Indigenous peoples?
- Summative Assessment: Digital Exhibit Creation
 - Students will work individually, in pairs, or small groups to research one event of their choice:
 - The Transcontinental Railroad
 - The Indian Removal Act and Trail of Tears
 - The Battle of Little Bighorn
 - Students will create digital exhibits in Google Slides summarizing the event and evaluating the impact it had on immigrants, enslaved Africans, and indigenous peoples
- Gallery Walk: Digital Exhibits.

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 2: The Civil War/ Reconstruction

8th Grade History - Last Updated on June 25, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.1.8.HistoryCC.5.a:

Prioritize the causes and events that led to the Civil War from different perspectives.

6.1.8.HistoryCC5.b:

Analyze critical events and battles of the Civil War from different perspectives.

6.1.8.HistoryCC.5.c:

Assess the human and material costs of the Civil War in the North and South.

6.1.8.HistoryUP.5.a:

Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.1.8.HistoryUP.5.b:

Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.8.HistoryUP.5.c:

Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life

6.1.8.HistoryCC.5.d:

Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

6.1.8.HistoryCC.5.g:

Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

6.1.8.HistoryCC.5.e:

Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

6.1.8.HistoryCC.5.f:

Analyze the economic impact of Reconstruction on the South from different perspectives.

6.3.8.CivicsDP.2:

Unit 2: The Civil War/ Reconstruction

8th Grade History - Last Updated on June 25, 2022

Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).

Unit 2: The Civil War/ Reconstruction

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DESIRED RESULTS

Established Goals

Through studying American history, students will be able to gather evidence to form responses to the following essential questions:

- What were the main causes of the Civil War?
- How did the Civil War cause major societal change in the United States?
- What roles did diverse populations play in the Civil War?
- How did failed Reconstruction lead to the Jim Crow South?
- How does government leadership have lasting impact on the lives of the people?

Transfer

Students will be able to independently use their learning to determine if more was done to help or harm African Americans following the Civil War through source analysis, whole and small group discussion, and writing prompts.

Meaning

Big Ideas & Understandings

Students will understand that...

- While some historians argue that the Civil War was fought for a variety of reasons, including states rights and economic policy, the rights of enslaved people and fight for emancipation was the war's main catalyst.
- Leadership (or lack thereof) in state, congressional, and presidential offices caused unequal reconstruction after the Civil War and the establishment of Jim Crow.
- While slavery ended after the Civil War in 1865, an ongoing struggle for equality began in the Reconstruction Era (and continues to this day).

Essential Questions

Students will keep considering...

- What were the main causes of the Civil War?
- How did the Civil War cause major societal change in the United States?
- What roles did diverse populations play in the Civil War?
- How did failed Reconstruction lead to the Jim Crow South?
- How does government leadership have lasting impact on the lives of the people?

Unit 2: The Civil War/ Reconstruction

8th Grade History - Last Updated on June 25, 2022

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• The Civil War revealed the South's reliance on enslaved labor for its economic prosperity, as well as the vast cultural and societal differences between the North and South.• After the death of Abraham Lincoln, President Andrew Johnson's reconstruction policies largely left major issues up to individual states. This allowed White Southerners to determine the freedoms available to African Americans, and offered Black people no role in the politics of the South.• While the Emancipation Proclamation and 13th-15th Amendments promised equality to formerly enslaved African Americans, loopholes in the laws were exploited to rescind their rights: literacy tests, sundown towns, Jim Crow laws, high incarceration rates, and prison labor were used to disenfranchise African Americans throughout the 1800's and 1900's.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Identifying the causes of the Civil War• Evaluating the impact of enslaved labor on the South's economy pre-Civil War.• Compare and contrast the effectiveness of various ideas in the 10% Plan, Wade-Davis Bill, and Johnson's Reconstruction Plan.• Determine the impact of various Reconstruction programs (including the Freedmen's Bureau and ratification of the 13th - 15th Amendments) on formerly enslaved African Americans.• Explain how Jim Crow laws were used to disenfranchise African Americans of their rights and liberties.• Evaluate the long term effects of Reconstruction and Jim Crow during the 1800's, 1900's, and present day.

Unit 2: The Civil War/ Reconstruction

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

Unit 2: The Civil War/ Reconstruction

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

- The North vs. The South: Cultural Differences
- Slavery: What role did it play in the South?
- What was life like for African Americans across the United States, and how did it often differ by state or region?
- What were the main causes of the Civil War?
- What role did diverse populations play during the Civil War? Who won, who lost, and why does it matter?
- What is the Emancipation Proclamation? Why did we still need the 13th Amendment later?
- What were the major issues facing Americans during Reconstruction?
 - Image Analysis: Reconstruction
- How did various leaders (Lincoln and Radical Republicans) have differing ideas for Reconstruction?
 - Compare and contrast: Lincoln's 10% Plan and the Wade-Davis Bill. Which is most effective at solving reconstruction - era issues?
- Why weren't Abraham Lincoln's reconstruction ideas ever used?
 - Murder Mystery: Abe Lincoln
- How did Johnson's reconstruction plan compare to Lincoln's? How did his leadership and decisions affect newly freed African Americans?
- What policies or programs were put in place to assist newly freed African Americans? How were they often exploited by White Southerners to disenfranchise Black people?
 - Stations: 13th Amendment and Incarceration, Freedmen's Bureau, 14th Amendment & Literacy Tests, 15th Amendment
- Summative Assessment: Writing Prompt: Was more done to help or harm African Americans following the Civil War?

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 3: 2nd Industrial Revolution

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 9-12 - Social Studies (2020)

6.1.12.EconNE.16.b:

Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.2.12.EconET.3.a:

Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.1.8.HistoryCC.5.d:

Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

New Jersey (NJSLS) - Grades 6-8 - Computer Science and Design Thinking (2020)

8.2.8.ETW.1:

Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.

8.2.8.ETW.2:

Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).

8.2.8.EC.1:

Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2:

Examine the effects of ethical and unethical practices in product design and development.

8.2.8.ITH.1:

Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ED.1:

Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

Unit 3: 2nd Industrial Revolution

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DESIRED RESULTS

Established Goals

Through studying American history, students will be able to gather evidence to form responses to the following essential questions:

- What necessitates the creation of new technologies?
- How does technology inform our daily lives? How does technology continue to change and develop over time?
- How can ethos, logos, and pathos be used in persuasive arguments effectively?

Transfer

Students will be able to independently use their learning to evaluate the impact of Second Industrial Revolution technologies on life in the 1800's and create persuasive advertisements for 2IR inventions using ethos, logos, and pathos.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• New technologies are invented to provide comfort and entertainment, fix major problems, and make daily tasks easier.• During the 2nd Industrial Revolution, the creation of new technologies changed the way Americans lived and worked.• Technologies continue to change, evolve, and adapt over time to meet the growing and changing needs of consumers.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• What necessitates the creation of new technologies?• How does technology inform our daily lives? How does technology continue to change and develop over time?• How can ethos, logos, and pathos be used in persuasive arguments effectively?

Acquisition

Knowledge	Skills
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Unit 3: 2nd Industrial Revolution

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Acquisition

<p>Students will know...</p> <ul style="list-style-type: none">• 2nd Industrial Revolution inventions were created to provide comfort and entertainment, fix major problems, and make daily tasks easier. Examples: the telephone, flushing toilet, refrigerator, phonograph, light bulb, etc.• The invention of these technologies necessitated the construction of industrial factories, changing the way many Americans lived and worked.• Businesses during the 2nd Industrial Revolution used advertisements that combined ethos, logos, and pathos to persuade consumers to purchase their inventions.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Describing life before and after the creation of 2nd Industrial Revolution technologies.• Evaluating the social, economic, and political effects of 2nd Industrial Revolution technologies during the 1800's.• Close reading primary and secondary sources to analyze factory conditions during the 2nd Industrial Revolution.• Applying ethos, logos, and pathos in various forms of persuasive arguments.
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

Unit 3: 2nd Industrial Revolution

8th Grade History - Last Updated on August 23, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

- What is an industrial revolution? What counts as a technology?
- What was life like for everyday people before the creation of 2IR technologies? How did the creation of these tools positively impact daily life?
- How are these technologies made? How did the 2IR necessitate the construction of factories?
- How do texts like *Lyddie* reflect the working conditions of factories during the 2nd Industrial Revolution?
- How did businesses market their products to consumers during this period? How can ethos, logos, and pathos be used to persuade an audience?
- Summative Assessment: 2nd Industrial Revolution Advertisements

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 4: The Progressive Era

8th Grade History - Last Updated on August 23, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.3.8.CivicsPR.4:

Use evidence and quantitative data to propose or defend a public policy related to climate change.

6.3.8.CivicsPR.7:

Compare how ideas become laws at the local, state, and national level.

6.3.8.CivicsDP.1:

Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

6.3.8.CivicsPD.2:

Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

6.3.8.CivicsPD.3:

Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

New Jersey (NJSLS) - Grades 6-8 - Computer Science and Design Thinking (2020)

8.2.8.ETW.3:

Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

8.2.8.EC.2:

Examine the effects of ethical and unethical practices in product design and development.

8.2.8.EC.1:

Explain ethical issues that may arise from the use of new technologies.

Unit 4: The Progressive Era

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DESIRED RESULTS

Established Goals

Through studying American history, students will be able to gather evidence to form responses to the following essential questions:

- Why is the progressive era an era of "progress?"
- How did muckrakers like Upton Sinclair use journalism as a catalyst for change?
- What impact does industrial factory work have on climate change?
- How can laws be used to improve social, working, and living conditions?

Transfer

Students will be able to independently use their learning to evaluate the effects of 20th century journalism on factory conditions during the Progressive Era, and create local, state, or national laws as solutions to Progressive Era problems.

Meaning

Big Ideas & Understandings

- Students will understand that...
- Workplace hazards during the 2nd Industrial Revolution and Progressive Era have a direct impact on the living conditions of workers and public health of consumers.
 - Journalists can use their position and platform to create positive social change.
 - Laws can be used to create local, state, or national change by addressing social, economic, or political issues.

Essential Questions

- Students will keep considering...
- Why is the progressive era an era of "progress?"
 - How did muckrakers like Upton Sinclair use journalism as a catalyst for change?
 - What impact does industrial factory work have on climate change?
 - How can laws be used to improve social, working, and living conditions?

Unit 4: The Progressive Era

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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Poor working conditions and workplace hazards seen during the Progressive Era are caused in part by the rise of industrial work and big businesses during the 2nd Industrial Revolution and Gilded Age.• The treatment of workers (including long hours, low wages, and hazardous conditions) has a direct impact on their buying power, living conditions, and social mobility.• Progressive Era muckrakers like Upton Sinclair exposed the impact hazardous industrial factories had on not only the lives of their workers, but on public health across the United States.• Local, state, and national laws (like the Meat Inspection Act and Pure Food and Drug Act) were direct responses to Progressive Era problems, and resolved key issues facing Americans during this period.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Understanding the connection between the rise of 2nd Industrial Revolution factories and businesses and major Progressive Era problems.• Identifying and differentiating between workplace and public health hazards.• Determine how working conditions have a direct impact on living conditions.• Analyzing primary and secondary sources to understand the treatment of factory workers, living conditions in rural and urban areas, and workplace hazards in industrial factories during the Progressive Era.• Explaining the impact of Progressive Era laws on social, economic, and political conditions.• Creating local, state, or national laws that act as solutions to Progressive Era problems.

Unit 4: The Progressive Era

8th Grade History - Last Updated on August 23, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

Unit 4: The Progressive Era

8th Grade History - Last Updated on August 23, 2022


LEARNING PLAN

Summary of Key Learning Events and Instruction:

- What is a hazard? What kind of hazards existed in industrial factories during the 2nd Industrial Revolution and Progressive Era?
- What were working conditions like for factory workers during the Progressive Era? (i.e. responsibilities, hours worked, factory conditions, pay)
- How can working conditions (like pay and hours worked) affect living conditions? How can photographs and primary sources from the Progressive Era support this?
- Close reading: Select passages from *The Jungle* by Upton Sinclair
 - How can workplace hazards in factories (like meatpacking plants) cause public health hazards?
 - Why were injuries in factories so common during this era? How could this be fixed?
 - Why did muckrakers like Upton call for the creation of safety regulations in the food industry?
 - How do primary sources from this era corroborate the ideas in Upton's work?
- How did the creation of the Pure Food and Drug Act and Meat Inspection Act address several major issues in meatpacking plants during the Progressive Era?
- Summative Assessment: Progressive Era Laws
 - Students will work in pairs or small groups, choosing one major Progressive Era issue as their focus (workplace hazards, low wages and long hours, hazardous living conditions, high rent costs in urban areas)
 - With the Pure Food and Drug Act as their model, students will create a local, state, or national law that addresses and resolves their chosen issue. Laws should:
 - Summarize the issue at hand, explaining its social, economic, or political effects.
 - Describe their local, state, or national solution in detail, including but not limited to: how it will be carried out and enforced, what materials, agencies, or assistance will be needed as oversight, what penalties will be put in place for violating the law, and how those violations will be enforced.
- Student Presentations: Progressive Era Laws

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 5: Imperialism

8th Grade History - Last Updated on June 26, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 9-12 - Social Studies (2020)

6.2.12.HistoryUP.3.a:

Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

6.2.12.EconGI.3.c:

Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.1.8.HistoryCC.4.a:

Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.HistoryCC.4.c:

Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

Unit 5: Imperialism

8th Grade History - Last Updated on June 26, 2022

DESIRED RESULTS

Established Goals

Through studying American and World history, students will be able to gather evidence to form responses to the following essential questions:

- Why and how do nations expand their territory?
- How does imperialism impact Indigenous populations?
- Is imperialist expansion ever justified?

Transfer

Students will be able to independently use their learning to evaluate the causes and effects of 19th and 20th century American imperialism through case study and One Pager creation.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• Imperialist expansion is fueled by both political and economic motivations.• While imperialism can benefit the colonizing nation, it can have devastating effects on the colonized population.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• Why and how do nations expand their territory?• How does imperialism impact Indigenous populations?• Is imperialist expansion ever justified?

Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Imperialist nations often annex new territories in	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Reading geographic and resource maps to

Unit 5: Imperialism

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Acquisition

<p>desire for more land, money, natural resources, or political power.</p> <ul style="list-style-type: none">• Nations taken over through imperialism may become colonies of imperialist nations, retaining some autonomy, or be absorbed by the imperialist nation as a new state, losing their autonomy altogether.• Imperialism and colonization can have resounding consequences for the colonized nation's political, social, and economic stability, as well as the survival of Indigenous populations and cultures.	<p>understand territory changes and imperialist advancement over time.</p> <ul style="list-style-type: none">• Analyzing primary and secondary sources to determine the effects of imperialism on colonists, colonizers, and Indigenous populations.• Conducting independent and small group research using a combination teacher-recommended and self-selected• Citing sources of information (websites and books) using in-text citations and a works cited page.• Summarizing information using written and visual elements in One Page Infographics.• Collaborating with peers in pairs and small groups.
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

Unit 5: Imperialism

8th Grade History - Last Updated on June 26, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

- What is imperialism? Why do imperialists take over other countries?
- What is a natural resource, and how does resource scarcity contribute to imperialism?
 - Whole group source analysis: Scramble for Africa
- How does imperialism affect colonized nations?
 - Small group source analysis: Scramble for Africa
- How does imperialism affect Indigenous populations?
 - Case Study: Purchase of Alaska
 - Why did America (and Russia beforehand) want to colonize Alaska? How did they go about doing so, and what immediate effects did their efforts have on Alaska Natives?
 - How can we describe the cultures and lifestyles of Alaska Natives before, during, and after Russian and American colonization?
 - Were Alaska Natives ever considered or consulted during either colonization? Why does this matter?
 - How do Alaska Natives today feel about Alaskan statehood, and the sale of Alaska to the United States?
- Summative Assessment: Imperialism One Pagers
 - Students will work in pairs or small groups, choosing one imperialist event in 19th century U.S. history as their area of focus (The Annexation of Hawaii, The Panama Canal, The Spanish-American War)
 - Students will conduct research on their topic of choice, and compile their findings into a one-page infographic following rubric guidelines. Infographics will include:
 - How and why America purchased or colonized the area
 - The positive and negative impacts the event had on Americans, the country being colonized, and the Indigenous populations in that area.
 - Determine if the imperialist event was justified, and had a more positive or negative outcome for all involved
 - Evaluate the impact of the event in today's world. How does it still affect people who live there today?
- Gallery Walk: One Page Infographics

Unit 5: Imperialism

8th Grade History - Last Updated on June 26, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 6: World War I

8th Grade History - Last Updated on August 23, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 9-12 - Social Studies (2020)

6.2.12.HistoryCC.4.a:

Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

6.1.12.HistoryCA.7.b:

Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

6.1.12.EconET.11.a:

Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.

6.1.12.HistoryCA.11.b:

Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.1.8.HistoryCC.4.a:

Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.3.8.CivicsPR.3:

Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

6.3.8.CivicsPR.4:

Use evidence and quantitative data to propose or defend a public policy related to climate change.

New Jersey (NJSLS) - Grades 6-8 - Computer Science and Design Thinking (2020)

8.1.8.AP.6:

Refine a solution that meets users' needs by incorporating feedback from team members and users.

8.1.8.CS.4:

Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in

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computing systems.

8.1.8.DA.3:

Identify the appropriate tool to access data based on its file format.

Unit 6: World War I

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DESIRED RESULTS

Established Goals

Through studying American and World history, students will be able to gather evidence to form responses to the following essential questions:

- How did nationalism, imperialism, alliances, and militarism contribute to the start of World War I?
- How did World War necessitate the creation of new technologies in the early 1900's?
- Was American involvement in World War I avoidable?
- What are the immediate and long term consequences of World War?

Transfer

Students will be able to independently use their learning to...

- Create and evaluate the effectiveness of strategic alliances
- Interpret geographic and resource maps to determine how war changes world geography over time
- Teach others about the impact of new technologies and military tactics during World War I
- Compare and contrast the various solutions drafted to end World War I.
- Conduct written and verbal debates on the use of conscription during times of war.
- Predict the political, social, and economic effects of World War on various nations

Meaning

Big Ideas & Understandings

Students will understand that...

- Nationalism, imperialism, alliances, and militarism contributed to an increase in economic and military competition among European nations, eventually leading to the start of World War I after the death of Franz Ferdinand.
- World Wars I and II were "total wars;" nations mobilized their entire populations for war, new military tactics and technologies resulted in unprecedented death and destruction, and political boundaries were redrawn.
- World War I challenged economic and political power

Essential Questions

Students will keep considering...

- How did nationalism, imperialism, alliances, and militarism contribute to the start of World War I?
- How did World War necessitate the creation of new technologies in the early 1900's?
- Was American involvement in World War I avoidable?
- What are the immediate and long term consequences of World War?

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Meaning	
structures and gave rise to a new balance of power in the world.	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• The death of Franz Ferdinand by Serbian nationalists in 1914 served as a catalyst for war in Europe- however, it later became a larger, global conflict.• World War I's M.A.I.N. causes were Militarism, Alliances, Imperialism, and Nationalism.• While the two initial alliances at the start of the war (the Central Powers and Allied Powers) contained mostly European nations, the later inclusion of African, Asian, and North American countries, in addition to the war's impact on imperialist colonies, influence its emergence as a global conflict.• New technologies and weapons created during World War I (including tanks and chemical weapons) changed the way soldiers fought during war, but had devastating effects.• While many nations (including the United States) attempted to remain neutral during World War I, the conflict was often times unavoidable. The United States, even after adopting an official stance of neutrality, declared entry into World War I after intercepting the Zimmermann Telegram and	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Using textual evidence and context clues to make claims• Evaluating the effectiveness of World War I alliances, and identifying the strengths and weaknesses of individual nations at war.• Reading geographic maps and analyzing photographs to understand territory changes over time.• Analyzing primary and secondary sources to understand life in the trenches during World War I.• Determine the positive and negative effects of new technologies created during World War I.• Compare and contrast secondary sources on the Zimmermann Telegram and sinking of <i>The Lusitania</i> to determine which event played a greater role in U.S. involvement in World War I.• Evaluating the use of ethos, logos, and pathos to persuade Americans in World War I propaganda.• Determine how alliances shift over time in effectiveness as countries change sides, including after U.S. entry to World War I.• Determine the impact of war on natural resources, human migration, and climate change.

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Acquisition

experiencing the destruction of ships like *The Lusitania*.

- Alliances change and shift over the course of World War I, including after U.S. entry.
- In addition to conscription, propaganda was used to in America encourage civilian support, donation of goods to the military, and encourage a spirit of volunteerism.
- The addition of the United States to the Allied Powers contributes to their military success near the war's end.
- While the Central Powers are not victorious, only Germany is held accountable at the end of World War I; an armistice between Germany and the Allied Powers is signed in November 1918 as peace treaties were drafted and negotiated.
- While U.S. President Woodrow Wilson initially argued for the 14 Points of Peace to be passed, the Treaty of Versailles was ultimately enacted.
- The Treaty of Versailles's harsh consequences for Germans will cause major societal shifts in post-war Germany, including: hyperinflation, economic turmoil, and the rise of authoritarianism.

- Comparing and contrasting the solutions presented in Treaty of Versailles and 14 Points of Peace.
- Evaluate the social, political, and economic effects of the Treaty of Versailles on Post-War Germany.
- Construct written and verbal arguments for or against the use of conscription during times of war.
- Explain the cause and effect relationship between the consequences of the Treaty of Versailles and the rise of Authoritarianism in 1920's Germany.

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

- Introduction: The World in 1914
 - Alliance Simulator: Create your own alliance
- The Death of Franz Ferdinand
- How does the death of Franz Ferdinand cause a World War, instead of a smaller conflict?
- Map Analysis: How will Europe and the rest of the world be different after the end of this conflict?
- Trench Warfare: How does it work? How is this different from previous styles of warfare?
- What was life like for soldiers in trenches?
- What other technologies were created during World War I?
- Why did many countries try not to get involved during World War I? Why did many neutral nations ultimately fail in their efforts?
- Case Study: Why was the United States forced to get involved during World War I?
 - Wilson's Declaration of Neutrality
 - The Zimmermann Telegram and Sinking of the Lusitania
 - Assessment: Writing Prompt- which event had a greater role in U.S. involvement during World War I?
- The U.S. At War
 - Why did America adopt conscription, or selective service?
 - How was propaganda used to persuade Americans during World War I?
 - How did American involvement contribute to the success of the Allied Powers?
- The End of World War I
 - What ultimately caused the end of World War I?
 - Why was only Germany seen as the "losing" side, even though they did not instigate the conflict?
 - How is an armistice different from a treaty?
 - Assessment: Comparing and Contrasting the 14 Points of Peace and Treaty of Versailles

After The War: 1920's Germany

- How does the Treaty of Versailles impact life in Germany?
 - Socially and Economically: Hyperinflation, economic depression, high unemployment
 - Politically: Emergence of authoritarianism

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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Unit 7: World War II / The Holocaust

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.3.8.CivicsPD.3:

Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

6.3.8.CivicsPI.3:

Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsHR.1:

Construct an argument as to the source of human rights and how they are best protected.

New Jersey (NJSLS) - Grades 9-12 - Social Studies (2020)

6.1.12.HistoryCA.11.b:

Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).

6.1.12.History

CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.2.12.HistoryCC.4.e:

Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12.EconEM.4.a:

Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

Unit 7: World War II / The Holocaust

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DESIRED RESULTS

Established Goals

Through studying American and World history, students will be able to gather evidence to form responses to the following essential questions:

- How is authoritarianism different from other forms of leadership, and what caused the rise of authoritarianism after World War I?
- Was World War II a “Good War?”
- How does wartime propaganda impact U.S. involvement in WWII?
- How did World War II end?
- Should countries be able to create, store, or use weapons of mass destructions?
- What is a genocide?
- What factors influence decision making in the face of injustice?
- What roles did bystanders play in the Holocaust?
- How can we enforce and protect the human rights of others?

Transfer

Students will be able to independently use their learning to...

- Create and evaluate the effectiveness of strategic alliances.
- Interpret geographic and resource maps to determine how war changes world geography over time.
- Teach others about the impact of new technologies and military tactics during World War I.
- Create written and verbal debates for and against the creation of weapons of mass destruction.
- Determine the causes of genocide during World War II.
- Determine the roles and responsibilities of bystanders during the Holocaust.

Meaning

Big Ideas & Understandings

Students will understand that...

- The failure of the Treaty of Versailles, the impact of the Great Depression, and the rise of

Essential Questions

Students will keep considering...

- How is authoritarianism different from other forms of leadership, and what caused the rise of

Unit 7: World War II / The Holocaust

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Meaning	
<p>authoritarianism are viewed as major factors that resulted in World War II.</p> <ul style="list-style-type: none">World Wars I and II were "total wars;" nations mobilized their entire populations for war, new military tactics and technologies resulted in unprecedented death and destruction, and political boundaries were redrawn.World War II challenged economic and political power structures and gave rise to a new balance of power in the world.The Holocaust (and other genocides) were avoidable. Each was the result of government decisions, the compliances of citizens and the lack of involvement/interferences from other nations.	<p>authoritarianism after World War I?</p> <ul style="list-style-type: none">Was World War II a "Good War?"How does wartime propaganda impact U.S. involvement in WWII?How did World War II end?Should countries be able to create, store, or use weapons of mass destructions?What is a genocide?What factors influence decision making in the face of injustice?What roles did bystanders play in the Holocaust?How can we enforce and protect the human rights of others?

Acquisition	
Knowledge	Skills
<p>Students will know...</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none">Evaluate the social, political, and economic effects of the Treaty of Versailles on Post-War Germany.Examine the characteristics of various authoritarian governments and leaders in the 1920's and 1930's.Explain the cause and effect relationship between the consequences of the Treaty of Versailles and the rise of Authoritarianism in 1920's Germany.Using textual evidence and context clues to make claimsEvaluating the effectiveness of World War II alliances, and identifying the strengths and

Unit 7: World War II / The Holocaust

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Acquisition

- weaknesses of individual nations at war.
- Reading geographic maps and analyzing photographs to understand territory changes over time.
- Analyzing primary and secondary sources to understand life as a soldier during World War II; as a civilian under authoritarian regimes; and as witnesses, survivors, victims, and bystanders to the Holocaust.
- Determine the positive and negative effects of new technologies created during World War II.
- Evaluate the impact of the bombing of Pearl Harbor on U.S. involvement during World War II.
- Evaluating the use of ethos, logos, and pathos to persuade Americans in World War II propaganda.
- Determine how alliances shift over time in effectiveness as countries change sides, including after U.S. entry to World War II.
- Determine the impact of war on natural resources, human migration, and climate change.
- Construct written and verbal arguments for or against the use of weapons of mass destruction during times of war.
- Understand the immediate and long term consequences of the nuclear bombings of Hiroshima and Nagasaki.
- Describe the 8 stages of genocide.
- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events the Holocaust.
- Explain how World War II and the Holocaust led to

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Acquisition	
	the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

- What is Authoritarianism?
- Case Study: Authoritarianism:
 - Stalin's Russia
 - Mussolini's Italy
 - Writing Prompt: How are authoritarian societies different from democratic societies? Compare and contrast the leadership styles, rights and freedoms of citizens, and other attributes of each.
- 1920's Germany
 - Hyperinflation/ Economic Crisis
 - Rise of authoritarian leadership: How did Hitler gain power?
 - How does life change under Hitler's rule for most Germans?
 - Assessment: How is the rise of Authoritarianism in Germany and Hitler's appointment as Chancellor related to the Treaty of Versailles?
- 1933-1938
 - What does Hitler do to his nation (and others) after taking power?
 - Why do other nations attempt to appease Hitler? Why are appeasement efforts unsuccessful?
 - Writing Prompt: Can appeasement efforts ever be successful? Were world leaders right for attempting to appease Hitler?
 - What causes World War II to begin?
- The Beginning of War
 - Alliance Evaluation: Allied vs. Axis Powers
 - Why is this considered a World War instead of a smaller conflict? How is this in part caused by Axis goals for imperialist expansion?
 - What new technologies were created during World War II?
- Case Study: The London Blitz
 - Why are some battles during World War II considered "turning points?"
 - How did the use of blitzkrieg strikes during World War II affect soldiers and civilians alike?
 - Assessment: The London Blitz
 - Why was the city of London targeted during the London Blitz? What was Germany's goal?
 - How did Great Britain emerge victorious?

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- Neutrality/ The U.S. at War

- Why did many countries try not to get involved during World War I? Why did many neutral nations ultimately fail?

- Why did the U.S. adopt an official stance of neutrality?

- What happened during the bombing of Pearl Harbor, and how did it contribute to the U.S. declaration of war during

- World War II?

- How was propaganda used to persuade Americans during World War II?

- How did American involvement contribute to the success of the Allied Powers?

- Weapons of Mass Destruction

- How are nuclear weapons different from other technologies used during World War II? What necessitated the creation of nuclear weapons?

- How were nuclear weapons used by the United States to "end" World War II?

- What short term and long term social, political, medical, and economic effects did the use of Nuclear Weapons have on Japan?

- Assessment: Should nations be able to develop, store, or use nuclear weapons?

- The Holocaust

- What is the Holocaust? Why is it considered a genocide?

- How did antisemitism, the rise of the Nazi party as authoritarian leadership, and other factors contribute to the beginning of the Holocaust?

- How were marginalized groups, including Jewish people, treated in Germany during the 1920's and 1930's? How did this change during each phase of the Holocaust?

- Phases of the Holocaust, including: Nuremberg Laws, Relocation, and "The Final Solution"

- Concentration Camps

- Virtual Field Trip to the Some Were Neighbors Exhibit at the USHMM: The role of complicit bystanders


- Writing Prompt: Do we hold bystanders accountable for being complicit during the Holocaust?

- Liberation of Concentration Camps

- Universal Declaration of Human Rights and the United Nations

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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