

Middle School - 8th Grade Social Studies

North Boone CUSD 200

UNITS (5/7 SELECTED)

SUGGESTED DURATION

<input checked="" type="checkbox"/> Unit 1: A Constitution for the United States	<i>13 lessons</i>
<input checked="" type="checkbox"/> Unit 2: Imperialism and World War	<i>11 lessons</i>
<input checked="" type="checkbox"/> Unit 3: Prosperity and Depression	<i>11 lessons</i>
<input checked="" type="checkbox"/> Unit 4: World War II	<i>8 lessons</i>
<input checked="" type="checkbox"/> Unit 5: Postwar America	<i>13 lessons</i>
<input type="checkbox"/> Unit 6: A Global Superpower Facing Change	<i>8 lessons</i>
<input type="checkbox"/> Unit 7: Meeting New Challenges	<i>10 lessons</i>

Unit 1: A Constitution for the United States

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STANDARDS

CSUSA Illinois - Grade 6 - Grade 8 - Social Sciences
SS.IS.1.6-8.
Create essential questions to help guide inquiry about a topic
SS.IS.2.6-8
Ask essential and focusing questions that will lead to independent research.
SS.IS.3.6-8.
Determine sources representing multiple points of view that will assist in organizing a research plan.
SS.IS.4.6-8.LC.
Determine the value of sources by evaluating their relevance and intended use.
SS.IS.4.6-8.MdC.
Determine credibility of sources based upon their origin, authority, and context.
SS.IS.4.6-8.MC.
Gather relevant information from credible sources and determine whether they support each other.
SS.IS.5.6-8.MdC.
Identify evidence from multiple sources to support claims, noting its limitations.
SS.IS.5.6-8.MC.
Develop claims and counterclaims while pointing out the strengths and limitations of both.
SS.IS.6.6-8.LC.
Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.
SS.IS.6.6-8.MC.
Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.
SS.IS.7.6-8.
Critique the structure and credibility of arguments and explanations (self and others).

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SS.IS.8.6-8.LC
Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.
SS.IS.8.6-8.MdC
Assess individual and collective capacities to take action to address problems and identify potential outcomes.
SS.CV.1.6-8LC.
Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).
SS.CV.1.6-8.MC.
Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.
SS.CV.2.6-8LC
Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
SS.CV.2.6-8.MdC.
Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government.
SS.CV.2.6-8.MC.
Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
SS.CV.4.6-8.LC.
Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.
SS.CV.4.6-8.MdC.
Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.
SS.CV.4.6-8.MC.
Critique deliberative processes used by a wide variety of groups in various settings.
SS.CV.5.6-8.MC.
Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society,

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or local, state, or national government).

SS.G.1.6-8.LC.

Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment

SS.H.1.6-8.LC.

Classify series of historical events and developments as examples of change and/or continuity.

SS.H.1.6-8.MdC

Analyze connections among events and developments in broader historical contexts.

SS.H.1.6-8.MC.

Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

SS.H.2.6-8.LC.

Explain how and why perspectives of people have changed over time.

SS.H.2.6-8.MdC.

Analyze multiple factors that influenced the perspectives of people during different historical eras.

SS.H.2.6-8.MC.

Analyze how people's perspectives influenced what information is available in the historical sources they created.

SS.H.3.6-8.MdC.

Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

SS.H.3.6-8.MC

Analyze how people's perspectives influenced what information is available in the historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

SS.H.4.6-8.LC.

Explain multiple causes and effects of historical events.

SS.H.4.6-8.MC.

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Organize applicable evidence into a coherent argument about the past

PRIORITY STANDARDS

SS.IS.1.6-8.: Create essential questions to help guide inquiry about a topic

SS.IS.3.6-8.: Determine sources representing multiple points of view that will assist in organizing a research plan.

SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other.

SS.IS.6.6-8.MC.: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.

SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> Students will understand how the US Constitution establishes governmental powers in the United States. 	<p>How much power should the government have?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Vocabulary</p> <ul style="list-style-type: none"> Lesson 1: constitution, bill of rights, Articles of Confederation, cede, currency, Northwest Ordinance, privatize, depression Lesson 2: Constitutional Convention, Virginia Plan, New Jersey Plan, compromise, Great Compromise, Three-Fifths Compromise, legacy, ethical Lesson 3: republic, dictatorship, Magna Carta, English Bill of Rights, separation of powers, civic Lesson 4: ratify, Federalist, Anti-federalist, amend, <i>Federalist Papers</i>, statute, compel Lesson 5: bill, veto, popular sovereignty, override, impeach, civilian, liberty Lesson 6: Bill of Rights, civil, constitutional initiative, infrastructure, local government Lesson 7: citizen, naturalized, immigrant, jury duty, resident alien, civic virtue, patriotism, responsibility, respect 	<p>Lesson 1:</p> <ul style="list-style-type: none"> Identify strengths and weaknesses of the Articles of Confederation. Describe the process the Articles created for admitting new states. <p>Lesson 2:</p> <ul style="list-style-type: none"> Compare the main differences between the two rival plans for the new Constitution. Discuss how much power the federal government should have, and what it should do. <p>Lesson 3:</p> <ul style="list-style-type: none"> Identify what American leaders learned about government from studying ancient Rome. Summarize how the ideas and traditions from Europe and the colonial past shaped the Constitution. Describe how Enlightenment ideas shaped the development of the Constitution. <p>Lesson 4:</p> <ul style="list-style-type: none"> Describe the main arguments for and against ratifying the Constitution. Identify the difficulties encountered during the process of ratification. <p>Lesson 5:</p>

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Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none">• Explain the basic goals of the Constitution as defined by the Preamble.• Identify the powers and duties of each branch of government, as set forth by the Constitution.• Identify the powers and duties of the legislative branch, executive branch, and judicial branch of the American government. <p>Lesson 6:</p> <ul style="list-style-type: none">• Explain how the Constitution can be amended.• Identify the rights that the Bill of Rights protects.• Discuss why additional amendments to the Constitution have been needed. <p>Lesson 7:</p> <ul style="list-style-type: none">• Summarize what makes a person a citizen of the United States.• Describe the responsibilities of citizenship.

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LEARNING PLAN

Learning Targets / Focusing Questions:

- Lesson 1- What were the strengths and weaknesses of the Articles of Confederation?
- Lesson 2- How much power should the government have, and what should it do?
- Lesson 3- How did ideas and traditions from Europe and the colonial past shape the Constitution?
- Lesson 4- What were the main arguments for and against ratifying the Constitution?
- Lesson 5- What are the basic goals of the Constitution, as defined in its Preamble?
- Lesson 6- How can the Constitution be amended? What rights does the Bill of Rights protect?
- Lesson 7- What responsibilities do citizens have?

Unit Resources:

- Topic 4: MyWorld Interactive American History (2019)

Summary of Learning Activities:(including lessons from MyWorld Interactive)

- Lesson 1: A Weak Confederation
- Lesson 2: Drafting a Constitution
- Lesson 3: Ideas that Influenced the Constitution
- Lesson 4: Federalists, Antifederalists, and the Bill of Rights
- Lesson 5: Understanding the Constitution
- Lesson 6: Federalism and Amendments
- Lesson 7: Citizens' Rights and Responsibilities

Unit 2: Imperialism and World War

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STANDARDS

CSUSA Illinois - Grade 6 - Grade 8 - Social Sciences
SS.IS.1.6-8.
Create essential questions to help guide inquiry about a topic
SS.IS.2.6-8
Ask essential and focusing questions that will lead to independent research.
SS.IS.4.6-8.LC.
Determine the value of sources by evaluating their relevance and intended use.
SS.IS.4.6-8.MdC.
Determine credibility of sources based upon their origin, authority, and context.
SS.IS.5.6-8.MdC.
Identify evidence from multiple sources to support claims, noting its limitations.
SS.CV.2.6-8LC
Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
SS.G.1.6-8.LC.
Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment
SS.G.4.6-8.MdC.
Explain how global changes in population distribution patterns affect changes in land use.
SS.H.2.6-8.MdC.
Analyze multiple factors that influenced the perspectives of people during different historical eras.
SS.H.3.6-8.MdC.
Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
SS.H.3.6-8.MC
Analyze how people's perspectives influenced what information is available in the historical sources they created.

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Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

PRIORITY STANDARDS

SS.IS.1.6-8.: Create essential questions to help guide inquiry about a topic

SS.IS.4.6-8.MdC.: Determine credibility of sources based upon their origin, authority, and context.

Unit 2: Imperialism and World War

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">Students will understand how America impacted other countries in the early 20th Century.	What is America's role in the world?

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Vocabulary</p> <ul style="list-style-type: none">Lesson 4: nationalism, militarism, terrorist, Central Powers, Allied Powers, trench warfare, neutral, propoganda, U-boat, <i>Lusitania</i>, embroil, inclineLesson 5: warmonger, Zimmerman telegram, Selective Secret Service, illiterate, pacifist, socialism, bureaucracy, Liberty Bond, exposure, embarkLesson 6: American Expeditionary Forces, Battle of Belleau Wood, Battle of the Argonne Forest, armistace, epidemic, intense, prerequisiteLesson 7: Fourteen Points, self-determination, League of Nations, reparations, Treaty of Versailles, mandate, negotiate, incur	<p>Lesson 4</p> <ul style="list-style-type: none">Identify the causes of WWI.Describe how war was fought in the trenches.Explain how Germany's use of submarine warfare affected American neutrality.Analyze how nationalism increased tensions between European countries. <p>Lesson 5</p> <ul style="list-style-type: none">Explain why the United States declared war.Describe how the government prepared for and managed the war effort.Identify how the war affected Americans at home.Analyze how women's roles changed in the United States during WWI. <p>Lesson 6</p> <ul style="list-style-type: none">Identify the setbacks the allies suffered in 1917 and early 1918.Explain how the American Expeditionary Forces helped the Allies win the war.Describe the toll on human life during the war. <p>Lesson 7</p> <ul style="list-style-type: none">Describe the components and purpose of Wilson's fourteen-point peace plan.Summarize why the Versailles Treaty and League

Unit 2: Imperialism and World War

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Students will know (Knowledge):	Students will be able to do (Skills):
	<p>of Nations failed to win support in the United States.</p> <ul style="list-style-type: none">• Identify why the Allies, apart from the United States, sought large reparations from Germany, and how Germany felt about it.

LEARNING PLAN

Learning Targets / Focusing Questions:

- Lesson 4- What were the causes of WWI?
- Lesson 5- Why did the United States declare war?
- Lesson 6- What setbacks did the Allies suffer in 1917 and 1918? What was the toll on human life during WWI?
- Lesson 7- Why did the Treaty of Versailles and the League of Nations fail to win support in the United States?

Unit Resources:

- Topic 12: MyWorld Interactive American History (2019)

Summary of Learning Activities:(including lessons from MyWorld Interactive)

- Lesson 4: A European War
- Lesson 5: Entering the War
- Lesson 6: Winning the War
- Lesson 7: Wilson and Isolationism

Unit 3: Prosperity and Depression

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STANDARDS

CSUSA Illinois - Grade 6 - Grade 8 - Social Sciences
SS.IS.1.6-8.
Create essential questions to help guide inquiry about a topic
SS.IS.2.6-8
Ask essential and focusing questions that will lead to independent research.
SS.IS.3.6-8.
Determine sources representing multiple points of view that will assist in organizing a research plan.
SS.IS.4.6-8.LC.
Determine the value of sources by evaluating their relevance and intended use.
SS.IS.4.6-8.MdC.
Determine credibility of sources based upon their origin, authority, and context.
SS.IS.5.6-8.MdC.
Identify evidence from multiple sources to support claims, noting its limitations.
SS.CV.1.6-8.MC.
Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.
SS.CV.2.6-8.MC.
Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
SS.CV.6.6-8.LC.
Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.
SS.G.1.6-8.LC.
Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment
SS.G.1.6-8.MdC.

Unit 3: Prosperity and Depression

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Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.

SS.G.2.6-8.LC.

Explain how humans and their environment affect one another.

SS.G.2.6-8.MC.

Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

SS.G.3.6-8.LC.

Explain how environmental characteristics impact human migration and settlement.

SS.G.3.6-8.MC.

Evaluate the influences of longterm human-induced environmental change on spatial patterns of conflict and cooperation.

SS.G.4.6-8.MdC.

Explain how global changes in population distribution patterns affect changes in land use.

SS.EC.1.6-8.LC.

Explain how economic decisions affect the well-being of individuals, businesses, and society

SS.EC.1.6-8.MdC.

Explain how external benefits and costs influence choices.

SS.EC.2.6-8.MdC.

Describe the roles of institutions, such as corporations, non-profits, and labor unions, in a market economy.

SS.EC.3.6-8.MC.

Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.

SS.H.1.6-8.MC.

Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

SS.H.2.6-8.MdC.

Unit 3: Prosperity and Depression

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Analyze multiple factors that influenced the perspectives of people during different historical eras.

SS.H.3.6-8.LC.

Classify the kinds of historical sources used in a secondary interpretation.

SS.H.3.6-8.MdC.

Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

SS.H.3.6-8.MC

Analyze how people's perspectives influenced what information is available in the historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

SS.H.4.6-8.MdC.

Compare the central historical arguments in secondary works across multiple media.

PRIORITY STANDARDS

SS.IS.1.6-8.: Create essential questions to help guide inquiry about a topic

SS.IS.3.6-8.: Determine sources representing multiple points of view that will assist in organizing a research plan.

SS.IS.4.6-8.MdC.: Determine credibility of sources based upon their origin, authority, and context.

Unit 3: Prosperity and Depression

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> Students will understand a government's role when a country is in crisis. 	<p>What should governments do?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Vocabulary</p> <ul style="list-style-type: none"> Lesson 1: recession, installment buying, interest, stock, bull market, margin, communism, disarmament, consumer goods, pact Lesson 2: Prohibition, bootlegger, organized crime, repeal, Equal Rights Amendment, mass culture, undermine Lesson 3: fad, flapper, jazz, expatriate, exploit, prominent Lesson 4: company union, sabotage, anarchist, deport, quota system, Great Migration, setback, hostility Lesson 5: on margin, Great Depression, bankrupt, soup kitchen, public works, Hooverville, Bonus Army, relief, bonus Lesson 6: bank holiday, fireside chat, Hundred Days, New Deal, collective bargaining, pension, deficit spending, national debt, stabilize, tactic Lesson 7: Dust Bowl, migrant worker, Black Cabinet, civil rights, Indian New Deal 	<p>Lesson 1</p> <ul style="list-style-type: none"> Identify why the United States limited its role in world affairs. <p>Lesson 2</p> <ul style="list-style-type: none"> Explain why Prohibition was called the "noble experiment." Describe how women's lives changes in the 1920s. Analyze the changes the automobile industry brought to American society. <p>Lesson 3</p> <ul style="list-style-type: none"> Identify some of the fads and fashions popular during the 1920s. Describe the new kinds of music and writing that appeared during the 1920s and how they reflected the mood of the era. Discuss the best-loved heroes of the 1920s. <p>Lesson 4</p> <ul style="list-style-type: none"> Explain why some Americans faced economic hardship during the 1920s. <p>Lesson 5</p> <ul style="list-style-type: none"> Identify what led to the stock market crash of 1929.

Unit 3: Prosperity and Depression

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Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none">• Analyze how the early years of the Great Depression affected Americans.• Discuss how President Hoover responded to the economic downturn. <p>Lesson 6</p> <ul style="list-style-type: none">• Explain why Franklin D. Roosevelt won the election of 1932.• Describe how Roosevelt's New Deal changed government's relationship to the economy.• Identify what critics had to say about New Deal policies.• Discuss the impact that the New Deal had on the country. <p>Lesson 7</p> <ul style="list-style-type: none">• Identify what caused the Dust Bowl and what effects it had.• Discuss the impact that the Depression had on women, African Americans, and other groups.

Unit 3: Prosperity and Depression

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LEARNING PLAN

Learning Targets / Focusing Questions:

- Lesson 1- Why did the United States limit its role in world affairs?
- Lesson 2- How did women's lives change in the 1920s?
- Lesson 3- Who were the best loved heroes of the 1920s?
- Lesson 4- Why did some Americans face economic hardship during the 1920s?
- Lesson 5- What led to the stock market crash of 1929?
- Lesson 6- What was the impact of the New Deal?
- Lesson 7- What impact did the Depression have on women, African Americans, and other groups?

Unit Resources:

- Topic 13: MyWorld Interactive American History (2019)

Summary of Learning Activities:(including lessons from MyWorld Interactive)

- Lesson 1: Harding and Coolidge
- Lesson 2: Social Change
- Lesson 3: Roaring Twenties Culture
- Lesson 4: Division and Inequality
- Lesson 5: Entering the Great Depression
- Lesson 6: Roosevelt's New Deal
- Lesson 7: Life During the Depression

Unit 4: World War II

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STANDARDS

CSUSA Illinois - Grade 6 - Grade 8 - Social Sciences
SS.IS.1.6-8.
Create essential questions to help guide inquiry about a topic
SS.IS.2.6-8
Ask essential and focusing questions that will lead to independent research.
SS.IS.4.6-8.LC.
Determine the value of sources by evaluating their relevance and intended use.
SS.IS.4.6-8.MdC.
Determine credibility of sources based upon their origin, authority, and context.
SS.IS.5.6-8.MdC.
Identify evidence from multiple sources to support claims, noting its limitations.
SS.G.1.6-8.LC.
Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment
SS.H.1.6-8.MC.
Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
SS.H.2.6-8.MdC.
Analyze multiple factors that influenced the perspectives of people during different historical eras.
SS.H.3.6-8.MdC.
Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
SS.H.3.6-8.MC
Analyze how people's perspectives influenced what information is available in the historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

Unit 4: World War II

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PRIORITY STANDARDS

SS.IS.1.6-8.: Create essential questions to help guide inquiry about a topic

SS.IS.4.6-8.MdC.: Determine credibility of sources based upon their origin, authority, and context.

Unit 4: World War II

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">Students will understand the causes and effects of war.	When is war justified?

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Vocabulary</p> <ul style="list-style-type: none">Lesson 1: fascism, aggression, Nazi, scapegoat, concentration camp, totalitarian state, Neutrality Acts, Good Neighbor Policy, initiate, dynamicLesson 2: Munich Conference, appeasement, Nazi-Soviet Pact, blitzkrieg, Axis, Allies, Battle of Britain, Lend-Lease Act, Atlantic Charter, denounce, conveyLesson 3: War Production Board, rationing, victory garden, Rosie the Riveter, "Double V" campaign, Tuskegee Airmen, internment, Bracero Program, allocate, redeemLesson 4: Battle of Midway, Operation Overlord, Battle of the Bulge, island-hopping, concentration camp, death camp, Holocaust, Nuremberg Trials, encounter, vary	<p>Lesson 1</p> <ul style="list-style-type: none">Explain how fascist governments came to power in Italy and Germany.Identify how Stalin ruled the Soviet Union.Describe why the United States adopted a policy of isolationism. <p>Lesson 2</p> <ul style="list-style-type: none">Describe how aggression led to war in Asia and Europe.Analyze how the United States responded to the outbreak of World War II.Discuss why the United States entered WWII. <p>Lesson 3</p> <ul style="list-style-type: none">Explain how the United States mobilized its economy to produce materials and funds for WWII.Discuss how working women helped the war effort.Analyze how the United States treated minority groups during the war. <p>Lesson 4</p> <ul style="list-style-type: none">Analyze the early defeats that the Allies suffered, and how they turned the tide.Identify why Japan finally surrendered.

Unit 4: World War II

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Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none">• Discuss what made WWII the deadliest war in history.

LEARNING PLAN

Learning Targets / Focusing Questions:

- Lesson 1- How did fascist governments come to power in Italy and Germany?
- Lesson 2- Why did the United States enter WWII?
- Lesson 3- How did working women help the war effort? How did the United States treat minority groups during the war?
- Lesson 4- Why did Japan finally surrender?

Unit Resources:

- Topic 14: MyWorld Interactive American History (2019)

Summary of Learning Activities:(including lessons from MyWorld Interactive)

- Lesson 1: Aggression Overseas and Isolation at Home
- Lesson 2: Entering World War II
- Lesson 3: The Home Front
- Lesson 4: Winning a Deadly War

Unit 5: Postwar America

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STANDARDS

CSUSA Illinois - Grade 6 - Grade 8 - Social Sciences
SS.IS.1.6-8.
Create essential questions to help guide inquiry about a topic
SS.IS.2.6-8
Ask essential and focusing questions that will lead to independent research.
SS.IS.4.6-8.LC.
Determine the value of sources by evaluating their relevance and intended use.
SS.IS.4.6-8.MdC.
Determine credibility of sources based upon their origin, authority, and context.
SS.IS.5.6-8.MdC.
Identify evidence from multiple sources to support claims, noting its limitations.
SS.IS.8.6-8.LC
Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.
SS.IS.8.6-8.MdC
Assess individual and collective capacities to take action to address problems and identify potential outcomes.
SS.IS.8.6-8.MC.
Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.
SS.CV.1.6-8LC.
Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).
SS.CV.1.6-8.MdC.
Describe the roles of political, civil, and economic organizations in shaping people's lives.
SS.CV.1.6-8.MC.
Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.

Unit 5: Postwar America

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SS.CV.3.6-8.MC.

Compare the means by which individuals and groups change societies, promote the common good, and protect rights.

SS.CV.4.6-8.LC.

Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.

SS.CV.6.6-8.LC.

Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.

SS.G.1.6-8.LC.

Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment

SS.G.1.6-8.MdC.

Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.

SS.G.3.6-8.LC.

Explain how environmental characteristics impact human migration and settlement.

SS.G.4.6-8.MdC.

Explain how global changes in population distribution patterns affect changes in land use.

SS.EC.FL.1.6-8.LC.

Analyze the relationship between skills, education, jobs, and income.

SS.EC.3.6-8.MC.

Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.

SS.H.1.6-8.MC.

Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

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SS.H.2.6-8.LC.
Explain how and why perspectives of people have changed over time.
SS.H.2.6-8.MdC.
Analyze multiple factors that influenced the perspectives of people during different historical eras.
SS.H.3.6-8.LC.
Classify the kinds of historical sources used in a secondary interpretation.
SS.H.3.6-8.MdC.
Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
SS.H.3.6-8.MC
Analyze how people's perspectives influenced what information is available in the historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
SS.H.4.6-8.MdC.
Compare the central historical arguments in secondary works across multiple media.

PRIORITY STANDARDS

SS.IS.1.6-8.: Create essential questions to help guide inquiry about a topic.

SS.IS.4.6-8.MdC.: Determine credibility of sources based upon their origin, authority, and context.

SS.IS.8.6-8.MC.: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> Students will understand how America impacted other countries in the mid-20th Century. 	<p>What is America's role in the world?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Vocabulary</p> <ul style="list-style-type: none"> Lesson 1: Cold War, iron curtain, containment, Marshall Plan, Berlin Airlift, Berlin Wall, North Atlantic Treaty Organization, Warsaw Pact, United Nations, paralyze, reunification Lesson 2: 38th parallel, demilitarized zone, perjury, McCarthyism, censure, perceive, inevitability Lesson 3: GI Bill of Rights, inflation, Fair Deal, baby boom, productivity, standard of living, suburb, Sunbelt, beatnik, pioneer, presume Lesson 4: segregation, integration, Civil Rights Movement, boycott, civil disobedience, sit-in, affirmative action, compose, prominent Lesson 5: migrant worker, bilingual, Equal Pay Act, Civil Rights Act, elusive, eliminate Lesson 6: superpower, Bay of Pigs invasion, Cuban missile crisis, Peace Corps, Organization of American States, Great Society, domino theory, Gulf of Tonkin Resolution, Tet Offensive, counterculture movement, resume, legacy Lesson 7: silent majority, stagflation, Khmer Rouge, boat people, detente, SALT agreement, Watergate, stimulate, legitimate 	<p>Lesson 1</p> <ul style="list-style-type: none"> Explain why the United States took a leadership role in the world after WWII. Summarize how the Cold War began. Describe the U.S. response to Soviet expansion. <p>Lesson 2</p> <ul style="list-style-type: none"> Explain why the U.S. became involved in the conflict in Korea. Summarize how the fighting in Korea ended. Discuss why Cold War spread to Africa and other parts of Asia. Analyze why there were hunts for Communists in the United States and identify the results of the hunts. <p>Lesson 3</p> <ul style="list-style-type: none"> Discuss postwar problems in America. Identify the factors that contributed to the economic and baby booms of the 1950s. Explain how American lifestyles changed in the 1950s. <p>Lesson 4</p> <ul style="list-style-type: none"> Explain why discrimination affected the lives of minorities in the United States. Summarize how the courts, protests, and boycotts helped minority groups achieve greater rights.

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Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none">• Describe the role of Martin Luther King, Jr., in the Civil Rights Movement. <p>Lesson 5</p> <ul style="list-style-type: none">• Compare how different groups tried to achieve equal rights.• Summarize the obstacles women faced in achieving equal opportunities.• Identify why gays and lesbians were at a particular disadvantage in their fight for equality. <p>Lesson 6</p> <ul style="list-style-type: none">• Summarize the accomplishments of President Kennedy.• Summarize the accomplishments of President Johnson, including his "Great Society."• Explain why the United States became so deeply involved in the Vietnam War. <p>Lesson 7</p> <ul style="list-style-type: none">• Summarize the accomplishments of President Nixon.• Explain how the Vietnam War ended.• Identify the results of the Vietnam War.• Explain the Watergate scandal and why Nixon resigned from office.

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LEARNING PLAN

Learning Targets / Focusing Questions:

- Lesson 1- How did the Cold War begin?
- Lesson 2- Why did the United States become involved in the conflict in Korea?
- Lesson 3- What postwar problems did Americans face?
- Lesson 4- What was the role of Martin Luther King Jr., in the Civil Rights Movement?
- Lesson 5- How did different groups try to achieve equal rights?
- Lesson 6- Why and how did the United States become so deeply involved in the Vietnam War?
- Lesson 7- What was the Watergate scandal, and how did it lead to Nixon's resignation?

Unit Resources:

- Topic 15: MyWorld Interactive American History (2019)

Summary of Learning Activities:(including lessons from MyWorld Interactive)

- Lesson 1: The Beginning of the Cold War
- Lesson 2: Korea and Other Postwar Conflicts
- Lesson 3: Eisenhower and Postwar America
- Lesson 4: The Civil Rights Movement
- Lesson 5: The Struggle for Equal Rights Continues
- Lesson 6: Kennedy, Johnson, and Vietnam
- Lesson 7: The Nixon Years