

Niagara Falls City School District Grade 8 Social Studies 2022 Curriculum Map

10 WEEK – UNIT 1 Reconstruction (3 Weeks)	Unit Description: 8.1 - Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> What is the significance of the Reconstruction amendments? How did the goals and plans for reconstruction differ between President Lincoln, President Johnson and the Radical Republicans? What political, economic, and social changes for African Americans brought about by Reconstruction? What were the reasons for the 	<ul style="list-style-type: none"> 8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation. 8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans. 8.1c Federal initiatives begun during Reconstruction were challenged on many 	<ul style="list-style-type: none"> Students will compare and contrast the differences between Reconstruction under Lincoln's plan, Johnson's plan, and congressional (Radical) Reconstruction. (8.1a) Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans. (8.1b) Students will examine the Freedmen's Bureau's purpose, successes, and the extent of its success. (8.1b) Students will examine the effects of the sharecropping system on African Americans. (8.1b) Students will examine the reasons for the migration of African Americans to the North. (8.1b) Students will examine the rise of African Americans in government. (8.1b) Students will explore methods used by Southern state governments to affect the lives of African 	<ul style="list-style-type: none"> Assessments from United States History: Voices and Perspectives <ul style="list-style-type: none"> Exit Slip Activities Online Quizzes Inquiry Journal page 181: Freedmen's Bureau Online Activity: the KKK and Hate Groups Online Activity: The Exodus of the 1870s Inquiry Activity: Voices from Reconstruction page 491-496 Project Based Learning: Have students work in groups researching voting laws and obstacles to voting. Then have students research voting laws in your state today to identify one or two difficulties people still face. (Seal of Civic Readiness: Civic Knowledge) Reflection Activity: What are some of the same impediments to equality

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<p>end of Reconstruction and its effects on African Americans?</p>	<p>levels, leading to negative impacts on the lives of African Americans.</p>	<p>Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws. (8.1c)</p> <ul style="list-style-type: none"> ➤ Students will explore the responses of some Southerners to the increased rights of African Americans, noting the development of organizations such as the Ku Klux Klan and White Leagues. (8.1c) ➤ Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans. (8.1c) ➤ Students will examine the effects of the <i>Plessy v. Ferguson</i> ruling. (8.1c) 	<p>and representation that African Americans experienced after Reconstruction and still face today ? (Seal of Civic Readiness: Civic Knowledge)</p> <p>• Reflection Activity: How has this unit informed or changed your perspective on the racial justice issues that are seen in society today? (Seal of Civic Readiness: Civic Mindset)</p>
<p>Resources:</p> <p>Textbook Page 473-500</p> <p>Crash Course on Reconstruction: https://www.youtube.com/watch?v=NGPAnLDzQYY</p> <p>https://www.zinnedproject.org/collection/reconstruction/</p> <p>New Visions Materials including vocabular activities</p> <p>https://curriculum.newvisions.org/social-studies/course/us-history/reconstruction/</p>			

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10/20 WEEK – UNIT 2 A Changing Society (10 week marking period - 7 Weeks) (20 week marking period - 3 Weeks)	Unit Description: 8.2 - Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH)
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> What drives innovation? What challenges did immigrants face? What motivates people to take social action? What were the inventions and industrial advances of the late 1800s and early 1900s? What conditions did workers face in the American industry? 	<ul style="list-style-type: none"> 8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. New York City became the nation's largest city, and other cities in New York State also experienced growth at this time 8.2b Population density, diversity, technologies, and industry in urban areas shaped the social, 	<ul style="list-style-type: none"> Students will identify groups of people who moved into urban areas and examine where they came from and the reasons for their migration into the cities. Students will explore the immigrant experience at Ellis Island. (8.2.a) Students will compare and contrast immigrant experiences in locations such as ethnic neighborhoods in cities, rural settlements in the Midwest, Chinese communities in the Far West, and Mexican communities in the Southwest. (8.2.a) Students will examine the population growth of New York City and other New York cities and the technologies and industries which encouraged this growth. (8.2.b) Students will examine the living conditions in urban areas with a focus on increasing population density and the impact this growth had on the social, cultural, and economic lives of people. (8.2.b) 	<ul style="list-style-type: none"> United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections Industrial Revolution: Lessons 1 – 5, Pages 536 – 563 - Immigration: Lessons 6 – 8, Pages 564 – 580 - Progressive: Lessons 9 – 11, Pages 581 – 593 United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity Lesson - Analyzing Sources: Inventors and Inventions Pages: 551 – 556 United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity Lesson -

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<ul style="list-style-type: none"> • Who were the leaders and what were the goals of the labor movement? • What were the effects of increased and varied immigration on cities and the country? • What economic and social changes relate to increased urbanization? • What are the goals and important figures of the Progressive movement? 	<p>cultural, and economic lives of people.</p> <ul style="list-style-type: none"> • 8.2c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption • 8.2d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions. • 8.2e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government reform policies. 	<ul style="list-style-type: none"> ➤ Students will examine nativism and anti-immigration policies including the Chinese Exclusion Act, the Gentlemen's Agreement, and immigration legislation of the 1920s. (8.2.c) ➤ Students will explore the growth and impacts of child labor and sweatshops. (8.2.c) ➤ Students will explore the development of political machines, including Boss Tweed and Tammany Hall. (8.2.c) ➤ Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the International Workers of the World. (8.2.d) ➤ Students will examine key labor events including the Haymarket affair, the Pullman Strike and the International Ladies Garment Workers' Union strike. (8.2.d) ➤ Students will examine the Populist Party as a reform effort by farmers in response to industrialization. (8.2.e) ➤ Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actions that individual took or recommended to address 	<p>Multiple Perspectives: Coming to America Pages: 569 – 574</p> <ul style="list-style-type: none"> • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity Lesson - Analyzing Sources: The Progressives Pages: 587 – 592 • Inquiry Journal pgs. 227-238 • Exit Slip Ideas <ul style="list-style-type: none"> ○ What invention do you think contributed to modern life the most and why? ○ Which of the following topics would you like to review tomorrow: factors of production, vertical and horizontal integration, unions? ○ What were two important outcomes of the Progressive Era? • Reflection Activity: What aspects of the immigration experience are still the same today? (Seal of Civic Readiness: Civic Knowledge)
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		<p>those issues. (8.2.e)</p> <ul style="list-style-type: none"> ➤ Students will explore leaders and activities of the temperance and woman's suffrage movements. (8.2.e) ➤ Students will investigate the Triangle Shirtwaist Fire and the legislative response. (8.2.e) ➤ Students will examine state and federal government responses to reform efforts, including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations. (8.2.e) 	<ul style="list-style-type: none"> • Ellis Island Web Seach • Immigration Push Pull Pictures • Jacob Riis "How the Other Half Lives" • The Jungle by Upton Sinclair Activity
<p>Resources: United States History: Voices and Perspectives. (Textbook and Ebook) Topic 12: New Industry and a Changing Society - Industrial Revolution: Lessons 1 – 5, Pages 536 – 563 (8.2a, 8.2b) - Immigration: Lessons 6 – 8, Pages 564 – 580 (8.2c, 8.2d) - Progressive: Lessons 9 – 11, Pages 581 – 593 (8.2e)</p> <p>Flocabulary: Transcontinental Railroad Urbanization & Industrialization The Chinese Exclusion Act</p>		<p>BrainPop Industrial Revolution Railroad History Immigration</p> <p>Refer to: STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS in Curriculum Map</p>	

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<p>20 WEEKS - UNIT 3</p> <p>Expansion and Imperialism</p> <p>(3 weeks)</p>	<p>Unit Description:</p> <p>8.3 - Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy. (Standards: 1, 2, 3, 5; Themes: GEO, GOV, CIV, ECO.)</p>
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Essential Questions	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What were the events and outcome of the Spanish-American War? • How was American imperialism viewed? • What were the United States' interests and policies in Latin America, including the Panama Canal? 	<ul style="list-style-type: none"> • 8.3a Continued westward expansion contributed to increased conflicts with Native Americans. • 8.3b The Spanish-American War contributed to the rise of the United States as an imperial power. • 8.3c Interest in Pacific trade contributed to an increase in United States foreign interactions. • 8.3d The Roosevelt Corollary expanded 	<ul style="list-style-type: none"> ➤ Students will examine the effects of the transcontinental railroad on the movement toward westward expansion. (8.3a) ➤ Students will examine examples of Native American resistance to the western encroachment, including the Sioux Wars and the flight and surrender of Chief Joseph and the Nez Perce. (8.3a) ➤ Students will examine United States and New York State policies toward Native Americans, such as the displacement of Native Americans from traditional lands, creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act, and the Indian Reorganization Act and the Native Americans' various responses to these policies. (8.3a) ➤ Students will examine examples of yellow journalism that contributed to United States entry into the Spanish-American War, including the portrayal of the sinking of the USS Maine (8.3b) 	<ul style="list-style-type: none"> • United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections Pages: 598 - 623 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity Lesson - Multiple Perspectives: Views on American Expansions Pages 613 – 618s • Exit Slip Idea <ul style="list-style-type: none"> ○ What is one question you still have about the Spanish American War?

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	<p>the Monroe Doctrine and increased United States involvement in the affairs of Latin America. This led to resentment of the United States among many in Latin America</p>	<ul style="list-style-type: none"> ➤ Students will explain how the events and outcomes of the Spanish-American War contributed to the shift to imperialism in United States foreign policy. (8.3b) ➤ Students will assess the events surrounding the annexation of Hawaii (8.3c) ➤ Students will examine the purpose and effects of the Open Door Policy. (8.3c) ➤ Students will evaluate the United States actions taken under the Roosevelt Corollary and their effects on relationships between the United States and Latin American nations, including the building of the Panama Canal. (8.3d) 	<ul style="list-style-type: none"> ○ What are two things you learned today about U.S. policy toward Latin America?
<p>Resources: Expansion and Imperialism United States History: Voices and Perspectives. (Textbook and Ebook) Topic 13: Expansion and War. Lessons 1 – 5. Pages 598- 623 Lesson 9 (Review). Pages 641 - 642</p>			

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<p>20/30 WEEK - UNIT 4</p> <p>World War I and the Roaring Twenties</p> <p>(20 week marking period - 4 Weeks) (30 week marking period – 3 weeks)</p>	<p>Unit Description:</p> <p>8.4 - Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> What role did the United States play in World War I, including the social, cultural, and political effects at home? What were the political fears and turmoil that existed in the United States following World War I? How is propaganda used to further a cause? 	<ul style="list-style-type: none"> 8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I. 8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States 8.4c New military technologies changed military strategy in World War I and resulted in an 	<ul style="list-style-type: none"> Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war. (8.4b) Students will examine examples of war propaganda and its effects on support for United States involvement in the war. (8.4.b) Students will examine the restrictions placed on citizens after United States entry into the war, including the Espionage Act (1917) and the Sedition Act (1918). (8.4.b) Students will examine the effects of the changes in military technologies used during World War I, including trench warfare, chemical weapons, machine guns, and aircraft. (8.4.c) 	<ul style="list-style-type: none"> United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections - - WWI: Topic 13: Expansion and War Lesson 6 – 8. Pages 623 – 635 - Roaring Twenties: Topic 14: The 1920s and the 1930s Lesson 1 – 4. Pages 646 – 668 United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity Lesson - Analyzing Sources: War Propaganda Pages: 629 – 634 United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity Lesson -

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<ul style="list-style-type: none"> • What drives change in society? • What were the social and cultural changes during the booming economy of the 1920s? 	<p>unprecedented number of casualties</p> <ul style="list-style-type: none"> • 8.4d Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters. • 8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture. 	<ul style="list-style-type: none"> ➤ Students will examine Wilson's Fourteen Points and investigate reasons why the United States Senate refused to support the Treaty of Versailles, focusing on opposition to the League of Nations. (8.4.d) ➤ Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment. (8.4.e) ➤ Students will examine the reasons for and effects of prohibition on American society. (8.4.e) ➤ Students will examine examples of World War I and postwar race relations, such as the East St. Louis riots, the Silent March, and the Tulsa riots. (8.4.e) ➤ Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance and other changes in New York City. (8.4.e) 	<p>Multiple Perspectives: Americans in the Roaring Twenties Pages: 663 – 668</p> <ul style="list-style-type: none"> • Inquiry Journal pgs. 241-278 • Exit Slip Ideas <ul style="list-style-type: none"> ○ What aspect of the role of the United States in WWI do you want to know more about and why? ○ What is the most interesting thing you have learned about the use of propaganda? ○ What is one thing that is different for civilians about wars fought today compared with WWI? • 1920s Web Quest • 1920s Scrapbook • Refer to the Online Textbook Assessments for available Quizzes and Tests <ul style="list-style-type: none"> ○ Lesson Quiz 14 – 2 ○ Lesson Quiz 14 – 3 ○ Lesson Quiz 14 – 4
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Resources:

World War I and the Roaring Twenties

United States History: Voices and Perspectives.
(Textbook and Ebook)

WWI -

Topic 13: Expansion and War

Lesson 6 – 8. Pages 623 – 635

Lesson 9 (Review). Pages 641 – 642

Roaring Twenties -

Topic 14: The 1920s and the 1930s

Lesson 1 – 4. Pages 646 – 668

Flocabulary

[World War I](#) [Harlem Renaissance](#)

[The Roaring Twenties](#)

BrainPop

[World War I](#)

[Women's Suffrage](#)

[Harlem Renaissance](#)

[Jazz](#)

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30 WEEK - UNIT 5 The Great Depression (3 weeks)	Unit Description: 8.5 - Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society. (Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO)
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> What were the economic reasons behind the onset of the Great Depression? What were the policies and effects of Franklin Roosevelt's New Deal plans? What were the impacts of the Depression on all Americans, including women and minorities? What was the Dust Bowl and its effects on Americans? 	<ul style="list-style-type: none"> 8.5a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression. 8.5b The Great Depression and the Dust Bowl affected American businesses and families. 8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of 	<ul style="list-style-type: none"> Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression. (8.5.a) Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying effects based on class, race, and gender. Students will explore the conditions in New York City and other communities within New York State during the Great Depression. (8.5.b) Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural consequences of the Dust Bowl, and federal government efforts to address the problem. (8.5b) Students will identify key programs adopted under the New Deal, 	<ul style="list-style-type: none"> United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections Topic 14: The 1920s and the 1930s Lessons 5 – 8. Pages 669 – 692 United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity lesson - Impressions of the New Deal. Pages 681-686 Refer to the Online Textbook Assessments for available Quizzes and Tests <ul style="list-style-type: none"> Lesson Quiz 14 – 5 Lesson Quiz 14 – 6 Lesson Quiz 14 – 7 Lesson Quiz 14 – 8 Exit Slip Ideas

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<ul style="list-style-type: none"> Do times of crisis call for extraordinary measures by the government? 	<p>government in American society and its economic life but did not resolve all of the hardships Americans faced.</p>	<p>including the creation of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, and the adoption of the Social Security Act. (8.5c)</p>	<ul style="list-style-type: none"> Which New Deal program do you think was most helpful and why? What is one thing you learned about life during the Depression?
<p>Resources: United States History: Voices and Perspectives. (Textbook and Ebook)</p> <p>The Great Depression - Topic 14: The 1920s and the 1930s Lessons 5 – 8. Pages 669 – 692</p> <p>Flocabulary: The Great Depression</p>		<p>BrainPop: Great Depression Great Depression Causes New Deal</p> <p>Great Depression Simulation Game: https://www.fte.org/teachers/teacher-resources/lesson-plans/efiahlessons/great-depression-familys-choices/</p>	

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30/40 WEEK - UNIT 6 World War II (30 week marking period – 2 weeks) (40 week marking period – 2 weeks)	Unit Description: 8.6 - The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars. (Standards: 1, 2, 3; Themes: TCC, GOV, TECH, EXCH)
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> What were the economic and political origins of World War II? What attempts were made by the United States to remain neutral and the results of the Japanese attack on Pearl Harbor? What/who are the major leaders, events, and battles of World War II? What were the effects of the war on the home front? What were the events related to the end of the war, including dropping of the atomic bomb? 	<ul style="list-style-type: none"> 8.6a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia. 8.6b From 1939 to 1941, the 	<ul style="list-style-type: none"> Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule. (8.6.a) Students will examine American involvement in World War II, including the American strategy in the Pacific and the invasion of Normandy on D-Day. (8.6.b) Students will examine the role of the Tuskegee Airmen within the segregated military during World War II. 	<ul style="list-style-type: none"> United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections Topic 15: World War II Lesson 1 – 9. Pages 745 United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry activity lesson - Turning point: The Attack on Pearl Harbor Pages 709 – 714 United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry activity lesson - Multiple Perspectives: Americans at War Pages 721 – 726

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	<p>United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.</p> <ul style="list-style-type: none"> 8.6c The nature and consequences of warfare during World War II transformed the United States 	<p>(8.6.b)</p> <ul style="list-style-type: none"> ➤ Students will investigate the effects of the war on the American economy and day-to-day life. (8.6.b) ➤ Students will examine the internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in Korematsu v. United States (1944). (8.6.b) ➤ Student will examine the role of New Yorkers in World War II, focusing on local institutions, such as the Fort Ontario Refugee Center or the Brooklyn Navy Yard. (8.6.b) ➤ Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki. (8.6.c) 	<ul style="list-style-type: none"> • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry activity lesson - Analyzing Sources: The decision to Drop the Atomic Bomb Pages 739 – 744 • Exit Slip Ideas <ul style="list-style-type: none"> ○ Compare the Axis and Allied approaches to WWII during the 1930s and early 1940s in three words each. ○ What information today made you feel most and least proud of Americans during WWII? ○ What do you think was the most important battle in WWII? • Inquiry Journal pgs. 281-299 • Holocaust Web Search • WWII Propaganda Posters • Atomic Bomb Debates • Refer to the Online Textbook Assessments for available Quizzes and Tests <ul style="list-style-type: none"> ○ Topic 15 Preassessment WWII ○ Lesson Quiz 15 – 2 ○ Lesson Quiz 15 – 3 ○ Lesson Quiz 15 – 4 ○ Lesson Quiz 15 – 5 ○ Lesson Quiz 15 – 6 ○ Lesson Quiz 15 – 7
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	<p>and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights.</p>	<p>➤ Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials. (8.6.c)</p> <p>➤ Students will examine the structure and work of the United Nations. (8.6.c)</p>	<ul style="list-style-type: none"> ○ Lesson Quiz 15 – 8 ○ Topic 15 Test Form A & B WWII
<p>Resources: United States History: Voices and Perspectives. (Textbook and Ebook)</p> <p>Topic 15: World War II Lesson 1 – 9. Pages 745</p>		<p>Flocabulary: FDR Speech WWII The Tuskegee Airmen Japanese Internment</p> <p>BrainPop: World War II Pearl Harbor Japanese-American Incarceration Franklin D Roosevelt</p>	

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<p>40 WEEK - UNIT 7</p> <p>Foreign Policy</p> <p>(3 Weeks)</p>	<p>Unit Description:</p> <p>8.7 - The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> How can fear be used for political benefit? How do people make their voices heard regarding government policy? What fears of communism developed in the United States? What were the events and results of the Korean War? What were the events of the Cold War in the Western Hemisphere, including the Bay of Pigs invasion and the 	<ul style="list-style-type: none"> 8.7a The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe. 8.7b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of 	<ul style="list-style-type: none"> Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations. (8.7.a) Students will examine the term nuclear superpower and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union. (8.7.a) Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War (8.7.b) Students will examine the changing relationships between the United States and foreign countries such as: 	<ul style="list-style-type: none"> United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections Topic 16 – The Cold War Lesson 1 – 9. Pages: 750 – 797 Topic 18 – America Since the 1970s Lesson 5: The Global War on Terrorism Pages: 859 – 865 United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity lesson - Analyzing Sources: McCarthyism Pages: 761 – 766 United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity lesson - Multiple Perspectives:

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<p>Cuban Missile Crisis?</p> <ul style="list-style-type: none"> • What were the events and results of the Vietnam War? • What are the human costs of terrorist activities? • What were the cultural and social changes in the United States in the 1950s and 1960s? • What were George W. Bush's policies following the September 11 attacks? 	<p>communism.</p> <ul style="list-style-type: none"> • 8.7c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today. • 8.7d Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways • 8.7e Increased globalization has led to increased economic interdependence and competition. 	<ul style="list-style-type: none"> ○ China beginning in 1950 (8.7.c) ○ Afghanistan beginning in the 1980s ○ Russia beginning in 1990 ○ Middle East (Israel, Palestine, Iran, Kuwait, Iraq) ○ Countries in the Western Hemisphere, focusing on NAFTA, Cuba and Mexico ○ European Union countries <p>➤ Students will examine the terrorist attack of September 11, 2001, its effects on national security and the United States responses to it, including the USA Patriot Act, the formation of the Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations. (8.7.d)</p> <p>➤ Students will examine the increased economic interdependence in terms of globalization and its impact on the United States and New York State economy, including the workforce. (8.7.e)</p> <p>➤ Students will examine the roles of multinational corporations and their influence on the world economy. (8.7.e)</p>	<p>War and Protest Pages: 785 – 790</p> <ul style="list-style-type: none"> • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity lesson - Multiple Perspectives: Responding to Terror Pages: 865 – 870 • Inquiry Journal pgs. 301-319 • Exit Slip Ideas <ul style="list-style-type: none"> ○ What do you think was the most dangerous thing about the Cold War? Why? ○ Could something like McCarthyism happen in our country today? Why or why not? ○ What are two things you learned that you did not know about 9/11? • Refer to the Online Textbook Assessments for available Quizzes and Tests <ul style="list-style-type: none"> ○ Topic 16 Preassessment Cold War ○ Lesson Quiz 16 – 2 ○ Lesson Quiz 16 – 3 ○ Lesson Quiz 16 – 4 ○ Lesson Quiz 16 – 5 ○ Lesson Quiz 16 – 6 ○ Lesson Quiz 16 – 7 ○ Lesson Quiz 16 – 8 ○ Topic 16 Test Form A & B Cold War
<p>Resources: United States History: Voices and Perspectives.</p>		<p><u>9/11</u></p>	

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(Textbook and Ebook)

Topic 16 – The Cold War

Lesson 1 – 9. Pages: 750 – 797

Topic 18 – America Since the 1970s

Lesson 5: The Global War on Terrorism

Pages: 859 – 865

Flocabulary:

[The Cold War](#)

[The Vietnam War](#)

Brainpop:

[Cold War](#)

[Vietnam War9/11](#)

Helpful Websites:

[Duck and Cover Video Clip](#)

[Fallout Shelter Video Clip](#)

[9/11 Memorial Website](#)

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40 WEEK – UNIT 8 Demographic Change (1 Week)	Unit Description: 8.8 - After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources. (Standards: 1, 3, 4, 5; Themes: ID, GEO, SOC, GOV, ECO)
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ ASSESSMENTS
<ul style="list-style-type: none"> What were the changing domestic policies and issues of the period, especially those related to the economy and population and immigration? 	<ul style="list-style-type: none"> After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences. 8.8b The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity. 8.8c Pollution, population growth, the consumption of natural resources, clearing of land for human 	<ul style="list-style-type: none"> Students will explore the short-term and long-term effects of the baby boom generation on the economy, including increases in the construction of homes and schools and increased demands on both Social Security and health care. (8.8.a) Students will examine the effects of suburbanization, including urban decay, suburban growth, and the diminished availability of farmland both nationally and within New York State. (8.8.a) Students will examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power. (8.8.a) Students will examine migration and immigration trends in New York State and New York City such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups. (8.8.b) Students will examine the effects of immigration legislation and policy, including recent debates over immigration policy. 	<ul style="list-style-type: none"> United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections + Topic 18 – America Since the 1970's Lessons 1 – 2. Pages: 836 - 846 United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity lesson - Multiple Perspectives: Examining Environmental Issues Pages: 893 - 898 Inquiry Journal pgs. 345-359

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	sustenance, and large-scale industrialization have put added stress on the global environment.	(8.8.b) ➤ Students will explore the effects of pollution, industrialization, and population growth on the environment, including urban areas (Love Canal), plant and animal life (Adirondack Park) and energy sources (Three Mile Island) (8.8.c)	Exit Slip Ideas: <ul style="list-style-type: none"> ○ What did you learn that helps you understand politics or economic strategies today?
Resources: United States History: Voices and Perspectives. (Textbook and Ebook) Topic 18 – America Since the 1970’s Lessons 1 – 2. Pages: 836 – 846 Flocabulary: Cesar Chavez & Community Organizing		BrainPop: Cesar Chavez Helpful Websites: Love Canal Website Three Mile Island Website	

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<p>40 WEEK - UNIT 9</p> <p>DOMESTIC POLITICS AND REFORM</p> <p>(4 Weeks)</p>	<p>Unit Description:</p> <p>8.9 - The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • Can laws guarantee equality? • What were the effects of the Brown v. Board of Education decision on American society? • What were the activities and accomplishments of the civil rights movement? • What was the influence of Dr. Martin Luther King, Jr., and 	<ul style="list-style-type: none"> • 8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements. • 8.9b The civil rights movement prompted renewed efforts for equality by women and other groups. • 8.9c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing 	<ul style="list-style-type: none"> ➤ Students will compare and contrast the strategies used by civil rights activists, such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X. (8.9.a) ➤ Students will explain the significance of key civil rights victories, including President Truman's desegregation of the military, Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965. (8.9.a) ➤ Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement. (8.9.a) ➤ Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community. (8.9.b) 	<ul style="list-style-type: none"> • United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections + Topic 17 – Civil Rights and American Society Lessons 1 – 6. Pages:802 – 831 + Topic 18 – America Since the 1970s Lesson 3 – 10. Pages: 847 – 892 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity lesson - Turning Point: Brown v. Board of Education Pages: 813 – 818 • Inquiry Journal pgs. 321-343

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<p>other leaders of the civil rights movement?</p> <ul style="list-style-type: none">• What were the movements for equal rights among other groups in American society, including women, Latinos, Native Americans, and people with disabilities?• What were Reagan’s economic policies?• What were George H.W. Bush’s foreign policies?	<p>health care for the elderly, but the Vietnam War drained resources and divided society.</p> <ul style="list-style-type: none">• 8.9d Economic recession during the 1970s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy.• 8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society.	<ul style="list-style-type: none">➤ Students will examine judicial actions taken to protect individual rights, such as <i>Miranda v. Arizona</i> (1966) and <i>Tinker v. Des Moines School District</i> (1969). (8.9.b)➤ Students will explain the difference between Medicare and Medicaid. (8.9.c)➤ Students will examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement. (8.9.c)➤ Students will examine President Ronald Reagan’s and President George H. W. Bush’s cuts to social programs and taxes in an attempt to stimulate the economy. (8.9.d)➤ Students will examine state and federal responses to gun violence, cyber-bullying, and electronic surveillance. (8.9.e)	<ul style="list-style-type: none">• Exit Slip Ideas:<ul style="list-style-type: none">○ What were some effects of the Montgomery Bus Boycott?○ What is one reason why Dr. Martin Luther King Jr. Is an important figure in U.S. history?○ What is one effective way you can bring about change?• Refer to the Online Textbook Assessments for available Quizzes and Tests<ul style="list-style-type: none">○ Topic 16 Preassessment Cold War○ Lesson Quiz 17 – 2○ Lesson Quiz 17 – 3○ Lesson Quiz 17 – 4○ Lesson Quiz 17 – 5○ Topic 17 Test Form A & B Civil Rights and American Society
<p>Resources:</p> <p>United States History: Voices and Perspectives. (Textbook and Ebook)</p> <p>Topic 17 – Civil Rights and American Society Lessons 1 – 6. Pages:802 – 831</p> <p>Topic 18 – America Since the 1970s Lesson 3 – 10. Pages: 847 – 892</p>		<p>Flocabulary:</p> <p><u>Civil Rights</u> <u>Thurgood Marshall & Justice</u> <u>Malcolm X</u> <u>Martin Luther King Jr. & Leadership</u> <u>John Lewis & Nonviolent Action</u> <u>Voting Rights Act & Selma March</u> <u>What is Race?</u></p> <p>BrainPop:</p>	

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	Martin Luther King Jr. Malcolm X Civil Rights Brown v. Board of Education
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