

# WAUCONDA SCHOOL DISTRICT 118

## UNIT PLANNING ORGANIZER

**Subject:** Social Studies

**Grade Level or Course:** 8th Grade

**Rise to World Power, WWI**

**Pacing:** 10/15 - 12/15

### STAGE 1 – DESIRED RESULTS

**Essential Questions:**

How did labor/racial unrest affect the nation?

What cultural changes took place/and why?

**Big Ideas:**

How did America change itself as it became a world power?

**CCSS (Priority Standards):**

Describe how text presents information RH.6.5

Analyze relationships between primary and secondary source RH6.1

Cause and effect RH6.1

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.RH6.2

Identify key steps in a text’s description of a process related to history/social studies RH6.3

Identify key steps in a text’s description of a process related to history/social studies RH6.5

Analyze the relationship between a primary and secondary source on the same topic RH6.9

**CCSS (Supporting Standards):**

Integrate visual information RH6.7


## STAGE 2 – EVIDENCE

<b>Concepts</b> <b>(What students need to know)</b>	<b>Performance Tasks</b> <b>(What students will be able to do)</b>	<b>21st Century Skills</b>
<ul style="list-style-type: none"> <li>● Amendment process</li> <li>● Key amendments</li> <li>● Causes of imperialism</li> <li>● Economic consequences of expansion</li> <li>● Causes of World War 1</li> <li>● Outcomes of World War 1</li> <li>● Causes of the Great Depression</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to determine point of view and the impact it has on a text</li> <li>● Students will be able to make inferences through their reading</li> <li>● Students will be able to identify an author’s argument</li> <li>● Students will be able to create and support an argument</li> <li>● Students will be able to identify an objection/refutation paragraph</li> <li>● Students will be able to identify bias in a text and understand the implications</li> <li>● students will be able to determine a theme for a text</li> <li>● Students will be able to support their ideas and statements with evidence from the text</li> <li>● students will utilize the the writing process to draft a piece of writing</li> <li>● students will be able to draft an argumentative essay</li> <li>● students will be able to identify primary and secondary support</li> <li>● students will be able to support an argument using primary and secondary support</li> </ul>	<ul style="list-style-type: none"> <li>● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</li> <li>● Apply existing knowledge to generate new ideas, products, or processes</li> <li>● Create original works as a means of personal or group expression</li> <li>● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</li> <li>● Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</li> <li>● Students apply digital tools to gather, evaluate, and use information.</li> <li>● Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</li> <li>● Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks</li> </ul>

		<ul style="list-style-type: none"> <li>• Students process data and report results</li> <li>• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</li> <li>• Students identify and define authentic problems and significant questions for investigation</li> <li>• Students plan and manage activities to develop a solution or complete a project</li> <li>• Collect and analyze data to identify solutions and/or make informed decisions</li> </ul>
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### STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

**Suggested Resources/Materials/Informational Texts**

**Suggested Research-based Effective Instructional Strategies**

<b>Academic Vocabulary/ Word Wall</b>	<b>Enrichment/Extensions/ Modifications</b>	<b>Interdisciplinary Connection</b>
<p><b>Essential Vocabulary:</b></p> <p> discrimination      suffragist  referendum        primary  prohibition        trust  laissez-faire       recall  expansionism      anarchy </p>		

<p> <b>protectorate</b>  <b>annexation</b>  <b>imperialism</b>  <b>mobilization</b>  <b>propaganda</b>  <b>autocracy</b>  <b>arbitration</b>  <b>spheres of influence</b>  <b>League of Nations</b> </p> <p><b>Worth-knowing Vocabulary:</b></p> <p> <b>conservation</b>  <b>political machine</b>  <b>civil service</b>  <b>yellow journalism</b>  <b>Fourteen Points</b>  <b>Open Door policy</b>  <b>isolationism</b>  <b>dollar diplomacy</b>  <b>isthmus</b>  <b>dissent</b> </p>	<p> <b>armistice</b>  <b>pacifist</b>  <b>alliance</b>  <b>reparations</b>  <b>socialist</b>  <b>nationalism</b> </p> <p> <b>patronage</b>  <b>barrio</b>  <b>initiative</b>  <b>trustbuster</b>  <b>muckraker</b>  <b>square deal</b>  <b>militarism</b>  <b>entente</b>  <b>espionage</b>  <b>sabotage</b> </p>		
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