



Wilson Central School District
Social Studies 8

Unit: Course Overview, WNY History Project, and Terrorism and 9/11

Teacher: Jim Alderman

Days	Lessons	Essential Questions	Standards	Vocabulary	Content Skills	Resources	Specially Designed Instruction	Assessment / Common Assessments
1	Course Overview	N/A	N/A	N/A	N/A	Course Overview Document.	Consultant teachers and Teacher Aides are available to ensure focus is on task.	N/A
2	WNY History Project Launch	What role has WNY played in the history and economic growth of the US?	New York History	N/A	Active Research and analysis of primary sources.	Historical monuments and markers distributed throughout WNY, and any other places students might visit throughout the school year during breaks and long weekends.	Teachers and aides assist in assuring completion of tasks as this can only be completed outside of class.	Students take a photo of the marker/monument and affix it to the post card. Students then complete the required info.
10	Article Analysis PowerPoint Presentation Review of Homework Written Assignment 1 day review	Why is there no universal definition of terrorism? What is Terrorism? What are the types of Terrorism? What is the history behind terrorism? How are terrorists perceived	8.7d: Terrorist groups not representing any nation entered and reshaped global military and political alliances. American foreign and domestic policies responded to terrorism	terrorism Middle East Islam Muslim Asymmetric - Warfare Domestic - Terror International Terror al Qaeda Martyr 9-11 Gulf War	Note Taking and discussion Close reading, analysis, and interpretation of resources (primary and secondary). Discussion and analysis. Research and inquiry. Citing Sources	Article: <u>In Mideast, One Weapon of Choice is a Loaded Word</u> https://www.csmonitor.com/2001/0731/p1s3.html PowerPoint Presentation used to guide discussion and notetaking. Discussion and correction of homework questions are discussed as a class. As discussion takes place, students make corrections and additions to their original answers.	Oral Reading consistent with IEP and 504 modifications and accommodations. Consultant teachers and Teacher Aides are available to ensure focus is on task. Attached questions are previewed and as the article is read, relevant	Attached questions for articles and primary sources are answered and discussed as a class. 10 question 1-day homework assignment given on day 3. And due the following day. Students may use notes and articles as resources to answer the questions.

		by individuals in their nations of origin versus those in other nations?	in a variety of ways	Afghan War Iraq War War on Terror	Written analysis. Students review information in the form of Flashcards. Students work independently to complete a 20 item quiz.	Articles, notes, and resources found via internet research and any other sources students may find. Students may use articles, and notes to and each other to create and review flashcards. 20 question quiz covering vocabulary and concepts related to terrorism. Quiz will be written, discussed, scored, and collected for a grade.	information is highlighted and utilized to answer the questions. Discussion and check for understanding questions are integrated into the presentation. Consultant teachers and Teacher Aides are available to ensure focus is on task. If HW time is given, students will be read the questions. Students will write the assessment based on individual accommodations and modifications as stated in their 504 plans and IEPs.	Time permitting, students will have time to begin HW. Homework will be collected and reviewed for a grade. Progress in review is student centered, but monitored to ensure students are on task. Traditional assessment environment.
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Wilson Central School District Social Studies 8								
Unit: The American Civil War								
Teacher: Jim Alderman								
Days	Lessons	Essential Questions	Standards	Vocabulary	Content Skills	Resources	Specially Designed Instruction	Assessment / Common Assessments

15	<p>Article Analysis</p> <p>American Civil War PowerPoint Presentation.</p> <p>Primary Source Analysis</p> <p>Project.</p> <p>Traditional Assessment</p>	<p>What Caused the American Civil War and how did the war change perceptions of the American people who would view their nation.</p> <p>How did the American Civil War impact the power of the federal government versus that of the states?</p> <p>What advantages and disadvantages did the North and South have respectfully?</p> <p>What strategies did the South employ to overcome the North's material advantages?</p> <p>How did the course of the War Impact public opinion among the populations of both North and South?</p> <p>How did the War change</p>	<p>7.12c: Abolitionists actions increased the awareness of slavery and motivated enslaved African Americans to take greater risks to achieve freedom in the United States.</p> <p>7.13c: The economic development of the south resulted in greater reliance on slave labor.</p> <p>713.d: Deeply entrenched systems of social and political inequality existed on southern plantations, in urban centers of the South, and in growing industrial cities of the North.</p> <p>7.13e: The characteristics and impact of industrialism differed, based on the</p>	<p>sectionalism popular - sovereignty confederation abolition semi - sovereign infrastructure subordinate superseded advocates yeoman emancipation aristocracy relinquish democratic – republic secession total war</p>	<p>Note Taking and discussion</p> <p>Close reading, analysis, and interpretation of resources (primary and secondary).</p> <p>Contextual and relevant definition of vocabulary.</p> <p>Research and inquiry.</p> <p>Citing Sources</p> <p>Written analysis.</p> <p>Students review information in the form of Flashcards.</p> <p>Students work independently to complete a 25 item quiz.</p>	<p>Article: <u>The American Civil War</u> (Teacher Produced).</p> <p>PowerPoint presentation used to guide discussion and notetaking.</p> <p>Primary Source: <u>3 Cigars; The Story of Private Barton Mitchell and the Battle at Antietam.</u></p> <p>Article: <u>The Emancipation Proclamation.</u></p> <p>Article: <u>Fiasco @ Fredericksburg.</u></p> <p>Article: Gettysburg: <u>The Battle and the Address.</u></p> <p>Article: <u>Sherman's March.</u></p> <p>Civil War Trading Card Project: Students Choose 6 topics from a list of approved topics that are researched. From that body of research students create trading cards. One side is a full color picture hand drawn by the students with a detailed description on the back.</p> <p>Documentary: ATSOU – Civil War.</p> <p>Students may use articles, and notes to and each other to create and review flashcards.</p> <p>25 question quiz covering vocabulary and concepts related to terrorism. Quiz will be written, discussed, scored, and collected for a grade.</p>	<p>Oral Reading consistent with IEP and 504 modifications and accommodations. Consultant teachers and Teacher Aides are available to ensure focus is on task.</p> <p>Attached questions are previewed and as the article is read, relevant information is highlighted and utilized to answer the questions.</p> <p>Discussion and check for understanding questions are integrated into the presentation.</p> <p>Students will write the assessment based on individual accommodations and modifications as stated in their 504 plans and IEPs.</p>	<p>Attached questions for primary sources and articles are answered by students and then they are discussed and scored as a class.</p> <p>While Documentaries run, Students are given a “focus” sheet. There are very simple questions requiring only a few words to answer to keep their attention focused on the documentary.</p> <p>Upon completion of the documentary, these are discussed in groups so students can share answers their partners may have missed.</p> <p>Traditional assessment environment.</p>
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		the face of modern warfare?	geographic and social characteristics of the North, South, and West. 7.13f: The issues of expansion and federalism were debated between the North and South. 7.13g: Industrialism, federalism, westward expansion, and the contested role of slavery contributed to the development of section conflict.					
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Wilson Central School District Social Studies 8								
Unit: Reconstruction								
Teacher: Jim Alderman								
Days	Lessons	Essential Questions	Standards	Vocabulary	Content Skills	Resources	Specially Designed Instruction	Assessment / Common Assessments
15	Article Analysis Primary Source Analysis	After 4 years of Civil War, how would the US put itself back together, socially,	8.1a: Different approaches toward and policies for Reconstruction highlight the challenges faced	Freedmen Freedmen's Bureau 13 th amendment	Note taking and discussion Close reading, analysis, and interpretation of resources	Article: A Mixed Legacy. Primary Source: The Experiment is Now to be Tried.	Oral Reading consistent with IEP and 504 modifications and accommodations. Consultant	Attached questions for primary sources and articles are answered by students and then they are

	<p>PowerPoint presentation</p> <p>Documentary</p> <p>Newspaper Project</p>	<p>politically, and economically?</p> <p>What would be the legal status of the formerly enslaved, and what rights would they have?</p> <p>To what extent would the former Confederacy be punished?</p> <p>What impact did the Union victory have on federal power?</p> <p>How would Southerners respond to the result of the American Civil War?</p> <p>What long term effects did Reconstruction have on the politics, society, economy, and race relations in the US?</p>	<p>in reunifying the nation.</p> <p>8.1b: Freed African Americans created new lives for themselves in the absence of slavery.</p> <p>Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.</p> <p>8.1c: Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.</p>	<p>14th amendment</p> <p>15th amendment</p> <p>Radical Republicans</p> <p>Reconstruction Acts</p> <p>Carpetbaggers</p> <p>Ku Klux Klan</p> <p>Redeemers</p> <p>Scalawag</p> <p>Amnesty Act</p> <p>Compromise of 1877</p> <p>commission</p> <p>New South</p>	<p>(primary and secondary).</p> <p>Contextual and relevant definition of vocabulary.</p> <p>Research and inquiry.</p>	<p>Primary Source: A President was on Trial</p> <p>Teacher Created PowerPoint Presentation, Reconstruction.</p> <p>Documentary: The Rise and Fall of Jim Crow.</p> <p>USSC Case Study: Plessy vs. Ferguson.</p> <p>Authentic Assessment: Newspaper project. Via Research, Students will have 5 days to complete a newspaper front and interior page. The feature article will concern the Impeachment and trial of President Andrew Johnson. Students are also required to research other events that took place on the same date as the verdict in the trial, as well as create advertisements for goods and services that would have been available at that time. This is the assessment for this unit.</p>	<p>teachers and Teacher Aides are available to ensure focus is on task.</p> <p>Attached questions are previewed and as the article is read, relevant information is highlighted and utilized to answer the questions.</p> <p>Discussion and check for understanding questions are integrated into the presentation.</p>	<p>discussed and scored as a class.</p> <p>While Documentaries run, Students are given a “focus” sheet. There are very simple questions requiring only a few words to answer to keep their attention focused on the documentary.</p> <p>Upon completion of the documentary, these are discussed in groups so students can share answers their partners may have missed.</p> <p>Authentic Assessment</p>
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Wilson Central School District

Social Studies 8

Unit: Westward Expansion

Teacher: Jim Alderman

Days	Lessons	Essential Questions	Standards	Vocabulary	Content Skills	Resources	Specially Designed Instruction	Assessment / Common Assessments
10	Integrated Student Packets that include all lessons and activities for this unit. PowerPoint presentation guides the entire unit.	<p>What drove eastern whites to move west? What did the US government do to facilitate this movement west? How did the construction of the trans-continental railroad impact the US westward movement and what impact did it have on the US economy? How does the movement west impact native peoples out west? How did farmers and small businesses respond to inequities they suffered at the hands of railroads and other big businesses. What was the environmental impact of the</p>	8.3a: Continued westward expansion contributed to increased conflicts with Native Americans.	<p>Homestead Act Morrill Act Manifest Destiny Dawes General Allotment Act Boomtown Pony Express Plains Indians Battle at Little Bighorn Trans – continental railroad Boomers Sooners</p>	<p>Note taking and discussion Close reading, analysis, annotation and interpretation of resources (primary and secondary). Contextual and relevant definition of vocabulary. Research and inquiry. Active Participation Map Skills</p>	<p>Westward Expansion PowerPoint Presentation contains all tasks and activities.</p> <ul style="list-style-type: none"> • Warm up – analysis of 1872 John Gast cartoon. • Read and annotate Article: Why did Americans Move West. • Homestead Act Graphic Organizer. • Authentic Assessment: Create a poster or pamphlet that advertises and encourages Westward Movement. • Writing Prompt. • Documentary: Fight No More Forever. <ul style="list-style-type: none"> o Focus Sheet • Transcontinental Railroad simulation activity; Students will be divided into Union and Central use popsicle sticks to build a railroad. They will experience hardships but will have 7 minutes to complete their portion. 4 question debrief. • PowerPoint slides on the transcontinental railroad. • Time Zone and Railroad Map Exercise • Read and annotate the article The History of Populism. • Land Rush power point notes • Primary source analysis: 1st hand account of the opening of Oklahoma • Far and Away: https://www.youtube.com/watch?v=jFrVoG-edFc • Quiz Review: Trashket ball! • Traditional Assessment 20 question Quiz • Vocabulary is recorded as the unit progresses. 	<p>Oral Reading consistent with IEP and 504 modifications and accommodations. Consultant teachers and Teacher Aides are available to ensure focus is on task. Attached questions are previewed and as the article is read, relevant information is highlighted and utilized to answer the questions. Discussion and check for understanding questions are integrated into the presentation.</p>	<p>Attached questions for primary sources and articles are answered by students and then they are discussed and scored as a class. While Documentaries run, Students are given a “focus” sheet. There are very simple questions requiring only a few words to answer to keep their attention focused on the documentary. Upon completion of the documentary, these are discussed in groups so students can share answers their partners may have missed.</p>

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Wilson Central School District Social Studies 8
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Unit: The Gilded Age and Progressivism

Teacher: Jim Alderman

Day s	Lessons	Essential Question s	Standards	Vocabular y	Content /Skills	Resources	Specially Designed Instruction	Assessment / Common Assessment s
20	Integrated Student Packets that include all lessons and activities for this unit. PowerPoint presentation guides the entire unit. Traditional Assessment .	Who was responsible for the economic growth of the post-Civil War period? How did this economic growth impact the US population, the growth of cities and society, and working conditions? What impact did this industrial growth have on the growth of labor unions as	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	Bessemer Process Patents Thomas Edison Andrew Carnegie Alexander Graham Bell Henry Ford The Wright Brothers Assembly line Corporation Vertical Integration Horizontal integration Trust Social Darwinism Monopoly John D. Rockefeller Leland Stanford	Note taking and discussion Close reading, analysis, annotation and interpretation of resources (primary and secondary). Contextual and relevant definition of vocabulary. Research and inquiry. Active Participation	Industrialization and The Gilded Age PowerPoint contains all tasks and activities. <ul style="list-style-type: none">Series of you tube videos and questions: Steel: www.youtube.com/watch?v=oi31OT1v5o Electricity: https://www.youtube.com/watch?v=fti-sg2-6Q4 Oil: https://www.youtube.com/watch?v=s_52lcYY8bQAuthentic Assessment: Within student packet, there is a template for students to write a front page of a newspaper with a feature article about one of the previously addressed industries.Inventions Jigsaw Activity, groups research, record information about their assigned invention and once questions are answered they split off into new groups and then each person reaches the others in their groups what they learned in their previous groups.You tube video and questions: Telephones: https://www.history.com/topics/inventions/alexander-graham-bellAutomobiles: www.history.com/topics/inventions/henry-fordAirplanes: https://www.thoughtco.com/history-of-flight-the-wright-brothers-1992681	Oral Reading consistent with IEP and 504 modifications and accommodations. Consultant teachers and Teacher Aides are available to ensure focus is on task. Attached questions are previewed and as the article is read, relevant information is highlighted and utilized to answer the questions. Discussion and check for understanding questions are integrated into the presentation.	Attached questions for primary sources and articles are answered by students and then they are discussed and scored as a class. While Documentaries run, Students are given a "focus" sheet. There are very simple questions requiring only a few words to answer to keep their attention focused on the documentary. Upon completion of the documentary, these are

		well as many political, social, and economic reforms?	<p>growth at this time.</p> <p>8.2b: Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people.</p> <p>8.2c: Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.</p> <p>8.2d: In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions.</p> <p>8.2e: Progressive reformers sought to address political and social issues at</p>	<p>Sherman Antitrust Act</p> <p>Knights of Labor</p> <p>American Federation of Labor.</p> <p>Collective Bargaining</p> <p>Haymarket Riot</p> <p>Homestead Strike</p> <p>Pullman Strike</p> <p>Benevolent Societies</p> <p>Tenement</p> <p>Sweatshops</p> <p>Mass Transit</p> <p>Mass Culture</p> <p>Suburbs</p> <p>Recall</p> <p>Primary</p> <p>Referendum</p> <p>Initiative</p> <p>16th</p> <p>Amendment</p> <p>17th</p> <p>Amendment</p> <p>18th</p> <p>Amendment</p> <p>19th</p> <p>amendment.</p>	<ul style="list-style-type: none"> Political Cartoon Analysis: Students will be given 3 political cartoons with attached questions. Once each is discussed, students will draw their own cartoon. Active Participation: The Game of Factory Life. Board game where students will roll dice and progress around the board based on the role. They will draw cards that aid or impede their progress based on some of the factory conditions workers would have run into. After playing the game, there is a question guided analysis. You tube video and Venn Diagram concerning the 1st major labor organizations. https://www.youtube.com/watch?v=d_Nff0YiaW4 Knights of Labor https://www.youtube.com/watch?v=h0fvidqAIS8&t=5s AFL (00:00 – 2:21) Complete Venn diagram in packets Notes and discussion of 3 major 19th century labor strikes. View “Island of Hope, Island of Tears” (28:27) https://www.youtube.com/watch?v=qXfxfbdd7eo and complete questions contained in student packet Notes and discussion of Immigrant life. Complete graphic organizer as discussion progresses. PowerPoint notes and discussion of reform. ATSOU: Cities Documentary and focus sheet. Vocabulary is recorded as the unit progresses. <p>Susan B. Anthony Book Discussion and review. Short novella about Susan B. Anthony will be read as a class. After it is read, Students will have a short quiz and write a brief review of the novella.</p> <p>Triangle Fire Activity: Students will view the documentary; Remembering the Fire. Produced by CNN and HBO. Prior to viewing the documentary there are a few discussion questions where students understand working conditions. Then as the documentary plays there are questions to focus their attention and then there is a post discussion.</p>	discussed in groups so students can share answers their partners may have missed.
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			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.					
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Wilson Central School District Social Studies 8								
Unit: American Expansion and Imperialism.								
Teacher: Jim Alderman								
Days	Lessons	Essential Questions	Standards	Vocabulary	Content Skills	Resources	Specially Designed Instruction	Assessment / Common Assessments
15	PowerPoint guided notes and discussion Article Analysis Primary Source Analysis Documentary	What motivated the US to enter the global stage? What were the arguments for and against an American Empire? What were the benefits and detriments	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	Isolationism Imperialism Monroe Doctrine Seward's Folly Annexation Commodore Matthew Perry Treaty of Kanagawa missionaries raw materials economy White Man's Burden Darwinian	Note taking and discussion Close reading, analysis, annotation and interpretation of resources (primary and secondary). Contextual and relevant definition of vocabulary.	Guided Reading: Seward's Folly Teacher Created PowerPoint Presentation: Imperialism. Political Cartoon: Benefits of Imperialism Video Documentary: Remember the Main. Article and Graphic organizer: Maine Mystery Primary Source: Mark Twain: A Humorists View of American Imperialism	Oral Reading consistent with IEP and 504 modifications and accommodations. Consultant teachers and Teacher Aides are available to ensure focus is on task. Attached questions are previewed and as the article is	Attached questions for primary sources and articles are answered by students and then they are discussed and scored as a class. While Documentaries run, Students are given a "focus" sheet. There are very

	<p>Content Writing</p> <p>Map skills</p>	<p>of an overseas empire for the Imperial Power and the subject people?</p> <p>What impact did overseas expansion have on US society, culture, economic growth, and politics?</p> <p>How did American imperialism impact how the US was and continues to be viewed by the rest of the world?</p> <p>How did imperialism impact American foreign policy in the past present and future?</p>	<p>foreign interactions.</p> <p>8.3d The Roosevelt Corollary expanded 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>	<p>Admiral Alfred T. Mahan</p> <p>The Influence of Sea Power on History</p> <p>Henry Cabot Lodge</p> <p>Josiah Strong</p> <p>Carl Schurz</p>	<p>Research and inquiry.</p> <p>Active Participation</p> <p>Political Cartoons.</p> <p>Map Skills</p>	<p>Research Based Historical Analysis: American Imperialism – World Leader or Bully?</p> <p>Political Cartoons: The Roosevelt Corollary</p> <p>Panama Canal Article and Map Exercise.</p> <p>US Influence in Asia: R.A.F.T (Role, Audience, Format and Topic) Activity.</p> <p>Map Assessment: US Territorial Gains.</p> <p>Bell Ringer Assessment: American Imperialism – Which Came 1st?</p>	<p>read, relevant information is highlighted and utilized to answer the questions.</p> <p>Discussion and check for understanding questions are integrated into the presentation.</p>	<p>simple questions requiring only a few words to answer to keep their attention focused on the documentary.</p> <p>Upon completion of the documentary, these are discussed in groups so students can share answers their partners may have missed.</p>
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Wilson Central School District
Social Studies 8

Unit: World War I

Teacher: Jim Alderman

Days	Lessons	Essential Questions	Standards	Vocabulary	Content Skills	Resources	Specially Designed Instruction	Assessment / Common Assessments
15	PowerPoint guided notes and discussion Article Analysis Primary Source Analysis Documentary	<p>What were the causes of WWI (M.A.N.I.A)?</p> <p>How did the Industrial Revolution contribute to the causes of WWI?</p> <p>What led to the unprecedented destructiveness of WWI?</p> <p>What was the global impact of the War?</p> <p>What led to US involvement and how did US participation impact the US?</p> <p>How did WWI dictate future historical events?</p>	<p>8.4a: European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.</p> <p>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.</p> <p>8.4c: New military technologies changed military strategy in World War I and resulted</p>	<p>Militarism Alliances Nationalism Imperialism Assassination Triple Entente Allied Powers Triple Alliance Central Powers trench warfare blockade U-boat unrestricted submarine warfare Western Front Woodrow Wilson 14 Points Treaty of Versailles League of Nations.</p>	<p>Note taking and discussion Close reading, analysis, annotation and interpretation of resources (primary and secondary). Contextual and relevant definition of vocabulary. Research and inquiry. Active Participation Political Cartoon Analysis.</p>	<p>Teacher created PowerPoint presentation: The Great War; 1914-1918</p> <ul style="list-style-type: none"> You Tube Video: War Horse - https://www.youtube.com/watch?v=FXLcbrD6nsQ You Tube Video: Sgt. York - https://www.youtube.com/watch?v=LmRRhxoORHc You Tube Video: Trench Warfare - https://www.youtube.com/watch?v=j8HmPNgQC2Q <p>Documentary: The Armenian Genocide</p> <p>Article: African Americans and World War I</p> <p>Propaganda Organizer.</p> <p>Video Documentary: Best Intentions, the Paris Peace Conference.</p> <p>Venn Diagram: The 14 Points vs. The treaty of Versailles.</p> <p>Article: Join or Not to Join; The Debate over the League of Nations.</p> <p>Article: Why did WWI Just End?</p> <p>You Tube Video: The Story of the 1918 Flu Pandemic: https://www.youtube.com/watch?v=pCF_ePFYPDU</p> <p>Trashketball review game.</p> <p>Traditional Assessment. 25 item multi task quiz.</p>	<p>Oral Reading consistent with IEP and 504 modifications and accommodations.</p> <p>Consultant teachers and Teacher Aides are available to ensure focus is on task.</p> <p>Attached questions are previewed and as the article is read, relevant information is highlighted and utilized to answer the questions.</p> <p>Discussion and check for understanding questions are integrated into the presentation.</p>	<p>Attached questions for primary sources and articles are answered by students and then they are discussed and scored as a class.</p> <p>While Documentaries run, Students are given a "focus" sheet. There are very simple questions requiring only a few words to answer to keep their attention focused on the documentary. Upon completion of the documentary, these are discussed in groups so students can share answers their partners may have missed.</p>

			in an unprecedented number of casualties. 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.					Traditional assessment environment.
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Wilson Central School District Social Studies 8								
Unit: Black History Month Project								
Teacher: Jim Alderman								
Days	Lessons	Essential Questions	Standards	Vocabulary	Content / Skills	Resources	Specially Designed Instruction	Assessment / Common Assessments
10	Project introduction Student centered research and creation of a Google slides presentation	In what ways have Americans of African descent impacted the growth, development, and prestige	8.9a: The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and	None	Research and Inquiry Create a topic relevant research based project. Use of Google Slides	Chromebook cart for internet access. Print resources Approved Topic List. Project parameters and rubric.	Consultant teachers and Teacher Aides are available to ensure focus is on task.	Finished projects are collected and graded. Students have the opportunity to present their project for extra credit.

		of the United States? How have Americans of African descent overcome oppression and inequality?	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.		Platform to create a presentation that demonstrates a self-taught knowledge of their topic.		Students will be given time to revise the project ahead of the due date.	
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Wilson Central School District Social Studies 8								
Unit: The Roaring 20s and the Great Depression								
Teacher: Jim Alderman								
Days	Lessons	Essential Questions	Standards	Vocabulary	Content / Skills	Resources	Specially Designed Instruction	Assessment / Common Assessments
15 – 20 days	PowerPoint guided notes and discussion Article Analysis Primary Source Analysis Documentary	How did WWI, the 18 th amendment (Volstead Act) and the 19 th amendment effect domestic politics, economics, culture, and society in the 1920s US?	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	Vaudeville Teapot Dome Scandal Warren G. Harding Calvin Coolidge Teapot Dome Scandal Kellogg-Briand Pact Herbert Hoover Flappers Red Scare Twenty-first Amendment Fundamentalism	Note taking and discussion Close reading, analysis, annotation and interpretation of resources (primary and secondary). Contextual and relevant definition of vocabulary.	PowerPoint Presentation: The Roaring 20's and the Great Depression. Authentic Assessment: Advertisement Project. Mr. Sam the Whisky Man. Prohibition: MI Slideshow. 1920s Political Cartoons. You Tube Video: The Harlem Renaissance - https://www.youtube.com/watch?v=fDzVtXbtEow	Oral Reading consistent with IEP and 504 modifications and accommodations. Consultant teachers and Teacher Aides are available to ensure focus is on task. Attached questions are previewed and as the article is	Attached questions for primary sources and articles are answered by students and then they are discussed and scored as a class. While Documentaries run, Students are given a "focus" sheet.

	Traditional Assessment	<p>How did the “Red Scare” impact daily life in the US during the 1920s?</p> <p>What advances in technology impacted life in the US during the 1920s?</p> <p>What social trends played a role in the growth of a modern US culture?</p> <p>How did the availability of large consumer goods impact the economy of the US?</p> <p>What advances in US culture were related to the Harlem Renaissance?</p> <p>What was the impact of the Stock Market Crash of 1929?</p> <p>What steps did the US Government take to</p>	<p>for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.</p> <p>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.</p> <p>8.5b: The Great Depression and the Dust Bowl affected American businesses and families.</p> <p>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</p>	<p>Scopes trial</p> <p>Great Migration</p> <p>Marcus Garvey</p> <p>Jazz Era</p> <p>Talkie</p> <p>Jazz Age</p> <p>Harlem Renaissance</p> <p>Langston Hughes</p> <p>Lost Generation</p> <p>Expatriates</p> <p>Georgia O’Keeffe</p> <p>The Great Depression</p> <p>Stock Crash</p> <p>Black Thursday</p> <p>Black Tuesday</p> <p>Shanty Towns</p> <p>Hoover Blankets</p> <p>Hoover Flags</p> <p>Bonus Army</p> <p>Franklin D. Roosevelt</p> <p>The New Deal</p> <p>The 3 R’s</p> <p>Alphabet Soup</p> <p>Charles Townsend</p> <p>Father Coughlin</p> <p>Brain Trust</p> <p>Black Cabinet</p> <p>Deficit Spending</p> <p>2nd New Deal</p>	<p>Research and inquiry.</p> <p>Active Participation</p> <p>Political Cartoon Analysis.</p>	<p>Article: The Red Scare - https://www.ushistory.org/us/47a.asp</p> <p>Documentary: 10 Days that Changed America: The Scopes Trial; The Battle for America’s Soul.</p> <p>Stock Market Crash of 1929 Facts, Causes, and Impact: The Crash That Launched the Great Depression - https://www.thebalance.com/stock-market-crash-of-1929-causes-effects-and-facts-3305891</p> <p>The 3 R’s and the New Deal Organizer. https://www.britannica.com/event/New-Deal</p> <p>Hard Times: https://studsterkel.matrix.msu.edu/htimes.php</p> <p>Flash card review for quiz.</p> <p>Traditional Assessment: 23 item Quiz.</p>	<p>read, relevant information is highlighted and utilized to answer the questions.</p> <p>Discussion and check for understanding questions are integrated into the presentation.</p>	<p>There are very simple questions requiring only a few words to answer to keep their attention focused on the documentary. Upon completion of the documentary, these are discussed in groups so students can share answers their partners may have missed.</p> <p>Traditional assessment environment.</p>
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		<p>prevent a depression? How did the Great Depression impact the politics, society, and culture of the US?</p> <p>What impact did the election of FDR have on the US?</p> <p>How has the New Deal impacted the US in the years during and after the Great Depression?</p>	<p>Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.</p>					
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Wilson Central School District
Social Studies 8

Unit: World War II

Teacher: Jim Alderman

Days	Lessons	Essential Questions	Standards	Vocabulary	Content / Skills	Resources	Specially Designed Instruction	Assessment / Common Assessments
15	<p>PowerPoint guided notes and discussion</p> <p>Article Analysis</p> <p>Primary Source Analysis</p>	What role did the results of WWI, failure of the US to join the League of Nations, and worldwide economic crisis play in	8.6a: Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the	<p>Totalitarianism</p> <p>Benito Mussolini</p> <p>Fascism</p> <p>Adolf Hitler</p> <p>Nazis</p> <p>Joseph Stalin</p> <p>Axis Powers</p>	<p>Note taking and discussion</p> <p>Close reading, analysis, annotation and interpretation of resources</p>	<p>Documentary: ATSOU - World War II</p> <p>Video Integrated PowerPoint Presentation: Beginning of World War II.</p> <p>https://www.youtube.com/watch?v=0uSdL4FzNg</p>	<p>Oral Reading consistent with IEP and 504 modifications and accommodations.</p> <p>Consultant teachers and Teacher Aides are available to</p>	<p>Attached questions for primary sources and articles are answered by students and then they are discussed and scored as a class.</p>

	<p>Documentary</p> <p>Map skills</p>	<p>causing World War II? In what way did the rise of Fascist movements in Europe during the 20s and 30s result in war? What actions did fascist dictators take that led to war? What actions did the US take to remain neutral? How did the US support the Allies without getting into the fighting? What circumstances led to war between the United States and Imperial Japan? In what way did the US entrance into WWII influence Allied chances to defeat the Axis powers? How did The Allied victory over the Axis influence the postwar world?</p>	<p>League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia. 8.6b: From 1939 to 1941, the 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. 8.6c: The nature and consequences of warfare</p>	<p>Munich Agreement Annexation Appeasement Winston Churchill Allied Powers Lend-Lease Act Pearl Harbor War Production Board A. Philip Randolph Tuskegee Airmen Internment Battle of El Alamein Dwight D. Eisenhower Battle of Stalingrad D-Day Douglas MacArthur Bataan Death March Battle of the Coral Sea Battle of Midway Island hopping Battle of Leyte Gulf Kamikaze Battle of the Bulge</p>	<p>(primary and secondary). Contextual and relevant definition of vocabulary. Research and inquiry. Active Participation Political Cartoon Analysis. Map Skills Ordering of events</p>	<p>http://www.nbc.com/saturday-night-live/video/world-war-ii-101/n10251?snl=1</p> <p>Article: March of the Dictators.</p> <p>Timeline of US/Japanese relations leading up to war.</p> <p>Pearl Harbor interactive map activity: https://www.gilderlehrman.org/history-resources/online-exhibitions/attack-pearl-harbor-map-based-exhibition</p> <p>Article: A Time of Agony for Japanese Americans.</p> <p>Article: The Battle for Midway.</p> <p>Article: Battle for a Pacific Island – The Battle for Guadalcanal.</p> <p>Article: The Phantom Army.</p> <p>Article: The “Ghost” Matt Urban</p> <p>PowerPoint Presentation: US Entrance into WWII and the Holocaust and the end of WWII.</p> <p>Article: The Holocaust: A Historical Summary.</p> <p>Article: The US Home Front.</p> <p>Activity: Debate over Dropping the Bomb.</p> <p>Note: Assessment for this Unit will be part of the final project.</p>	<p>ensure focus is on task. Attached questions are previewed and as the article is read, relevant information is highlighted and utilized to answer the questions. Discussion and check for understanding questions are integrated into the presentation</p>	<p>While Documentaries run, Students are given a “focus” sheet. There are very simple questions requiring only a few words to answer to keep their attention focused on the documentary. Upon completion of the documentary, these are discussed in groups so students can share answers their partners may have missed. Traditional assessment environment.</p>
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		<p>What impact did the Allied victory in WWII have on the future events and the US role on the Global stage.</p> <p>What impact did US involvement in WWII have on American politics, economics, and society during and after the war?</p>	<p>during World War II transformed the United States 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>Harry S. Truman Holocaust Genocide Manhattan Project Atomic bomb</p>				
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Wilson Central School District
Social Studies 8

Unit: The Cold War

Teacher: Jim Alderman

Days	Lessons	Essential Questions	Standards	Vocabulary	Content / Skills	Resources	Specially Designed Instruction	Assessment / Common Assessments									
10	PowerPoint guided notes and discussion Article Analysis Primary Source Analysis	What is meant by the term Cold War? What took place in WWII that made the US and USSR	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	<table><tr><td></td></tr><tr><td>Capitalism</td></tr><tr><td>communism</td></tr><tr><td>democracy</td></tr><tr><td>totalitarianism</td></tr><tr><td>Truman Doctrine</td></tr><tr><td>Marshall Plan</td></tr><tr><td>United Nations</td></tr><tr><td>NATO</td></tr></table>		Capitalism	communism	democracy	totalitarianism	Truman Doctrine	Marshall Plan	United Nations	NATO	Note taking and discussion Close reading, analysis, annotation and interpretation of resources (primary and secondary).	Crash Course Video: https://www.youtube.com/watch?v=9C72ISMF_D0 PowerPoint Presentation: The Cold War. Article: Capitalism vs. Communism; An Explanation Article: The Rise of the Super Powers.	Oral Reading consistent with IEP and 504 modifications and accommodations. Consultant teachers and Teacher Aides are available to	Attached questions for primary sources and articles are answered by students and then they are discussed and scored as a class.
Capitalism																	
communism																	
democracy																	
totalitarianism																	
Truman Doctrine																	
Marshall Plan																	
United Nations																	
NATO																	

	<div>Documentary</div> <div>Map skills</div>	<p>“superpowers”?</p> <p>What caused the ideological differences between the superpowers?</p> <p>What actions did these two nations take to promote their ideological influences in the world?</p> <p>What event led to increased tension between the US and USSR?</p> <p>How did the nuclear arms race impact the world?</p> <p>What impact did the Cold War have American life?</p> <p>How did the Cold War affect the economy of the United States and the rest of the world?</p>	<p>reconstruction of national boundaries and political alliances across the globe.</p> <p>8.7b: The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.</p> <p>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.</p> <p>8.7e: Increased globalization has led to increased economic interdependence and competition.</p>	<table><tr><td>Warsaw Pact</td></tr><tr><td>Sputnik</td></tr><tr><td>Vietcong</td></tr><tr><td>domino theory</td></tr><tr><td>guerrilla warfare</td></tr><tr><td>Vietminh</td></tr><tr><td>arms race</td></tr><tr><td>détente</td></tr><tr><td>space race</td></tr><tr><td>HUAC</td></tr><tr><td>McCarthyism</td></tr><tr><td>containment</td></tr><tr><td>iron curtain</td></tr><tr><td>satellite nation</td></tr><tr><td>defect</td></tr><tr><td>deterrence</td></tr><tr><td>glasnost</td></tr><tr><td>perestroika</td></tr></table> <p>Korean War</p> <p>Vietnam War</p> <p>Soviet-Afghan War</p>	Warsaw Pact	Sputnik	Vietcong	domino theory	guerrilla warfare	Vietminh	arms race	détente	space race	HUAC	McCarthyism	containment	iron curtain	satellite nation	defect	deterrence	glasnost	perestroika	<p>Contextual and relevant definition of vocabulary.</p> <p>Research and inquiry.</p> <p>Active Participation</p> <p>Political Cartoon Analysis.</p> <p>Map Skills</p> <p>Ordering of events</p>	<p>Article: The United Nations</p> <p>Cold War Map Exercise.</p> <p>Article: Korea – The Forgotten War.</p> <p>Cooperative Exercise: Cold War Events and Crisis</p> <p>Article: The Vietnam War.</p> <p>Map Exercise: Vietnam War.</p> <p>Article: Fall of the Wall</p> <p>PowerPoint: The Cold War In Latin America</p> <p>Primary Source Activity: The US and Latin America during the Cold War.</p> <p>Traditional Assessment. 25 item Quiz on the Cold War.</p>	<p>ensure focus is on task.</p> <p>Attached questions are previewed and as the article is read, relevant information is highlighted and utilized to answer the questions.</p> <p>Discussion and check for understanding questions are integrated into the presentation</p>	<p>While Documentaries run, Students are given a “focus” sheet. There are very simple questions requiring only a few words to answer to keep their attention focused on the documentary. Upon completion of the documentary, these are discussed in groups so students can share answers their partners may have missed.</p> <p>Traditional assessment environment.</p>
Warsaw Pact																										
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glasnost																										
perestroika																										

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Wilson Central School District
Social Studies 8

Unit: The Post World War II United States.

Teacher: Jim Alderman

Days	Lessons	Essential Questions	Standards	Vocabulary	Content / Skills	Resources	Specially Designed Instruction	Assessment / Common Assessments
10	PowerPoint guided notes and discussion Article Analysis Primary Source Analysis Documentary Map skills	How did Post WWII industrial growth impact the US economy, trade relations with the world, and the idea of consumerism? How did the service of people of color and women begin a new Civil Rights Movement? How did the Civil Rights movement gather momentum and who were some of the significant figures? What impact has the increased	8.8a: 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 sustenance, and large-scale	Affirmative Action Americans with Disabilities Act Apartheid Birmingham Campaign Brown v. Board of Education Desegregation Disability Emancipation Proclamation Fifteenth Amendment Fourteenth Amendment GI Bill Indian Civil Rights Act Jim Crow Laws Linda Brown Lynching Medger Evers Civil Disobedience Martin Luther King Jr. KKK Rosa Parks Little Rock Nine Lynching	Note taking and discussion Close reading, analysis, annotation and interpretation of resources (primary and secondary). Contextual and relevant definition of vocabulary. Research and inquiry. Active Participation Political Cartoon Analysis. Map Skills Ordering of events	PowerPoint Presentation: Post War America Vocabulary Assignment. Supreme Court Case Study: Brown vs. Board of Education of Topeka Kansas You Tube Video: The Little Rock Nine. https://www.youtube.com/watch?v=3eRr6CcuPfM Civil Rights Time Line Article: The Draft Article: Kent State Article: Fly Me to the Moon: The Space Race Authentic Assessment Consumerism and Advertising. That 70's Worksheet: Article: Watergate Article: The Energy Crisis.	Oral Reading consistent with IEP and 504 modifications and accommodations. Consultant teachers and Teacher Aides are available to ensure focus is on task. Attached questions are previewed and as the article is read, relevant information is highlighted and utilized to answer the questions. Discussion and check for understanding questions are integrated into the presentation	Attached questions for primary sources and articles are answered by students and then they are discussed and scored as a class. While Documentaries run, Students are given a "focus" sheet. There are very simple questions requiring only a few words to answer to keep their attention focused on the documentary. Upon completion of the documentary, these are discussed in groups so students can

		<p>population had globally? What challenges has the US faced in the 21st Century so far?</p>	<p>industrialization have put added stress on the global environment. 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 health care for the elderly, but the Vietnam War drained resources and divided society.</p>	<p>Great Society March on Washington Montgomery Bus Boycott National Woman's Suffrage Association Nineteenth Amendment 24th Amendment Poll Tax Segregation Sit-in Suffrage Thirteenth Amendment Civil Rights Act of 1964 Voting Rights Act of 1965 Space Race Vietnam War Man Walks on the Moon Three Mile Island Watergate Camp David Accords Equal Rights Amendment Iran Hostage Crisis Mount St. Helens Eruption Exxon Valdez Oil Spill Space Shuttle Challenger Oklahoma City Bombing</p>	<p>Article: Peanut Farmers and Movie Stars: The Presidency After Watergate</p> <p>Article: A Brief History of US Involvement in the Middle East</p> <p>Articles: Living in the Age of Information and The End of the American Century https://www.ushistory.org/us/60d.asp</p> <p>Read 60d and hit "next" to read 60e</p>		<p>share answers their partners may have missed.</p> <p>Traditional assessment environment.</p>
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			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.					
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Wilson Central School District Social Studies 8								
Unit: Final Project: World War II								
Teacher: Jim Alderman								
Days	Lesson	Essential Question	Standards	Vocabulary	Content / Skills	Resources	Specially Designed Instruction	Assessment / Common Assessments
15	Project introduction Student centered research and	What made WWII the most important event of 20 th	8.6b: From 1939 to 1941, the United States government	N/A	Research and Inquiry. Relevant creation of a	Chromebook cart for internet access. Print resources	Consultant teachers and Teacher Aides are available to	Finished Project is collected and graded.

	creation of a Google slides presentation	century US history?	<p>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> <p>8.6c: The nature and consequences of warfare during World War II transformed the United States and States government tried to maintain neutrality while providing aid to Britain but</p>		<p>physical project.</p> <p>Writing Skills</p> <p>Citing sources.</p>	<p>Approved Topic List.</p> <p>Project parameters and rubric.</p>	<p>ensure focus is on task.</p> <p>Students will be given time to revise the project ahead of the due date.</p> <p>Additional recommendations for Specialized Instruction: Guided practice Scaffold instruction, visual, written, verbal, physical, picture prompts and cues Modeling Small group instruction Peer tutoring Cooperative Learning Groups Heterogeneous Groups Hands on activities Differentiated Instruction Explicit instruction on how to use a graphic organizer Direct instruction and support for specialized software and equipment Frequent Breaks Visual cues Visual schedule Fidget Spinners to assist with focus Study guides</p>	
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			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.				Chunk down directions Agenda checks Pre-teaching material Mnemonic devices Highlighting / Underlining important information Monitor student understanding Preferential seating	
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