

## Unit #1: Civil War and Reconstruction

### Overview:

Students will learn about the events that led to the Civil War and the impacts of winning the war in the north and losing the war in the south. Students will learn about advantages and disadvantages, strategies, differing points of view, key figures, analyze primary sources, interpreting data and learning about slavery. Students will also learn about the challenges of Reconstruction and reuniting the country after the Civil War.

**Length of Unit:** 1 month

#### **Suggested Books/Resources:**

Online Textbook McGrawHill- Discovering Our Past- A History of the U.S. (Early Years)  
Read Lessons 17-1, 17-2, 17-3, 17-4 and 17-5 and complete textbook quizzes

- Stations on Slavery (primary source documents, political cartoons, statistics, etc.)
- Civil War Map practice (and Map Test)
- Civil War Posters and worksheet (early overview of the war)
- Civil War Medicine Station (looking at medical procedures, treatments, medicines, etc.)
- Graphing Station (creating bar graphs using Civil War data)
- Photography Station (analyzing Civil War photos)
- Reading of Pink and Say by Patricia Polacco Station (summarize, vocabulary)
- Civil War Vocabulary and Slang/Letter Writing Station (sometimes not used)
- Billy Bates article and fill in the blank worksheet (Civil War prisons)
- Civil War Content Test ( study guide, Quizlet and Jeopardy)
- Gettysburg Address vs. Emancipation Proclamation (comparing documents) in G.C.
- Reconstruction- Life after the Civil War (slideshow and questions) in G.C.

#### **Standards/Performance Expectations Assessed**

with Corresponding Level of Proficiency:

**Introductory MS-CG.CG3.F2**

**\*Proficient MS-G.G1.F2**

**Developing MS-G.G1.D2**

**Developing MS-G.G2.F1**

**Developing MS-G.G2.D1**

**Proficient MS-H.H1.F1\***

**\*Proficient MS-H.H1.F2**

#### **Knowledge Acquisition**

Students will know...

- The goals and strategies, strengths and weaknesses of the North and South
- Major battles and turning points of the Civil War
- The importance of and results of the Emancipation Proclamation
- How the Civil War affected the roles of women, politics and the economies of the North and the South
- How the Civil War ended and how the U.S. tried to recover after the war

Students will be skilled at...

- Identify and evaluate the goals of both the North and the South
- Compare the strengths and weaknesses of the North and the South
- Evaluate the effect of the Emancipation Proclamation
- Describe the conditions of the hospitals and prison camps during the Civil War
- Analyze why the Battle of Gettysburg was a turning point of the war
- Evaluate the idea of total war and how it affected the South
- Identify the events that ended the Civil War

WPS 8th Grade Social Studies Curriculum

<b>Proficient</b> MS-H.H1.D1 <b>Proficient</b> MS-H.H1.D2 <b>*Proficient</b> MS-H.H1.D4 <b>Proficient</b> MS-H.H2.F1 <b>Developing</b> MS-H.H2.F2 <b>Developing</b> MS-H.H2.F3 <b>Developing</b> MS-H.H2.D1 <b>Developing</b> MS-H.H2.D2 <b>Developing</b> MS-H.H2.D3	<b>Vertical Alignment</b>	
	Prerequisite Knowledge/Skills/Standards	Future Knowledge/Skills/Standards
	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• The impacts of the Emancipation Proclamation</li><li>• The importance of the 13, 14 and 15 amendments</li></ul>

## Unit #2: Opening the West

### Overview:

Students will learn about westward expansion after the Civil War including the impact on Native Americans, mining, the Transcontinental Railroads, land rushes and cattle ranchers/farmers. Students will research Native American culture then and now.

**Length of Unit:** 4-6 weeks

**Suggested Books/Resources:**

Online Textbook McGrawHill- Discovering Our Past- A History of the U.S. (Modern Times)

Gold Rush

- Read Lesson 3-1 only and take quiz
- If I had a million dollars slideshow
- Gold Rush slideshow with embedded videos
- Alaska Skill Page
- Reading the King of Mazy May and questions
- Ng Poon Chew article and fill in the blank
- Gold Rush Melodrama (sometimes I don't do this, students' choice)
- Venn Diagram- comparing the movie, White Fang, Poem on Sam McGee and/or the King of Mazy May reading
- Standard Time Zone skill activity

Native Americans

- Read Lesson 3-3 only and take quiz
- Plains Packet
- Totem Activity- Why Native Americans make totems. Have students make a totem indicating 5 things that they value
- Stations on Native Americans focusing on Boarding Schools
- Read Indian Plea and take quiz
- Native American Poster Project- Students select a native american tribe to research. After research and notes are completed, students create a poster on their native american tribe including region, shelter, government, foods, etc.

**Standards/Performance Expectations Assessed**

with Corresponding Level of Proficiency:

**Introductory** MS-CG.CG3.F2

**\*Proficient** MS-G.G1.F2

**Developing** MS-G.G1.D2

**Developing** MS-G.G2.F1

**Developing** MS-G.G2.D1

**Proficient** MS-H.H1.F1\*

**\*Proficient** MS-H.H1.F2

**Proficient** MS-H.H1.D1

**Knowledge Acquisition**

Students will know...

- The impact of mining on the creation of states
- How the railroads changed the mining industry and the nation
- The causes and effects of conflicts between Native Americans and white settlers

Students will be skilled at...

- Explain the impact of mining on the creation of states
- Discuss the railroads and their importance to the mining industry
- Summarize how ranchers got their cattle to market
- Determine the cause and effect of the conflict between the Native Americans and white settlers

**Vertical Alignment**

Prerequisite Knowledge/Skills/Standards

Future Knowledge/Skills/Standards

WPS 8th Grade Social Studies Curriculum

<div>Proficient MS-H.H1.D2</div> <div>*Proficient MS-H.H1.D4</div> <div>Proficient MS-H.H2.F1</div> <div>Developing MS-H.H2.F2</div> <div>Developing MS-H.H2.F3</div> <div>Developing MS-H.H2.D1</div> <div>Developing MS-H.H2.D2</div> <div>Developing MS-H.H2.D3</div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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## Unit #3: Urban Society/Immigration

### Overview:

Students will learn about immigrants that came to the U.S. from a variety of countries, why they came and where they went. Students will explore the challenges and the benefits of immigration as well as the growth of cities and disparity between the rich and the poor.

**Length of Unit:** 1 month

**Suggested Books/Resources:**

Online Textbook McGrawHill- Discovering Our Past- A History of the U.S. (Modern Times)  
Read Lesson 5-1, 5-2 and 5-3

- Define chapter vocabulary
- Vocabulary activity- use pictures to match definitions
- Immigration slideshow with embedded videos
- Interactive Tour of Ellis Island
- Statue of Liberty research worksheet
- Writing Assignment- Stranger in a Strange Land- Students write about an American holiday, event or ritual that they are very familiar with from the perspective of a person who has never experienced it before
- Immigration Scenario- groups of students try to accommodate 200 immigrants coming to Winthrop addressing challenges such as housing, language, education, clothing, etc.
- Discuss immigration of Somalis to Lewiston, Maine and their struggles and successes
- Immigration Content Test (after study guide, Quizlet review and Jeopardy)
- Video series called the Story of Us- "Cities"

**Standards/Performance Expectations Assessed**

with Corresponding Level of Proficiency:

**Introductory MS-CG.CG3.F2**

**\*Proficient MS-G.G1.F2**

**Developing MS-G.G1.D2**

**Developing MS-G.G2.F1**

**Developing MS-G.G2.D1**

**Proficient MS-H.H1.F1\***

**\*Proficient MS-H.H1.F2**

**Proficient MS-H.H1.D1**

**Proficient MS-H.H1.D2**

**\*Proficient MS-H.H1.D4**

**Proficient MS-H.H2.F1**

### Knowledge Acquisition

Students will know...

- Reasons immigrants decided to come to the U.S.
- The challenges, obstructions, and opposition immigrants faced in the U.S.
- How the new immigrants adapted as well as retained their cultural identity
- The problems that resulted from rapid growth of cities and their solutions
- How changes in education affected the lives of young people
- The changes brought about by the increase in leisure time

Students will be skilled at...

- Identify and evaluate the reasons different groups of immigrants were pushed or pulled to come to the U.S.
- Identify and evaluate what happened to many immigrants after their arrival in the U.S.
- Identify the ways immigrants sometimes chose to adapt to the U.S. but still retain their cultural identity
- Explain how new forms of architecture and transportation helped address problems in cities

### Vertical Alignment

Prerequisite Knowledge/Skills/Standards

Future Knowledge/Skills/Standards

WPS 8th Grade Social Studies Curriculum

<div>Developing MS-H.H2.F2</div> <div>Developing MS-H.H2.F3</div> <div>Developing MS-H.H2.D1</div> <div>Developing MS-H.H2.D2</div> <div>Developing MS-H.H2.D3</div>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Identify the reasons people move</li><li>Understand the benefits and challenges that immigration can bring</li></ul>
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## Unit #4: World War I

### Overview:

Students will learn about the global conflict fought between the Allies and the Central Powers in World War I and the four main causes of the war, militarism, alliances, imperialism and nationalism. They will learn about how and where the war was fought, tactics that were used, it's resolution and the wide reaching impacts of the war.

**Length of Unit:** 4-6 weeks

**Suggested Books/Resources:**

Online Textbook McGrawHill- Discovering Our Past- A History of the U.S. (Modern Times)  
Read Lessons 8-1, 8-2, 8-3, 8-4 and 8-5

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| <ul style="list-style-type: none"> <li>• MAIN worksheet with flipped classroom (GC)</li> <li>• WWI slideshow with embedded videos</li> <li>• Primary Sources Analyzing Propaganda Posters (GC)</li> <li>• WWI Project- Select from a variety of topics and types of projects to dig deeper into WWI material</li> </ul> | <ul style="list-style-type: none"> <li>• World War I Map Test</li> <li>• World War I Content Test- (after study guide, Quizlet review and Jeopardy)</li> <li>• Primary Source Documents about the Spanish Flu (GC)</li> <li>• Compare and Contrast Spanish Flu Pandemic and Covid 19 Pandemic</li> </ul> |
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**Standards/Performance Expectations Assessed**  
with Corresponding Level of Proficiency:

**Introductory** MS-CG.CG3.F2

**\*Proficient** MS-G.G1.F2

**Developing** MS-G.G1.D2

**Developing** MS-G.G2.F1

**Developing** MS-G.G2.D1

**Proficient** MS-H.H1.F1\*

**\*Proficient** MS-H.H1.F2

**Proficient** MS-H.H1.D1

**Proficient** MS-H.H1.D2

**\*Proficient** MS-H.H1.D4

**Proficient** MS-H.H2.F1

**Developing** MS-H.H2.F2

**Developing** MS-H.H2.F3

**Developing** MS-H.H2.D1

### Knowledge Acquisition

Students will know...

- The factors that led to the outbreak of World War I in Europe
- The changes in technology and battle strategy that changed the nature of the war
- Why the U.S. tried to remain neutral in the war
- What events made the U.S. join the war
- How the U.S. prepared to fight in the war and helped turn the tide of the war
- How propaganda influenced public opinion and actions of citizens during the war
- Why the Senate rejected the Treaty of Versailles and the League of Nations

Students will be skilled at...

- Analyze the cause and effect of factors that led to the outbreak of the war in Europe
- Recognize the historical perspectives that led the U.S. to try to remain neutral during the war.
- Identify and evaluate the reasons the U.S. finally decided to enter World War I
- Identify information about how the U.S. prepared to fight the war
- Identify points of view about the legislation the American government passed to control public opinion
- Identify reasons that the U.S. prepared to fight the war
- Recognize the different points of view among the Allies and why they opposed Wilson's plan for peace

### Vertical Alignment

Prerequisite Knowledge/Skills/Standards

Future Knowledge/Skills/Standards

WPS 8th Grade Social Studies Curriculum

<div>Developing MS-H.H2.D2</div> <div>Developing MS-H.H2.D3</div>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Understand the causes and outcomes of WWI</li></ul>
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## Unit #5: Roaring 20s

### Overview:

Students will learn about life in the 1920s after the end of World War I. They will learn about changes in technology, women's roles and prosperity of some and poverty of others. They will learn about how new ideas and technology changed the way people lived.

**Length of Unit:** 2-3 weeks

**Suggested Books/Resources:**

Online Textbook McGrawHill- Discovering Our Past- A History of the U.S. (Modern Times)

Read Lessons 9-3 and vocabulary

- Take notes on the Roaring 20s slideshow with music and videos on a variety of 1920s topics such as the Harlem Renaissance, Prohibition, Flappers, fear of communism, labor relations and the stock market
- Primary Source Activity on Prohibition
- Opinion Paper on one of the following topics- Prohibition, Scopes Trial, the Red Scare, Trial of Sacco and Vanzetti
- Stock Market simulation (one day)

**Standards/Performance Expectations Assessed**  
with Corresponding Level of Proficiency:

**Introductory** MS-CG.CG3.F2

**Developing** MS-PFE.PF.F2:

**\*Developing** MS-PFE.PF.D1

**Introductory** MS-PFE.E.F1

**Proficient** MS-PFE.E.D1

**\*Proficient** MS-G.G1.F2

**Developing** MS-G.G1.D2

**Developing** MS-G.G2.F1

**Developing** MS-G.G2.D1

**Proficient** MS-H.H1.F1\*

**\*Proficient** MS-H.H1.F2

**Proficient** MS-H.H1.D1

**Proficient** MS-H.H1.D2

**\*Proficient** MS-H.H1.D4

**Proficient** MS-H.H2.F1

**Developing** MS-H.H2.F2

**Developing** MS-H.H2.F3

### Knowledge Acquisition

Students will know...

- How improved business practices and new products helped change the way people lived but did not bring prosperity for everyone
- How social, cultural, and artistic changes contributed to conflicts between traditional and modern values
- How tension and conflicts were created by postwar adjustments in American society

Students will be skilled at...

- Analyze labor relations and workers' involvement in unions
- Analyze the causes of racial tensions
- Analyze the reaction Congress to the Red Scare
- Analyze women's changing role during the 1920s
- Identify major figures of the Harlem Renaissance

### Vertical Alignment

Prerequisite Knowledge/Skills/Standards

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Future Knowledge/Skills/Standards

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WPS 8th Grade Social Studies Curriculum

<div>Developing MS-H.H2.D1</div> <div>Developing MS-H.H2.D2</div> <div>Developing MS-H.H2.D3</div>		
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## Unit #6: Great Depression and the New Deal

### Overview:

Students will learn about the rise and fall of the U.S. economy in the years after World War I. They will learn about the stock market crash, the Dust Bowl and the hardships Americans faced during this trying time. They will also learn how the U.S. economy recovered with the help of the New Deal.

**Length of Unit:** 2-3 weeks

**Suggested Books/Resources:**

Online Textbook McGrawHill- Discovering Our Past- A History of the U.S. (Modern Times): Chapter 10

- John Green- Crash Course on the Great Depression (15 min)
- The Great Depression and FDR's New Deal- fill in the blank worksheet with slideshow
- Great Depression Photograph Analysis Webquest
- Songs of the Great Depression- Woodie Guthrie and Slim Smith
- (optional) Dusty Faces, Broken Dreams reading and questions
- Letter from a Dust Bowl Survivor worksheet and quiz
- Video- Surviving the Dust Bowl- PBS An American Experience
- New Deal: An alphabet soup of agencies activity

**Standards/Performance Expectations Assessed**

with Corresponding Level of Proficiency:

**Introductory MS-CG.CG3.F2**

**\*Proficient MS-G.G1.F2**

**Developing MS-G.G1.D2**

**Developing MS-G.G2.F1**

**Developing MS-G.G2.D1**

**Proficient MS-H.H1.F1\***

**\*Proficient MS-H.H1.F2**

**Proficient MS-H.H1.D1**

**Proficient MS-H.H1.D2**

**\*Proficient MS-H.H1.D4**

**Proficient MS-H.H2.F1**

**Developing MS-H.H2.F2**

**Developing MS-H.H2.F3**

**Developing MS-H.H2.D1**

### Knowledge Acquisition

Students will know...

- The effect the Great Depression had on the U.S. and its causes
- The effect of Roosevelt's policies and how they affected American life
- Why the Great Depression was difficult for Americans

Students will be skilled at...

- Explain why the stock market crashed and how the Great Depression brought hardship
- Summarize what Roosevelt did to improve the American economy
- Evaluate how the New Deal affected areas of American life
- Describe the difficulties faced by Americans during the Great Depression

### Vertical Alignment

Prerequisite Knowledge/Skills/Standards

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Future Knowledge/Skills/Standards

- Understand the causes and struggles that came with the Great Depression and the New Deal Agencies that were designed to bring America out of it

Developing MS-H.H2.D2 Developing MS-H.H2.D3		
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## Unit #7: Economics/Personal Finance

### Overview:

Students will understand personal finance by identifying factors that contribute to spending and savings decisions, creating a budget, investing in the stock market and the benefits and drawbacks of interest.

**Length of Unit:** 2-3 weeks

#### **Suggested Books/Resources:**

- Lawn Boy or Lemonade War- Students listen to either of these books and take quizzes based on the chapter content
- A Balancing Act worksheet- savings accounts and keeping track of your transactions
- Questions of Interest- calculating interest and the cost of borrowing
- Stock market simulation- real life simulation, monitoring their stock purchases over time and record gains and losses
- What events can affect the value of your stocks? Chart
- Budget Task Cards-net and gross income, calculating your spending and saving
- Budgeting for your Future Project- students pick a career/job that is of interest to them and then create a monthly budget based on their income

#### **Standards/Performance Expectations Assessed**

with Corresponding Level of Proficiency:

**Developing** MS-PFE.PF.F2

**\*Developing** MS-PFE.PF.D1

**Introductory** MS-PFE.E.F1

**Proficient** MS-PFE.E.D1

#### **Knowledge Acquisition**

Students will know...

- How to make spending and saving decisions based on work, wages, income, expenses, etc.
- How to calculate financial transactions and interest
- The risks and rewards of investing in the stock market

Students will be skilled at...

- Calculating transactions and interest
- Explaining the risks and rewards of investing in the stock market
- Creating a personal budget

#### **Vertical Alignment**

Prerequisite Knowledge/Skills/Standards

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Future Knowledge/Skills/Standards

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## Unit #8: World War II

### Overview:

<b>Length of Unit:</b> 4-6 weeks	<b>Suggested Books/Resources:</b> Online Textbook McGrawHill- Discovering Our Past- A History of the U.S. (Modern Times) Read Chapter 11- Lessons 1-5 <ul style="list-style-type: none"> <li>• WWII Leading Posters</li> <li>• WWII stations- Pearl Harbor, Homefront, Music, Mapping, Graphing, Reading the Butterfly</li> <li>• Terry Grimessey article- Internment Camps</li> <li>• Boy in the Striped Pajamas- listen to chapters and take quizzes on the content</li> <li>• Complete project in great depth on a WWII topic or any major event or person from 1940 to current times</li> </ul>	
<b>Standards/Performance Expectations Assessed</b> with Corresponding Level of Proficiency:  <b>Introductory</b> MS-CG.CG3.F2 <b>*Proficient</b> MS-G.G1.F2 <b>Developing</b> MS-G.G1.D2 <b>Developing</b> MS-G.G2.F1 <b>Developing</b> MS-G.G2.D1 <b>Proficient</b> MS-H.H1.F1* <b>*Proficient</b> MS-H.H1.F2 <b>Proficient</b> MS-H.H1.D1 <b>Proficient</b> MS-H.H1.D2 <b>*Proficient</b> MS-H.H1.D4 <b>Proficient</b> MS-H.H2.F1 <b>Developing</b> MS-H.H2.F2 <b>Developing</b> MS-H.H2.F3 <b>Developing</b> MS-H.H2.D1 <b>Developing</b> MS-H.H2.D2 <b>Developing</b> MS-H.H2.D3	<b>Knowledge Acquisition</b>	
	Students will know...	Students will be skilled at...
	<ul style="list-style-type: none"> <li>• The events that led to the rise of dictators in Europe</li> <li>• How World War II began</li> <li>• How the war affected the U.S. at home</li> <li>• How the war developed in Europe and how Germany was defeated</li> <li>• What events occurred in the Pacific and how Japan was defeated</li> <li>• What the Holocaust is and its impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize the events that led to the rise of dictators in Europe</li> <li>• Explain how World War II began</li> <li>• Analyze why the U.S. entered the war</li> <li>• Analyze how the U.S. affected the United States at home</li> <li>• Evaluate how the war developed in Europe and how Germany was defeated</li> <li>• Identify what the Holocaust was and its impacts</li> <li>• Identify the events that occurred in the Pacific and how Japan was defeated</li> </ul>
	<b>Vertical Alignment</b>	
	Prerequisite Knowledge/Skills/Standards	Future Knowledge/Skills/Standards
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Understand causes and outcomes of WWII</li> </ul>