

8th Grade Social Studies

Revised 08/21/22

Chapter 17 - The Civil War (6.1.8.HistoryCC.5.d, 6.1.8.HistoryUP.5.c, 6.1.2.HistoryCC.1, 6.1.5.GeoSV.2, 6.1.5.EconET.3)

Objectives:

- Identify and evaluate the goals of both the North and the South.
- Compare the strengths and weaknesses of the North and the South.
- Explain how the Union responded to defeats in the East in 1862.
- Evaluate the effect of the Emancipation Proclamation.
- Identify the changes in lifestyle during the Civil War.
- Describe the conditions of the hospitals and the prison camps during the Civil War.
- Analyze political and economic changes that occurred during the war.
- Explain why the South seemed to be winning the war.
- Analyze why the Battle of Gettysburg was a turning point in the war.
- Evaluate the idea of total war and how it affected the South.
- Identify and analyze the events that ended the Civil War.

Extended Activity:

Have students work in pairs or small groups to create a T-chart summarizing the two sides in the Civil War conflict. They may use outside resources or base their chart solely on the text.

Gifted and Talented:

Students learn about the experiences and events of the Civil War by creating a visual display about a chosen group or individual. They will read about their group or individual in their textbook and brainstorm a list of words and phrases that describe what life was like for their group or individual. Have students locate primary and secondary source images and meet in groups to select and arrange images for their display. Then have them add text and assemble the display. Have them create a plaque that includes a title and a paragraph summarizing what life was like for their group or individual during the Civil War.

Chapter 18 - The Reconstruction Era (6.1.12.HistoryCC.4.a, 6.1.12.HistoryCC.4.b, 6.1.12.EconEM.5.a, 6.1.12.CivicsDP.5.a, 6.2.12.CivicsHR.6.b)

Objectives:

- Compare and contrast plans for Reconstruction.
- Evaluate the effectiveness of the Freedmen's Bureau.
- Analyze black codes and the federal government's responses to them.
- Evaluate Radical Reconstruction.
- Identify important individuals and groups that played a role in Reconstruction.
- Describe and analyze what life was like for African Americans in the South during Reconstruction.
- Analyze the significance of the election of 1876 and the end of Reconstruction.

Extended Activity:

Review this chapter and draw a timeline of key events during Reconstruction. Identify the event that you think had the most impact and write a short essay justifying your choice.

Gifted and Talented:

Students demonstrate understanding of factors that led to the impeachment of President Andrew Johnson by creating a political cartoon. They will review information about Andrew Johnson's presidency and related political issues in their textbook, use the Political Cartoon worksheet to brainstorm possible ideas for their cartoon, choose an idea and create their cartoon, meet with the teacher to discuss their cartoon, and present their cartoon to the class.

Chapter 19 - Opening the West (6.1.12.GeoPP.5.a, 6.1.12.GeoHE.5.a, 6.1.12.HistoryCC.5.a, 6.1.5.HistoryUP.4, 6.2.8GeoHE.2.a, 6.1.5.EconET.3)

Objectives:

- 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.
- Discuss the life of a cowhand and a rancher on the Great Plains.
- Describe what brought more settlers to the Great Plains.
- Analyze why Native Americans were threatened by settlement in the Great Plains.
- Determine the cause and effect of the conflict between the Native Americans and white settlers.
- Assess how the National Grange and the Farmers' Alliance worked to help farmers.
- Explain the ideas of the Populist Party.

Extended Activity:

Have students make a three-column chart with the column headings "Sioux," "Cheyenne and Arapaho," and "Nez Perce." Students should title the chart "Native American Interaction with Settlers and the U.S. Government." Have students review the chapter to find details for their charts.

Gifted and Talented:

Have groups develop a board game representing the experiences of miners traveling west by railroad, hoping to strike it rich. Have students review the chapter for relevant information and then meet with their group. Each group should use the Wild West Board Game worksheet to brainstorm and organize ideas. Tell students to divide the tasks among team members and then create their board game and the written directions for it. Give groups time to present their board game to the class and complete the Rubric Assessment.

Chapter 20 - The Industrial Age (6.12.HistoryNM.5.b, 6.1.5.EconET.e, 6.3.8.EconET.2, 6.2.12.EconET.3.a)

Objectives:

- Analyze the importance of the railroad in the Industrial Age.
- Identify and evaluate new inventions of the era.
- Define mass production.
- Evaluate the impact of mass production on the U.S. economy.
- Identify and analyze the factors of production.

- Evaluate the importance of capital to production.
- Compare and Contrast how Rockefeller and Carnegie organized the oil and steel industries.
- Analyze the concept of monopoly and how the Standard Oil Trust exemplified it.
- Describe and evaluate working conditions during the Industrial Age.
- Identify and analyze how and why labor organized during the Industrial Age.

Extended Activity:

Investigate one of the changes in business operations, manufacturing processes, or technology that you have learned about in this chapter. Assess the effect of that change on life today. For example, you might trace the change from Edison's phonograph to today's popular music technology. Prepare a poster or a slide show presentation or report your findings to the class.

Gifted and Talented:

To Learn how people and events of the Industrial Age changed the way people lived and worked, students will research important people and events and create a historical calendar of the Industrial Age. Each calendar will have three months, each with 28 days. Each month is assigned one of these topics: people, technological developments, or events. Students will create lists of relevant calendar days. They will work cooperatively in groups to find information and illustrations about key individuals, technological developments, and events of the period. They will then assemble their calendars and present them to the class.

Chapter 21 - An Urban Society (6.1.12.GeoHE.5.a, 6.1.8.HistoryCC.4.d, 6.1.12.HistoryUP.5.a, 6.1.5.HistoryUP.6)

Objectives:

- Identify and evaluate the reasons different groups of immigrants were pushed or pulled to come to the United States.
- Identify and evaluate what happened to many immigrants after their arrival in the United States.
- Identify and organize the ways immigrants sometimes chose to adapt to the United States but still retain their cultural identity.
- Describe where different classes of people gravitated to in and around cities.
- Explain how new forms of architecture and transportation helped address problems in cities.
- Identify and draw conclusions about the changes to American culture during this period.

Extended Activity:

Divide the class into groups, and have them use an atlas or online resource to create a map that shows the home countries of immigrants mentioned in this chapter. Use the textbook as well as outside resources to find out why people left their home countries. Create a key with the reasons, and mark them on the map.

Gifted and Talented:

Students will create an electronic presentation about one group of American immigrants. Students will select one country and focus on immigrants from that country. Have them review the information about immigrants in their textbook and conduct personal research on their chosen immigrant population. They should gather both facts and images. Teams should share information from their research and work

together to complete the Immigrants in America worksheet and develop the electronic presentation. Have students deliver their presentations to the class.

Chapter 22 - The Progressive Era (6.1.12.CivicsPR.6.a, 6.2.12.CivicsDP.3.a, 6.1.12.EconET.8.a, 6.15.HistoryCC.15, 6.1.12.HistoryCC.6.d)

Objectives:

- Identify and evaluate reforms and reformers that emerged during this era.
- Analyze the impact that U.S. presidents had on reforms during this era.
- Identify and analyze the ways society in the United States changed during the Progressive Era.
- Identify and evaluate the causes and consequences of prejudice and injustice in American society.

Extended Activity:

Ask students to write a letter from the point of view of a woman of 1848 to Elizabeth Cady Stanton, telling her why they would like to attend the Seneca Falls meeting. They should include details that indicate they understand the issues presented in the chapter.

Gifted and Talented:

Students will understand the ways in which U.S. society changed during the Progressive Era by researching a key figure in the chapter and illustrating his or her contribution by presenting a skit. Students will read about the person in their textbook and conduct personal research on the topic, citing at least three reliable sources. Using their sources and creativity, students will write the script for the skit and identify appropriate costumes, props, and set design if appropriate. They will then rehearse and present the skit, and finally, evaluate their own performances.

Chapter 23 - Rise to World Power (6.1.12.HistoryCC.6.c, 6.1.12.EconGI.3.b, 6.2.12.HistoryUP.3.a)

Objectives:

- Identify the causes and effects of imperialism in the late 1800s.
- Analyze the expansion of U.S. economic influence in Latin America.
- Explain how the United States acquired territories in the Pacific.
- Evaluate the effects of the Open Door policy in China.
- Identify the causes and consequences of the Russo-Japanese War.
- Identify territories acquired by the United States after the Spanish-American War.
- Summarize the arguments of both imperialists and anti-imperialists.
- Draw conclusions about how the Panama Canal affected U.S. relations with Latin America.
- Compare and contrast the Roosevelt Corollary, dollar diplomacy, and moral diplomacy.
- Analyze the U.S. role in the Mexican Revolution.

Extended Activity:

Working with a small group, create a two-column, three-row chart that compares the approaches to foreign policy suggested by the Roosevelt Corollary, dollar diplomacy, and moral diplomacy. Then imagine an armed rebellion in a South American nation, and discuss the probable reactions of the U.S. using each of the three approaches. When your group has come to a general agreement, add these actions to the second column on the chart.

Gifted and Talented:

Students will assume the role of a person living in the late 1800s or early 1900s (for example a Rough Rider, Secretary of State John Hay, or someone working on the Panama Canal) and write a letter to a loved one describing how a particular conflict has affected them. Students will read about the topic in their text, research the topic, and create a bibliography, citing at least three sources. Next they will prepare a draft letter, including facts explaining how their life has changed, editing and revising as necessary. Students will then compose the final version of their letter, following the format for an informal letter, and read it aloud to the class.

Chapter 24 - World War I (6.1.12.EconNM.7.a, 6.1.12.HistoryCA.7.b, 6.1.12.HistoryUP.7.a, 6.1.12.HistoryCA.7.a)**Objectives:**

- Analyze the cause and effect of factors that led to the outbreak of war in Europe.
- Draw conclusions about the changes in technology and battle strategy that changed the nature of war.
- Recognize the historical perspectives that led the United States to try to remain neutral during World War I.
- Identify and evaluate the reasons the United States finally decided to enter World War I.
- Identify and evaluate how the American troops helped to turn the tide for the Allies.
- Analyze the circumstances that caused Germany to start losing the war and appeal for an armistice.
- Identify and organize information about how the United States 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. Senate rejected the Treaty of Versailles and the League of Nations.
- Recognize the different points of view among the Allies and why they opposed Wilson's plan for peace.

Extended Activity:

Working with a small group, consider the issues and events that lead to international conflict. Write a list of points, similar to the Fourteen Points, that outlines your ideas for how to achieve a just and lasting world peace. Then compare your group's list with those of other groups in the class. How do the points differ from group to group?

Gifted and Talented:

Have students use the textbook to identify the causes of World War I and then work in small groups to research these causes. Students should find at least three sources about each cause, and each student should become an "expert" on one of the causes. Have students create a documentary in which interviews of the "experts" play a prominent role.

Chapter 25 - The Jazz Age (6.1.12.HistoryCC.8.c, 6.1.12.CivicsHR.8.a, 6.1.12.EconET.8.a, 6.1.12.HistoryCC.8.b)**Objectives:**

- Analyze labor relations and workers' involvement in unions.

- Analyze the causes of racial tension.
- Analyze the reaction of Congress to the Red Scare.
- Analyze political cartoons about presidential administrations.
- Evaluate America's role in foreign affairs.
- Compare the results of the economic policies of the Harding and Coolidge administrations.
- Analyze new business management methods and their effects on the workforce.
- Summarize how the increasing number of automobiles affected other industries.
- Explain how electricity transformed America's industries and changed life at home.
- Analyze women's changing role during the 1920s.
- Evaluate the effects of mass media on society.
- Identify major figures of the Harlem Renaissance.
- Evaluate the impact of the upsurge in nativism.

Extended Activity:

The United States still has rules for who can and cannot immigrate to this country. Use the Internet to find out what the steps are for a person wishing to come to the United States to live. Make a list of the major steps a would-be immigrant must complete. Keep a record of the sources from which you got your information.

Gifted and Talented:

To identify how new ideas change society, groups of students will create signs that could have been carried by social activists at a rally in the 1920s. Student groups will choose a group of people from the period and come up with historically accurate and appropriate words and images for their signs. The signs should reflect social and technological changes. Students will discuss the reasons they chose to write what they did on their signs and examine and learn from other groups' signs.

Chapter 26 - The Depression and the New Deal (6.1.12.A.9.a, 6.1.12.HistoryUP.9.a, 6.1.12.CivicsPR.10.b, 6.1.12.GeoHE.10.a, 6.2.8.GeoHE.2.a, 6.1.5.EconET.3)

Objectives:

- Explain why the stock market crashed and how the Great Depression brought hardship.
- Analyze the reasons Hoover started to involve the government in the economic crisis.
- 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.
- Identify the reasons that the 1930s became a golden age in entertainment and the arts.
- Analyze the opposition that Roosevelt's New Deal faced.
- Evaluate the major programs of the Second New Deal.
- Understand why Roosevelt wanted to change the Supreme Court.

Extended Activity:

Have students make a list that includes the following groups of people: women, migrant workers, African Americans, Native Americans, and Latinos. Then have them write a sentence describing how each group was affected by the Depression.

Gifted and Talented:

To understand the economic choices Americans faced during the Great Depression, students will create a time capsule with objects and images representing the period. Students will read about the Great Depression in their text; conduct Internet and other research about the hardships people faced; brainstorm the contents of their time capsules; gather and create objects and images; describe and explain in writing the contents of their time capsules; and finally present their time capsules to the class.

Chapter 27 - America and World War II (6.1.12.CivicsDP.11.a, 6.1.12.CivicsHR.11.a, 6.1.12.CivicsHR.11.b, 6.1.12.HistoryCA.11.b, 6.1.12.HistoryCC.11.d)**Objectives:**

- Summarize the events that led to the rise of dictators in Europe.
- Explain how World War II began.
- Analyze why the United States entered the war.
- Analyze how the war affected the United States at home.
- Evaluate how the war developed in Europe and North Africa, and how Germany was defeated.
- Identify what the Holocaust was.
- Identify and analyze the events that occurred in the Pacific and how Japan was defeated.

Extended Activity:

Research recent conflicts in which many people believe genocide is taking or has taken place. Write a research report about what has taken place and who is involved in this conflict. Be sure to discuss some of the lessons learned from the experience of the Holocaust.

Gifted and Talented:

To understand propaganda techniques used during World War II, students will work in teams to analyze and explain an example of propaganda. Students will view the information about World War II in their textbooks and research a piece of propaganda and the technique(s) it uses, citing at least three sources. They should meet with their team to share information from their research. Each team should deliver its presentation to the class and explain which propaganda techniques are used.

Chapter 28 - The Cold War Era (6.1.12.EconEM.12.a, 6.1.12.HistoryCC.12.a, 6.1.12.HistoryCC.12.c, 6.1.12.HistoryCC.12.e)**Objectives:**

- Explain the purpose of the Truman Doctrine and the Marshall Plan.
- Contrast the goals of the Soviet Union and the United States after World War II.
- Analyze and summarize the Berlin Crisis.
- Identify and Analyze economic problems after World War II.
- Explain how the United States was involved in the Korean War.
- Compare and contrast the viewpoints of Truman and MacArthur over how to end the war.
- Identify economic developments under President Eisenhower.
- Analyze cultural developments in the 1950s.
- Identify examples of groups who did not experience prosperity in the 1950s.

Extended Activity:

Describe the political changes the United States experienced during the Cold War. Explain how Americans responded to the challenges of this era.

Gifted and Talented:

To understand social changes taking place in the 1950s, teams of students will research and create a presentation about a popular song of that decade. Students will review information about the 1950s in their textbook and conduct research on the topic, citing at least three sources. Students will then choose a hit song from a particular year and learn about the recording artist, audience demographics, sales, and the technology behind the music. Students should include an audio clip of the song in their presentation. Teams will create and share their presentation with the class.

Chapter 29 - The Civil Rights Era (6.1.12.CivicsDP.13.a, 6.1.12.EconEM.13.a, 6.1.12.HistoryCC.13.a, 6.1.12.HistoryCC.13.c)

Objectives:

- Evaluate the importance of Brown v. Board of Education in changing schools.
- Sequence events that unfolded in Little Rock, ARkansas, in response to court-ordered integration of public schools.
- Draw conclusions about the success of nonviolent protest during the civil rights era.
- Identify the various individuals who led the civil rights movement.
- Compare and contrast the styles, policies, ideas, challenges, and accomplishments of the Kennedy and Johnson administrations.
- Analyze the importance of civil rights legislation.
- Compare and contrast the views of Dr. Martin Luther King, Jr., with those of Malcolm X and other young leaders.
- Describe the gains in civil rights made by women and certain other groups.

Extended Activity:

The right to vote provides American citizens with an opportunity for civic involvement. Review the events related to voting rights in this chapter. Create a diagram that lists causes and effects related to voting rights. Be sure to include dates for important events. Begin with the restrictive laws and practices in the South that prevented African Americans from voting.

Gifted and Talented:

To better understand the changes that took place during the civil rights era, student teams will create a book of photojournalism about this era. Students will plan how their books will answer the questions journalists ask: Who? What? Where? When? Why? and How? Their books will include important images from the civil rights era, captioned and arranged in chronological order, as well as an introduction, a conclusion, and additional brief text as needed.

Chapter 30 - The Vietnam Era (6.1.12.HistoryCC.12.a, 6.1.12.HistoryCC.12.b, 6.1.12.HistoryCC.12.e)

Objectives:

- Identify and evaluate the new ways that Kennedy sought to deal with the challenges and fears of the Cold War.

- Analyze how the Kennedy administration responded to the Cold War crises in Cuba and Berlin.
- Explain how Vietnam became a divided country.
- Analyze why the United States became involved in the war in Vietnam.
- Evaluate the impact of the Vietnam Era on American society.
- Describe the steps Nixon took to bring American forces home and end the war.
- Identify two factors that finally helped bring an end to the war in Vietnam.

Extended Activity:

Working with a small group, research one of the armed conflicts in which the United States has been involved since the end of the Vietnam War, such as the Gulf War, the war in Afghanistan, or the war in Iraq. Create a graphic organizer to list similarities and differences between the recent conflict and the Vietnam War. Explore such features as the length and size of the conflict, the outcomes, public support, and major reasons for the conflict.

Gifted and Talented:

By working in groups to create a 30-second news broadcast about a key historical event, students will learn about conflicts during the Vietnam Era. Students will select an event from the time period; read about it in their text, online, and in other sources; create a bibliography, citing at least three sources; work with their group to decide the most important facts to include; apply the Five W's and How strategy and the inverted pyramid structure when writing their news story; rehearse their broadcast and present it to the class; and complete the Rubric Assessment.

Chapter 31 - A Troubled Nation (6.1.12.HistoryCC.14.a, 6.1.12.HistoryCC.14.b, 6.1.12.CivicsPR.15.a, 6.2.12.GeoGI.5.a)

Objectives:

- Analyze how the United States's relationships with China and the Soviet Union changed during the 1970s.
- Identify and evaluate the events surrounding the Watergate scandal.
- Draw conclusions about the achievements and setbacks of the Carter administration.
- Identify and analyze the effects on the United States of problems in the Middle East during the second half of the twentieth century.
- Explain the basic principles of the new conservative approach to government taken by the Reagan administration.
- Analyze President Reagan's actions in resisting communism in other parts of the world.
- Describe the global events that led to the end of the Cold War in the first Bush presidency.
- State the causes of the Persian Gulf War and its outcome.
- Assess the political divisions in Congress during the Clinton administration.

Extended Activity:

Work in pairs using internet sources to explore Saddam Hussein's invasion of Kuwait and speculate why President Bush, along with a coalition of other nations, took action against him.

Gifted and Talented:

Students will research major changes in American government from the late 1960s to the early 1980s and write at least four blog entries, one for each president who governed during this time. They should choose and research these presidencies. The project should include a bibliography that cites at least three sources. When research is complete, students write their blog entries and present their blogs to the class.

Chapter 32 - New Challenges (6.1.12.CivicsPI.14.a, 6.1.12.CivicsPI.14.d, 6.1.12.CivicsPD.14.a, 6.1.12.HistoryCA.14.b)

Objectives:

- Describe terrorism and its effects at home and abroad.
- Identify the event that helped push Obama to victory in the 2008 election.
- Explain how Obama addressed key domestic issues during his first term in office.
- Define the world events that influenced foreign policy.
- Evaluate the economic effects of globalization on the United States.
- Identify environmental concerns that have become more serious issues in recent years.

Extended Activity:

Use the Internet to research alternatives to energy sources, such as fossil fuels and nuclear energy, that might threaten our environment. Make a list of alternative energy sources. Explain their advantages and the reasons why scientists should continue to explore them.

Gifted and Talented:

Explain that you want students to prepare a one minute talk about leadership from the perspective of Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush, or Barack Obama. Have students choose a president and research his background, including challenges he faced and the advice he would give future leaders. Students should prepare their talk from the president's perspective, focusing on one or two challenges he faced. As students rehearse their talk, they should time it. Set aside time for students to present their talk.

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A:52-16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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