

## Social Studies Curriculum

**Grade Level:** 8th Grade

**Focus:** Dividing America

**Time Frame:** August/September/October

**Illinois Learning Standards:**

14C: Understand election processes and responsibilities of citizens

16A: Apply the skills of historical analysis and interpretation.

16C: Understand the development of economic systems.

16D: Understand Illinois, United States and world social history.

18C: Understand relationships between geographic factors and society.

**Essential Question(s):**

1. How do people resolve conflicts and seek to establish order and security?
2. How does economic change impact society?
3. How did the issues of slavery cause the civil war?
4. How is geographic factors affected by human activity?
5. How is human activity affected by geographic factors?

**Understandings:**

1. Students will understand and apply the concepts embedded in the Illinois Constitution.
2. Students will understand the relationship among laws, government polices and the economy an their effects on society.
3. Students will understand issues of slavery between the North and South split the political and social life in America, which resulted in the Civil war.
4. Students will understand how geographic factors impact cooperation and conflict among societies.

**The Student Will Be Able To:**

1. Describe the election process at local, state and national levels.
2. Describe how voting barriers have been removed to allow greater participation in elections.
3. Describe the responsibilities that citizens share during an election.
4. Write Non-Fiction persuasive essay on a historical event.
5. Predict using primary sources to differentiate between the important and insignificant details.
6. Place a series of events from the past in the U.S. in chronology or timeline.
7. Evaluate the impact of long-term economic trends from the Civil War to present.
8. Explain how an individual idea or invention might affect the economy of the United States both past and present.
9. Explain Antebellum America through a written essay.
10. Explain differences of slavery in both the North and the South.

## Social Studies Curriculum

**Grade Level:** 8th Grade

**Focus:** The Civil War/Reconstruction

**Time Frame:** October/November

**Illinois State Standards:**

16A: Apply the skills of historical analysis and interpretation.

16C: Understand the development of economic systems.

16D: Understand Illinois, United States and world social history.

**Essential Question:**

1. What were the different goals of Americans (Republicans, Democrats, and African Americans) when reconstructing America after the Civil War?
2. Why did Reconstruction Fail?
3. What factors contributed to the failure of Reconstruction?
4. How did the issue of slavery cause the Civil War?

**Understandings:**

1. Students will understand how and why Reconstruction failed.
2. Students will understand Reconstruction was a decisive moment in American history.
3. Students will understand how the Civil War changed the country for the next century.

**The Student Will Be Able To:**

1. Demonstrate knowledge of reconstruction plans: Lincoln, Johnson, Radical and Wade Davis Bill.
2. Demonstrate knowledge of political race relation in the North and South: KKK and election of 1872
3. Write and Extended response using primary sources to interpret an event in U.S. History.
4. Demonstrate knowledge of the Civil War.

## Social Studies Curriculum

**Grade Level:** 8th Grade

**Focus:** Racial Caste System Jim Crow Law

**Time Frame:** December

**Illinois Learning Standards:**

16A: Apply the skills of historical analysis and interpretation.

16C: Understand the development of economic systems.

16D: Understand Illinois, United States and world social history.

**Essential Question:**

1. What was the Jim Crow Law?
2. With reconstruction over, how did Jim Crow laws and societal structure sustain segregation in America?

**Understandings:**

1. Students will understand due to the failure of reconstruction, segregation laws took hold over American societal creating an unequal country where race violence was allowed.
2. Students will understand the evolution of Jim Crow Laws.
3. Students will understand what consequences were or were not of discrimination past and present.

**The Student Will Be Able To:**

1. Write a non-fiction essay explaining their understanding of the Jim Crow Laws.
2. Explain knowledge of segregation in America.
3. Explain knowledge of racial violence in America.
4. Analyze an example of a government denying voting rights to individuals or groups.
5. Analyze actions taken by ancient governments to improve the lives of people.

## Social Studies Curriculum

**Grade Level:** 8<sup>th</sup> Grade

**Focus:** Illinois Constitution

**Time Frame:** January

**Illinois Learning Standards:**

14B: Understand the structures and function of the political systems of Illinois, the United States and other nations.

16A: Apply the skills of historical analysis and interpretation.

**Essential Questions:**

1. How does the Illinois State Constitution create good government and laws for the people of Illinois?
2. How does the Illinois Bill of Rights reflect the core principles of Illinois?
3. How does the history of Illinois effect our current government and economy?
4. What are the three branches of government and the function of each?

**Understandings:**

1. Students will understand that Illinois has a rich history and clear principles guided through the Illinois Constitution. Using lessons learned from the past; In 1970 Illinois has created a 3-bodied government that provides government to the people of Illinois.
2. Students will understand checks and balances according to the respective branches of the federal government.
3. Students will understand and apply the concepts embedded in the Illinois Constitution.

**The Student Will Be Able To:**

1. Analyze historical examples of the system of checks and balances according to the respective branches of the federal government.
2. Evaluate constitutional change and continuity over time.
3. Explain how the government embodies the purposes, values and principles of its people.
4. Describe how the U.S. government is structured, maintained and changed.
5. Recite and interpret the ten Illinois Bill of Rights.

## Social Studies Curriculum

**Grade Level:** 8<sup>th</sup> Grade

**Focus:** Progressive Movement/Civil Rights Movement

**Time Frame:** February

**Illinois Learning Standards:**

14F: Understand the development of United States political ideas and traditions

16A: Apply the skills of historical analysis and interpretation.

16E: Understand Illinois, United States and world social history.

**Essential Questions:**

1. How did the progressive movement change America?
2. How did historical events and processes bring about changes in the political ideas and traditions of the United States?
3. How did the Civil Rights movement change America?

**Understandings:**

1. Students will understand how the progressive movement reformed American ideals on child labor, women's rights, the environment and health inspections.
2. Students will understand how rights roles and status of individuals relate to the general welfare.
3. Students will understand that the 1950's were a time of social unrest.

**The Student Will Be Able To:**

1. Explain knowledge of women's voting rights movement
2. Explain knowledge of health and food inspections.
3. Explain knowledge of child labor law.
4. Explain knowledge of environmental reforms.
5. Demonstrate an understanding of prohibition in America.
6. Summarize the roots of Civil Rights.
7. Compare and Contrast Dr. King and Malcolm X.
8. Explain the successes of the Civil Rights Movement.

## Social Studies Curriculum

**Grade Level:** 8<sup>th</sup> Grade

**Focus:** World War I

**Time Frame:** March

**Illinois Learning Standards:**

14E: Understand United States foreign policy as it relates to other nations and international issues

14F: Understand the development of United States political ideas and traditions.

16A: Apply the skills of historical analysis and interpretation.

**Essential Questions:**

1. How did America become involved with WWI?
2. How did WWI change the concept of war in the world?

**Understandings:**

1. As the First World War, WWI set new precedents in the carnage and horror of war: New weapons and new war strategies.
2. America remained neutral to WWI for many years but the constant threats from Europe dragged the USA into the war.

**The Student Will Be Able To:**

1. Explain militarism, nationalism, alliances and their responsibility for starting the war.
2. Explain how America became part of the war.
3. Explain how America was instrumental to winning the war.
4. Write extended responses using primary sources.

## Social Studies Curriculum

**Grade Level:** 8<sup>th</sup> Grade

**Focus:** Great Depression

**Time Frame:** April

**Illinois Learning Standards:**

14F: Understand the development of United States political ideas and traditions.

16A: Apply the skills of historical analysis and interpretation.

**Essential Questions:**

1. What did America do to cause the Great Depression to occur?
2. What did America do to heal from the Great Depression?

**Understandings:**

1. Students will understand how the Great Depression began.
2. Students will understand that the Great Depression saw an unemployment rate of 25%.
3. Students will understand what brought the country out of the Great Depression.

**The Student Will Be Able To:**

1. Analyze historical events.
2. Describe significant historical and processed that brought about changes in America.
3. Explain how the market crashed in 1929.
4. Summarize the extravagance of the 20's.
5. Discuss the plight of unemployed Americans.

## Social Studies Curriculum

**Grade Level:** 8<sup>th</sup> Grade

**Focus:** World War II

**Time Frame:** May/June

**Illinois Learning Standards:**

14E: Understand United States foreign policy as it relates to other nations.

14F: Understand the development of United States political ideas and traditions.

15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

16A: Apply the skills of historical analysis and interpretation.

**Essential Questions:**

1. How did the international choices at the end of WWI cause WWII?
2. How did Hitler come into power?
3. What is the Holocaust?
4. What are the hardships soldiers faced in WWII?
5. How did WWII affect the country socially, politically, internationally and economically?

**Understandings:**

1. Students will understand how World War II began.
2. Students will understand how America was able to defeat the Japanese and Nazis.

**The Student Will Be Able To:**

1. Analyze historical events.
2. Describe significant historical and processed that brought about changes in America.
3. Explain how World War II began.
4. Summarize the Holocaust.