

Instructional Unit - Updated 6/16/15

Name of Unit/Big Idea:	American Involvement in Armed Conflicts	
Brief Description:	Examine America's role in the War of 1812, WWI, and WWII, Modern	
Length of Course (Days/Weeks):	30 days	
Essential Questions:	<p><u>Essential Question #1</u>: What caused America to get involved in war?</p> <p><u>Essential Question #2</u>: How does war impact Americans on the home front?</p> <p><u>Essential Question #3</u>: What factors determine the outcome of the war?</p>	
Content Standards:	<p>14.E.3 Compare the basic principals of the United States and its international interests (e.g. territory, environment, trade, use of technology).</p> <p>16.A.3a Describe how historians use models for organizing historical interpretation (e.g. biographies, political events, issues and conflicts).</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>18.B.5 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p>	
Common Core State ELA or Math Standards:	CCSS (see map below)	
Learning Objectives	Students will be able to . . . (performance)	Resources and assessments
<ul style="list-style-type: none"> ● Summarize the key events that led the U.S. to declare War against England in 1812. (Bolded objective will be covered by all 8th grade SS teachers) ● Explain the U.S. neutrality policy leading up to the War of 1812 ● Identify the importance of the burning of Washington D.C. ● Recognize the importance of the Battle of Fort McHenry in creating the Star Spangled Banner ● Identify the events that led to the end of the War of 1812 ● Explain the key characteristics of the Treaty of Ghent. ● Identify the significance of the Battle of New Orleans. ● Identify the causes of World War I including "the spark" (assassination) that ignited it. ● Explain U.S. neutrality policy leading up to WWI. ● Explain the role unrestricted submarine warfare played in drawing America into WWI. (Emphasis on Lusitania and Sussex Pledge) ● Compare the events that drew America into the War of 1812 to the events that drew America into WWI. ● Explain the efforts done by the Americans to promote and support the war effort 	<p>Key Ideas and details</p> <p>RH.8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>RH.8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>RH.8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.8.8 Distinguish and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RH.8.9 Analyze the relationship between primary and secondary source on the same topic.</p> <p>RH.8.10 By the end of grade 8, read and comprehend history/social studies texts in the 6-8 text complexity band independently and proficiently.</p>	<p>Summative Assessments: Theme 6 Major Grade Exam Theme 6 Major Grade Project</p> <p>Formative Assessments: Theme 6 Content Quizzes Theme 6 Vocabulary Quizzes Theme 6 ACT/SAT Skill Quiz</p>

<ul style="list-style-type: none">• Compare the First Selective Service Act of 1917 with the current Selective Service process.-Vietnam?• Explain the significance of the Influenza Pandemic of 1918.• Compare the military weaponry, uniforms and tactics used by America and its enemies during conflicts.• Explain the role that the “doughboys” played in aiding the allied powers in Europe.• Identify the flaws of the Versailles Peace Treaty.• Identify the causes of WWII; including events in Europe and the attack on Pearl Harbor• Identify the steps taken by FDR to aid England against Germany such as the Lend Lease Act.• Explain the factors that motivated German and Japanese Imperialism.• Identify the impact of the Japanese attack on Pearl Harbor.<ul style="list-style-type: none">• Explain the efforts done by the Americans to promote and support the war effort compare government’s attempts to protect its citizens from threats. (i.e Alien & Sedition Acts, Removal of Habeus Corpus, Espionage & Sedition Acts, Red Scare I & II, Executive Order #9066 / Japanese Internment, USA PATRIOT Act)• Explain the significance of intelligence gathering during WW II. (Enigma Code and Navajo Code Talkers)• Explain why Midway and Stalingrad are turning points of WW II.• Explain the significance of the Normandy Invasion (D-Day).• Summarize the main objectives of the Island Hopping Strategy.• Explain how Japanese culture led to an acceptance of seppuku and kamikaze wartime practices.• Identify the significance of the United States use of the Atomic Bombs.		
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Instructional Unit - Updated 6/8/15

Name of Unit/Big Idea:	America and Foreign Affairs	
Brief Description:	Examine American foreign policy following WW II up to the present.	
Length of Course (Days/Weeks):	25	
Essential Questions:	<p><u>Essential Question #1</u>: What should America's role be in the world?</p> <p><u>Essential Question #2</u>: When should American self-interest take priority over the interests of the world?</p> <p><u>Essential Question #3</u>: How has America's role in the world changed over time?</p> <p><u>Essential Question #4</u>: As a world leader what role has America played?</p>	
Content Standards:	<p>14.E.3 Compare the basic principals of the United States and its international interests (e.g. territory, environment, trade, use of technology).</p> <p>16.A.3a Describe how historians use models for organizing historical interpretation (e.g. biographies, political events, issues and conflicts).</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor, and urbanization, 1700-present</p> <p>18.B.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p>	
Common Core State ELA or Math Standards:	CCSS (see map below)	
Learning Objectives	Students will be able to . . . (performance)	Resources and assessments
<ul style="list-style-type: none"> ● Evaluate the impact of the Marshall Plan and its role in solidifying America as a world power ● Define the term Cold War. ● Differentiate between the economic systems of capitalism and communism. ● Define the role of the UN ● Explain how the Truman Doctrine shaped America's Cold War era foreign policy. ● Identify the deteriorating relationship between the U.S. and U.S.S.R. ● Explain why the Soviet Union built the Berlin Wall. ● Trace the factors that led to the escalation of the conflict in the Korean Peninsula. 	<p>Key Ideas and details</p> <p>RH.8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>RH.8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>RH.8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.8.8 Distinguish and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and</p>	<p>Summative Assessments: Theme 7 Major Grade Project</p> <p>Formative Assessments: Theme 7 Content Quizzes Theme 7 Vocabulary Quizzes Theme 7 ACT/SAT Skill Quiz</p>

<ul style="list-style-type: none"> • Explain the role that the United Nations played in the Korean War. <ul style="list-style-type: none"> • Identify the significance of the launch of Sputnik. • Explain how the U.S. responded to Sputnik (i.e. NASA, NDEA, etc.) • Identify the significance of the Apollo Missions. • Explain the Bay of Pigs invasion. • Identify the options that President Kennedy had in dealing with the Cuban Missile Crisis. • Explain how the Cuban Missile Crisis was resolved. • Identify the significance of the Viet Minh's victory at Dien Bien Phu. • Summarize the key events that led to the escalation of U.S. involvement in Vietnam. • Summarize the Domino Theory. • Identify the significance of the Tonkin Gulf Resolution. • Describe the strategies U.S. forces employed to halt communist expansion into South Vietnam. • Explain why the Tet Offensive began to erode the American public's trust in its government. • Describe how Americans reacted to President Nixon's Vietnamization plan. • Differentiate between NATO and the UN. <ul style="list-style-type: none"> • Describe the series of events that unfolded across Eastern Europe that led to the collapse of the Berlin Wall. (ex: solidarity movement) • Critique President Carter's handling of the Iranian Hostage Crisis. • Explain how the Iran-Contra affair developed. • Explain how the U.S. involvement in the Persian Gulf war led to further conflicts in the Middle East • Recognize the impact that the U.S. dependence on foreign oil has had on shaping American foreign policy. 	<p>sufficiency of the evidence.</p> <p>RH.8.9 Analyze the relationship between primary and secondary source on the same topic.</p> <p>RH.8.10 By the end of grade 8, read and comprehend history/social studies texts in the 6-8 text complexity band independently and proficiently.</p>	
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<ul style="list-style-type: none">• Explain the motives behind the September 11, 2001 attacks.• Discuss how the United States responded to the September 11, 2001 attacks.<ul style="list-style-type: none">• Explain America's involvement in Iraq and Afghanistan following September 11th.		
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Instructional Unit - Updated 6/8/15

Name of Unit/Big Idea:	American Expansion	
Brief Description:	Examine how the United States expanded into other lands and how it dealt with the native population of those lands.	
Length of Course (Days/Weeks):	25 days	
Essential Questions:	<p><u>Essential Question #1</u>: What causes contributed to American expansion into other lands?</p> <p><u>Essential Question #2</u>: What positive or negative consequences resulted from American expansion into other lands?</p>	
	<p>14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</p> <p>15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</p> <p>15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.</p> <p>16.C.3b Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p>	
Common Core State ELA or Math Standards:	CCSS (see map below)	
Learning Objectives:	Skills:	Resources and assessments:
<ul style="list-style-type: none"> ● Explain how resources, religion, and beliefs about race have contributed to American expansionism i.e. Manifest Destiny (bolded objectives will be covered by all 8th grade SS teachers) ● Explain the political importance of the Louisiana Purchase ● Describe the actions the American government took to acquire lands owned by native tribes (Trail of Tears, etc.) ● Make a judgment about the morality of the American government's actions in acquiring Indian lands ● Evaluate the effect that Indian Removal had on the Native American tribes ● Explain the social and economic significance of the Oregon Trail ● Summarize the events that led to America acquiring Texas ● Evaluate the importance of the impact that the discovery of gold & silver had on western migration ● Identify the role that technology played in encouraging American migration west. (i.e. railroad, barbed wire, etc) <ul style="list-style-type: none"> ● Define the term imperialism ● Summarize the events that led to America acquiring Alaska ● Summarize the events that led up to acquiring the Hawaiian 	<p>Key Ideas and details</p> <p>RH.8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>RH.8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>RH.8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.8.8 Distinguish and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RH.8.9 Analyze the relationship between primary and secondary source on the same topic.</p> <p>RH.8.10 By the end of grade 8, read and comprehend history/social studies</p>	<p>Summative Assessments:</p> <p>Theme 5 Major Grade Exam Theme 5 Major Grade Project</p> <p>Formative Assessments:</p>

Islands

- Define yellow journalism
- Identify the causes of the Spanish American War (including yellow journalism and the sinking of the Battleship Maine)
- Compare the U.S. treatment of the Cuban & Filipino peoples following the Spanish American War.
- Summarize the events that lead to America acquiring the Philippines
- **Explain how American Imperialism impacted the people of Cuba, Puerto Rico & the Philippines**
- **Compare pro and anti-imperialistic arguments.**
- Explain the American role in the development of the Panama Canal.
 - o Explain how President Teddy Roosevelt's beliefs about expansion affected America's actions around the world

texts in the 6-8 text complexity band independently and proficiently.

Instructional Unit - Revised 6/8/2015

Name of Unit/Big Idea:	Movement and Migration	
Brief Description:	Examine immigration and migration patterns and the impact it has had on shaping the U.S.	
Length of Course (Days/Weeks):	15	
Essential Questions:	<p><u>Essential Question #1</u>: Why do people immigrate to the United States?</p> <p><u>Essential Question #2</u>: How have immigrants contributed to the United States?</p> <p><u>Essential Question #3</u>: How has the United States government and its people responded to immigrants?</p> <p><u>Essential Question #4</u>: What factors have caused American migration?</p>	
Content Standards:	<p>14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g. general public opinion, special interest groups, formal parties, media).</p> <p>16.A.3a Describe how historians use models for organizing historical interpretation (e.g. biographies, political events, issues and conflicts).</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.B.3B (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.</p> <p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor, and urbanization, 1700-present</p> <p>18.B.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p>	
Common Core State ELA or Math Standards:	CCSS (see map below)	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
<p>Immigration</p> <ul style="list-style-type: none"> • List the economic, religious, & social push & pull factors that contributed to immigration from Asia, Europe and Latin America during the mid-19th through 20th centuries. (Bolded objectives will be covered by all 8th grade SS teachers) • Compare the reasons behind Old European and New European immigration to the U.S. • Explain the significance of the Irish potato famine. • Investigate the U.S. government's implementation and enforcement of immigration policies during the 19th, 20th, and 21st centuries. (i.e. Chinese Exclusion Act, 1924 Immigration Act, Eisenhower's policies, 1965 immigration Act, & 1986 immigration Act) • Identify the economic, political, and social impact that immigrants have had on the U.S. <p>Migration</p>	<p>Key Ideas and details</p> <p>RH.8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>RH.8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>RH.8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.8.8 Distinguish and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and</p>	<p>Summative Assessments: Theme 4 Major Grade Exam Theme 4 Major Grade Project</p> <p>Formative Assessments: Theme 4 Content Quizzes Theme 4 Vocabulary Quizzes Theme 4 ACT/SAT Skill Quiz</p>

- **Identify how economic, political, and social factors contributed to movement of people within the U.S.**
- **Identify the aspects of the Industrial Revolution during the late 19th and early 20th Century technologies that transformed American cities (i.e Chicago).**
- Delve into the factors that contributed to the shift in population from urban to suburban centers. (i.e. the GI Bill, Baby Boom, and Interstate Highway System)
- Identify the role that natural disasters play in temporarily and permanently uprooting people from their communities.

sufficiency of the evidence.

RH.8.9 Analyze the relationship between primary and secondary source on the same topic.

RH.8.10 By the end of grade 8, read and comprehend history/social studies texts in the 6-8 text complexity band independently and proficiently.

Instructional Unit - Updated 6/8/15

Name of Unit/Big Idea:	Protest and Rebellion		
Brief Description:	Examine why people pursue change and if they achieve their desired goal(s)		
Length of Course (Days/Weeks):	21 School Days		
Essential Questions:	Essential Question #1: Why do people protest? Essential Question #2: How have Americans expressed their discontent with government policies? Essential Question #3: How has government responded to protest, rebellion, and revolt?		
Content Standards:	16.A.3a Describe how historians use models for organizing historical interpretation (e.g. biographies, political events, issues and conflicts). 16.A.3b Make inferences about historical events and eras using historical maps and other historical sources. 16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution. 16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor, and urbanization, 1700-present 18.B.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.		
Common Core State ELA or Math Standards:	CCSS (see map below)		
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments	

<p>· Identify reasons why people protest. (all 8th grade teachers will cover bolded objectives)</p> <p>-Identify the reasons for the South Seceding from the Union</p> <ul style="list-style-type: none"> · Compare the argument between states' rights versus federal rights - Consider other causes of the Civil War besides slavery. · Explain why John Brown and his followers raided Harpers Ferry · Explain why Lincoln's election led directly to the secession of seven southern states. -List the Union and Confederate advantages and disadvantages at the start of the American Civil War. -Weigh Lincoln's options regarding the situation at Fort Sumter and determine the best course of action. · Identify where the first shots of the American Civil War were fired and which side fired first. · Recognize the impact that the Border States (Delaware, Maryland, Kentucky, and Missouri) had on the political decisions that Lincoln made throughout the American Civil War. · Describe the Confederate success during the beginning of the Civil War (early battles of the war) · Discuss the events that altered the momentum toward the Union's military efforts (Siege of Vicksburg, Battle of Gettysburg, etc) · Identify the significance of the events that unfolded at the town of Appomattox Courthouse in 1865. 	<p>Key Ideas and details</p> <p>RH.8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>RH.8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>RH.8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.8.8 Distinguish and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RH.8.9 Analyze the relationship between primary and secondary source on the same topic.</p> <p>RH.8.10 By the end of grade 8, read and comprehend history/social studies texts in the 6-8 text complexity band independently and proficiently.</p>	<p>Summative Assessments: Theme 3 Major Grade Project</p> <p>Formative Assessments: Theme 3 Content Quizzes Theme 3 Vocabulary Quizzes Theme 3 ACT/SAT Skill Quiz</p>
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· Describe the series of events that unfolded on the evening of April 14, 1865 at Ford's Theatre and throughout Washington D.C.

Identify how workers protested poor work conditions i.e poor pay, long hours etc.

· Consider the benefits of unionizing.

· Compare significant work stoppages in American history (i.e. Homestead Strike, Haymarket Riot, Air Traffic Controllers Strike, etc.)

· **Compare corporate America's responses to striking workers during the 19th, 20th, & 21st centuries.**

· **Identify the actions taken by the U.S. government towards striking workers during the 19th, 20th, 21st centuries.**

- Explain how Americans responded to the prohibition of alcohol.

- Summarize the U.S. government's response to organized crime.

· **List reasons why people have opposed the use of military force throughout American history.**

- Explain why WWI veterans marched on Washington D.C. in 1932

- Explain how the Hoover administration responded to the Bonus Army.

· List the reasons for the growing opposition to the war in Vietnam.

· Explain the primary reason behind the opposition to the draft lottery during the war in Vietnam.

- Summarize the tragic domestic events that led up to the Democratic Convention in the summer of 1968.
- Evaluate the role that "media" plays in supporting U.S. military intervention or opposing U.S. military intervention.
- Summarize the National Guard's response to the Kent State protestors.
- Identify the significance of the Vietnam Veterans Memorial.
- Summarize the Chicago Police's response to the demonstrations that took place during the Democratic Convention.
- Identify recent acts of domestic terrorism that have been attempted by citizens of the United States.
- Explain the significance of the Oklahoma City bombing.
- **Identify current methods being utilized to prevent acts of domestic terrorism**

Updated 6-8-15

Instructional Unit -Updated 6/8/15

Name of Unit/Big Idea:	Equality and Division in Society	
Brief Description:	Explore the challenges that African Americans and Women faced throughout history. Describe the responses each group had to those challenges.	
Length of Course (Days/Weeks):	32 School Days	
Essential Questions:	Essential Question #1: What factors have influenced the treatment of groups within American society? Essential Question #2: How has the U.S. government addressed issues of discrimination between specific groups within American society? Essential Question #3: How have individuals responded to discrimination?	
Content Standards:	<p>14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.</p> <p>14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p> <p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p> <p>14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g. general public opinion, special interest groups, formal parties, media).</p> <p>14.E.3 Compare the basic principals of the United States and its international interests (e.g. territory, environment, trade, use of technology).</p> <p>16.A.3a Describe how historians use models for organizing historical interpretation (e.g. biographies, political events, issues and conflicts).</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.</p> <p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor, and urbanization, 1700-present</p> <p>18.B.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p>	
Common Core State ELA or Math Standards:	CCSS (see map below)	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments

<ul style="list-style-type: none"> - Recognize the use of stereotypes in defining individuals. - Identify and Compare the compromises that contributed to the separation of African Americans (bolded objects will be covered by all 8th grade social studies teachers) <ul style="list-style-type: none"> - Explain how geography and climate helped to shape the economic systems of the northern and southern states · Identify the most commonly used slave resistance techniques. (i.e work slowdowns, destroy equipment, running away, and armed rebellion) · Recognize the role that Abolitionists (i.e. Frederick Douglass, Harriet Tubman, William Lloyd Garrison, etc) had in the resisting the institution of slavery movement. · Identify the significance of the Underground Railroad. · Explain the impact that the Scott v. Sandford Supreme Court decision had on addressing the issue of slavery. - Explain the significance of the emancipation proclamation. · Summarize the 13th Amendment to the U.S. Constitution. · Explain the significance of the 14th Amendment · Identify the significance of the passage of the 15th Amendment during Congressional 	<p>Key Ideas and details</p> <p>Key Ideas and details</p> <p>RH.8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>RH.8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>RH.8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.8.8 Distinguish and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RH.8.9 Analyze the relationship between primary and secondary source on the same topic.</p> <p>RH.8.10 By the end of grade 8, read and comprehend history/social studies texts in the 6-8 text complexity band independently and proficiently.</p>	<p>Summative Assessments: Theme 2 Major Grade Exam Theme 2 Major Grade Project</p> <p>Formative Assessments: Theme 2 Content Quizzes Theme 2 Vocabulary Quizzes Theme 2 ACT/SAT Skill Quiz</p>
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“Radical” Reconstruction.

- Identify and explain the responses to Johnson's Reconstruction policies (i.e. Black Codes, Radicalization of the Republican Party).
- Explain how lynching has been used as a tool to maintain the inferior social, political, and economic status of African Americans.
- Differentiate between the goals of W.E.B. Dubois & Booker T. Washington.
- Identify the significant contributions of African Americans that have served in the U.S. military. (i.e. 54th MA, Tuskegee Airmen, etc.)
- **Identify the impact that the Supreme Court's Decision in Brown V. Board of Education had on African Americans.**
- **Compare Plessy v. Ferguson to Brown v. Board of Education of Topeka Kansas.**
- Identify the significance of the murder of Emmitt Till.
- Identify and compare the five non-violent civil rights tactics. (sit ins, marches, boycotts, freedom rides, and voter registration)
- Summarize the key components of the 1964 Civil Rights Act.
- Identify the key components of the 1965 Voting Rights Act.
- Differentiate between the goals of Dr. King and

individuals such as Malcolm X, Stokely Carmichael, etc.

- Identify the role African Americans play in U.S. politics

- Identify the significant contributions of African Americans to American culture (sports, music, literature, and entertainment)

- **Critique the use of stereotypes in defining women to diminish their role in positions of power**

- Explain how flapper's challenged traditional gender expectations.

- Summarize the 19TH Amendment to the U.S. Constitution.

- Identify Rosie the Riveter's role in challenging gender roles.

- Explain how the 1964 Civil Rights Act benefited women.**

- **Explain how the perception of women changed in the second half of the 20th century**

- Identify the role women play in U.S. politics

- Explain the impact that the glass ceiling has on the women's careers.

- Identify the significant contributions of women to American culture (sports, music, literature, and entertainment)