

## Curriculum Map

# Grade 8<sup>th</sup> Social Studies

### Essential Questions (attached)

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p style="text-align: center;"><b><u>Quarter 1</u></b> <i>All Year</i></p> <p>SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society.</p> <p>SS.H.1.6-8.LC. Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.1.6-8.MdC. Analyze connections among events and developments in broader historical contexts.</p> <p>SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.</p>	<p>RH1. 1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH4. 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><b>Introduction to Eighth Grade Social Science—American History—Part II</b></p> <p><b>Classroom Ritual and Routine: Tolerance</b></p> <p><b>Essential Question for the year:</b></p> <p><i>How can the way that history is taught and remembered create or reinforce “in” groups and “out” groups in a society?</i></p> <p><i>- To learn about events in American history that are often omitted from textbooks.</i></p> <p><i>- To learn about prominent LGBTQ people and about historical events that were part of the LGBTQ civil rights movement.</i></p> <p><b>Currents Events- Social, Political, Civic and Economical</b></p>	<p>American Journey Text Atlas Political Cartoons Primary Sources Famous Quotes</p> <p>Continuing Reflections</p> <p>Grade level Team writing</p> <p>Graphic Organizer</p> <p>Guided Reading Activities</p> <p>Primary Sources Activities</p> <p>Interpreting Political Cartoons</p> <p>Chart Activities</p> <p>Movie Clips</p>	<p>Quizzes</p> <p>Test</p> <p>Classroom discussions</p> <p>Presentations</p> <p>Projects</p> <p>Teacher Determined Assignments</p> <p>Student created map</p>

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Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p><b>SS.H.2.6-8.MdC.</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p><b>SS.H.2.6-8.MC.</b> Analyze how people's perspectives influenced what information is available in the historical sources they created.</p> <p><b>SS.H.3.6-8.LC.</b> Classify the kinds of historical sources used in a secondary interpretation.</p> <p><b>SS.H.3.6-8.MdC.</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> <p><b>SS.H.3.6-8.MC.</b> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</p>	<p><b>WHST10.</b> 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>WHST1</b> 1. Write arguments focused on <i>discipline-specific content</i>.</p> <p><b>WHST2.</b> 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>RH1.</b> 1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH4.</b> 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><b>Analyzing Political Cartoons-Bias</b></p> <p><b>Grade level Junior Scholastics</b></p> <p><b>Activities and Civic/ Political Cartoon</b></p> <p>Review Skill Handbook—</p> <p>Interpreting Political Cartoons</p> <p>Analyzing News media</p> <p>Review and analyze the Geography of the United States:</p>	<p>DBQ / Essential Questions</p> <p>Map Activities</p> <p>Timeline Activities</p> <p>Web Quest</p> <p>Internet Research/Activities</p> <p>Theme Projects</p> <p>Active Classroom Atlas of US History the War Begins, Everyday Life the Civil War the Soldiers Life</p> <p>Grade level Team writing</p> <p>Graphic Organizer</p> <p>Guided Reading Activities</p> <p>Primary Sources Activities</p>	<p>Quizzes</p> <p>Test</p> <p>Classroom discussions</p> <p>Presentations</p>

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Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p><b>SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</b></p> <p><b>Causation and Argumentation:</b></p> <p><b>SS.H.4.6-8.LC. Explain multiple causes and effects of historical events.</b></p> <p><b>SS.H.4.6-8.MdC. Compare the central historical arguments in secondary works across multiple media.</b></p> <p><b>SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past</b></p> <p><b>Decision Making</b></p> <p><b>SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society</b></p>	<p>WHST.4 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RH1. 1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH4. 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>Patriot's Day:</p> <p>Remembrance of September 11, 2001</p> <ul style="list-style-type: none"> <li>- Effect on Muslims</li> <li>- The viewpoint of first responders and last life changes</li> <li>- Civic duty to join the military</li> </ul>	<p>Interpreting Political Cartoons</p> <p>Chart Activities</p> <p>Movie Clips: A Fireman's Story</p> <p>DBQ / Essential Questions</p> <p>Map Activities</p> <p>Timeline Activities</p> <p>Web Quest</p> <p>Internet Research/Activities</p> <p>Theme Projects</p> <p>Active Classroom Atlas of US History the War Continues</p> <p>Chicago Museum of History African</p>	<p>Projects</p> <p>Teacher Determined Assignments</p> <p>Student created map</p> <p>Discussions (informal); debate</p> <p>Report/Presentation Battles and Technology of the Civil War</p>

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<p>SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices.</p> <p>SS.EC.1.6-8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p> <p><b>Unit: Civil War and Reconstruction</b> <b>September/October</b></p> <p>SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society.</p> <p>SS.H.1.6-8.LC. Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.1.6-8.MdC. Analyze connections among events and developments in broader historical contexts.</p>	<p>RH.9. 9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p style="text-align: center;"><b><u>Review of US History to the Civil War</u></b></p> <p>Discuss the concepts of Sectionalism and Expansionism/Manifest Destiny</p> <p style="text-align: center;"><b>SECTIONALISM AND THE CIVIL WAR</b></p>	<p>American Soldiers activity</p> <p>Active Classroom Histories Mysteries The New York Draft Riots activities</p> <p>PG version of <i>Glory Gettysburg</i> <i>The Civil War</i> by Ken Burns</p> <p>Grade level Team writing</p> <p>Graphic Organizer</p> <p>Guided Reading Activities</p> <p>Primary Sources Activities</p> <p>Interpreting Political Cartoons</p> <p>Chart Activities</p> <p>Movie Clips</p>	<p>Quizzes</p> <p>Test</p> <p>Classroom discussions</p>

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<p>SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.</p> <p>SS.H.2.6-8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>SS.H.2.6-8.MC. Analyze how people's perspectives influenced what information is available in the historical sources they created.</p> <p>SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation.</p> <p>SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on</p>		<p>Summarize the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act</p> <p>Explain how the concept of "popular Sovereignty" led to violence in Kansas</p> <p>Describe how the Republican Party was formed from various anti-slavery parties in 1854</p> <p>Describe the significance of the Dred Scott Case</p> <p>Explain how states' rights contribute to the secession and outbreak of the Civil War.</p> <p>Explain how the War starts with the attack on Fort Sumter</p>	<p>DBQ / Essential Questions</p> <p>Map Activities</p> <p>Timeline Activities</p> <p>Web Quest</p> <p>Internet Research/Activities</p> <p>Theme Projects</p> <p>Active Classroom History Unfolding</p> <p>The Meaning of Reconstruction</p> <p>Atlas of US History the War Ends, Reconstruction Follows</p> <p>History Unfolding; Populist Result</p> <p>Grade level Team writing</p> <p>Graphic Organizer</p>	<p>Presentations</p> <p>Projects</p> <p>Teacher Determined Assignments</p> <p>Student created map</p>

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<p>evidence collected from different kinds of historical sources.</p> <p><b>SS.H.3.6-8.MC.</b> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</p> <p><b>SS.H.9.9-12.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.</p> <p><b>Causation and Argumentation:</b></p> <p><b>SS.H.4.6-8.LC.</b> Explain multiple causes and effects of historical events.</p> <p><b>SS.H.4.6-8.MdC.</b> Compare the central historical arguments in secondary works across multiple media.</p> <p><b>SS.H.4.6-8.MC.</b> Organize applicable evidence into a</p>		<p>Identify and compare and contrast the aims and strategies of the North and South</p> <p>Identify the strengths and weaknesses of the North and South.</p> <p>Describe and analyze the major battles in both the East and West in the early stages of the War</p> <p>Evaluate the role of technology the war—especially the use of railroads and ironclad warships</p> <p>Evaluate the significance of the Emancipation Proclamation in setting a moral compass for winning the war</p> <p>Describe the social, political, and economic changes that resulted from the war</p> <p>Describe the new roles for women and brought about by the war</p>	<p>Guided Reading Activities</p> <p>Primary Sources Activities</p> <p>Interpreting Political Cartoons</p> <p>Chart Activities</p> <p>Movie Clips- <b>Civil War Ken Burns</b></p> <p>DBQ / Essential Questions</p> <p>Map Activities</p> <p>Timeline Activities</p> <p>Web Quest</p> <p>Internet Research/Activities</p> <p>Theme Projects</p>	<p>Quizzes</p> <p>Test</p> <p>Classroom discussions</p> <p>Presentations</p> <p>Projects</p> <p>Teacher Determined Assignments</p> <p>Student created map</p>

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<p>coherent argument about the past</p> <p><b>Decision Making</b></p> <p><b>SS.EC.1.6-8.LC.</b> Explain how economic decisions affect the well-being of individuals, businesses and society</p> <p><b>SS.EC.1.6-8.MdC.</b> Explain how external benefits and costs influence choices.</p> <p><b>SS.EC.1.6-8.MC.</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p>		<p>Understand how the battles of Vicksburg and Gettysburg changed the course of the war.</p> <p>Describe and evaluate the role played by African American in the Civil War</p> <p>Describe the events that led to the end of the war</p> <p>Summarize the Causes and Effects of the Civil War</p>	<p>Active Classroom Atlas of US History Becoming an Industrial Nation</p> <p>Grade level Team writing</p> <p>Graphic Organizer</p> <p>Guided Reading Activities</p> <p>Primary Sources Activities</p> <p>Interpreting Political Cartoons</p> <p>Chart Activities</p> <p>Movie Clips</p> <p>DBQ / Essential Questions</p> <p>Map Activities</p> <p>Timeline Activities</p> <p>Web Quest</p>	<p>Quizzes</p> <p>Test</p> <p>Classroom discussions</p> <p>Presentations</p> <p>Projects</p> <p>Teacher Determined Assignments</p> <p>Student created map</p>

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<p><b>Unit 6: Reshaping the Nation 1858-1914</b> Opening the West 1858-1896 <b>2<sup>nd</sup> Quarter</b></p> <p><b>SS.EC.1.6-8.LC.</b> Explain how economic decisions affect the well-being of individuals, businesses and society.</p> <p><b>SS.H.1.6-8.LC.</b> Classify series of historical events and developments as examples of change and/or continuity.</p> <p><b>SS.H.1.6-8.MdC.</b> Analyze connections among events and developments in broader historical contexts.</p> <p><b>SS.H.1.6-8.MC.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p><b>SS.H.2.6-8.LC.</b> Explain how and why perspectives of</p>		<p style="text-align: center;"><b>Reconstruction</b></p> <p>Contrast the different plans to unify the nation after the Civil War.</p> <p>Discuss the results of Radical Reconstruction.</p> <p>Speculate/hypothesize how Reconstruction might have been different if Lincoln had NOT been assassinated</p>	<p>Internet Research/Activities</p> <p>Theme Projects</p> <p>Grade level Team writing</p> <p>Graphic Organizer</p> <p>Guided Reading Activities</p> <p>Primary Sources Activities</p> <p>Interpreting Political Cartoons</p> <p>Chart Activities</p> <p>Movie Clips/ The Men Who Built America</p>	<p>Quizzes</p> <p>Test</p> <p>Classroom discussions</p> <p>Presentations</p> <p>Projects</p> <p>Teacher Determined Assignments</p> <p>Student created map</p> <p>Projects</p> <p>Teacher Determined Assignments</p> <p>Student created map</p>

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<p>people have changed over time.</p> <p><b>SS.H.2.6-8.MdC.</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p><b>SS.H.2.6-8.MC.</b> Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p><b>SS.H.3.6-8.LC.</b> Classify the kinds of historical sources used in a secondary interpretation.</p> <p><b>SS.H.3.6-8.MdC.</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> <p><b>SS.H.3.6-8.MC.</b> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where</p>		<p>Describe the impact of the 14<sup>th</sup> and 15<sup>th</sup> Amendments on African Americans</p> <p>Describe how the government in the Southern states changed during Reconstruction.</p> <p>Explain how the South changed politically, economically, and socially during Reconstruction.</p> <p>Summarize the effects of the Compromise of 1877</p> <p>Describe the setbacks to African Americans with the voting restriction and Jim Crow Laws</p> <p>Analyze the beginnings of the Civil Rights Movement and its eventual impact on other movements; including but not limit to women’s rights, LGBTQ+ and Cesar Chavez and migrant workers</p>	<p>DBQ / Essential Questions</p> <p>Map Activities</p> <p>Timeline Activities</p> <p>Web Quest</p> <p>Internet Research/Activities</p> <p>Theme Projects</p> <p>Create a brochure or flyer for ‘Reform Group’s’ stand and their reform ideas.</p> <p>Grade level Team writing</p> <p>Graphic Organizer</p> <p>Guided Reading Activities</p> <p>Primary Sources Activities</p> <p>Interpreting Political Cartoons</p>	<p>Quizzes</p> <p>Test</p> <p>Classroom discussions</p> <p>Presentations</p>

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<p>this information is not easily identified.</p> <p><b>SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</b></p> <p><b>Causation and Argumentation:</b></p> <p><b>SS.H.4.6-8.LC. Explain multiple causes and effects of historical events.</b></p> <p><b>SS.H.4.6-8.MdC. Compare the central historical arguments in secondary works across multiple media.</b></p> <p><b>SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past</b></p> <p><b>Decision Making</b></p> <p><b>SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society</b></p>			<p>Chart Activities</p> <p>Movie Clips</p> <p>DBQ / Essential Questions</p> <p>Map Activities</p> <p>Timeline Activities</p> <p>Web Quest</p> <p>Internet Research/Activities</p> <p>Theme Projects Debate</p> <p>Create a political or propaganda-based cartoon or drawing that depicts an understanding of the time period</p>	<p>Projects</p> <p>Teacher Determined Assignments</p> <p>Student created map</p>

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<p>SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices.</p> <p>SS.EC.1.6-8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p>			<p>Grade level Team writing</p> <p>Graphic Organizer</p> <p>Guided Reading Activities</p> <p>Primary Sources Activities</p> <p>Interpreting Political Cartoons</p> <p>Chart Activities</p> <p>Movie Clips from the Movie War Horse</p> <p>Documentary, 370<sup>th</sup> Infantry Regiment</p> <p>DBQ / Essential Questions</p> <p>Map Activities</p>	

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			<p>Timeline Activities</p> <p>Web Quest</p> <p>Internet Research/Activities</p> <p>Theme Projects</p> <p>Internet research and reports</p> <p><i>Time Line Activity</i></p> <p><i>Map Activities</i></p> <p>Chart inventors and their inventions.</p>	

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<p><b>The Industrial Age</b> 1865-1914</p> <p><b>December</b></p> <p><b>An Urban Society</b> 1865-1914 December <i>Unit 7--Reform and Empire 1865-1920</i></p> <p>January The Progressive Era 1877-1920</p> <p><b>Unit 7--Reform and Empire 1865-1920</b></p> <p>January The Progressive Era</p>			<p>Guided Reading Activity</p> <p>Grade level Team writing</p> <p>Graphic Organizer</p> <p>Guided Reading Activities</p> <p>Primary Sources Activities</p> <p>Interpreting Political Cartoons</p> <p>Chart Activities</p> <p>Movie Clips</p> <p>DBQ / Essential Questions</p>	<p>Quizzes</p> <p>Test</p> <p>Classroom discussions</p> <p>Presentations</p> <p>Projects</p> <p>Teacher Determined Assignments</p>



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		<p style="text-align: center;"><b><i>Unit 6: Reshaping the Nation--Reading Strategy-Comparing and Contrasting</i></b></p> <p><b>Industrial and Economic Growth</b></p> <p>Summarize the development of the West, including the mining booms and the role of railroads.</p> <p>Explain the role of railroads in the settlement of the West</p> <p>Explain how cattle ranchers and farmers adapted to life in the West.</p> <p>Summarize the significance of the Homestead Act of 1862</p>	<p>Chart Activities</p> <p>Movie Clips</p> <p>DBQ / Essential Questions</p> <p>Map Activities</p> <p>Timeline Activities</p> <p>Web Quest</p> <p>Internet Research/Activities</p> <p>Theme Projects</p> <p>Dust Bowl video from PBS American Experience –(Ken Burns’s film)</p>	<p>Test</p> <p>Classroom discussions</p> <p>Presentations</p> <p>Projects</p> <p>Teacher Determined Assignments</p> <p>Student created map</p>

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<p><i>Change and Conflict 1920-1945</i></p> <p><b>The Jazz Age</b></p>		<p>Analyze the effects of westward expansion on Native Americans</p> <p>Identify Sitting Bull and Geronimo.</p> <p>Explain the conflict that forced Native Americans onto reservations.</p> <p>Explain why economic reform movements developed in the late 1800's</p> <p>Describe the impact of the election of 1896.</p> <p>Evaluate how railroad expansion affected the U.S. economy.</p> <p>Analyze how the inventions of the late 1800's revolutionized society</p> <p>Describe how Americans built fortunes in the oil and steel industries.</p>	<p>Guided Reading Grade level Team writing</p> <p>Graphic Organizer</p> <p>Guided Reading Activities</p> <p>Primary Sources Activities</p> <p>Interpreting Political Cartoons</p> <p>Chart Activities</p> <p>Movie Clips</p> <p>DBQ / Essential Questions</p> <p>Map Activities</p> <p>Timeline Activities</p> <p>Web Quest</p>	<p>Quizzes</p> <p>Test</p> <p>Classroom discussions</p> <p>Presentations</p> <p>Projects</p>

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		<p>Contributions of ethnic groups and the growth of cities</p> <p>Identify the reasons for new legislation.</p> <p>Describe how cities changed during the late 1800s.</p> <p>Explain the effects of the new forms of urban transportation.</p> <p>The beginning of labor unions Connections to State of Illinois</p> <p>Compare and Contrast city problems and solutions from the late 1800's to those of today</p> <p>Chart the growth of the American education system.</p> <p>Describe the importance of the Tuskegee Institute</p> <p>Discuss ways American culture changed in the late 1800s.</p>	<p>Internet Research/Activities</p> <p>Theme Project</p> <p>The Men Who Build America</p> <p>Internet Recording FDR's "Day of Infamy" speech</p>	<p>Teacher Determined Assignments</p> <p>Student created map</p>

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<p><b>The Depression and the New Deal</b></p>		<p><i>Unit 7—Reform and Empire—Reading Skill: Paraphrasing</i>  <b>The Progressive Era</b></p> <p>Explain how the progressives fought corruption in business and government. Sequence congressional legislation from the Pendleton Act to the 17<sup>th</sup> amendment.</p> <p>Summarize how progressive reformers reinforce democratic ideas.</p> <p>Identify the characteristics of the "new woman" of the late 1800's.</p> <p>Illustrate ways in which reforms affected the lives of women and other groups in the late 1800s.</p> <p>Paraphrase the goal of the temperance movement.</p> <p>Discuss why Theodore Roosevelt and William Howard Taft were known as progressive presidents.</p>	<p>PG Movie <i>Midway</i></p>	

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**Essential Questions (attached)**

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p><b>World War II</b></p>		<p>Identify ethnic groups and religious minority groups faced with discrimination in the United States during the late 1800's.</p> <p>Rise to World Power</p> <p>Discuss why the United States extended its influence to other regions in the late 1800s.</p> <p>Explain the factors that led to imperialism.</p> <p>Explain why the United States expanded its role in the Pacific.</p> <p>Summarize the Open Door policy.</p> <p>Analyze how the Spanish-American War helped the United States become a world power</p> <p>List the events in Cuba that led to war between United states and Spain.</p> <p>Identify role played by the Rough Riders (1<sup>st</sup> Volunteer Cavalry) and the 9<sup>th</sup> and</p>		

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		<p>10<sup>th</sup> Cavalry ( Buffalo Soldiers) in the Battle of San Juan Hill.</p> <p>Explain the problems with the Panama Canal and how they were resolved.</p> <p>Contrast Taft's views about power with those of Roosevelt.</p> <p>Relate how the beliefs of the U.S. presidents shaped Latin American foreign policies.</p> <p>Describe the relations with Mexico in the early 1900's</p> <p><b>World War I</b></p> <p>Analyze factors that led to the outbreak of World War I, includes nationalism and militarism.</p> <p>Identify the assassination of Franz Ferdinand as the spark that set off the war</p> <p>Evaluate how new weapons technology— led to trench warfare in World War I</p>		

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		<p>Examine how propaganda influenced war efforts.</p> <p>Describe the reasons why the United States entered World War I.</p> <p>Determine why Russia withdrew from the war in 1918.</p> <p>Describe how the United States helped the Allies win World War I.</p> <p>Interpret a map concerning American battles in World War I</p> <p>Describe the end of the war</p> <p>Summarize how the United States mobilized its resources to fight the war.</p> <p>Decide why some African American soldiers wanted to remain in Europe.</p>	<p>Study Guide: History of Illinois – II</p> <p>Handout: Illinois Government</p> <p>Power Point Presentation</p> <p>Students make flash cards</p>	<p>Illinois Constitution Quizzes</p> <p>Illinois Constitution Test</p>

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		<p>Describe efforts by the government to control public opinion during the war</p> <p>Compare and contrast the Sabotage Act and the Sedition Act of 1918 with both the Alien and Sedition Acts of 1798 and the Patriot Act of 2001</p> <p>Explain the Great Migration and its impact.</p> <p>Identify Wilson’s Fourteen Points for Peace</p> <p>Locate the new nations created in eastern Europe after the war</p> <p>Identify the League of Nations</p> <p>Describe the terms of the Treaty of Versailles</p> <p>Discuss why Wilson’s peace plan failed.</p>	<p>Study Guide</p> <p>Graphic Organizer</p>	

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		<p>Identify challenges faced by the US and Europe after the war</p> <p><b><i>Unit 8: Change and Conflict</i></b>  <b><i>–Reading Skill: Questioning</i></b></p> <p><b>The Jazz Age</b></p> <p>Understand how prejudice and labor strife affected the nation after World War I.</p> <p>Discuss the causes and effects of the Great Migration</p> <p>Discuss how the election of Harding and Coolidge reflected America’s changing mood.</p> <p>Explain how new technology and forms of transportation changed American life.</p> <p>Analyze reasons for economic growth in the 1920’s</p>		

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<p style="text-align: center;"><b>ILLINOIS CONSTITUTION</b>  <b>3<sup>rd</sup> Quarter</b></p>		<p>Describe how a drop in agricultural products laid the seed for the Great Depression</p> <p>Analyze how social change affected the arts, the role of women, and minorities.</p> <p>Describe and analyze the achievements of the Harlem Renaissance</p> <p><i>Connect the pressure of famous members of the lgbqt+ community need to hide in society</i></p> <p><b>The Depression and the New Deal</b></p> <p>Identify and analyze the factors that brought about the Great Depression.</p> <p>Describe the hardships people faced during the Depression</p>		

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		<p>Describe how President Hoover attempted to deal with the crisis</p> <p>Describe how Franklin Roosevelt’s leadership brought about a change in the U.S. economy.</p> <p>Impact of immigration laws and the bias</p> <p>-Explain the forceful removal and illegal deportation of Mexican-Americans U. S. citizens during the Great Depression</p> <p>Describe the major components of the New Deal Programs</p> <p>Compare FDR’s efforts to deal with the Great Depression with those of President Obama to deal with the “Great Recession”</p> <p>Explain how the Great Depression affected the economic and social</p>		

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		<p>conditions of Americans, especially minorities.</p> <p>Describe the causes and effects of the Dust Bowl</p> <p>Discuss why some people supported Roosevelt’s New Deal and why others opposed it.</p> <p>Describe and evaluate the achievements of the “Second New Deal” including the Social Security program</p> <p><b>World War II</b></p> <p>Describe how dictators acquired and expanded power in Europe in the 1930s.</p> <p>Describe how bitterness over the outcome of World War I and serious economic problems led to the rise of dictators in Germany, Italy, Japan, and the Soviet Union</p>		

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		<p>Define fascism and explain how Mussolini came to power in Italy in 1922</p> <p>Define Nazism and explain how Hitler came to power in Germany in 1933</p> <p>Describe Hitler's attacks on the Jews</p> <p>Explain why European nations refused to oppose Hitler's military buildup and territorial ambitions in Europe</p>		

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		<p>Analyze how the military came to power in Japan</p> <p>Analyze why America remained neutral in the late 1930's</p> <p>Discuss how peaceful nations confronted foreign aggressors in World War II.</p> <p>Describe Germany's aggression prior to World War II</p> <p>Explain why the policy of appeasement failed</p> <p>Describe how World War II began</p> <p>Describe the <i>blitzkrieg</i> and explain how this new way of waging war was different from the trench warfare of World War I</p>		

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		<p>Analyze reasons for the fall of France</p> <p>Describe the Battle of Britain</p> <p>Describe FDR’s policy of helping the allies</p> <p>Explain how the US opposed Japanese aggression in the Pacific</p> <p>Explain how the United States entered the war with the attack on Pearl Harbor</p> <p>Explain how the US had to refocus its economy to provide supplies for the war</p> <p>List ways that American men, women, and minorities supported the war effort at home.</p>		

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		<p>Judge the placement of Japanese-American in internment camps during the war</p> <p>Describe the strategies the Allies pursued in Europe and Africa to defeat the Axis Powers in World War II.</p> <p>Describe and explain how the Allies fought a successful campaign in North Africa</p> <p>Describe the invasion of Italy</p> <p>Describe the importance of the Normandy Invasion</p> <p>Describe the Holocaust and explain how the Nazis increased their persecution of the Jews and set up death camps in an effort to kill all of Europe’s Jewish population and other sectors of society-including members of the Igbqt+ community.</p>		

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		<p>Describe the war in the Pacific and Explain the strategy of island hopping</p> <p>Discuss the importance of the Battle of Midway                      Discuss the events that led up to the turning point in the war in the Pacific.</p> <p>Describe the goal of the Manhattan Project and explain how the use of the atomic bomb brought about Japan’s surrender in the Pacific conflict</p> <p><b><i>Illinois Constitution/ Civics Unit</i></b>                      Identify and describe the major Native American groups which lived in Illinois</p>		

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		<p>Explain how Illinois became British territory as a result of the French and Indian War</p> <p>Explain how George Rogers Clark’s campaign gave the Americans claim to the Northwest Territory</p> <p>Explain how Illinois became the 21<sup>st</sup> state</p> <p>Identify Illinois’s four constitutions</p> <p>Describe the major provisions of the Constitution of 1970</p> <ul style="list-style-type: none"> <li>• Provisions in the Preamble</li> <li>• Bill of Rights</li> <li>• Suffrage</li> <li>• Requirement for office holding</li> </ul> <p>Describe the structure and organization and powers of the General Assembly</p> <p>Describe how a bill can become a law</p>		

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		<p>Describe the organization, structure, and powers of the Elected Officers of the Executive Branch:</p> <ul style="list-style-type: none"> <li>• Governor</li> <li>• Lieutenant Governor</li> <li>• Attorney General</li> <li>• Secretary of State</li> <li>• Comptroller</li> <li>• Treasurer</li> </ul> <p>Describe the structure, organization and powers of the Judicial Branch:</p> <ul style="list-style-type: none"> <li>• Supreme Court</li> <li>• Appellate Courts</li> <li>• District (Circuit ) Courts</li> </ul> <p>Describe the structure, organization and function of local governments:</p> <ul style="list-style-type: none"> <li>• County</li> <li>• Township</li> <li>• City/Village</li> <li>• Special Districts</li> </ul> <p>Explain how the Illinois Constitution can be amended</p>		

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