HAZLETON AREA SCHOOL DISTRICT



 8th Grade Social Studies Curriculum

**DRAFT**

**REVISED 6/15/2023**

HAZLETON AREA SCHOOL DISTRICT

Social Studies Curriculum

Grade 8 **Quarter 1**

***Imperialism and the Great War***

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| **Topic** | **Objective** | **Essential Question** | **PA Standards/PA Core Standards** | **Academic Vocabulary** | **Suggested Materials/Resources** | **Assessments** |
| World History:ImperialismWorld War I | * Students will identify the geographic location of countries that were involved in the events leading up to and including World War I.
* Students will create a timeline of world events from 1900-1919.
* Students will examine the role of colonialism and imperialism and their impact on the events leading up to World War I.
* Students will investigate how nationalism was a driving force in the events leading up to World War I.
* Students will describe the major military events of World War I.
* Students will explore the role that technology played in World War I.

**NEW**Students will be able to:* summarize the immediate and underlying causes of World War I.
	+ Militarism
	+ Alliances
	+ Imperialism
	+ Nationalism
* identify the Allied and Central Powers and explain the war from both perspectives.
* describe the major military events and battles on the Western and Eastern fronts.
* explain the role geography played during the war.
* explain the immediate outcome of World War I.
 | How did competition among nations lead to war? | **CC.8.6.6-8. B**. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **CC.1.2.8. A** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **5.1.8.B:** Outline how different systems of government function.**5.4.8.A:** Describe how national interests lead to agreements and conflicts between and among countries.**6.3.8.D:** Explain how government actions may affect international trade.**7.4.8.B:** Interpret the effects of people on the physical systems within regions.**8.1.8.A:** Compare and contrast events over time and how continuity and change over time influenced those events.**8.4.8.A:** Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.**8.4.8.D:** Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world. | ImperialismMilitarismNationalismAllianceEntenteUltimatumMobilizeNeutralityPropagandaTotal WarConscription U-boatStalemateArmistice | * Textbook
* Various Maps (Physical and Political)
* Graphic organizers
* Blank Timeline

**New** [Imperialism Resource](https://www.history.com/news/imperialism-causes-world-war-i)[Archduke Ferdinand Timeline](https://guides.loc.gov/chronicling-america-assassination-franz-ferdinand)[World War I Museum Educational Resources](https://www.theworldwar.org/education) [World War I Interactive Map](https://www.theworldwar.org/interactive-map)[World War I Map Activity](https://lemosworld.weebly.com/uploads/6/6/1/3/66131857/world_war_i_map_activity.pdf)[Battle of Verdun](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/Battle%20of%20Verdun-2022%20READING%20SHEET2.pdf)[World War I Interactive Timeline](https://www.theworldwar.org/interactive-wwi-timeline)[Treaty of Versailles](https://www.pbs.org/education/blog/what-is-the-lasting-impact-of-world-war-1)[Primary Resources – Various History Subjects](https://libguides.adelaide.edu.au/primarysourceshistory/imperialism) [Savvas Realize – Online Textbook](https://savvasrealize.com/#/) | **Suggested Formative assessments:****-**thumbs up/down-ticket out the door-think-pair-share-quick write-choral response**Suggested Summative assessments:****-**Chapter Test-Vocabulary Quizzes-Exam-Map Quizzes-Project/PresentationNEW[KWL PDF](https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf)[Ven diagram PDF](https://www.studenthandouts.com/00/200811/venn2.pdf) [Think-Pair-Share Instructions](https://www.plymouth.k12.in.us/formative/think-pair-share#:~:text=Think%3A%20Students%20are%20set%20a,why%20it%20is%20the%20best.)[Graphic Organizer Templates](https://www.studenthandouts.com/graphic-organizers/)[WWI Propaganda Project](https://www.trumanlibrary.gov/education/lesson-plans/youre-author-wwi-propaganda-creation-project)[Imperialism Project](https://www.birdvilleschools.net/cms/lib/TX01000797/Centricity/Domain/6027/On%20Level%20Imperialism%20Project%20Instructions.pdf) |

HAZLETON AREA SCHOOL DISTRICT

Social Studies Curriculum

Grade 8 **Quarter 2**

***Between the Wars***

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| **Topic** | **Objective** | **Essential Question** | **PA Standards/PA Core Standards** | **Academic Vocabulary** | **Suggested Materials/Resources** | **Assessments** |
| World History:Post-War ImpactInter-War PeriodRise of Dictatorships | * Students will examine the outcome of World War I and its impact on the geography of Europe and Asia.
* Students will investigate post war reparations and treaties and their impact on the countries involved.
* Students will analyze how World War I led to an economic crisis around the world.
* Students will assess the scope, global outcomes, and human costs of the war.
* Students will debate the effectiveness of the League of Nations.
* Students will describe the transformation of the global economy in the pre-World War II world.
* Students will identify the precipitating events that led to the outbreak of World War II.

NEWStudents will be able to:* describe the impact of WWI on postwar Europe.
	+ Economic
	+ Political
	+ Geographic
* explain the global consequences of WWI.
* summarize the causes of the Great Depression and its effects on the United States and Europe.
* analyze the rise of totalitarian states in the period between the wars.
 | What were the global consequences of World War I? | **CC.1.2.8. A:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **CC.8.6.6-8.:** A Write arguments focused on discipline-specific content. **5.1.8.B:** Outline how different systems of government function.**7.1.8.B:** Explain and locate places and regions as defined by physical and human features.**6.2.8.E:** Compare the state of the current economy with the economy in a different time or place.**8.1.8.B:** Compare and contrast a historical event, using multiple points of view from primary and secondary sources.**8.4.8.A:** Compare the role groups and individuals played in the **soci**al, political, cultural, and economic development throughout world history. | TreatyReparationsDisarmamentEconomicsInflationOverproduction EmbargoTariffDepressionGeneral strikeDemocracyDictatorshipTotalitarianismCommand EconomyCollectivizationFascismOccupation | [National World War I Museum: Educational Resources](https://www.theworldwar.org/education)[Primary Resources for World War I](https://www.loc.gov/classroom-materials/world-war-i/) [Treaty of Versailles](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/The%20Treaty%20of%20Versailles-READING%20SHEET%202021.pdf)[Impact on Society – WW I Lesson](https://www.pbs.org/education/blog/what-is-the-lasting-impact-of-world-war-1) [Great Depression Photos (Primary Documents)](https://www.getty.edu/art/collection/exhibition/103NF3)[Political Cartoons](https://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/world-war-ii.html)[Dictatorships and Totalitarian Gov: Lesson with video and worksheets](https://www.c-span.org/classroom/document/?6649) | **Suggested Summative assessments:****-**Chapter Test-Vocabulary Quizzes-Exam-Map Quizzes-Project/Presentation**NEW**[Great Depression Project Ideas](https://greatdepression.mrdonn.org/activities.html)Mussolini Worksheet/Activity [KWL PDF](https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf)[Ven diagram PDF](https://www.studenthandouts.com/00/200811/venn2.pdf) [Think-Pair-Share Instructions](https://www.plymouth.k12.in.us/formative/think-pair-share#:~:text=Think%3A%20Students%20are%20set%20a,why%20it%20is%20the%20best.)[Graphic Organizer Templates](https://www.studenthandouts.com/graphic-organizers/) |

HAZLETON AREA SCHOOL DISTRICT

Social Studies Curriculum

 Grade 8 **Quarter 3**

***World War II***

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| **Topic** | **Objective** | **Essential Question** | **PA Standards/PA Core Standards** | **Academic Vocabulary** | **Suggested Materials/Resources** | **Assessments** |
| World History:Precepting events of World War II World War II | * Students will be able to identify the strategies of the Allies and Axis Powers.
* Students will create a timeline of world events from 1939-1945.
* Students will examine the role that geography played in WWII and the events that took place.
* Students will analyze the global expansion of the war and its eventual end.
* Students will explain the origins, the course, and outcome of the Holocaust.
* Students will identify the role technology played during World War II.
* Students will analyze the effects of World War II on a world-wide human scale.

NEWStudents will be able to:* explain how aggression and appeasement led to the outbreak of World War II.
* identify the Allied Powers and Axis Powers and explain the war from both perspectives.
* identify the major battles fought in Europe and the Pacific during World War II.
* describe the Allied plan for victory during World War II.
* summarize the events that led to the surrender of Germany and Japan during World War II.
 | How was World War II fought on a global and unprecedented scale? | **CC.8.6.6-8. E:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. **CC.1.2.8. F:** Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. **7.1.8.B:** Explain and locate places and regions as defined by physical and human features.**8.4.8.A:** Compare the role groups and individuals played in the **social,** political, cultural, and economic development throughout world history.**8.4.8.D:** Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.**8.1.8.B:** Compare and contrast a historical event, using multiple points of view from primary and secondary sources.**8.4.8.C:** Illustrate how continuity and change have impacted world history. | AppeasementPacifismEmbargoAxisAlliesBlitzkriegD-DayKamikazeIsland HoppingAircraft CarrierKamikazeYalta ConferenceV-E DayManhattan Project | [The National World War II Museum](https://www.nationalww2museum.org/students-teachers) [Peace For Our Time](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/PEACE%20FOR%20OUR%20TIME-2022.pdf)[Blitzkrieg](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/Blitkrieg%20Reading%20Sheet%202022.pdf)[Winston Churchill Speech](https://www.c-span.org/classroom/document/?18267)[World War II Coloring Map Activity](https://standrewsprimarybath.com/wp-content/uploads/2013/07/WW2-Map-of-Europe-1.pdf) [Stalingrad-One City Too Fa***r***](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/Stalingrad%20READING%20SHEET-2023.pdf)[World War II Pacific Map Activity](http://enroll.nationalww2museum.org/education/for-teachers/lesson-plans/mapping-the-pacific.pdf) [Iwo Jima](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/IWO%20JIMA-2022.pdf) [World War II Digital Binder Resource](https://www.fdrlibrary.org/documents/356632/390882/teachable_worldwarii.pdf/c5487f72-2055-4bae-93ff-7cfc5fd5374b) WWII from USSR Perspective [Lidice and Lezaky - Genocide](https://www.pbs.org/newshour/classroom/2014/04/lidice-lezaky-their-stories-through-stamps/)[Victory in the Pacific](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/VICTORY%20IN%20THE%20PACIFIC%202023-T-VEMS-76287.pdf) | **Suggested Summative assessments:****-**Chapter Test-Vocabulary Quizzes-Exam-Map Quizzes-Project/PresentationNEWWorld Map Worksheet Rosie the Riveter Worksheet[KWL PDF](https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf)[Ven diagram PDF](https://www.studenthandouts.com/00/200811/venn2.pdf) [Think-Pair-Share Instructions](https://www.plymouth.k12.in.us/formative/think-pair-share#:~:text=Think%3A%20Students%20are%20set%20a,why%20it%20is%20the%20best.)[Graphic Organizer Templates](https://www.studenthandouts.com/graphic-organizers/) |

HAZLETON AREA SCHOOL DISTRICT

Social Studies Curriculum

 Grade 8 **Quarter 4**

***Turmoil and Transition-The Cold War***

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| **Topic** | **Objective** | **Essential Question** | **PA Standards/PA Core Standards** | **Academic Vocabulary** | **Suggested Materials/Resources** | **Assessments** |
| World History:Global consequences of World War IICold War  | * Students will discuss the origins of the Cold War.
* Students will analyze Communist expansion in Europe and Asia.
* Students will examine how geography influenced world events 1945-1991.
* Students will examine the catalysts behind conflicts during the years of 1945-1991 (Southeast Asia, Africa, and the Middle East)
* Students will examine the role that technology played in the Cold war, arms race, and space race.
* Students will create a timeline of world events 1945-1991
* Students will examine propaganda that was distributed within countries involved in the Cold War.
* Students will analyze how a rivalry between two superpowers impacted the rest of the world.
* Students will discuss the outcomes of major conflicts within the following regions: Southeast Asia, Africa, the Middle East, and Latin America.

**NEW**Students will be able to:* describe how the devastation of World War II made an impact on life in Europe, Asia, and Africa.
* explain the origins of the Cold War.
* analyze Communist expansion after World War II.
* describe confrontations between the superpowers during the Cold War.
* explain how the Cold War affected developing nations.
 | What was the Cold War and how did the conflict between the United States and Soviet Union impact the world? | **CC.8.6.6-8. E:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. **CC.1.2.8. A:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **7.1.8.B:** Explain and locate places and regions as defined by physical and human features.**8.4.8.A:** Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.**8.4.8.D:** Compare **conflict** and cooperation among groups and organizations which have impacted the history and development of the world.**8.1.8.B:** Compare and contrast a historical event, using multiple points of view from primary and secondary sources.**8.4.8.C:** Illustrate how continuity and change have impacted world history. | United NationsSuperpowersTruman DoctrineIron CurtainNATOWarsaw PactCommunismBerlin WallContainmentDomino TheoryArms RaceProliferationSocialismGuerillas Detente | [Post War Primary Resources](https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/post-war-united-states-1945-1968/overview/) [Ideas for a Cold War Classroom](https://www.teachingexpertise.com/classroom-ideas/cold-war-activities-for-middle-school/)Cold War Resource [Virtual Tour of Berlin Wall](https://www.youtube.com/watch?v=UOM4iVakQLU)[The Arms Race](https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/614/The%20Arms%20Race%20READING%20SHEET.pdf)[NATO Lesson: Video and Worksheets](https://www.c-span.org/classroom/document/?6926)[Latin America & the Cold War](https://www.retroreport.org/education/video/dictators-and-civil-wars-the-cold-war-in-latin-america/) [Maps of Africa Before and After WWII](https://omniatlas.com/maps/sub-saharan-africa/19430603/) | **Suggested Summative assessments:****-**Chapter Test-Vocabulary Quizzes-Exam-Map Quizzes-Project/PresentationNEW[Cold War Lesson Templates](https://teachnthrive.com/teaching-ideas/teaching-the-cold-war-in-9-days-day-by-day/)Cold War Timeline/Worksheets World War II Unit Bundle [KWL PDF](https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf)[Ven diagram PDF](https://www.studenthandouts.com/00/200811/venn2.pdf) [Think-Pair-Share Instructions](https://www.plymouth.k12.in.us/formative/think-pair-share#:~:text=Think%3A%20Students%20are%20set%20a,why%20it%20is%20the%20best.)[Graphic Organizer Templates](https://www.studenthandouts.com/graphic-organizers/) |