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:  Imperialism  World 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. | Imperialism  Militarism  Nationalism  Alliance  Entente  Ultimatum  Mobilize  Neutrality  Propaganda  Total War  Conscription  U-boat  Stalemate  Armistice | * 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/Presentation  NEW  [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 Impact  Inter-War Period  Rise 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.   NEW  Students 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. | Treaty  Reparations  Disarmament  Economics  Inflation  Overproduction Embargo  Tariff  Depression  General strike  Democracy  Dictatorship  Totalitarianism  Command Economy  Collectivization  Fascism  Occupation | [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](C://Users/natalej/Downloads/Benito%20Mussolini.pdf)  [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.   NEW  Students 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. | Appeasement  Pacifism  Embargo  Axis  Allies  Blitzkrieg  D-Day  Kamikaze  Island Hopping  Aircraft Carrier  Kamikaze  Yalta Conference  V-E Day  Manhattan 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](C://Users/natalej/Downloads/development-of-ussr-ch3.pdf)  [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/Presentation  NEW  [World Map Worksheet](C://Users/natalej/Downloads/Map%20Europe-1939.pdf)  [Rosie the Riveter Worksheet](C://Users/natalej/Downloads/WorldWarIIRosietheRiveterWebquestwithKeyFREE.pdf)  [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 II  Cold 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 Nations  Superpowers  Truman Doctrine  Iron Curtain  NATO  Warsaw Pact  Communism  Berlin Wall  Containment  Domino Theory  Arms Race  Proliferation  Socialism  Guerillas  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](C://Users/natalej/OneDrive%20-%20Hazleton%20Area%20School%20District/Desktop/US%20vs%20USSR.pdf)  [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/Presentation  NEW  [Cold War Lesson Templates](https://teachnthrive.com/teaching-ideas/teaching-the-cold-war-in-9-days-day-by-day/)  [Cold War Timeline/Worksheets](C://Users/natalej/OneDrive%20-%20Hazleton%20Area%20School%20District/Desktop/coldwar-overview.pdf)  [World War II Unit Bundle](C://Users/natalej/Downloads/WorldWarIITeachingResourceBundle.pdf)  [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/) |