

Social Studies Curriculum

Grade 8: United States and New York History II

Grade 8: Social Studies Practices

A. Gathering, Interpreting and Using Evidence

1. Define and frame questions about the United States and answer them by gathering, interpreting, and using evidence.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence.
4. Describe and analyze arguments of others, considering historical context.
5. Make inferences and draw conclusions from evidence.
6. Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.

B. Chronological Reasoning

1. Articulate how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (**B.C. or B.C.E. and A.D. or C.E.**); and to interpret the data presented in time lines.
3. Identify causes and effects, using examples from current events, grade-level content, and historical events.
4. Identify, analyze, and evaluate the relationship between multiple causes and effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.
7. Recognize that changing the periodization affects the historical narrative.
8. Relate patterns of continuity and change to larger historical processes and themes.
9. Identify and describe models of historical periodization that historians use to categorize events.

C. Comparison and Contextualization

1. Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other similar regions inside the United States.
2. Identify and compare multiple perspectives on a given historical experience.
3. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
4. Describe the relationship between geography, economics, and history as a context for events and movements in the United States.
5. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.
6. Analyze case studies in United States history in a comparative framework, attending to the role of chronology and sequence, as well as categories of comparison or socio-political components.

D. Geographic Reasoning

1. Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places are in relation to each other and connections between places; evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.
3. Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.
4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.
5. Characterize and analyze changing interconnections between places and regions.
6. Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.

E. Economics and Economic Systems

1. Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
2. Explain the roles of buyers and sellers in product, labor, and financial markets.
3. Describe the role of competition in the determination of prices and wages in a market economy.
4. Examine the roles of institutions such as corporations, non-profit organizations, and labor unions in a market economy in the United States.
5. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
6. Explain how government policies affect the economy.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements.
 2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
 3. Identify and explain different types of political systems and ideologies used at various times in United States history and explain the roles of individuals and key groups in those political and social systems.
 4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation as an agent of historical change in different societies and communities, as well as at different times, in the United States.
 5. Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate.
 6. Identify situations in which social actions are required and determine an appropriate course of action.
 7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
 8. Fulfill social and political responsibilities associated with citizenship in a democratic society.
 9. Develop the connections of an interdependent global community by engaging in the political process as it relates to a global context.
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8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.

- Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.
- Students will examine the Freedmen's Bureau's purpose, successes, and the extent of its success, the effects of the sharecropping system on African Americans, and the reasons for the migration of African Americans to the North.
- Students will explore methods used by Southern state governments to affect the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.
- Students will explore the development of organizations such as the Ku Klux Klan and White Leagues, as well as the ways in which the federal government failed to follow up on its promises to freed African Americans and effects of the *Plessy v. Ferguson* ruling.

Social Studies

Practices:

A-2, A-5, B-4, B-6,
C-1, C-2, C-3, C-4,
C-5, C-6, D-1, D-2,
D-3, D-4, D-5, D-6

CCLS:

RI- 1, 3, 7
W- 1, 2
SL- 4, 5

8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.

- Students will identify groups of people who moved into urban areas, and examine where they came from and the reasons for their migration into the cities. Students will explore the immigrant experience at Ellis Island.
- Students will compare and contrast immigrant experiences in locations such as ethnic neighborhoods in cities, rural settlements in the Midwest, Chinese communities in the Far West, and Mexican communities in the Southwest.
- Students will examine the population growth of New York City and other New York cities and the technologies and industries which encouraged this growth. Students will examine the living conditions in urban areas.
- Students will examine nativism and anti-immigration policies, including the Chinese Exclusion Act, the Gentlemen's Agreement, and immigration legislation of the 1920s.
- Students will explore the growth and effects of child labor and sweatshops and the development of political machines, including Boss Tweed and Tammany Hall.
- Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World, and events including the Haymarket affair and the Pullman Strike.
- Students will examine the Populist Party as a reform effort by farmers in response to industrialization.
- Students will investigate reformers and muckrakers such as Jane Addams, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actions that individual took or recommended to address those issues.
- Students will explore leaders and activities of the temperance and woman's suffrage movements.
- Students will investigate the Triangle Shirtwaist Fire and the legislative response.
- Students will examine state and federal government responses to reform efforts, including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations.

Social Studies Practices:

A-1, A-2, A-3, A-4, A-5, A-6, B-1, B-2, B-3, B-4, B-5, B-6, B-7, B-8, B-9 C-5, D-1, D-2, D-3, D-4, D-5, D-6

CCLS:

RI- 4, 9
W- 1, 4,
SL- 2, 4

8.3 EXPANSION AND IMPERIALISM: Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy.

- Students will examine the effects of the transcontinental railroad on the movement toward westward expansion.
- Students will examine examples of Native American resistance to the western encroachment United States and New York State policies toward Native Americans.
- Students will examine examples of yellow journalism that contributed to United States entry into the Spanish-American War, including the portrayal of the sinking of the USS *Maine*. Students will explain how the events and outcomes of the Spanish-American War contributed to the shift to imperialism in United States foreign policy.
- Students will assess the events surrounding the annexation of Hawaii and the purpose and effects of the Open Door Policy.
- Students will evaluate the United States actions taken under the Roosevelt Corollary and their effects on relationships between the United States and Latin American nations, including the building of the Panama Canal.

Social Studies Practices:

A-2, A-5, E-1, E-2, E-3, E-4, E-5, D-1, D-2, D-3, D-4, D-5, D-6, F-1, F-2, F-3, F-4, F-5, F-6

CCLS:

RI- 2, 6
W- 2, 7
SL-1, 3

8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I.

- European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.
- Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war. Students will examine examples of war propaganda and its effects on support for United States involvement in the war.
- Students will examine the restrictions placed on citizens after United States entry into the war, including the Espionage Act (1917) and the Sedition Act (1918).
- Students will examine the effects of the changes in military technologies used during World War I, including trench warfare, chemical weapons, machine guns, and aircraft.
- Students will examine Wilson's Fourteen Points and investigate reasons why the United States Senate refused to support the Treaty of Versailles, focusing on opposition to the League of Nations.
- Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment. Examine prohibition on American

Social Studies Practices:

A-2, A-5, B-1, B-2, B-3, B-4, B-5, B-6, B-7, B-8, B-9, C-5, D-1, D-2, D-3, D-4, D-5, D-6

CCLS:

RI- 2, 5, 8
W- 1, 2
SL-3

society. Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance.

8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans.

- Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.
- Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression.
- Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying effects based on class, race, and gender. Students will explore the conditions in New York City and other communities within New York State during the Great Depression.
- Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural consequences of the Dust Bowl, and federal government efforts to address the problem.
- Students will identify key programs adopted under the New Deal, including the creation of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, and the adoption of the Social Security Act.

Social Studies Practices:

A-2, A-5, B-4, C-5, D-3, D-5, E-1, E-2, E-3, E-4, E-5, E-6, F-4, F-7

CCLS:

RI- 1, 5
W- 9
SL- 2

8.6 WORLD WAR II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars.

- Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule.
- Students will examine American involvement in World War II, including the American strategy in the Pacific and the invasion of Normandy on D-Day.
- Students will examine the role of the Tuskegee Airmen within the segregated military during World War II and the U.S. economy.
- Students will examine the internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in *Korematsu v. United States* (1944).
- Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki, investigate the Holocaust and the Nuremberg trials.
- Students will examine the structure and work of the United Nations.

Social Studies Practices:

A-2, A-5, B-1, B-2, B-3, B-4, B-5, B-6, B-7, B-8, B-9, B-4, C-5, D-1, D-2, D-3, D-4, D-5, D-6

CCLS:

RI- 1, 3
W-2, 4
SL- 3

8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East.

- Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations.
- Students will examine the term *nuclear superpower* and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union.
- Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.
- Students will examine the changing relationships between the United States and foreign countries such as China beginning in 1950, Afghanistan (1980s), Russia (1990), Middle East, Countries part of NAFTA, Cuba and Mexico and European Union countries.
- Students will examine the terrorist attack of September 11, 2001, its effects on national security and the United States responses to it, including the USA Patriot Act, the formation of the Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations.

**Social Studies
Practices:**

A-2, A-5, B-1, B-2,
B-3, B-4, B-5, B-6,
B-7, B-8, B-9

CCLS:

RI-1, 4
W-1, 4
SL- 2, 4

8.8 DEMOGRAPHIC CHANGE: After World War II, the population of the United States rose sharply as a result of both natural increases and immigration.

- Students will examine the effects of suburbanization, including urban decay, suburban growth, and the diminished availability of farmland both nationally and within New York State.
- Students will examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power.
- Students will examine the effects of immigration legislation and policy, including recent debates over immigration policy.

**Social Studies
Practices:**

A-2, A-5, B-4, D-1, D-
2, D-3, D-4, D-5, D-6,
F-8

CCLS:

RI- 1, 7
W- 2
SL- 5

8.9 DOMESTIC POLITICS AND REFORM: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program.

- Students will explain the significance of key civil rights victories, including President Truman's desegregation of the military, *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.
- Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community. Students will examine judicial actions taken to protect individual rights, such as *Miranda v. Arizona* (1966).
- Students will examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement.
- Students will examine President Ronald Reagan's and President George H. W. Bush's cuts to social programs and taxes in an attempt to stimulate the economy.

**Social Studies
Practices:**

A-2, A-5, B-4, D-1,
D-2, D-3, D-4, D-5,
D-6, F-8

CCLS:

RI- 2, 5, 8
W- 1, 2