



Social Studies - Grade 8 - 10 Weeks  
8th Grade

NYS Performance Indicators	Objectives	Text Resources	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<p><a href="#">SS4.1.1C</a> <a href="#">SS4.1.1A</a> <a href="#">SS3.1.1D</a> <a href="#">SS2.1.3C</a> <a href="#">SS2.1.3A</a></p>	<p>MATURING OF INDUSTRIAL SOCIETY (4 WEEKS)</p> <p>1. The Maturing of an Industrial Society in the Second Half of the 19th Century</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services</li> <li>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</li> <li>To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth</li> <li>To understand how scarcity requires people and nations to make choices that involve costs and future considerations</li> <li>To understand how people in the United States and throughout the world are both producers and consumers of goods and services</li> </ol> <p><b>Content Outline:</b></p> <p>A. Problems and progress in American politics: Framework for a changing United States</p> <ol style="list-style-type: none"> <li>New problems created a changing role for government and the political system</li> <li>Scandals, depressions, and limitations of traditional politics resulted in reluctant change, e.g., civil service</li> </ol>	<p>614-631</p> <p>662 - 664</p>	<p><a href="#">Industrial Timeline</a></p> <p>Thematic Essay - Immigration</p> <p>Theme - change - Progressive Era</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- What are the causes and effects of scarcity?</li> <li>- How did the United States respond to the three basic economic questions in the late 1800s?</li> <li>- What goods and services shall be produced and in what quantities?</li> <li>- How shall goods and services be produced?</li> <li>- For whom shall goods and services be produced?</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Compare the industrialization, urbanization, and reforms of the last half of the 19th century to similar developments during the first half of that century.</li> <li>• Identify ideas associated with the American economy and list the costs and benefits of each.             <ul style="list-style-type: none"> <li>- individual entrepreneurship</li> <li>- laissez-faire economy</li> <li>- cheap labor</li> <li>- free enterprise</li> <li>- monopolies</li> <li>- government regulation</li> </ul> </li> <li>• Analyze political cartoons</li> </ul>	<p>1</p>

<p>3. National politics were dominated by the Democratic and Republican parties, but third parties occasionally arose to meet special interests</p> <p>4. New York State and New York City in an era of machine politics, e.g., the Tweed Ring and Tammany Hall</p> <p>5. Prevailing attitude of noninterference (“laissez-faire”) as the appropriate role for government, with some regulations to meet excesses</p> <p>B. The United States developed as an industrial power</p> <p>1. Changes in the methods of production and distribution of manufactured goods</p> <p>a. Transportation developments (Transcontinental Railroad) and their effects</p> <p>on economic developments, 1865-1900</p> <p>b. Communication developments, 1865-1900</p> <p>c. Industrial technology, 1865-1900</p> <p>d. Rise of banking and financial institutions</p> <p>2. Increase in the number and size of firms engaged in manufacture and distribution of goods</p> <p>3. Increase in the number and skill level of workers; new labor markets</p> <p>4. Expansion of markets for manufactured goods</p> <p>5. The growth and emerging problems of the cities</p> <p>C. Growth of the corporation as a form of business organization: Case studies— oil, railroads, steel</p> <p>1. One of several forms of business organization</p> <p>2. Many firms maintained traditional ways of doing business</p> <p>3. Advantages and disadvantages of a corporation</p> <p>D. Government response to industrial development and abuses</p> <p>1. Laissez-faire versus regulation</p> <p>2. Interstate commerce: state and national control</p> <p>3. Sherman Antitrust Act: business as a threat</p>	<p>590 -592</p>		<p>of the era.</p> <p>What was the role of journalists in exposing corruption?</p> <ul style="list-style-type: none"> <li>In 1876 the nation celebrated its 100th birthday. Describe an event or invention of this period that changed methods of transportation, communication, business, or manufacturing.</li> <li>Analyze photographs of city slums, such as those taken by Jacob Riis. Describe conditions, speculate about causes, and suggest solutions.</li> </ul> <p>Organize a debate of the topic: How much government regulation of the economy is enough?</p> <ul style="list-style-type: none"> <li>Make maps showing those parts of the country being farmed in 1850 as compared to 1900. Graph the agricultural population and compare it to the total population. Identify a trend.</li> <li>Create advertisements for new farm tools and methods.</li> </ul> <ul style="list-style-type: none"> <li>Using census data from 1850 to 1900, graph the growth of population in the United States.</li> </ul> <p>Use maps to show the shift in the center of population.</p> <ul style="list-style-type: none"> <li>Select one of the changes listed in the content outline and find before-and-after pictures.</li> </ul> <ul style="list-style-type: none"> <li>Compare child labor in the</li> </ul>	<p>13, 14, 15</p> <p>2</p> <p>3, 4</p> <p>1</p> <p>11, 12</p> <p>5, 6, 7, 8, 9, 10</p>
	<p>600-603</p> <p>394-395</p>	<p><u>Child Labor</u></p>		

	<p>4. Clayton Antitrust Act</p> <p>E. Changing patterns of agricultural organization and activity in the United States and New York State</p> <ol style="list-style-type: none"> <li>1. Unprecedented growth in agriculture</li> <li>2. Changes in the methods of production and distribution of farm products—spatial distribution of economic activities</li> <li>3. Efficient use of resources combined with competition and the profit motive to improve methods of production</li> </ol> <p>F. Occurrence of many significant and influential changes</p> <ol style="list-style-type: none"> <li>1. Communities grew in size and number</li> <li>2. Interdependence increased</li> <li>3. Decision-making procedures changed</li> <li>4. Technology advanced</li> <li>5. Adaptation of, rather than to, the environment—human modifications of the physical environment</li> <li>6. Perceptions of time became more formal, e.g., railroad schedules</li> <li>7. Political machines influenced daily life</li> </ol> <p>G. The response of labor to industrialization</p> <ol style="list-style-type: none"> <li>1. Industrialization created a larger workforce and more complex work</li> <li>2. Working conditions underwent extensive change, which often placed hardships on the workers (Triangle Shirtwaist Factory Fire); roles of women, children, minorities, disabled changed</li> <li>3. Early attempts to unionize the workforce met with resistance and</li> </ol>			<p>1800s to that which occurs today. Present findings as a photo collage, skit, news report, or video.</p> <ul style="list-style-type: none"> <li>• Examine pictures of people doing different jobs in the late 1800s. Which show self-sufficiency and which show interdependence?</li> <li>• Compare labor unions in the past with unions that exist today. What are differences and similarities?</li> <li>• Read accounts of the lives of an upstate farmer, a Midwest farmer, and a Southern sharecropper. Role-play a meeting in which they discuss their lives.</li> </ul> <p><u>Suggested Documents:</u>          Emma Lazarus, “The New Colossus”; artwork, photographs from Jacob Riis, <i>How the Other Half Lives</i></p>	
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<p>SS5.1.3A                  SS3.1.1C</p>	<p><b>CHANGES IN SOCIAL STRUCTURE</b></p> <p><b>II. Changes in the Social Structure Altered The American Scene</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how industrialization altered the traditional social pattern of American society and created a need for reform</li> <li>2. To investigate key turning points in New York State and United States history and explain why these events or developments are</li> </ol>	<p>632-655</p>	<p><u>Immigration Timeline</u></p> <p>—</p> <p>—</p> <p>—</p> <p><u>Ellis Island</u></p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- Is there an American culture?</li> <li>- How is cultural diversity both a benefit and a problem?</li> <li>- How did massive immigration lead to new social patterns and conflicts?</li> <li>- Why do some people view the same event</li> </ul>	
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significant  
 3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations  
 4. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability  
 5. To describe historic events through the eyes and experiences of those who were there  
 6. To understand how scarcity requires people and nations to make choices that involve costs and future consideration

**Content Outline:**

A. The immigration experience (Ellis and Angel Island)  
 1. Two distinct waves occurred , f rom the 1840s to the 1890s, and from the 1890s to the early 1920s; migration streams over time  
 2. Differences were based on national origins, cultural patterns, and religion  
 3. Similarities included motivations for coming and patterns of community settlement  
 4. Initial clashes ended in varying degrees of acculturation  
 5. Occupational and political experiences varied  
 6. Opposition to Immigrants (Nativists)  
 7. Anti-Immigration Laws: Chinese Exclusion Act, Gentlemen's Agreement, Quota System (1920s)  
 B. Case studies of the immigrant experience in the United States and New York State— population characteristics  
 1. Acomparison of European immigrants and the black slave experience—human migration’s effects on the character of different places and regions  
 2. Immigrants as rural settlers in the Midwest  
 3. The Chinese experience in the Far West  
 4. Mexicans in the Southwest

Family Tree

438 - 442

Immigration Stories

Immigration Interactive Websites

- trace your ancestry (Ex: use Ellis or Angel Island website)

Westward Expansion Primary Sources

Gilded Age Immigration Graphic Organizer (Ins)

differently?  
 - Why was the United States a magnet to so many people?

**CLASSROOM IDEAS:**

- Write a letter as a new immigrant back to your homeland. How has America met your expectations?
- Explain the “push-pull” theory of immigration.

- Do a case study of a particular immigrant group. Use demographic information, maps, and interviews. Determine the effect this group had on American society and culture.

- Essay topic: Compare immigration past and present. Compare countries of origin, reasons for emigration, and degree of acceptance by Americans.

- Interview a recent immigrant to the United States. Suggested Document: Chinese Exclusion Act, 1882

- Investigate the steps to becoming a United States citizen.
- Explain and rewrite the naturalization oath.

17, 18, 19, 20, 21, 22

CR1

16

5. New York City's ethnic neighborhoods
  6. French-Canadian settlement in northern New York State
  7. Immigration patterns and experiences throughout New York State
  8. Irish immigration: Mass starvation in Ireland, 1845-1850 (Potato Famine)
  9. Immigrants in the local community
- C. Legal basis for citizenship in the United States
1. Citizenship by the "law of the soil"
  2. Citizenship by birth to an American parent
  3. Citizenship through naturalization
- D. Responsibilities of citizenship
1. Civic: A citizen should be:
    - a. Knowledgeable about the process of government
    - b. Informed about major issues
    - c. A participant in the political process
  2. Legal: A citizen should:
    - a. Be knowledgeable about the law
    - b. Obey the laws
    - c. Respect the rights of others
    - d. Understand the importance of law in a democratic society
  3. The changing role of the citizen
- E. America becomes an increasingly mobile society
1. Motivated by new economic opportunities
  2. Changing patterns of movement, e.g., blacks begin to move North
  3. Westward settlement
  4. The disappearance of the frontier—physical limits of geography
- F. America developed as a consumer society
1. Improved standard of living increased consumption
  2. Greater variety of goods available
  3. Continually rising expectations
- G. Leisure activities reflected the prevailing attitudes and views of the time
1. Greater variety of leisure activities became available as less time was spent on work
  2. Leisure activities reflected general

- Explain the conflict between Native Americans, farmers, and cowboys over scarce resources in the West. What was the role of the cavalry and Buffalo Soldiers?
- Show how the movement of people from one geographic area to another creates both opportunity and conflict.
  
- Research a particular activity of the time period or provide a demonstration. Some suggestions might be vaudeville, amusement parks, Buffalo Bill shows, a particular fad of the time, or dime novels.

	characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts				
<a href="#">SS1.1.3D</a> <a href="#">SS1.1.3B</a> <a href="#">SS1.1.2C</a> <a href="#">SS1.1.1B</a>	<p><b>THE PROGRESSIVE MOVEMENT (3 WEEKS)</b></p> <p><b>The Progressive Movement, 1900-1920: Efforts to Reform The New Society</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions</li> <li>2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant</li> <li>3. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States</li> <li>4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious</li> <li>5. To describe historic events through the eyes and experiences of those who were there</li> </ol> <p><b>Content Outline:</b></p> <p>A. Social ills</p> <ol style="list-style-type: none"> <li>1. The Muckrakers (ex: Upton Sinclair, Ida Tarbell) — exposing corruption and abuses in industry, government, and urban living conditions</li> <li>2. Fighting racial discrimination, e.g., the formation of the NAACP</li> <li>3. Temperance and prohibition (18th and 21st Amendment)</li> <li>4. Settlement houses</li> </ol> <p>B. Efforts to reform government and politics</p>	658 - 687	<p><u>Progressive Era Overview</u></p> <p>- Primary Sources. Ex: - The jungle by Upton Sinclair</p> <p><u>Jane Addams Website</u></p> <p><u>Position</u></p> <p>- Business Giant v. Progressive v. (ex: Rockefeller v. Ida Tarbell)</p> <p><u>Triangle Shirtwaist Fire</u> - could be a series of letters</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- What specific social, economic, and political problems needed reform in the late-19th century?</li> <li>- How can an individual help to bring about change in society?</li> <li>- What is the amendment process?</li> <li>- How did the federal government help the reform movement through amendments and legislation? Do these problems exist today? To what extent?</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Select one reform movement, identify leaders, and create a broadside inviting people to one of their meetings.</li> <li>• Create mock interviews of reformers of the time period.</li> </ul> <p>• Research organizations and individuals who are seeking to reform conditions in the United States today and compare them to reformers in the past.</p> <p><u>Suggested Documents:</u></p>	<p>20 Week DBQ</p> <p>23, 24, 25 26, 27, 32 CR2</p> <p>28, 29, 30</p>

1. Need for responsive government, e.g., primary elections, the initiative, the referendum, the recall election
  2. Progressive leaders, e.g., LaFollette, Theodore Roosevelt, Taft, Debs
  3. The Socialist Party challenges the political establishment
  4. Direct election of Senators—the 17th Amendment
  5. Women’s suffrage—the 19th Amendment
- C. Economic reform efforts
1. Labor- related legislation, e.g., minimum wage laws, workmen’s compensation insurance, safety regulations, child labor laws
  2. Prosecuting trusts
  3. Government regulation of the railroads
  4. The Federal Reserve Act
  5. Graduated income tax—the 16th Amendment

**Upton Sinclair,**  
*The Jungle;* **Ida Tarbell,**  
*The History of the Standard Oil Company;* **artwork,**  
**photographs from Jacob Riis,**  
*How the Other Half Lives*

Vocabulary

Technology Links

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