

Social Studies - Grade 8 - 30 Weeks  
8th Grade

NYS Performance Indicators	Objectives	Text Resources	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<p>SS4.I.1A SS1.I.4D SS1.I.3C SS1.I.3B SS1.I.2D SS1.I.2A SS1.I.1B SS1.I.1A</p>	<p><b>ROARING TWENTIES (3 WKS)</b></p> <p><b>I. The Roaring twenties reflected the Spirit of the Postwar Period</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the economic, social, and political development of America in the period between World War I and World War II</li> <li>2. To understand the relative importance of United States domestic and foreign policies overtime</li> <li>3. To analyze the role played by the United States in international politics, past and present</li> <li>4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious</li> <li>5. 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. Prohibition and the 18th Amendment</p> <ol style="list-style-type: none"> <li>1. End of reform era</li> <li>2. The rise of organized crime (Al Capone, Speakeasies, and Bootleggers)</li> <li>3. Economic, social, political effects</li> </ol> <p>B. The Republican decade</p> <ol style="list-style-type: none"> <li>1. Political developments</li> </ol>	<p>748 - 773</p>	<p><u>1920s Primary Documents</u></p> <p><u>Thematic Essay Change</u> - change in culture and values</p> <p><u>CAP Position Paper</u> - Prohibition</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- What were the economic, political, and social changes of the 1920s?</li> <li>- How was Prohibition an outgrowth of the earlier temperance movement?</li> <li>- How did the role of government change from the 1920s to the 1930s?</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Debate the pros and cons of Prohibition.</li> <li>• Research, list, and illustrate the “firsts” that occurred in the 1920s; e.g., the first trans-Atlantic flight.</li> <li>• Predict the effects of United States noninvolvement in foreign affairs as the world became more interdependent.</li> <li>• Compare and contrast trends described in this section (i.e., rising standard of living, changes in the workplace, immigration, use of leisure time) with similar trends in the late-19th century.</li> </ul>	

- a. Back to “normalcy”; the election of 1920
  - b. Scandals
  - c. Coolidge: austerity and integrity
  - d. Government and business: laissez-faire and protection
  - e. Election of 1928
- C. Relative isolation of the United States in world political affairs
- 1. General policy of noninvolvement in European affairs; the League of Nations controversy
  - 2. Limited participation in international activities
    - a. World Court
    - b. Naval disarmament 1924
    - c. Efforts for peace; Kellogg-Briand Pact, 1928
    - d. Postwar reparation talks
    - e. Relief efforts in Europe
  - 3. Expansion of international trade and tariffs
  - 4. Restrictions on immigration, e.g., Quota Act, 1924
- D. Arising standard of living resulted in the growth of a consumer economy and the rise of the middle class
- 1. Increase in single-family homes; move to nuclear families
  - 2. Emergence of suburbs
  - 3. Spread of middle-class values
  - 4. Increased use of credit (Installment Buying)
- E. Changes in the workplace
- 1. Shift from agrarian to industrial workforce
  - 2. Lessened demand for skilled workers
  - 3. Working conditions and wages improved
  - 4. Increase in white-collar employees
  - 5. Women continued to increase their presence in the workforce
- F. Problems developed in the midst of unprecedented prosperity
- 1. Not all groups benefited equally
    - a. Low farm prices
    - b. High black unemployment
    - c. Millions of poor
  - 2. New trends conflicted with tradition (Flappers)

[Interactive Model T Website](#)

[Harlem Renaissance Timeline](#)

[CAP - Heroes of the 1920s](#)

[Primary Sources - Harlem Renaissance \(ex: Langston Hughes poems\)](#)

- Using advertisements, determine what consumer goods a family of the 1920s would have owned.

- Make a chart of the percentage of people in farming and nonfarming occupations from 1840 to 1930. Determine the trend.

- How did the plight of farmers foreshadow the Great Depression?

- Essay topic: How were the 1920s an age of intolerance toward immigrants and African-Americans?

- Defend the statement: Not all Americans enjoyed the fruits of economic prosperity during the 1920s.

- Research the writings of such African-American writers as Claude McKay, Countee Cullen, James Weldon Johnson, and Langston Hughe

- Compare and contrast the growth of celebrity culture and mass media in the 1920s to current trends in these areas.

- Create a “Meeting of the Minds” of personalities from the 1920s. Have students research their lives and answer questions in character.

- Assign students a stock

3. Environmental balance was jeopardized
- G. Foreign immigration and black migration resulted in a very diverse population and an increase in social tensions—the effects of human migrations on the nature and character of places and regions
1. Restrictions on immigration
  2. Black migration to Northern cities
  3. Growth of organizations to fight discrimination; e.g., NAACP
  4. Growth of black art, Jazz music, and cultural identity; e.g., the Harlem Renaissance
  5. Generational conflicts
  6. Widespread emergence of retired workers
  7. Right-wing hate groups
- H. New ideas about the use of leisure time emerged
1. Impact of the automobile: Henry Ford and the Assembly Line - mass production, interchangeable parts.
  2. Organized sports: Babe Ruth
  3. Search for heroes and heroines: Lindbergh, Amelia Earhart
  4. Motion pictures
  5. Popular literature
  6. Fads and fashion
  7. Changes in social behavior
- I. The stock market crash (Black Tuesday) marked the beginning of the worst economic time the country has ever known
1. National prosperity had been structured on the investments of the wealthy
  2. There were problems with the economic structure
  3. People lost faith in the system
  4. The government was unwilling or unable to correct the downturn
  5. The economic de

and have them find out its price before October 1929 and after the market crashed.

[SS5.1.1A](#)  
[SS1.1.2B](#)  
[SS1.1.2A](#)

GREAT DEPRESSION (3 WEEKS)

II. The Great Depression

774 - 799

[Interactive Great Depression Site](#)

Objectives :

- 1 . To understand the economic, political, and social impacts of the Great Depression on the United States
- 2 . To understand the economic, political, and social changes that took place in the world during the 1930s
- 3 . To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
- 4 . To understand how scarcity requires people and nations to make choices that involve costs and future considerations
- 5 . To evaluate economic data by differentiating fact from opinion and identifying frames of reference
- 6 . To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions

Content Outline:

- A . Contributing factors
  - 1 . Economic growth declined during the late 1920s
  - 2 . Stock purchases were made on margin/credit
  - 3 . Corporations and individuals became overextended
  - 4 . The stock market crash led to a cycle of low demand and high unemployment
- B . Responses to deepening economic woes
  - 1 . Hoover administration response: too little, too late (Hoovervilles - shantytowns)
  - 2 . Local and State actions
    - a . Soup kitchens and Breadlines
    - b . Amodified "new deal" in New York
  - 3 . Election of 1932; question of confidence
- C . The New Deal
  - 1 . Psychological boost; FDR at the fireside
  - 2 . Relieving human suffering; providing for dignity and jobs
  - 3 . Helping business and industry

[Play the Stock Market](#)

Research and follow a stock

**ESSENTIALQUESTIONS:**

- Why did the crash of the market affect those who did not own stock?
- How did the concept of checks and balances relate to the New Deal?
- How was New York a model for federal programs?
- What parts of the New Deal legislation are still in effect today?

**CLASSROOM IDEAS:**

- Compare Hoover’s attempt to solve economic problems with Roosevelt’s.
- Use the Constitution to examine why the New Deal was considered unconstitutional.
- Chart New Deal legislation in terms of relief, recovery, and reform efforts.
- Write a persuasive article from the point of view of a political activist of the 1930s.

Suggested Document: Roosevelt’s first inaugural address (1933): “This nation asks for action, and action now. . .”

recover

4 . Adjusting the economic system to prevent recurrence

- a . Government regulation of business and banking
- b . Instituting Social Security
- c . Providing a guaranteed labor voice: the Wagner Act

D . Effects on work, family, and communities

1 . Even though unemployment reached new heights, most people continued to hold jobs but at reduced hours and lower wages

2 . The loss of jobs fell unequally on women, blacks, and the unskilled

3 . The threat of possible job loss was a psychological strain on those who were employed

4 . Unemployment affected the traditional male role of provider, especially for those who equated success at work with success as a husband and father

5 . Charities' resources were inadequate

6 . Local communities attempted to meet the needs of their people

7 . The Dust Bowl and the Okies—human modification of the physical environment (John Steinback's *Grapes of Wrath*)

E . The cultural environment during the Great Depression

1 . The times were reflected in the arts and literature

2 . Escapism was popular in fiction and the cinema

3 . Many works of social commentary and criticism appeared

4 . Federal government supported the arts through the Works Project Administration (WPA )

The Dust Bowl

Primary Source

- Grapes of Wrath <http://newdeal.feri.org/index.htm>

(WEB)History/

Depression

## GREAT DEPRESSION CONT'D

### F. Effects of the Great Depression on industrialized Europe

- 1 . Trade and loans tied Western economies together
- 2 . The Great Depression followed similar patterns in affected nations
  - a . Tighter credit
  - b . Business failures
  - c . Decreased money supply
  - d . Lowered demand
  - e . Lower production
  - f . Widespread unemployment
- 3 . Developing totalitarian responses: Germany, Italy, Spain, Japan; intensified communism characterized by:
  - a . One-party governments headed by a strong individual
  - b . Armies and police forces fostered national goals and eliminated opposition.
  - c . Use of propaganda in the media and schools to support national goals
  - d . Art and literature were used to endorse official policies in totalitarian countries

### G. European conflicts resulted in several basic problems for United States policy makers

- 1 . The question of whether to shift focus from domestic problems to foreign policy
- 2 . Issue of neutrality versus the growing power of totalitarian states
- 3 . Continued efforts to improve Latin American relations through the “Good Neighbor Policy” without losing influence in that area’s affairs

WORLD WAR II (4 weeks)

800 - 837

**Objectives:**

1. To understand why World War II began and how it changed the lives of millions of people
2. To be aware of the much different world left as a legacy of World War II
3. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
4. To understand the relative importance of United States domestic and foreign policies over time
5. To analyze the role played by the United States in international politics, past and present
6. To describe historic events through the eyes and experiences of those who were there

**Content Outline:**

- A. Origins of the war
  1. The Versailles Treaty
  2. The Great Depression
  3. Rise of totalitarianism; expansionism and persecution
  4. The rearming of Germany
  5. Isolationism
  6. Failure of the League of Nations
- B. Prewar alliances
  1. Axis powers
  2. Allied powers
  3. Role of the United States
- C. Failure of peace
  1. Aggression by Germany in Europe, Italy in Europe and Africa, and Japan in Asia (Rise of Dictators)
  2. Appeasement; Chamberlain in Munich
  3. German attack on Poland; World War II begins (Blitzkrieg)
  4. United States role to 1941—guarded isolation, aid to allies
- D. The United States in World War II
  1. Japanese attack on Pearl Harbor
  2. Atwo-front war
    - a. Europe—Eisenhower
    - b. Pacific—MacArthur
- E. New aspects of the war
  1. German blitzkrieg
  2. Aerial bombing
  3. New technology and its impact

**ESSENTIAL QUESTIONS:**

- How did the Versailles Treaty lead to World War II?
- How could the use of the first atomic bomb be considered a turning point in United States history?
- Why is World War II considered a “total war” affecting all aspects of American life?

**CLASSROOM IDEAS:**

- Compare and contrast the origins of World War I and World War II.
- Debate the topic: United States membership in the League of Nations would have prevented World War II.
- Make a timeline of major events that occurred during the war.
- On a world map, indicate the Allied and Axis powers.
- Write a news report about the bombing of Pearl Harbor from the American and Japanese points of view.
- Take the role of one of the following—a soldier in the Pacific, a Jewish person in Europe, a Japanese-American, or a student in high school. How might the war have affected their lives?
- Interview those who lived during World War II and those who did not. Compare their attitudes to war the dropping of the atomic bomb.

CAP

- People Profiles on famous person

Primary Sources

- Japanese - American Entertainment

Pearl Harbor Attack

Position Paper

- Japanese - American Entertainment Right or Wrong?

Position Paper

- Should we have dropped

- on people and the physical environment
- 4. Atomic bomb—the Manhattan Project
- 5. The Nazi Holocaust
- 6. Concept of unconditional surrender
- 7. Island-Hopping
- F. The home front
  - 1. Total mobilization of resources
  - 2. Rationing
  - 3. Role of women (Rosie the Riveter)
  - 4. War bonds
  - 5. Internment to incarceration of Japanese-Americans
  - 6. Limited progress toward economic, political, and social equality for black Americans, i.e., Roosevelt’s Executive Order 8802
- G. End of the war
  - 1. Allied agreement—Yalta Conference
  - 2. Defeat of Germany
  - 3. Defeat of Japan
- H. Impact of the war
  - 1. Entire countries were physically and demographically devastated—effects of physical and human geographic factors
  - 2. Millions of families suffered the loss of loved ones
  - 3. The Nazi Holocaust (Genocide) —Hitler’s “Final Solution”; worldwide horror; human rights violations
  - 4. United States response to the Holocaust: Fort Ontario; Oswego, New York
  - 5. The Nuremberg Trials
  - 6. Global impact; rise of nationalism in Africa and Asia
  - 7. Advent of the United Nations
  - 8. Advent of the nuclear age
  - 9. Emergence of U.S. and Soviet Union as two global superpowers)

the atomic bomb?

The Holocaust

Primary Sources  
- Holocaust World War II  
(INSP)

- Explain the causes and effects of rationing during World War II.
- Have groups research how the war affected minorities.

- Chart the casualties of the war. What were the human and economic costs?
- Compare the League of Nations and the United Nations in a Venn diagram.

Suggested Documents: United Nations Charter; United States military recruitment posters, and Rosie the Riveter posters; songs, “God Bless America,” “This is the Army, Mr. Jones,” “This Land is Your Land,” and “Praise the Lord and Pass the Ammunition”

Vocabulary

Technology Links

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