

Social Studies - Grade 8 - 40 Weeks
8th Grade

NYS Performance Indicators	Objectives	Text Resources	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
	<p>1. The United States as Leader of the Free World (2 weeks)</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand why the United States assumed a leadership role in the post-World War II world 2. To appreciate the historical background for the formation of United States foreign policy of this era 3. To understand the relative importance of United States domestic and foreign policies over time 4. To analyze the role played by the United States in international politics, past and present <p>Content Outline:</p> <p>A. Role of the United Nations</p> <ol style="list-style-type: none"> 1. Human rights issues; United Nations Universal Declaration of Human Rights (1948)—role played by Eleanor Roosevelt on the United Nations Commission on Human Rights 2. Actions of the United Nations to promote peace <p>B. United States and the Soviet Union emerge as world leaders</p> <ol style="list-style-type: none"> 1. The Cold War 2. Truman Doctrine and Marshall Plan 			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> - How and why did the leadership role of the United States differ after World War II and World War I? - How and why did the United States help the nations of Europe after World War II? - What was the Cold War? How was it different from previous wars? <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> • Research human rights violations since World War II and the United Nations' response to them. • Make a chart comparing the United States and the Soviet Union in size, population, government, allies, economy, and religion. • Create an illustrated timeline of Cold War events. • List the causes and results of the Korean War. 	

	<p>3. Alliance systems: e.g., NATO, Warsaw Pact</p> <p>C. Communist expansion leads to United States policy of containment</p> <ol style="list-style-type: none"> 1. In Europe: Berlin airlift, Berlin Wall 2. In Asia: Communist China, Korean War 3. In Latin America: Cuban missile crisis 4. In Southeast Asia: Vietnam War <p>D. Superpower rivalry</p> <ol style="list-style-type: none"> 1. The spread of nuclear weapons 2. The arms race 3. From Sputnik to astronauts on the Moon 			<ul style="list-style-type: none"> • Invite a Korean War veteran to class. • Examine foreign policy issues of the Cold War and actions taken by presidents of the United States. <p><u>Suggested Document:</u> United Nations Universal Declaration of Human Rights, December 10, 1948</p>	
	<p>POST COLD WAR (2 weeks)</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand the historic, political, and social context in which United States foreign policy has evolved during the post-Cold War era 2. To understand the relative importance of United States domestic and foreign policy over time 3. To analyze the role played by the United States in international politics, past and present <p>Content Outline:</p> <p>A. Shifting foreign policies help lead to the end of the Cold War</p> <ol style="list-style-type: none"> 1. Detente and arms control beginning with President Nixon 2. Military buildup and treaties to bring about reductions 3. Fall of the Berlin Wall (1989) and the collapse of the Soviet Union <p>B. The United States seeks a new role in the world</p> <ol style="list-style-type: none"> 1. Arab-Israeli conflicts; Camp David Accord 2. Persian Gulf War 3. Peacekeeping missions; Somalia, 			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> - How were World War II and the Vietnam War different? - How were the Vietnam War and the Gulf War different? - How has our relationship with Latin America changed? <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> • Make a poster comparing the weapons of World War I, the Vietnam War, and the Gulf War. Draw conclusions. • Use the study of current events to convey the ongoing nature of United States foreign policy. • Research a timeline to show involvement in the Middle East. • Research products made in Mexico and Latin America. Analyze the economic effects on business and labor in the United States. 	

	<p>Bosnia</p> <p>C. Western Hemisphere relations</p> <ol style="list-style-type: none"> 1. Economic competition and cooperation: NAFTA 2. Immigration patterns between the United States and Mexico, Latin America 3. Spread of democratic principles in Latin America 			<p><u>Suggested Documents:</u> Gulf of Tonkin Resolution; song Pete Seeger, “Where Have All the Flowers Gone?”</p>	
	<p>CHANGING NATURE OF THE PEOPLE (2 WEEKS)</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant 3. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts <p>Content Outline:</p> <p>A . Changing patterns of production and consumption resulted in economic expansion</p> <ol style="list-style-type: none"> 1 . Increased productivity, a result of improving technology and rising consumer demand, led to higher wages and declining unemployment 2 . Number of service jobs, women in the workforce increased 3 . Poverty continued to exist in the midst of plenty <p>B . Families and communities underwent significant changes</p> <ol style="list-style-type: none"> 1 . Postwar baby boom had major effects on social and economic decisions made by families 			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> - How did the Cold War affect the lives of people in the United States? - How did the United States deal with the assassination of one president and the resignation of another? <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> • Graph the economic cycles of prosperity and recession after World War II. • Show how the baby boom generation has affected the social, economic, and political life of the United States. • Analyze the conflict between federal and State law concerning the issue of school desegregation, using primary source documents. • What method did minority groups use in their attempts to gain equal rights? 	

2 . Growth of suburbs paralleled by movement from major cities
 3 . Effect of automobiles reflected in interstate highway system, shopping centers, increased commuting to work
 C . Civil rights movement placed focus on equality and democracy
 1 . Important executive and judicial decisions supported equal rights
 2 . *Brown v. Board of Education of Topeka* (1954) overturned legal basis of segregation
 3 . Activists and leaders such as Dr. Martin Luther King, Jr. developed strategies to secure civil rights for African - Americans
 4 . Women, Native American Indians, and others also sought greater equality
 5 . Supreme Court moved to protect individual rights: *Miranda v. Arizona* (1966), *Tinker v. Des Moines Independent School District* (1969)
 D . Self-confidence of early postwar years eroded by series of events
 1 . Assassinations of major leaders: Kennedy, King
 2 . Nation split over involvement in Vietnam War
 3. Groups in society turn to violence to reach their goals
 4. Resignation of President Nixon
 5. Oil crisis and skyrocketing inflation

• Create a poster indicating the significant people and events in the struggle for equal rights of a particular minority group.

Suggested Documents:

Dr. Martin Luther King, Jr.'s address at the Lincoln Memorial (1963): "I have a dream. . .,"; Kennedy's inaugural speech; song, "We Shall Overcome"

CHANGING NATURE OF THE PEOPLE CONT'D
 The United States Begins A New Century

Objectives:

1. To understand the economic, social, and political trends that shaped the end of the 20th century and point to the 21st century
2. To investigate problems and opportunities the United States faces in its immediate future

ESSENTIAL QUESTIONS:

- How has the fall of communism changed the balance of power in the world?
- What will be the role of the United States in the 21st century?

CLASSROOM IDEAS:

- Read the labels on your clothing.

Content Outline:

- A. The United States competes in a world economy
 - 1. Competition from Europe, Asia, rest of Western Hemisphere
 - 2. Effects on economy of the United States
- B. Federal and state governments reevaluate their roles
 - 1. Fiscal and monetary policies: taxation, regulation, deregulation
 - 2. Social programs: health, welfare, education
- C. Technology changes: the home and the workplace
- D. Old and new problems must be addressed
 - 1. Violent crime and substance abuse
 - 2. Protection of the environment
 - 3. Growing number of elderly Americans
 - 4. The continuing struggle for economic and social justice for all citizens
 - 5. Balancing the ideals of national unity with growing cultural diversity
 - 6. Civic and legal responsibilities of citizenship

Where were the clothes made?
How does this affect supply and demand in the American economy?

- Research an enduring problem or issue from different points of view.
- Compare the beginning of the 20th century with that of the 21st century.

STATE EXAM REVIEW (2 WEEKS)

THEMATIC ESSAY (2 WEEKS)

Vocabulary

Technology Links

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