

DOCUMENT RESUME

ED 269 324

SO 017 121

TITLE Social Studies Curriculum Guide: Grade 8.
 INSTITUTION Dependents Schools (DOD), Washington, D.C.
 REPORT NO DS-Manual-2110-8
 PUB DATE Aug 84
 NOTE 200p.; For related documents, see SO 017 113-125.
 PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC08 Plus Postage.
 DESCRIPTORS Behavioral Objectives; Concept Formation; Curriculum Guides; Grade 8; Junior High Schools; Learning Activities; Outcomes of Education; Sequential Approach; Skill Development; *Social Studies; *United States History; Units of Study

IDENTIFIERS Dependents Schools

ABSTRACT

An outline of the knowledge and skills to be taught at grade eight in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into three parts. Following an introduction, a one page description overviews the curriculum topic for grade eight, United States history, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For grade eight, U.S. history is covered in chronological periods from pre-Columbian civilizations to World War II. (LP)

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SOCIAL STUDIES

CURRICULUM GUIDE

DS Manual 2110 8

AUGUST 1984

ED269324



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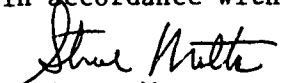
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GRADE 8
DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Social Studies Guides have been developed for the purpose of providing the classroom teacher with an outline of knowledge and skills which are to be taught at each grade level in order to meet the DoDDS social studies objectives.

As these guides are being used, it is requested that suggestions and recommendations for changes be submitted to the regional social studies coordinators. These guides will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.


Steve Motta
Deputy Director

GRADE EIGHT: (U.S. History)

The eighth grade U.S. History course is a required one-year course with heavy emphasis on U.S. geography and the nation's history from pre-Columbian civilizations to the Civil War and Reconstruction Era. Basic social studies skills will also receive emphasis. The course builds upon fifth grade U.S. history in which geography by region in the United States is emphasized.

The major periods to be studied will be as follows: (1) pre-Columbian civilizations, (2) European Exploration and Colonization, (3) Colonial America, (4) Revolutionary War and Constitution, (5) Jeffersonian period, (6) Jacksonian period, (7) Westward Movement, and (8) Civil War and Reconstruction. These major periods should comprise three-fourths of the year. The final quarter of the course should deal with a survey of American History since the Reconstruction Era with some emphasis on current historical, economic, and political events of the United States as well as the influence and relations with the host nation.

Basic social studies skills will also receive concentrated attention. The geography of the United States, both physical and political will be studied. Map skills in reading and interpreting various charts and graphs, and the use of reference books and materials such as dictionaries, encyclopedias, and atlases will also be covered. Students should be able to take notes from resource material and structured oral presentations using outline form. They should also be able to summarize both reading selections and oral presentations.

This curriculum guide stresses activities of the experiential design, activities formulated to provide the most class participation possible, activities constructed to cover as many DoDDS objectives as possible, and activities designed to make students feel as though they are an integral part of the history being studied.

Since the United States is a nation primarily of immigrants, it is strongly suggested that teachers of eighth grade American History incorporate as much study and comparison of the host nation as possible.

ACKNOWLEDGEMENT

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Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 1 week for I

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|---|---------|--------------|------------------------|--------------------|---|
| I. U.S. Geography | 1. Identify geographical regions of the United States based on climate, topography, location, economics, culture, and politics. (GEOGRAPHY) | pp 1-11 | p 700 | pp 724-729 | Ch 1 pp 650-651 | Compose brief explanations of the following: (1) Since we live in a large and rich nation, it is easy to become "nearsighted" and not see clearly what lies beyond our borders. (2) I had a simple view of the land until I became a farmer. Now, I know there is nothing simple about it. (3) I see mountains that appear to be "quiet." But, appearances are deceiving. (4) An earthquake is not needed to start a mountain moving. (obj. 1, 2) |
| A. Physical | | | | | | |
| 1. Major river systems | 2. Demonstrate communication skills. (SKILLS) | | | | | |
| a. Mississippi-Missouri | | | | | | |
| b. Ohio | | | | | | |
| c. Colorado | | | | | | |
| d. Columbia | | | | | | |
| e. Rio Grande | | | | | | |
| f. Hudson | | | | | | |
| g. Platte | | | | | | |
| h. Tennessee | 3. Use means of oral communication. (SKILLS) | | | | | |
| i. Yukon, etc. | | | | | | |

Prepare a travel brochure on the geography of North America for use by travelers coming to the United States from other countries. Be sure to describe each of the physical regions and illustrate them with pictures or drawings. For each region select the five leading tourist attractions. (obj. 1, 2)

Examine a soil sample taken near your home or school. List the things that give the sample, and therefore the land in your area, its own characteristics. Present your findings during an oral report to your class. (obj. 2, 3)



Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|---|-------|-------------|------------------------|--------------------|--|
| I. U.S. Geography (cont.) | | | | | | |
| 2. Mountain Ranges | | | | | | How does the geography of a particular place influence the way people live? Organize an exhibit which includes pictures and drawings/sketches of food, clothing, occupations, homes, other buildings, etc. Write explanations and descriptions of the items that are exhibited. (obj. 1, 2) |
| a. Appalachian | | | | | | |
| b. Allegheny | | | | | | |
| c. Ozarks | | | | | | |
| d. Blue Ridge | | | | | | |
| e. Rocky | | | | | | |
| f. Cascades | | | | | | |
| g. Sierra Nevada | | | | | | |
| h. Brooks | | | | | | Describe how nature is a builder, demolition expert, and artist. Make drawings, sketches, and illustrations to supplement your work. Photos may be used also. (obj. 1, 2, 3) |
| 3. Valleys and Plains | | | | | | |
| B. Political | 4. Construct a map using scale, legend, and directional indicators. (GEOGRAPHY) | | | | | Select geographical regions, landforms, lakes, rivers, etc., of the United States and describe the natural environments of the regions. Tell how human activities change regions, landforms, lakes, and rivers. What are the present stages of development and what may take place in the future? (obj. 1, 2, 3) |
| 1. Regions | | | | | | |
| 2. States | | | | | | |
| 3. Capitals | | | | | | |
| 4. Major Cities | | | | | | |
| 5. Washington, D.C. | | | | | | |

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|-------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|-------------|------------------------|--------------------|------------|

I. U.S. Geography (cont.)

New York is the largest U.S. city. List reasons for New York becoming the largest city and remaining the largest. Include natural features and manmade features that contribute to the city's size. (obj. 1, 2, 3)

The Alaska Highway and the Alaska pipeline are major linkages of North America. Learn all you can about these two linkages and report to your class. Use a map to provide a display to the class which shows the routes of the highway and the pipeline. (obj. 1, 2, 3)

The St. Lawrence Seaway, completed in 1959, was a joint project of the United States and Canada. Research the background, the actual construction (the problems the builders faced and overcame, the time it took to build the seaway, and the total cost), and the benefits to the two nations. Report your findings to your class during an oral presentation. (obj. 1, 3)

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 1 week for II

| AREA OF SUBJECT/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|------------------------------------|---|-------|--------------|------------------------|--------------------|---|
| II. Pre-Columbian Civilizations | 1. Locate and tell why certain areas of the world have been labeled cradles of civilization. (ANTHROPOLOGY) | X | ch 1 | ch 2 ch 3 | ch 2 | You are a Native American leader attempting to persuade your tribe to move from the eastern woodlands to the western plains. What arguments would support the move? What arguments would oppose the move? (obj. 7, 8, 13, 14) |
| A. Theories of early migrations. | 1. Siberian land bridge theory | | | | | As an anthropologist, you are researching the most advanced cultures in the Americas before the arrival of the Europeans. In your TV documentary film (use your school's video system) you are to explain, using maps that you have drawn, how geographical features contributed to the development and growth of civilization in those particular areas. (obj. 1, 2, 4, 7) |
| 2. Migration from Polynesia | 3. Take notes and summarize. (SKILLS) | | | | | There may be a prehistoric archeological "dig" located within easy traveling distance of your school. To prepare for the trip to the site, discuss what you can expect to see and what you can learn from the experience. (obj. 1, 3, 7) |
| | 4. Generate hypothesis, collect and organize data, and draw conclusions. (SKILLS) | | | | | The class may be divided into five groups, with each group assigned one of the following culture groups: 1. Early Arctic and Sub-arctic Cultures 2. Early Big Game Hunting Cultures 3. Early Mountain and Plateau Cultures 4. Early Desert Cultures 5. Early Eastern Woodlands and Valley Cultures |
| | 5. Use bibliographical aids in preparation of oral or written reports. (SKILLS) | | | | | |

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 1 week

| AREA OF SUBJECT/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER BURDETT | ACTIVITIES |
|--|--|-------|--------------|------------------------|-------------------|--|
| II. Pre-Columbian Civilizations (cont.) | 6. Identify physical characteristics of major anthropological groups of contemporary humans. (ANTHROPOLOGY) | | | | | Ask the members of each group to assume they are archeologists investigating their culture area. Have the members of each group list the artifacts they could expect to unearth and to explain what each artifact tells them about the social, political, and economic warp of life of the people. (obj 1,2,3,4,5,7) |
| | 7. Classify societies or groups according to subsistence patterns. (ANTHROPOLOGY) | | | | | An extension of this activity would be to have the students make the artifacts for their respective culture. Then each group hides their artifacts. Others are to "dig" out the artifacts and explain what they think the artifacts were used for. Compare others' uses to those of the creating culture. (obj. 1,2,3,4,5,7) |
| | 8. Describe the American Indian cultural and settlement patterns prior to European influence. (HISTORY) | | | | | Make a bulletin board display on the plants first cultivated by early Americans. Show where these plants are cultivated today. Explain your display to the class by means of an oral presentation. (obj. 8) |
| | 9. Know the concept and dynamics of cultural patterns. (ANTHROPOLOGY) | | | | | Several students might be asked to research the means of transportation used by Native Americans. Have these students prepare a composite report for the class in which they analyze and explain how the various means of transportation reflect, and are related to, the environment of the people. (obj. 7,8) |
| | 10. Recognize the significance of child-rearing on a culture. (ANTHROPOLOGY) | | | | | You have just won the vacation of the year! Soon the "Time Machine" will transport you back to the days of Native American society before the arrival of Europeans. You choose the tribe to which you are going to temporarily belong and explain aspects of life of that society which you admire. (obj. 8,9,10,11) |
| | 11. Explain the concept of "ethnic heritage." (ANTHROPOLOGY) | | | | | |

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 1 week

| AREA OF SUBJECT/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER BURDETT | ACTIVITIES |
|--|---|-------|--------------|------------------------|-------------------|--|
| II. Pre-Columbian Civilizations (cont.) | 12. Arrange periods in U.S. history in chronological sequence. (HISTORY) | | | | | Prepare a speech for your class on the contributions of native peoples to the American shopping cart. An effective way to do this is to role play a housewife as she empties the contents of her cart on a check-out counter, explaining the origin of each item. (obj. 11) |
| B. Native American Civilizations | 13. Know the systems of specific groups. (SOCIOLOGY) | | | | | |
| 1. Inca | | | | | | |
| 2. Mayan | | | | | | |
| 3. Aztecs | | | | | | |
| 4. North American Indian groups | 14. Describe concepts of group behavior based on language, religion, family, and nation. (SOCIOLOGY) | | | | | As a class, each person is to write a letter to each state's Congressperson, requesting free information on Native Americans. Also write to the Smithsonian Institute in Washington D.C. A letter to the Depart- ment of the Interior, Bureau of Indian Affairs, in Washington, D.C. or any state's capital with a large Native American population, will result in the receipt of much free information. When your class has received materials, organize groups to report on various aspects of tribal culture not previously available in their texts. (obj. 6,8,9,11,13) |
| a. Iroquois | | | | | | |
| b. Pueblo | | | | | | |
| c. Navajo | | | | | | |
| d. Plains | | | | | | |
| e. Any other tribe | | | | | | |
| | | | | | | Make sketches, collect, and/or construct models of the following pairs and be prepared to explain the differences or similarities between the two: (1) Indian tepee and African shelter (2) Venetian galley and Arab dhow (3) Moslem mosque and Jewish synagogue (4) Moslem mosque and Christian church (5) Timbuktu in 1450 and Timbuktu today (6) Modern jet airliner and outrigger canoe (7) Native American pueblo and apartment building in Dallas (obj. 6,8,9) |

de Level: Eight (8)

king Period: 1

gested Time Frame: 6 weeks for III

| A OF STUDY/ TENT | OBJECTIVES | GLOBE | LAI- LAW | FORES- MAN | SCOTT SILVER- BURDETT | ACTIVITIES |
|---------------------------------|--|--------|-------------|---------------|-----------------------------|--|
| . Discovery and Colonization | | Unit I | Ch 2 | Ch 4 | Ch 4 | |
| A. Explorations | 1. Use sources which assist in the decisionmaking process. (DECISION- MAKING) | | | | | The class could be divided into groups, and each group could be asked to prepare as long a list as they can of North American cities with Spanish names - for example, Los Angeles, California; Santa Fe, New Mexico; and El Paso, Texas. It might also be of value to ask each group to trans- late these place names into their English equivalents. (obj. 7,9) |
| 1. Leif Ericson | | | | | | |
| 2. Christopher Columbus | | | | | | |
| 3. John Cabot | | | | | | |
| 4. Amerigo Vespucci | | | | | | |
| 5. Vasco de Gama | | | | | | |
| 6. Juan Ponce de Leon | 2. Explain the concept of "ethnic heritage." (ANTHROPOLOGY) | | | | | You are Christopher Columbus. In a petition to Queen Isabella and King Ferdinand seeking their patronage, explain the changes in Europe that you think will make possible your voyages of discovery. (obj. 6,7,8,18) |
| 7. Vaco Nunez de Balboa | | | | | | |
| 8. Francisco de Coronado | | | | | | |
| 9. Cabeza de Vaca | 3. Recognize cause and effect sequences. (SKILLS) | | | | | Ask each student to prepare a written report based upon the assumption that he or she has been appointed governor of either New Spain or New France. The students are to assume that they have been asked to prepare a report for the King on conditions in the colony and to give suggestions they have for improving these conditions. The suggestions should deal with the social, political, and economic ways of life and should include the reasons why changes are needed. |
| 0. Jacques Cartier | | | | | | |
| 1. Hernando de Soto | | | | | | |
| 2. Sir Francis Drake | | | | | | |
| 3. Samuel de Champlain | | | | | | |
| . Henry Hudson | | | | | | |

Several of these reports can be read to the class,
and a discussion on the proposed changes should be
encouraged. (obj. 6,7,8,9,10,18)

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 6 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|---|-------|--------------|------------------------|--------------------|--|
| III. Discovery and Colonization (cont) | 4. Compare the chronological scope and sequence of U.S. and World History. (HISTORY) | | | | | Select from the list below one person that you would like to have known. Using encyclopedias and history books, look for more information about this person. You will then invite this person to dinner. As you are eating, you will discuss relevant information of your research in a conver- sational manner. Get a classmate to help role play your dialogue for the class. (obj. 1,3,4,5,17) |
| | 5. Explore identification of skills and knowledge needed or possessed to achieve selected goals and/ or objectives. (PSYCHOLOGY) | | | | | (1) Cabeza de Vaca (2) Estevanico (3) Hernando de Soto (4) Jacques Cartier (5) Samuel de Champlain (6) Captain John Smith (7) Roger Williams (8) Sir George Calvert (9) Peter Stuyvesant (10) William Penn Have the class prepare a large map of North America. Ask the students to do research on the various French explorers and their explorations. When this is completed, have the information put on the map so that the routes followed by the explorers are indicated. The students also could label the major bodies of water and any places that still retain their French name. (obj. 1,2,3,5,17) |

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 6 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|--|-------|--------------|------------------------|--------------------|--|
| III. Discovery and Colonization (cont.) | | | | | Ch 5 | |
| B. Colonization | | | | | | |
| 1. Spanish | 6. Know and be able to explain basic common human needs and how we provide for them. (PSYCHOLOGY) | | | | | Imagine you are a member of the Aztec or Inca society which was conquered by the Conquistadores. Tell your classmates about life under Spanish rule. Compare the "before and after" the conquest. (obj. 1,3,5,17) |
| a. Florida | | | | | | |
| b. Southwest | | | | | | |
| c. Caribbean | | | | | | |
| d. Central America | 7. Know the systems of specific groups. (SOCIOLOGY) | | | | | The history of the Spanish and French explorations in the New World is marked by some exciting events. Groups of students might work together to write a short play about one of the following events: (1) Balboa Crosses the Swamps of Panama (2) de Vaca Lives as a Slave of the Indians (3) Cartier Spends a Winter Near the St. Lawrence River. (obj. 6,8,9,18) |
| e. South America | | | | | | |
| 2. French | | | | | | |
| a. Louisiana | | | | | | |
| b. Quebec | | | | | | |
| 3. English | 8. Realize what happens to other people has an effect on oneself. (PSYCHOLOGY) | | | | | Write an imaginary dialogue between Columbus and King Ferdinand and Queen Isabella of Spain upon Columbus' return from his 1492 voyage. Imagine the questions that the King and Queen might ask and the replies that Columbus might give. (obj. 1,4,5,17) |
| a. Atlantic Coast | | | | | | |
| b. Canada | | | | | | |
| 4. Other Ethnic Groups | 9. Describe concepts of group behavior based on language, religion, family, and nation. (SOCIOLOGY) | | | | | As an Old World newsperson, you are definitely interested in promoting the settlement of your country's North American colonies. In a series of articles, explain how Spain or France might have encouraged more people to emigrate to the New World. (obj. 6,8,9,10,18) |

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 6 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|--|-----------------|--------------|------------------------|--------------------|--|
| III. Discovery and Colonization (cont.) | 10. List basic family needs. (ECONOMICS) | | | | | You are King Philip of France and you are trying trying to convince Native American tribes to fight against the British and their Native American allies. List the arguments and/or promises you would make. (obj. 12,13,17,18) |
| C. French and Indian War | 11. Explain the effects geography has on popu- lation density, political systems, and culture. (GEOGRAPHY) | Unit II Ch 8 | pp.97-99 | pp.171-176 262 | pp.137-140 | Imagine that you are a Spanish explorer in search of adventure and riches in North America. Tell about the places you have seen, the dangers you have faced, and describe what your life is like. (obj. 3,6) |
| 1. Causes | 12. Identify causes and effects of wars in American history. (HISTORY) | | | | | Imagine that you are an American sailor who was impressed by the British on the high seas. Relate your feelings at the time to the quote, "Once an Englishman, always an Englishman." (obj. 2,6,8,9,12) |
| a. Control of Ohio River Valley | | | | | | |
| b. Indian raids on frontier settlements | | | | | | |
| 2. The War | 13. Know the concept of conflict. (PSYCHOLOGY) | | | | | Study encyclopedias or books about sailing to find out what the ships were like which brought Leif Ericson and Christopher Columbus to the New World. Compare the ships sailed in by the two men, using either sketches or models that you have made. Decide whether Columbus' ships were better prepared for an ocean voyage than the ones used by the Norsemen. Present your findings (and sketches or models) to the class. (obj. 1,4,5,17) |
| a. Battle of Dusquene | | | | | | |
| b. Siege of Quebec | | | | | | |
| c. Treaty of Paris of 1763 | | | | | | |

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 6 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|---|-------|--------------|------------------------|--------------------|--|
| III. Discovery and Colonization (Cont.) | | | | | | |
| 3. Effects | 14. Demonstrate communication skills. (SKILLS) | | | | | Indians fought on both sides of the French and Indian War. As a warrior, decide which side you supported and explain your motivation for doing so. (obj. 12,13,15,16,17,18) After having read about how the various North American colonies were formed, create your own colony, drawing upon information from encyclopedias, books, and your own personal views as to what would be a good place to settle. Make sure you have covered: people economic activity schools government religion geography and climate (and other items of interest to you). Present your organization to the class, who will decide whether or not to immigrate to your place. Then organize a debate to discuss reasons for or against supporting your colony. (obj. 6,7,8,9,10,18) |
| a. France expelled from North America | | | | | | |
| b. Way open to settlers to move into Ohio and Mississippi Valleys. | 15. Generate hypothesis, collect, and organize data, and draw conclusions. (SKILLS) | | | | | |
| c. Taught Americans the need for unity among the thirteen colonies | | | | | | |
| d. War supplied valuable experience in methods of warfare and military leadership | 16. Use bibliographical aids in preparation of oral or written reports. (SKILLS) | | | | | |

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 6 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|-------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|-------------|------------------------|--------------------|------------|

III. Discovery and
Colonization (cont.)

place number 1 by the most important item, number 2 by the second most important, and so on through the least important. Be prepared to defend your choices to your crew.

- map of the Caribbean
- 50 feet of rope
- barrel of fresh water
- magnetic compass
- telescope
- small rowboat
- sword
- canvas from sail
- Spanish coins
- first aid supplies
- salted beef

(obj. 1,3,5,17)

17. Explore criteria for decisionmaking (i.e. self-preservation gratification, fears, etc.). (DECISIONMAKING)

Contact your local clinic, requesting that one of its medical staff be a guest lecturer in your class on the topic of "Medicine in the Colonies." Then as a class, each student is to draw a cartoon to depict whatever facet of colonial medicine that interested them. Arrange these on a bulletin board for all to share. (obj. 6,7,8,10)

18. Explore methods of decisionmaking. (i.e. committees, brainstorming, compromise). (DECISIONMAKING)

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 1 week for IV

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|-----------------------------------|---|-------------------|--------------|------------------------|----------------------|--|
| IV. The Thirteen English Colonies | 1. List basic family needs. (ECONOMICS) | Unit II Ch 1-6 | Ch 3 Ch 4 | Ch 6 Ch 7 Ch 8 | Ch 5 Ch 6 Ch 7 | <p>One way to help students understand the geographic similarities and differences among the colonies might be to have them make an agricultural map. Divide the class into three groups and have the members of one group draw a map of the Middle Colonies. Another group should draw a map of the Southern Colonies, and the other group should draw a map of the New England Colonies. Each map should show what crops were raised in the colonies and where they were raised. The maps also should show the physical geography of each area - the rivers, plateaus, mountains, and so on. The climate of each area also might be included.</p> <p>When the maps are completed, they should be displayed on a bulletin board. The class could then compare, contrast, and discuss the similarities and differences shown on the maps. (obj. 2,3)</p> <p>As a class each member is to create and wear a colonial costume. Then elect a master of ceremonies to introduce and explain the significance of the various garments in a fashion show for a school assembly. An extension activity would be to:</p> <ol style="list-style-type: none">(1) wear the costumes in a colonial play(2) wear the costumes to a class feast, preferably a Thanksgiving dinner prepared by the students themselves(3) wear the costumes to an American History Museum in an appropriate host nation. (obj. 1,2,6,8) |
| A. New England | 2. Select an adaptation necessary for living in a specific geographical region. (GEOGRAPHY) | | | | | |
| 1. Mayflower Compact | | | | | | |
| 2. Plymouth | | | | | | |
| 3. Massachusetts Bay | 3. Name a geographical condition which man has modified to meet his needs. (GEOGRAPHY) | | | | | |
| 4. Rhode Island | | | | | | |
| B. Middle | 4. Give constructive criticism. (PSYCHOLOGY) | | | | | |
| 1. New York - Dutch influence | | | | | | |
| 2. Pennsylvania | | | | | | |
| 3. Maryland | 5. Identify one document that established the structure of the U.S. government. (POLITICAL SCIENCE) | | | | | |
| 4. Delaware | | | | | | |
| C. Southern | 6. Describe concepts of group behavior based on language, religion, family, and nation. (SOCIOLOGY) | | | | | |
| 1. Roanoke Island | | | | | | |
| 2. Jamestown | | | | | | |
| 3. Carolinas | | | | | | |
| 4. Georgia | 7. Identify the influence of religion and morality in a nation or state. (SOCIOLOGY) | | | | | |

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|--|-------|--------------|------------------------|--------------------|--|
| IV. The Thirteen English Colonies (cont.) | 8. Know concept of security and self-esteem as basic needs. (PSYCHOLOGY) | | | | | <p>Make a computer game in which you would have to identify famous colonial Americans. (obj. 4,5,8)</p> <p>You are the local newspaper editor in charge of writing William Penn's memorial speech. Be sure to include Penn's beliefs on equality. Deliver your talk to the class. (obj. 1,4,5,6,7,8)</p> <p>Compare values of a colonial family with values of a family today. How are they alike? How are they different? Why? (obj. 1,6,7,8)</p> <p>You are a resident of London, England, in 1740. You want to take your family to the colonies to settle. Tell which colony you have decided to settle in and give the reasons why. (obj. 1,2,3,6,7,8)</p> <p>Construct a series of "Who Was Who in Colonial America" flash cards. Quiz your partners. (obj. 4,5,7,8)</p> <p>Imagine that you are a student in colonial times. Compare your education at that time to your present education. (obj. 1,2,3,4,5,6,7,8)</p> <p>You are a resident of Boston and a member of a Congregational church there. On a visit to Jamestown, Virginia, you worship in an Anglican (Church of England) church. Describe how the religious services differ. (obj. 1,4,5,6,7,8)</p> |

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|------------|-------|--------------|------------------------|--------------------|--|
| IV. The Thirteen English Colonies (cont.) | | | | | | <p>Slavery as an institution in the United States was abolished by the Thirteenth Amendment in 1865. However, slavery still exists in numerous countries of the world today. Research slavery as it exists in any nation today. Then compare your findings to slave life in colonial America. To assist in this activity, start by writing to the United Nations, asking for assistance in this area. (obj. 1,4,5,6,7,8)</p> <p>Have the class agree on a mutually acceptable definition of the Puritan tradition. Then discuss the ways in which this tradition appears to be alive in the United States today. (obj. 4,6,7)</p> <p>You and your family have recently bought a small farm in colonial Massachusetts. Write a letter to a friend in England describing what you and your family had to do to get the farm in condition for crop raising and living. Describe the family dwelling that was built and the crops raised. (obj. 1,2,3,8)</p> <p>Below is a statement that the whole class may discuss. The students should take some time to prepare their comments.</p> <p>"The use of indentured servants was a fair practice for the servants and for the owners."</p> <p>This could be a topic for an organized debate as well. (obj. 1,4,5,6,7,8)</p> |

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAIID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|------------|-------|---------------|------------------------|--------------------|--|
| IV. The Thirteen English Colonies (cont.) | | | | | | <p>The First Amendment guarantees the right of freedom of religion to all in America today. Yet this right did not exist in colonial New England. Take the role of a Puritan leader of Massachusetts who is responsible for preserving the peace. In a town meeting of your classmates, explain why Puritans would NOT allow religious freedom in Massachusetts. (obj. 4,5,6,7)</p> <p>As a traveler during colonial times, you are keeping a journal of your experiences in each of the regions of the thirteen colonies. As you write, you become aware of differences in economic and social patterns. Describe the factors that influenced the contrasting patterns of each region that you visited. (obj. 1,2,3,6,7)</p> <p>After having read about the Puritan way of life, decide whether or not you would have wanted to live in Massachusetts when the Puritans ruled the colony. Then debate your point of view with a classmate of the opposing viewpoint. (obj. 4,6,7,8)</p> <p>Prepare a talk or written report on the layout and workings of a huge southern plantation. For example, you might find information on Monticello or Mount Vernon. Do some sketches to enhance various topics of your talk or report.</p> |

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAIID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|------------|-------|---------------|------------------------|--------------------|--|
| IV. The Thirteen English Colonies (cont.) | | | | | | <p>An extension of this activity would be to research a plantation in some other nation, as a banana or rubber plantation, and compare its operations to an existing U.S. plantation (as in the South or in Hawaii). (obj. 1,2,3,8)</p> <p>You are William Penn and you want more people to settle in your colony. Prepare a handbill for circulation in Europe to attract settlers to your colony. (obj. 1,2,3,4,6,7,8)</p> <p>As an American living overseas, perhaps you've had the experience of being called a "Yankee." Research the historical significance of this word, finding out what the other colonists saw as the characteristics of the Yankees and how the Puritans helped to shape the Yankee (New England) character. Relate your feelings at the time of being called a Yankee to both the historical and contemporary meanings of the word. (obj. 4,6,7,8)</p> <p>Your father is a New York merchant and he has been asked to become a member of the Sons of Liberty. He asks your advice. Explain what advice you would give and why. (obj. 4,6,8)</p> |

Grade Level: Eight (8)

Marking Period: 1

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|-------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|-------------|------------------------|--------------------|------------|

IV. The Thirteen
English Colonies (cont.)

Plan a guessing game using the names of famous people from the time of exploration through the settlement of the thirteen colonies. Part of the class might arrange the game. Those who do so could write three clues to the identity of each famous name. Then the persons who arranged the game could take turns presenting the clues to the class. Students who guess the correct answer on the first clue might win three points; on the second clue, two points; and on the third clue, one point. (obj. 4,6,7,8)

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 2 weeks for V

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------------------|--|--------------------|--------------|------------------------|--------------------|---|
| V. Revolutionary War | 1. Explore criteria for decisionmaking. (DECISIONMAKING) | Unit II Ch 9-16 | Ch 5 | Ch 8 Ch 9 | Ch 8 | Draw a picture or a cartoon about one of the events that led up to the American Revolution. To prepare your drawing, find out the details of the event which you have chosen to illustrate. For example, you might show the effects of the Proclamation of 1763 on the American settlers. Be sure that you understand the event you choose. Then make a picture or cartoon about it. Display the drawing to the class, and be ready to explain the ideas that you have pictured. (These could then be arranged for a bulletin board display.) (obj. 1,2,4,8) |
| A. Causes | | | | | | |
| 1. Proclamation of 1763 | 2. Explore methods of decisionmaking. (DECISIONMAKING) | | | | | |
| 2. Stamp Act | | | | | | |
| 3. Townshend Acts | 3. Explain the following forms of taxation; income tax, user tax, gas tax. (ECONOMICS) | | | | | |
| 4. Boston Massacre | | | | | | |
| 5. Boston Tea Party | 4. Locate and utilize printed and non-printed materials related to history. (HISTORY) | | | | | |
| 6. Intolerable Acts | | | | | | |
| 7. First Continental Congress of 1774 | 5. Identify ways a person can meet their obligations of citizenship. (POLITICAL SCIENCE) | | | | | |
| 8. Battles of Lexington and Concord | | | | | | |
| B. The War | | | | | | |
| 1. Second Continental Congress | 6. Know the concept of trade-off in dealing with conflict. (PSYCHOLOGY) | | | | | |
| 2. Declaration of Independence | 7. Define own ideas objectively. (PSYCHOLOGY) | | | | | |
| | | | | | | To help the students gain a better time perspective of the Revolutionary War period, you might have them construct an illustrated time line. Obtain a large piece of paper that can be mounted in the classroom. Have the students begin the time line with the date 1754, the start of the French and Indian War. As the students study their text, have them place significant dates and events on the time line. Then, have them draw an illustration on the time line which portrays the event. Make sure that the drawings and the writing are large enough so that they can be seen by everyone in the class. (obj 1,2,11,12) |
| | | | | | | As American citizens we accept the fact that our government has the right to tax us, but in colonial America there were two opposing views, one held by the colonists and one by Parliament, of Parliament's right to tax the colonists. Create an original skit |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|---|-------|--------------|------------------------|--------------------|---|
| V. Revoluntary War (cont.) | | | | | | |
| 3. Battle of Trenton | 8. Realize what happens to other people has an effect on oneself. (PSYCHOLOGY) | | | | | in which you explain both positions. Have some classmates perform your script for the entire group. (obj. 1,2,3,4,5,9) |
| 4. Battle of Saratoga | | | | | | |
| 5. France becomes an American ally | 9. Exhibit sensitivity to the attitudes and values of others. (PSYCHOLOGY) | | | | | To aid the students in determining how decisions are made, set up a role-playing situation. The situation might be a meeting of the Sons of Liberty at which plans for the Boston Tea Party were being discussed or a meeting of the Second Continental Congress at which independence was being discussed. Have the students dramatize the situation by presenting the various views that might have been expressed at such a meeting. For example, for a meeting of the Sons of Liberty, select some students to advise caution about taking too drastic a step, which might bring about harsh recriminations. For a meeting of the Second Continental Congress, select some students to represent the more conservative element in the Congress. Suggest that the students research the topic so that they can present more accurate information. (obj. 1,2,4,5,6,7,9) |
| 6. Battle of Yorktown | | | | | | |
| 7. Surrender of General Cornwallis | 10. Describe how diversity in social systems leads to adaptation nationally, and their implications for the future. (SOCIOLOGY) | | | | | |
| 8. Treaty of Paris of 1783 | | | | | | |
| C. Effects | 11. Identify causes and effects of wars in American history. (HISTORY) | | | | | |
| 1. Establishment of a new nation | | | | | | |
| 2. Model set for the French Revolution and others | 12. Know the concept of conflict. (PSYCHOLOGY) | | | | | |
| | 13. Relate how sex roles have influenced culture historically, as well as currently. (SOCIOLOGY) | | | | | It is 198__ and you have been invited to be a guest speaker at the dedication of your local community's new library. The topic of your speech is "The Right of Parliament to Tax the Colonies." Prepare your speech and make arrangements with your school librarian for an appropriate time to present your work. (obj. 1,2,3,8,9) |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDET | ACTIVITIES |
|---------------------------|------------|-------|--------------|------------------------|-------------------|------------|
|---------------------------|------------|-------|--------------|------------------------|-------------------|------------|

V. Revolutionary War (cont.)

Historians have debated for years over what factors were most important in bringing about the American Revolution. Which cause do you think was most important? Why? (obj. 1,2,3,4,5,6,7,8,9)

To help the students understand what role colonial newspapers played in keeping opposition to British policy alive prior to the American Revolution, the students might be encouraged to put out a newspaper covering one of the events that occurred during this period. After students have selected the event to be covered, suggest that students write feature articles, editorials, and letters to the editor as they might have appeared in a colonial newspaper. Have some students make drawings or political cartoons portraying the event. When the articles and cartoons for the newspaper have been selected, you might put them on duplicating masters so that everyone in the class can have a copy. (obj. 1,2,4,5,6,7,8,9)

Define the term radical as it applies to politics. In a general way, describe the part played by the radicals in bringing about the American Revolution by writing a newspaper editorial denouncing colonial radicalism. (obj. 1,2,4,6,7,8,9)



Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|--------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|--------------|------------------------|--------------------|------------|

V. Revoluntary War (cont.)

British policies prior to the American Revolution created sharply divided opinions. In order to convey this to the students, have them debate one aspect of British policy discussed in their text - the Proclamation of 1763, the Sugar Act, the Stamp Act, the Quartering Act, or the Townshend Acts. Set up two debating teams - one to present the colonists' view of the policy and one to present the British view. Have the students do further research using other history books and encyclopedias so that they can more fully present the opposing views. Upon completion of the debate, have the rest of the class decide which team won the debate. (obj. 1,2,3,4,5,6)

Imagine that you are one of the following persons. Then write a letter to General Washington expressing your views on the war.

- (1) A Loyalist plantation owner in South Carolina
- (2) A black man in Massachusetts
- (3) The wife of one of Washington's soldiers at Valley Forge. (obj. 2,3,4)

Even though England was the mightiest nation in the late 1700's, she could not suppress insurrection in her North American colonies. As a British war correspondent summing up why England lost, expound upon the advantages that Americans had in fighting the Revolution. (obj. 11,12)



Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|--------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|--------------|------------------------|--------------------|------------|

V. Revolutionary War (cont.)

The Americans were aided in their struggle for independence by many foreign volunteers. Students might be encouraged to find out more about these volunteers and report their findings to the class. Some of the people about whom the students could report include:

- (1) Baron von Steuben
 - (2) Baron de Kalb
 - (3) Marquis de Lafayette
 - (4) Casimir Pulaski
 - (5) Thaddeus Kosciusko
- (obj. 8,11,12)

Suggest that the students make use of encyclopedias and biographical dictionaries in their research. In their investigation of these people, have the students look for answers to these questions:

- (1) What was the person's training and background?
- (2) What motivated him to volunteer for service in the war for American independence? In what capacity did he serve during the war? What happened to him after the war?

You are at the formal surrender of Yorktown. There you overhear many conversations concerning why General Cornwallis finally ended hostilities with General Washington. In dialogue form, write some of these conversations about the events that led to surrender. (obj. 12)

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|--------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|--------------|------------------------|--------------------|------------|

V. Revoluntary War (cont.)

You are a Loyalist who has fled to Canada at the time of the American Revolution. Write to your cousins who are Patriots and tell them why you chose Canada as your new home. (obj. 11,12)

Organize a group debate over the following topic:

"The Tories Were Traitors." (obj. 5,6,12)

Landholdings on the North American continent changed as a result of the French and Indian War and the American Revolution. To help the students realize the changes that occurred have them work together on three large maps showing the land each nation controlled in 1754, in 1763, and in 1783. Use information and maps from your text and historical atlases to help you complete the maps. (obj. 11)

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 3 weeks for VI

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|---|----------|------------------------------|------------------------|-----------------------|---|
| VI. Development of the Constitution | 1. Identify one document that established the structure of the U.S. government. (POLITICAL SCIENCE) | Unit III | Ch 5 pp 701- 711 | Ch 9 | Ch 8 | In March 1781 the Articles of Confederation went into force. As a politician you are finding it difficult to accomplish the basic functions of government. Prepare a speech in which you discuss at least four weaknesses of the Articles of Confederation. Make sure you emphasize which weakness you think is most important and why. Deliver your speech to the class. (obj. 1,10) |
| A. Declaration of Independence | | | | | | |
| B. Articles of Confederation | 2. Exhibit sensitivity to the attitudes and values of others. (PSYCHOLOGY) | | pp 119- 120 123 125 | pp 202 238 | pp 170- 173 175 | Imagine that you are Alexander Hamilton. Write a letter to George Washington urging that a convention be held to revise the Articles of Confederation. Pretend that the time is late in the year of 1786. (obj. 1,10) |
| 1. Weak national governments | 3. Give constructive criticism. (PSYCHOLOGY) | | | | | |
| 2. Strong state governments | 4. Identify the appropriate functions of the branches of government. (POLITICAL SCIENCE) | | | | | The Northwest Ordinance has been called a model for democratic treatment of colonies. As a prospective organizer of settlements in wilderness lands, support this statement. (obj. 1,10) |
| 3. Shay's Rebellion | 5. Identify component parts of the U.S. Constitution. (POLITICAL SCIENCE) | | | | | To increase the students' understanding of the economic problems during the postwar period and the weaknesses of the government under the Articles, set up a role-playing situation based on Shay's Rebellion. Select four students to represent the Massachusetts farmers under the leadership of Captain Daniel Shays. Have four students represent members of the Massachusetts legislature and judiciary. And choose four students to represent the members of Congress. Have each group do further |
| 4. Lack of a judiciary branch of governments | 6. Demonstrate use of a pie graph. (ECONOMICS) | | | | | |
| 5. Foreign policy problems | 7. Explore criteria for decisionmaking (i.e., self-preservation, gratification, fears, etc.) (DECISIONMAKING) | | | | | |
| 6. Northwest Ordinance | | | | | | |
| 7. The Constitutional Convention | | | | | | |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|--------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|--------------|------------------------|--------------------|------------|

VI. Development of the Constitution (cont.)

C. Branches of Government

- 1. Executive
- 2. Legislative
- 3. Judicial
- 4. Separation of power

8. Explore methods of decisionmaking (i.e., committees, brainstorming, compromise). (DECISION-MAKING)

Unit III

Ch 8
Ch 6
pp 125
pp 177

Ch 10

Ch 9
Ch 10

research into the problems of farmers, the reactions of the state officials, and the reactions of Congress so that they can more accurately represent these positions. Have the group representing the farmers draw up a list of the farmers' demands, grievances, and actions to be taken if the demands were not met. Have the group representing the Massachusetts government list the government's reasons for not agreeing to the demands and state its call for help from the central government when the revolt actually came. Have the group representing Congress list the reasons why the central government could not aid the Massachusetts government. The rest of the class could prepare questions to ask each group. You might ask the students to consider what problems the nation's farmers face today and how the farmers have attempted to solve them. (obj. 1,10)

D. Federalism

- 1. Division of powers
 - a. Role of federal government
 - b. Role of state government
 - c. Role of local government
- 2. Role of host nations' governments
- 3. U.S. Constitutional powers
 - a. Delegated (enumerated) powers

9. Identify primary functions of the U.S. government as listed in the Preamble to the Constitution. (POLITICAL SCIENCE)

Unit III

Ch 8

Ch 10

Ch 10

10. Enumerate functions of the branches of government and their historical background. (HISTORY)

11. Identify an American political process established by the U.S. Constitution. (POLITICAL SCIENCE)

12. Identify ways a person can meet their obligations of citizenship. (POLITICAL SCIENCE)

You are being asked in a letter from your foreign pen pal about some of the features of the U.S. Constitution which have made it work for so many years. Reply, explaining fully at least three features. Make sure to do this in an informal letter style, and not in a textbook fashion. (obj. 4,5,9,10)

To help the students grasp the American tradition of local government that has lasted since colonial

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER BURDETT | ACTIVITIES |
|--|--|------------|---|--------------------------------------|---|--|
| VI. Development of the Constitution (cont.) | 13. Participate in class government. (DECISION- MAKING) | Unit III | Ch 8 | Ch 10 | Ch 10 | <p>times, an investigation of the activity of a local body of government could be planned. The first step would be the selection of a group of student volunteers. These students should then be sent to observe a local governmental body in action - a city or town council meeting, a school board meeting, a local planning commission meeting, and so on. The members of each group should then report back to the class. Their reports should explain what happened at the meeting and what local issues were discussed. A class discussion should then be encouraged, and the students should be asked if they see any value in having local issues decided by local governmental bodies rather than by a national government. If time permits, some students could be asked to investigate and compare the differences between the system of local government in France and the system of local government in the United States. (obj. 12,13,14)</p> <p>The U.S. Constitution has been called "a bundle of compromises." Write a short skit to show this is true. Perform this with other classmates for the rest of the class. (obj. 5,11,19)</p> <p>Explain the system of checks and balances to a monarch who is visiting from abroad. The monarch states that the system slows up the work of the Federal Government. Explain why or why not you agree or disagree with this visitor. (obj 4,5,11)</p> |
| b. reserved powers | | | | | | |
| c. implied powers | 14. List services provided by each level of government: city, county, state, and national. (POLITICAL SCIENCE) | | pp 131-132 p 539 | pp 327 | pp 179-180 | |
| E. Checks and Balances | | | | | | |
| 1. Executive over Legislative | | | | | | |
| 2. Executive over Judicial | 15. Differentiate between civil and criminal law. (POLITICAL SCIENCE) | | | | | |
| 3. Legislative over Executive | | | | | | |
| 4. Legislative over Judicial | 16. Explain the need for income taxes. (ECONOMICS) | | | | | |
| 5. Judicial over Executive | | | | | | |
| 6. Judicial over Legislative | 17. Identify current conflicts on a national basis. (DECISIONMAKING) | | | | | |
| F. Bill of Rights | 18. Identify group behavior and how it can be influenced through voting. (SOCIOLOGY) | pp 553-554 | pp 128 134 655- 656 725- 726 | pp 217 230- 232 241- 242 | pp 184 200- 202 p 216 p 557 | |
| (See U.S. Constitution Amendments 1-10) | 19. Receive criticism of own ideas without undue defensiveness and emotion. (PSYCHOLOGY) | | | | | |



Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|--|-------|-------------|------------------------|--------------------|--|
| VI. Development of the Constitution (cont.) | 20. Define civil rights. (POLITICAL SCIENCE) | | | | | As James Madison, you diligently take notes on the course of the Constitutional Convention. Role play a conversation with your wife Dolly on how the convention settled the dispute that arose over state representation in Congress. (obj. 1,10) |
| | 21. Identify civil rights guaranteed by amendments in the Constitution. (POLITICAL SCIENCE) | | | | | To help the students understand how strong Presidents have expanded the power of the presidency, you could suggest that they analyze the actions of a strong President. Divide the class into eight groups. Assign each group one of the following Presidents: |
| | 22. Identify reasons some groups did not immediately experience individual or civil rights with the passage of the Bill of Rights. (POLITICAL SCIENCE) | | | | | a. George Washington b. Thomas Jefferson c. Andrew Jackson d. Abraham Lincoln e. Woodrow Wilson f. Franklin D. Roosevelt g. Harry S. Truman h. Lyndon B. Johnson |
| | 23. Generate hypothesis, collect and organize data, and draw conclusions. (SOCIOLOGY) | | | | | Have each group investigate the President it is assigned and prepare a written or an oral report. In doing their reports, the students should look for answers to questions such as these: 1. In what ways did the President increase the powers of the presidency. |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAIID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|------------|-------|---------------|------------------------|--------------------|--|
| VI. Development of the Constitution (cont.) | | | | | | <p>2. What factors were present during the President's term in office that enabled him to expand the role?</p> <p>3. What precedents did he set for later Presidents?</p> <p>*It is important to note that a strong President may not be strong in all aspects of his job. (obj. 5,11, 14,17)</p> <p>The Constitution seemed to suggest that Congress and the President should divide the power to carry on foreign affairs. Analyze how President Washington changed the meaning of the Constitution on this matter. (obj. 4,5,11)</p> <p>Imagine that you are John Marshall. Explain the role you played in establishing the power of the Supreme Court. (obj. 11,17,19)</p> <p>Using encyclopedias and other books, research how the President has, in recent years, taken away some of the constitutional powers given to Congress. An extension activity would be to write to your state's senators, requesting assistance in this content area. (obj. 11,17,19)</p> <p>As a student of the Constitution, write a speech explaining why there are so few formal amendments that have been added to the Constitution. (obj. 5,20,21,22,23)</p> |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|------------|-------|--------------|------------------------|--------------------|--|
| VI. Development of the • Constitution (cont.) | | | | | | <p>Write a speech which Patrick Henry might have given in opposition to the Constitution. (obj. 1,10)</p> <p>As a member of the Constitutional Convention, you supported the separation of powers of the Federal Government. Explain why you did so to an English newsperson. (obj. 4,5,8,9,10)</p> <p>List the cabinet offices created during George Washington's presidency. Then find out and list the names of the offices which make up the President's cabinet today. How many offices have been added to the cabinet since Washington's presidency? Explain this increase in the size of the cabinet. (obj. 14,19)</p> <p>As a Pennsylvania farmer, explain why you supported the Whiskey Rebellion and the consequences of that support, not only in Pennsylvania but also to the nation as a whole. You could also include your feelings about Alexander Hamilton. (obj. 11,12,13 17,18)</p> <p>Define the term precedent. Explain two precedents set by George Washington as the first President of the United States. Then research to see if these precedents have remained a part of tradition or have been altered. Explain why any changes occurred. (obj. 11,14)</p> |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAIID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|---------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|---------------|------------------------|--------------------|------------|

VI. Development of the
Constitution (cont.)

Write a composition of two or three paragraphs in which you tell what might have happened in the United States if the Constitution had not been ratified by the states. (obj. 1,10)

There are groups in the United States who would like to see a new constitution written for our nation. Would you agree that the United States needs a new constitution? What changes, if any, would you like to see made in the present Constitution? Explain your answers as fully as you can. (obj. 1,2,3)

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 2 weeks for VII

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|------------------------------|---|-------------------|--------------|------------------------|--------------------|--|
| VII. Jeffersonian Era | 1. Define liberalism and conservatism. (POLITICAL SCIENCE) | Unit IV Ch 1-2 | Ch 9 | Ch 11 | Ch 10 Ch 11 | Imagine that you are President Thomas Jefferson. In what ways did some of your political ideas make it difficult for you when you were President? (obj. 1,2) |
| A. Rise of Political Parties | 2. Identify ways a person can meet his/her obligations of citizenship. (POLITICAL SCIENCE) | | | | | Thomas Jefferson had a full life. He did many things outside the world of politics. He was an architect, an inventor, a lawyer, a philosopher, a scientific farmer, a university founder, and a writer. Prepare a report showing how Jefferson was involved in one of these activities. (obj. 1,2) |
| B. Rise of Nationalism | 3. Differentiate between the pros/cons of isolationism and Manifest Destiny. | | | | | |
| C. Westward Expansion | 4. Explore identification of knowledge and skills needed or possessed to achieve selected goals and/or objectives. (PSYCHOLOGY) | | | | | The first political parties in the United States developed around the ideas and the leadership of Alexander Hamilton and Thomas Jefferson. In order to help the students understand the opposing viewpoints of these two men, plan a "Meet the Press" interview with the two leaders. Select four students - one to represent Hamilton and three to represent his advisers. Select four other students to represent Jefferson and his advisers. Have five students represent members of the press, and have them prepare questions to ask Hamilton and Jefferson. The questions might center around the general political beliefs of the two leaders, the specifics of Hamilton's financial program, and the reasons why Jefferson was opposed to that program. The rest of the class could also prepare questions to be used in the interview. Have all students do further research on the views of Hamilton and |
| | 5. Realize what happens to other people has an effect on oneself. (PSYCHOLOGY) | | | | | |
| | 6. Analyze the influences of technological advances on patterns of settlement. (HISTORY) | | | | | |



Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | STOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|----------------------------------|---|-------|-------------|------------------------|--------------------|--|
| VII. Jeffersonian Era (cont.) | <p>7. Describe the impact of immigrant cultures on the existent culture in America. (HISTORY)</p> <p>8. Name a geographical condition which man has modified to meet his needs. (GEOGRAPHY)</p> | | | | | <p>Jefferson so that they can more accurately present the opposing views. After the interview has been completed, you might ask the students which people they would consider to be leaders of political parties in the United States today. Have the students determine what questions they would like to ask current political leaders if they had the opportunity. (obj. 1,2)</p> <p>Imagine that you are an American at the time political parties are evolving. You will eventually join one. Explain two ways in which the beliefs of the Republicans differed from those of the Federalists. Then explain why you joined the party you did. (obj. 1,2)</p> <p>Draw a campaign poster that might have been used by the Republicans in the presidential election of 1800. (obj. 2)</p> <p>Have a group of students find out more about the election of 1800. Students could find out the reason the tie occurred, the role of Alexander Hamilton in the election, and the reasons why Jefferson finally won. The information could be presented to the class by means of interviews in which students take the parts of Jefferson, Burr, and Hamilton. The format of the interviews could be similar to the various television network public</p> |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAIID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|---------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|---------------|------------------------|--------------------|------------|

VII. Jeffersonian Era
(cont.)

affairs programs. Suggest that the students watch "Meet the Press," "Issues and Answers," or "Face the Nation" to help them structure the interviews. (obj. 1,2)

The Evening News (Lewis and Clark Expedition) - Needed are tables, chairs, and a microphone (or mock microphone). Assign roles of newscaster, sportscaster, weather forecaster, etc. Plan the program to include timely commercials, and then present the newscast. The newscast will center on one day's events of the Lewis and Clark Expedition. (obj. 6,7,8)

Ask students to do research on the Lewis and Clark Expedition. One group of students could find out about the events of the trip, some geographical sights seen, and some of the interesting findings noted by the members of the expedition. Other students could make a large display map that shows the route taken and that marks appropriate points along the route. If a copy of JOURNALS OF LEWIS AND CLARK (New American Library, Inc., 1964) is available, the students could read excerpts from the journal as they follow the travels of Lewis and Clark.

If desired, another group of students could give an account of what states, cities, and geographical points people might use if they took this same trip today. To do this, transpose the Lewis and Clark

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|----------------------------------|------------|-------|--------------|------------------------|--------------------|---|
| VII. Jeffersonian Era (cont.) | | | | | | <p>route onto a current road map of the United States or of the states west of the Mississippi River. Encyclopedia articles about the states traveled through can give helpful information. Road maps and travel agency folders can be another source of information.</p> <p>Perhaps these projects could lead to a discussion comparing the Lewis and Clark Expedition with the exploration of the moon. The discussion could relate the part to the present by focusing on points such as the significance of both events and the reaction of Americans to both events. (obj. 6,8)</p> <p>The independence movements which took place in Latin America in the early 1800's were of concern to Europe and the United States. Some map work might help the students comprehend the extent of change caused by these movements. Have the students study a map of Latin America in 1800 to see what countries were controlled by European powers. Then have them study a map of Latin America in 1825 to see what countries had gained their independence.</p> <p>A more recent example of change caused by independence movements is Africa. Students should compare a map of Africa prior to 1950 with a current map of</p> |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|----------------------------------|------------|-------|--------------|------------------------|--------------------|---|
| VII. Jeffersonian Era (cont.) | | | | | | Africa. A possible point of discussion could be whether or not the creation of independent African nations has affected American foreign policy and, if so, how. If some students show an interest in African independence movements, they could select a nation and find out about its struggle for independence. (obj. 3,5) |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 1 week for VIII

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--------------------------------|---|-----------------|--------------|------------------------|--------------------|--|
| VIII. War of 1812 | 1. Explore criteria for decisionmaking (i.e. self-preservation, gratification, fears, etc.). (DECISIONMAKING) | Unit IV Ch 4 | Ch 9 | Ch 12 | Ch 11 | Ask students to select a person who was involved in the War of 1812 and research his or her role in the war. Possible people to investigate might be James Madison, Dolley Madison, William Henry Harrison, Tecumseh, Oliver Hazard Perry, Francis Scott Key, Andrew Jackson, and Winfield Scott. Have the students relay their findings on the person's activities by writing their reports in the first person. Encourage the students to draw some conclusions about the person's character and about how his or her personal qualities were reflected in the role the person played in the war. (obj. 5,9, 11,12,13) |
| A. Causes | 2. Explore methods of decisionmaking (i.e., committees, brainstorming, compromise). (DECISIONMAKING) | | | | | Think of the different symbols that stand for the United States. Find out how they become national symbols. What purpose do national symbols serve? Are symbols a necessary part of national life? Why do people have different feeling about these symbols? (obj. 8,10) |
| 1. Impressment embargo | 3. Explain the following forms of taxation income tax, user tax, gas tax. (ECONOMICS) | | | | | The Treaty of Ghent was signed two weeks before the Battle of New Orleans. Had communications been better, the battle would never have occurred. Just for the fun of it, find out how long it would take the news of the treaty to get from Ghent, Belgium, to Washington, D.C., today. Find out how long it takes by (a) telephone (b) telegram (c) air mail. (obj. 9,11,12) |
| 2. Boundary disputes | 4. Locate and utilize printed and non-printed materials related to history. (HISTORY) | | | | | |
| 3. Freedom of the seas | 5. Identify ways a person can meet their obligations of citizenship. (POLITICAL SCIENCE) | | | | | |
| 4. Rights of Neutrality | 6. Know the concept of trade-off in dealing with conflict. (PSYCHOLOGY) | | | | | |
| 5. War Hawks | 7. Define own ideas objectively. (PSYCHOLOGY) | | | | | |
| B. The War | | | | | | |
| 1. Attempts to invade Canada | | | | | | |
| 2. Battle of Lake Erie | | | | | | |
| 3. Burning of Washington, D.C. | | | | | | |
| 4. Battle of Lake Champlain | | | | | | |
| 5. Treaty of Ghent | | | | | | |
| 6. Battle of New Orleans | | | | | | |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|---|-------|--------------|------------------------|--------------------|--|
| VIII. War of 1812 (cont.) C. Effects 1. No boundary changes 2. Nothing said about causes 1, 3, 4 3. Eventual formaton of the Monroe Doctrine 4. Rise of Andrew Jackson | 8. Realize that what happens to other people has an effect on oneself. (PSYCHOLOGY) 9. Exhibit sensitivity to the attitudes and values of others. (PSYCHOLOGY) 10. Describe how diversity in social systems leads to adaptation nationally, and their implications for the future. (SOCIOLOGY) 11. Identify causes and effects of wars in American history. (HISTORY) 12. Know concept of security and self-esteem as basic needs. (PSYCHOLOGY) 13. Know the concept of conflict. (PSYCHOLOGY) 14. Compare the chonological scope and sequence of U.S. History and World History. (HISTORY) | | | | | It is the early nineteenth century. You and your classmates are U.S. senators. Divide your class into two teams. One team is made up of Expansionists and War Hawks. The other team opposes. Debate "The United States should extend its present boundaries." (obj. 1,2,4,5,6,7,8,9,10) Imagine that there had been television before and during the War of 1812. What would the television coverage have been like? Plan and give newscasts reporting events leading to the war, the declaration of war, and the war itself. Perhaps some students could work out and present an interview program with a War Hawk and a Federalist, or with General Jackson after the Battle of New Orleans. An extension activity would be to video the program and then show it to the rest of the class. (obj. 11,12,13) |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 1½ weeks for IX

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|---|-------------------|--------------|------------------------|--------------------|--|
| IX. Jacksonian Era | | | | | | |
| A. Rise of Popular Democracy | 1. Explain the effects geography has on popu- lation density, political systems, and culture. (GEOGRAPHY) | Unit IV Ch 3-6 | Ch 11 | Ch 14 | Ch 10 | Andrew Jackson was a strong President whose term of of office has been labeled as "age of democracy." The students can be asked to evaluate President Jackson's administration and to draw their own conclusions as to whether Jackson's actions helped the common people or not. To do this, have the students list the events and accomplishments of Jackson's administration. Then have them give Andrew Jackson a grade on each item. The students should be able to justify the marks they have given him in each case. Encourage the students to do further investigation into the period from 1824 to 1836 to help them reach a fair evaluation of President Jackson. (obj. 2,3,4,5,6,7,8) |
| 1. Free public education | 2. Arrange periods in U.S. history in chronological sequence. (HISTORY) | | | | | Some historians have said that the Jacksonian period was a time of conflicting forces. These historians argue that there was conflict between the force of social equality and the force of individual liberty. They suggest that there was also conflict between the force of nationalism and and that of sectionalism. What do you think? Do you think there was a conflict between social equal- ity and individual liberty in the Jacksonian period? Between nationalism and sectionalism? Do you think such conflicts exist today? If so, cite an example. (obj. 1,3,4,5,6,14,15,16,17) |
| 2. Extension of voting rights | 3. Analyze the influence of the frontier on American thought. (HISTORY) | | | | | |
| 3. Death of the caucus system | 4. Identify the appropriate functions of the branches of government. (POLITICAL SCIENCE) | | | | | |
| 4. Introduction of open political party con- vention | 5. Identify an American political process estab- lished by the U.S. Constitution. (POLITICAL SCIENCE) | | | | | |
| 5. Introduction of spoils system | 6. Identify civil rights guaranteed by amendments in the Constitution. (POLITICAL SCIENCE) | | | | | |
| 6. "Kitchen Cabinet" | | | | | | |
| B. Indian Policy | | | | | | |
| 1. Removal Bill of 1830 | | | | | | |
| 2. Refusal to enforce a Supreme Court decision | | | | | | |
| 3. Trail of Tears | | | | | | |
| 4. Indian Territory | | | | | | |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 1½ weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAIID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------------|---|-------|---------------|------------------------|--------------------|--|
| IX. Jacksonian Era (cont.) | 7. Identify ways a person can meet their obligations of citizenship. (POLITICAL SCIENCE) | | | | | The rise of the common people is often associated with the Jacksonian period. It might be interesting to determine whether or not students think that today is an age of the common people. A questionnaire can be used to reveal the students' thoughts on this matter. |
| C. Sectionalism | | | | | | |
| 1. States' rights controversy | | | | | | |
| 2. Doctrine of Nullification | 8. Identify reasons some groups did not immediately experience individual or civil rights with the passage of the Bill of Rights. (POLITICAL SCIENCE) | | | | | First have the class decide what is meant by the term "the common people." Then ask the students to respond to each statement on the questionnaire in one of five ways: |
| 3. National bank crisis | | | | | | (1) strongly disagree |
| 4. Open discussion on secession | 9. Explore criteria for decisionmaking (i.e., self-preservation, gratification, fears, etc.) (DECISIONMAKING) | | | | | (2) disagree |
| | | | | | | (3) undecided |
| | | | | | | (4) agree |
| | | | | | | (5) strongly agree. |
| | 10. Know the concept and dynamics of cultural patterns. (ANTHROPOLOGY) | | | | | Questionnaire statements: |
| | | | | | | (1) There is economic opportunity for common people today. |
| | | | | | | (2) There is social mobility for common people today. |
| | | | | | | (3) There is equality for common people today. |
| | | | | | | (4) The common people have voice in government today. |
| | | | | | | (5) Efforts are being made to reform or improve things for the common people. |
| | | | | | | (6) Democracy is still growing today. |
| | 11. Select an adaptation necessary for living in a specific geographical region. (GEOGRAPHY) | | | | | |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 1½ weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES | |
|----------------------------|---|-------|--------------|------------------------|--------------------|--|---|
| IX. Jacksonian Era (cont.) | 12. Identify examples of an ecological problem for specific categories of land use. (GEOGRAPHY) | | | | | After the questionnaire has been completed, have a group of students tabulate the results and present them to the class. Have the students comment on the results and then draw some conclusions about the role of the common people in American society today. (obj. 1,3,4,5,6,7,8) | |
| | 13. Identify causes and effects of wars in American history. (HISTORY) | | | | | | Talk Show - Interview |
| | 14. Know concept of security and self-esteem as basic needs. (PSYCHOLOGY) | | | | | | Students will plan a talk show program that includes the host and two guests. One guest is pro-Jackson and the other is anti-Jackson. Both guests observed and took part in Jackson's inauguration. Guests should be asked to give their impressions, opinions, expectations, etc. (obj. 1,3,4,5,7) |
| | 15. Realize what happens to other people has an effect on oneself. (PSYCHOLOGY) | | | | | | Study the painting entitled "Trail of Tears." Write an original poem, covering the courage and determination of the Cherokee as well as the real hardship and suffering caused by Andrew Jackson's Indian Removal Act. (obj. 1,2,8,10,11,14,15,21) |
| | 16. Describe how diversity in social systems leads to adaptation nationally, and its implications for the future. (SOCIOLOGY) | | | | | | You are the leader of a Native American tribe. Prepare a speech or write a letter to convince a representative of the United States that your tribe should keep its land. (obj. 1,3,4,8,10,11,14,15,21) |
| | 17. Identify current conflicts on a national basis. (DECISIONMAKING) | | | | | | |

Grade Level: Eight (8)

Marking Period: 2

Suggested Time Frame: 1½ weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|----------------------------|--|-------|--------------|------------------------|--------------------|---|
| IX. Jacksonian Era (cont.) | 18. Recognize group identification within the parameters of society. (ANTHROPOLOGY) | | | | | Throughout American history there have been sectional disputes that have caused much concern on the national level. Explain in a newspaper article how the sectional conflict over slavery differed from the sectional conflict over other issues. (obj. 1,3,4,7,9,10,16) |
| | 19. Define the terms inflation and depression. (ECONOMICS) | | | | | |
| | 20. Define liberalism and conservatism. (POLITICAL SCIENCE) | | | | | |
| | 21. Know and be able to explain basic common human needs and how we provide for them. (PSYCHOLOGY) | | | | | |



Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 3 weeks for X

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|--|--------------------|-------------|------------------------|--------------------|---|
| X. Westward Movement and National Development | 1. Identify current conflicts on a national basis. (DECISIONMAKING) | Unit IV Ch 7-15 | Ch 13 | Ch 13 | Ch 12 Ch 13 | Have the students research Manifest Destiny. After completing the research, the students could write newspaper articles supporting or opposing this doctrine. |
| A. Texas | 2. Compare the chronological scope and sequence of U.S. History and World History. (HISTORY) | | | | | An extension of this activity would be to analyze the following ideas: |
| 1. Land grants | | | | | | (1) How does Manifest Destiny influence relationships between the United States and other Nations. |
| 2. Stephen and Moses Austin | | | | | | (2) Does this doctrine influence our country's goals in the exploration and conquest of space? (obj. 8,15,16,18,19) |
| 3. The Alamo | | | | | | |
| 4. Santa Anna | 3. Arrange periods in U.S. History in chronological sequence. (HISTORY) | | | | | Pioneers of the westward movement traveled through unmapped, sometimes dangerous territory. These areas are gone now, but "pioneers" still exist. Report to the class about the "new frontier" and tell why you believe it is important for mankind's future. (obj. 4,5,6,7,8) |
| 5. Sam Houston | | | | | | |
| 6. Republic of Texas | | | | | | |
| 7. Annexation | 4. Differentiate between the pros/cons of isolationism/ Manifest Destiny. (HISTORY) | | | | | |
| | 5. Describe the impact of immigrant cultures on the existent culture in America. (HISTORY) | | | | | |
| | 6. Avoid judgments based upon superficial characteristics and first impressions. (PSYCHOLOGY) | | | | | |

Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|--|-------|-------------|------------------------|--------------------|---|
| X. Westward Movement and National Development (cont.) | 7. Avoid applying established stereotypes to individuals. (PSYCHOLOGY) | | | | | Why were the Sioux and Cheyenne forced to live on reservations? Had other Native American tribes been treated the same way before? (Give examples.) How did many people of the United States feel about Native Americans during the 1800's? What would happen today if there were a gold strike on Native American land? Why? (obj. 1,4,5,8,12,13,14) |
| B. Oregon | 8. Describe how density in social systems leads to adaptation nationally, and its implications for the future. (SOCIOLOGY) | | | | | |
| 1. Territorial claims disputes | | | | | | |
| 2. Fur trade and mountain men | | | | | | |
| 3. Oregon Trail | | | | | | |
| 4. "Fifty-Four Forty or Fight" | 9. Recognize cause and effect sequences. (SKILLS) | | | | | |
| 5. Oregon Territory | 10. Distinguish those natural resources and geographical features necessary for basic industries. (GEOGRAPHY) | | | | | During 1840 you are in charge of an advertising campaign to get people to settle in Oregon, Texas, or California. Make posters and newspaper advertisements which encourage people to move to those areas. (obj. 4,10,11,12) |
| | 11. Select an adaptation necessary for living in a specific geographical region. (GEOGRAPHY) | | | | | There was a frontier of reality - the one which the settlers cleared to build their homes and towns; and there was a frontier of myth - the one which existed in the minds and imaginations of Americans. The frontiersmen were some of the first American folk heroes; therefore an investigation of folklore might be appropriate at this time. |
| | 12. Analyze the influence of of the frontier on American thought. (HISTORY) | | | | | Have the students find out what is meant by folklore. Then have them find some folktales associated with the West - in this case the area between the Appalachians and the Mississippi River. The students could pretend they are settlers carrying on tradition of storytelling. They might |

Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FOREJ- MAN | SILVER- BURDETT | ACTIVITIES |
|--|---|-------|-------------|------------------------|--------------------|---|
| X. Westward Movement and National Development (cont) | 13. Explain the effects geography has on popu- lation density, political systems, and culture. (GEOGRAPHY) | | | | | relate to the class some stories about Daniel Boone, Davey Crockett, and Mike Fink. A TREASURY OF AMERICAN FOLKLORE edited by B. A. Botkin (Crown Publishers, Inc., 1944) and AMERICAN FOLKLORE (University of Chicago Press, 1959), and AMERI- CAN NEGRO FOLKTALES (Fawcett World Library) both by Richard A. Dorson might help the students with their storytelling. |
| C. California | | | | | | |
| 1. Spanish rule | | | | | | |
| 2. Mexican rule | 14. Identify geographical regions of the United States based on climate, topography, location, economics, culture, and politics. (GEOGRAPHY) | | | | | After hearing the folktales, the questions may be raised why these stories developed and how much of this folklore is based on fact and how much is based on fiction. (obj. 4,5,6,7,8) |
| 3. John Slidell's offer to buy California | | | | | | |
| 4. Gold Rush and '49ers | | | | | | |
| 5. Bear Flag Republic | 15. Explore criteria for decisionmaking, (i.e., self-preservation, grati- fication, fears, etc.). (DECISIONMAKING) | | | | | You have just completed a journey on the Oregon Trail and have finally arrived in the Far West. Keep a journal in which you describe the trip from the time you began the preparations to join the wagon. (obj. 4,9,11,12) |
| | 16. Explore methods of decision- making (i.e., committees, brainstorming, compromise). (DECISIONMAKING) | | | | | Pretend you own a large ship in 1849 and you want passengers to sail on your ship from Philadelphia to California. Design newspaper advertisements and/ or posters to attract people to make the trip to California to "strike it rich." (obj. 4,5,8,12) |
| | 17. Explain the following forms of taxation income tax, user tax, and gas tax. (ECONOMICS) | | | | | |

Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|--|-------|--------------|------------------------|--------------------|---|
| X. Westward Movement and National Development (cont.) | 18. Locate and utilize printed and non-printed materials related to history. (HISTORY) | | | | | Watch a T.V. program that has an "Old West" theme. Make a log in which you record what happens to show daily life. Mark each item true or false depending upon what the T.V. program showed in relation to what is fact. Place a question mark next to any item you are not sure of. Compare your list with the lists of your classmates. (obj. 1,5,6,7) |
| D. Mexican War | | | | | | |
| 1. Causes | 19. Identify ways a person can meet their obligations of citizenship. (POLITICAL SCIENCE) | | | | | |
| a. Mexico's refusal to recognize the indepen- dence of Texas | | | | | | |
| b. Manifest Destiny | 20. Know the concept of trade- off in dealing with conflict. (PSYCHOLOGY) | | | | | In the 1840's, travel to Oregon and California was so slow that there was little communication between the people who moved west and family and friends they left behind. For a class activity, make a newspaper to send to the relatives who have moved to either California or Oregon. Include the news of the annexation of Texas, the building of new railroads, etc. (obj. 4,5,13) |
| c. Election of James K. Polk as U.S. President | 21. Define own ideas objec- tively. (PSYCHOLOGY) | | | | | |
| d. Property and boundary disputes | 22. Realize what happens to other people has an effect on oneself. (PSYCHOLOGY) | | | | | Make a documentary or a booklet showing the influ- ence of Mexican and/or Spanish culture in Florida, Texas, and California. The following may help in your preparation: (a) Check maps for names that are Spanish or Mexican in origin. (b) Find out what popular foods have Mexican or Spanish influ- ence. (c) Find examples of Mexican or Spanish influence in the architecture of public buildings and houses. (obj. 5,8,23) |
| e. Annexation of Texas | | | | | | |
| f. Slidell's Mission | 23. Exhibit sensitivity to the attitudes and values of others. (PSYCHOLOGY) | | | | | |
| g. Occupation of the left bank of the Rio Grande by the United States | 24. Identify causes and effects of wars in American history. (HISTORY) | | | | | President Polk was criticized by some people for his conduct of American foreign policy on the eve of the Mexican War. One of his critics was a |
| h. Mexico's re- sponse to Ameri- can actions | | | | | | |

Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|---|-------|-------------|------------------------|--------------------|--|
| X. Westward Movement and National Development (cont.) | 25. Know the concept of conflict. (PSYCHOLOGY) | | | | | first-term Congressman from Illinois named Abraham Lincoln. See what you can find out about Lincoln's criticism of Polk and report your findings to the class. (obj. 15,16,20,21,22,23) |
| D. Mexican War | | | | | | |
| 2. The War | | | | | | |
| a. Thoreau's passive resistance | | | | | | Suppose Russia had not given up its claims to North America. How do you think U.S. History would be different than it is? (obj. 4,10,12) |
| b. Slavery vs. Abolitionists | | | | | | |
| c. Battle of Veracruz | | | | | | |
| d. Battle of Mexico City | | | | | | Ulysses S. Grant stated, during his military tour in Mexico, that "The Mexican War was the most unjust war ever waged by a stronger nation against a weaker nation." Research the terms of the Treaty of Guadalupe - Hidalgo and relate them to Grant's statement. (obj. 19,24,25) |
| e. Conquest of California | | | | | | |
| f. Treaty of Guadalupe Hidalgo | | | | | | |

Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|------------|-------|-------------|------------------------|--------------------|------------|
| X. Westward Movement and National Development (cont.) | | | | | | |
| D. Mexican War | | | | | | |
| 3. Effects | | | | | | |
| a. Triumph of Manifest Destiny | | | | | | |
| b. Mexican Secession | | | | | | |
| c. Addition of large non- English speaking, Catholic minority | | | | | | |
| d. Addition of large Native American population | | | | | | |
| e. Land grant disputes | | | | | | |
| f. Eventual "need" for Gadsen Purchase | | | | | | |

Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 5 weeks for XI

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|--|------------------|----------------|------------------------|--------------------|--|
| XI Civil War | 1. Demonstrate communication skills. (SKILLS) | Unit V Ch 1-8 | Ch 12 Ch 13 | Ch 15 | Ch 14 | Use reference materials to learn more about an abolitionist and/or a person who was pro-slavery. Take part in a class activity in which you assume the identity of the person(s) you chose and defend and explain your beliefs. (obj. 1,2,3,4,5,8,9,10) |
| A. Causes | | | | | | |
| 1. Sectionalism | 2. Generate hypothesis, collect and organize data, and draw conclusions. (SKILLS) | | | | | You are a runaway slave who has found a job in a northern textile factory. You have learned to write. Write a letter to the slaves who remained at the plantation from which you escaped. Tell about your escape, the help you received from the Underground Railroad, and how your life has changed. |
| 2. Institution of slavery | | | | | | |
| 3. Abolitionist Movement | | | | | | |
| 4. Attempts at and failures to compromise | 3. Use bibliographical aids in preparation of oral or written reports. (SKILLS) | | | | | |
| 5. Dred Scott decision | 4. Explore criteria for decisionmaking. (i.e., self-preservation, gratification, fears, etc). (DECISIONMAKING) | | | | | You are a freed slave. You have spent all of your life as a slave on the same cotton plantation. You have no money and you have never been to school. You have been told that you can vote, but you have heard that other former slaves have been beaten or killed by Ku Klux Klan members because they tried to register to vote. Write a poem or short story describing your feelings about being "free" and whether being free is what you expected it to be. (obj. 8,9,10,18,19,20,21) |
| 6. The tariff issue | | | | | | |
| 7. Kansas-Nebraska Act | | | | | | |
| 8. Election of Abraham Lincoln as U.S. President | 5. Explore methods of decision-making (i.e., committees, brainstorming, compromise). (DECISIONMAKING) | | | | | |
| 9. Secession | 6. Select an adaptation necessary for living in a specific geographical region. (GEOGRAPHY) | | | | | |

Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 5 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|---|-------------------------|-------------|------------------------|--------------------|---|
| XI. Civil War (cont.) B. The War | | | | | | |
| 1. Major campaigns and battles | 7. Identify examples of an ecological problem for specific categories of land use. (GEOGRAPHY) | Unit V Ch 8-10 | Ch 14 | Ch 16 | Ch 15 | An interesting research project for several students would be the investigation of the circumstances surrounding the slave revolt on the slave ship AMISTAD in 1839. The case of the slaves - who were defended in court by John Quincy Adams - finally went to the U.S. Supreme Court. Student reports on the revolt and on the final outcome of the case can be used as a basis for class discussion. (obj. 1,2,3,4,5,8,9,10) |
| a. Firing on Fort Sumter | | | | | | |
| b. Battle of Bull Run | 8. Identify reasons some groups did not immediately experience individual or civil rights with the passage of the Bill of Rights. (POLITICAL SCIENCE) | | | | | One of the few ways that the slaves had of expressing themselves was through song. Slaves could convey joy, sorrow, and even secret messages in their songs. The songs were deceptively simple, but at the same time they said much about slave life, a strong faith, and the Blacks' feelings toward their white masters. |
| c. Battle of Monitor and Merrimac | | | | | | |
| d. Battle of Antietam | | | | | | |
| e. Battle of Gettysburg | 9. Avoid judgment based upon superficial characteristics and first impressions. (PSYCHOLOGY) | | | | | |
| f. Battle of Vicksburg | | | | | | |
| g. Sherman's March to the Sea | 10. Avoid applying established stereotype to individuals. (PSYCHOLOGY) | | | | | Students may wish to study black songs which originated during slavery. Have students find recordings of or the lyrics to Black folk songs and spirituals. Listen to the words or read them and determine what the song was about - both the surface meaning and underlying meaning. Possible songs to study are: |
| h. Lee's surrender at Appomattox | | | | | | |
| 2. Northern and Southern advantages and disadvantages | 11. Describe how diversity in adaptation nationally, and their implications for the future. (SOCIOLOGY) | social systems leads to | | | | |
| 3. Emancipation Proclamation | | | | | | (1) "Go Down Moses" (2) "Swing Low Sweet Chariot" (3) "Nobody Knows the Trouble I've Seen" (4) "Blue Tail Fly" (5) "All the Pretty Little Horses" |
| 4. Role of women | | | | | | |

Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 5 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- D- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|--|-------|-------------------|------------------------|--------------------|---|
| XI. Civil War (cont.) | 12. Identify causes and effects of wars in American history. (HISTORY) | | | | | Perhaps the music teacher could be of help in this study of Black music. Also, interested students might perform a number of songs for a school assembly. (obj. 1,2,8,9,10) |
| C. Effects | | | | | | |
| 1. End of the Confederacy | | | | | | |
| 2. Assassination of President Lincoln | 13. Know the concept of conflict. (PSYCHOLOGY) | | | | | You are a Confederate or Union soldier who has witnessed Lee's surrender to Grant at Appomattox Court House. In a letter to a friend, describe how you felt about it. (obj. 13,14,16,18) |
| 3. Radical Republicans vs. President Johnson | 14. Relate how sex roles have influenced culture historically as well as currently. (SOCIOLOGY) | | | | | |
| 4. Thirteenth Amendment | | | | | | The Civil War has just begun and your state is about to vote on whether to secede from the Union. Write an editorial for a newspaper explaining why you think your state should or should not secede. (obj.12,13,15,17) |
| 5. Reconstruction | | | | | | |
| a. Impeachment of President Johnson | 15. Identify ways a person can meet his/her obligations of citizenship. (POLITICAL SCIENCE) | | | | | |
| b. Organization and implementation | | | | | | The harshness and cruelty of the slave trade is sometimes overlooked. So that the students may grasp the effect slavery had upon the African who was captured by slave traders, several excerpts pointing out the cruelties of the slave trade could be read to the class. One source for such excerpts is BLACK CARGOES: A HISTORY OF THE ATLANTIC SLAVE TRADE 1518-1856 by Daniel P. Mannix and Malcolm Cowley (The Viking Press, Inc., 1962). Other sources for readings are EYEWITNESS: THE NEGRO IN AMERICAN HISTORY by Loren Katz (Pitman Publishing Corporation, 1967) and A PICTORIAL HISTORY OF THE NEGRO IN AMERICA by Langston Hughes and Milton Meltzer (Crown Publishers, Inc., 1963). (obj. 1,2,4,5,8,9,10) |
| c. Freedman's Bureau | 16. Identify one document that established the structure of the U.S. government. (POLITICAL SCIENCE) | | | | | |
| d. Fourteenth Amendment | | | | | | |
| e. Fifteenth Amendment | 17. Know concept of security and self-esteem as basic needs. (PSYCHOLOGY) | | | | | |
| f. Excesses | | | | | | |
| g. The New South | | | | | | |
| h. The Ku Klux Klan | | | | | | |

Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 5 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|--|-------|-------------|------------------------|--------------------|--|
| XI. Civil War (cont.) | <p>18. Realize that what happens to other people has an effect on oneself. (PSYCHOLOGY)</p> <p>20. Identify civil rights guaranteed by amendments in the Constitution. (POLITICAL SCIENCE)</p> <p>21. Identify group behavior and how it can be influenced through voting. (SOCIOLOGY)</p> | | | | | <p>Six students are selected to be guests on a television "talk" show. Three are plantation owners and owners of slaves. The other three students are factory owners from the North. Both groups of students should do research to present their viewpoints and defenses. Other students will interview the guests concerning working conditions, attitudes, etc. A fourth group of students will be newspaper reporters and prepare news articles. (obj. 1,2,3,4,7,8,9,10)</p> <p>Whenever the fighting stopped during the long siege of Vicksburg, soldiers from both sides came out of the trenches and talked and joked across the fields. Imagine you are one of these soldiers. Write a letter home describing the friendliness between "enemies." Using your thoughts explain why this situation took place. (obj. 12,13,15,17)</p> <p>Choose one of your classmates with whom you can exchange letters. Imagine that both of you took part in the Civil War as a soldier, nurse, or spy: one of you from the Confederacy and one from the Union. Both of you have returned to your home states, Georgia and Maine. Write a letter to each other concerning your feelings about:</p> <ol style="list-style-type: none">(1) Lincoln's assassination(2) whether Georgia should be readmitted to the Union and the conditions for such.(3) how freed slaves should be treated and what rights they should have. <p>(obj. 8,9,10,18,19,20,21)</p> |

Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 1 week for XII

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|--|--------|--------------|------------------------|--------------------|--|
| XII. The Age of Industrialization | 1. Recognize cause and effect sequences. (SKILLS) | Unit V | Ch 17 | Ch 18 | Ch 18 | <p>Class members who wish to do so could draw a political cartoon on the abuses of big business or the trusts at the turn of the century. First, the students should be shown appropriate cartoons which illustrate the abuses of big business. Explain the characters in the cartoons to students and tell them how they should proceed. Two possible sources the teacher and students could use are CLASSROOM CARTOONS FOR ALL OCCASIONS by Jerome C. Brown (Fearson Publishers, 1967) and CENTURY OF POLITICAL CARTOONS: CARICATURE IN THE UNITED STATES FROM 1800-1900 by Allan Nevins (Scholarly Press). (obj. 2,5,7,11,14)</p> <p>Imagine that you are a person who was directly affected by the decisions of Andrew Carnegie. Your grandchild, who is doing a report for school, has asked you if you have heard of him. Using flashback technique and first person point of view tell your grandchild about three ways that Carnegie's life showed the development of industrialization. (obj. 1,4,7,13,14,15,17)</p> <p>Here is a chance for you to become an inventor! Think of something you believe needs to be invented that will help people do their work. Sketch your invention, then make a scale model or design of the invention. Explain the invention to the class. (obj. 1,5,13,14,17)</p> |
| A. Big business | 2. Identify current conflicts on a national basis. (DECISIONMAKING) | | | | | |
| 1. Steel | | | | | | |
| 2. Railroads | | | | | | |
| 3. Petroleum | | | | | | |
| 4. Others | | | | | | |
| B. Labor unrest | 3. Demonstrate the use of a pie graph. (ECONOMICS) | | | | | |
| C. Labor Unions. | 4. List basic family needs. (ECONOMICS) | | | | | |
| 1. National Labor Union | 5. Analyze quality of product with price. (ECONOMICS) | | | | | |
| 2. Knights of Labor | | | | | | |
| 3. American Federation of Labor | 6. Describe the purpose of trade unions. (ECONOMICS) | | | | | |
| 4. Congress of Industrial Organization | 7. List favorable characteristics for a good employee and employer. (ECONOMICS) | | | | | |
| 5. AF of L - CIO | | | | | | |
| | 8. Distinguish those natural resources and geographical features necessary for basic industries. (GEOGRAPHY) | | | | | |

Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|--|-------|--------------|------------------------|--------------------|--|
| XII. The Age of Industrialization (cont.) | 9. Identify uses of energy which conserve natural resources. (GEOGRAPHY) | | | | | Prepare a report on the life of a famous business leader. Do not hesitate to praise or criticize some aspects of this person's career if you believe that your views can be supported by historical evidence. (obj. 1,13,14,15,17) Sometimes changes have good results and sometimes bad. Discuss the good and bad results of the following inventions: (1) Incandescent light bulb (2) Gasoline powered engine (3) Airplane (obj. 4,5,9,13) Role play the following: (1) A labor leader organizing a strike (2) A Native American being displaced by a railroad (3) A thirteen-year-old working in a factory (4) A builder of a railroad through the mountains of the West. (obj. 1,2,4,6,7,8,9,10,11,12,13,14,15,17) To help the class better understand how collective bargaining works, a project is suggested. Some interested students could research a recent labor dispute. They should determine the two parties that were involved, whether or not an outside mediator was called in, and who the mediator was, what the |
| D. Government responses | 10. Identify examples of an ecological problem for specific categories of land use. (GEOGRAPHY) | | | | | |
| 1. Interstate Commerce Commission | 11. Recognize political solutions to the problems that contribute to surplus and waste. (GEOGRAPHY) | | | | | |
| 2. Sherman Anti-Trust Act | 12. List ways to limit the use of natural resources. (GEOGRAPHY) | | | | | |
| 3. Department of Labor | 13. Analyze the influences of technological advances on patterns of settlement. (HISTORY) | | | | | |
| 4. Clayton Anti-trust Act | 14. Explore identification of knowledge and skills needed or possessed to achieve selected goals and/or objectives. (PSYCHOLOGY) | | | | | |
| 5. Child labor laws | | | | | | |
| 6. Adamson Act | | | | | | |
| 7. Minimum wage laws | | | | | | |
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Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|---|-------|--------------|------------------------|--------------------|--|
| XII. The Age of Industrialization (cont.) | 15. Know concept of security and self-esteem as basic needs. (PSYCHOLOGY) 16. Know the concept of trade- off in dealing with conflict. (PSYCHOLOGY) 17. Know and be able to explain basic common human needs and how we provide for them. (PSYCHOLOGY) | | | | | <p>demands were, if there was a strike, and what the terms of the final contract were. When the students have completed this research, they could dramatize their findings for the class. (obj. 1,6,7,14,15,16,17)</p> <p>Public backing for the labor cause began to grow in the 1930's. As a newspaper editor, you empathize. In a few editorials, explain how public and government attitudes toward organized labor changed in the 1930's. (obj. 1,2,6,14,17)</p> <p>You are a farm boy or girl in the 1880's and you want to move to the nearest large city. Make up a conversation with your parents. You should include your arguments concerning the advantages of city living. The parents' conversation is to include the disadvantages as they see them. (obj. 1,12,14,15,16,17,18)</p> <p>To help the students realize that many different types of workers belong to unions, a project is suggested. Have each student interview someone who belongs to a union - a parent, friend, relative, neighbor, or a host nation acquaintance. In the interview the student could ask:</p> <ol style="list-style-type: none">(1) The type of work the person does.(2) The name of the union the person belongs to.(3) The requirements for union membership.(4) The benefits of belonging to the union.(5) Any ways in which the union could help the members more. |

Grade Level: Eight (8)

Marking Period: 3

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|-------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|-------------|------------------------|--------------------|------------|

XII. The Age of
Industrialization
(cont.)

When all the interviews have been conducted, the students could report their findings to the class. Then the class could have a discussion on the similarities and differences of the various unions. (obj. 6,14,15,17)

To help the students realize that some workers still have trouble organizing unions and that some workers do not have the right to strike, a project is suggested. Some students could do research on public employees who do not have the right to strike. The students should induce police and fire officers, postal workers, and public school teachers in some states. A good point at which to start research would be the READER'S GUIDE TO PERIODICAL LITERATURE. After the students have completed their research, they could form two sides for a debate on the proposition "Resolved, that public employees should have the right to strike." (obj. 1,2,3,6,13,14,15,16,17)

The class could be divided into groups with each group doing research on one of the following topics: child labor, working women, sweatshops, labor in the textile industry, or labor in coal mines. Have each group give a report to the class. A valuable source book for pictures, cartoons, and general information about this period is AMERICAN LABOR by M. B. Schnapper. Another source for the history of the labor movement is A HISTORY OF THE AMERICAN LABOR MOVEMENT by Albert A. Blum, American Historical Association pamphlet No. 250 (1972). (obj. 1,2,4,5,6,7,11,13,14,15,16,17)



Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|------------|-------|--------------|------------------------|--------------------|---|
| XII. The Age of Industrialization (cont.) | | | | | | Make up an imaginary conversation(s) based upon the following: (1) The McDougall family in Scotland talk over the effect that factory machinery is having on their lives. (2) Two workers on strike talk about their chances of going back to work at the steel plant when the strike is over. (3) Family members in St. Louis in 1900 discuss the installation of a telephone in their home. (obj. 4,5,6,7,13,14,15,16,17) |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 2 weeks for XIII

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|---|--|--------------|------------------------|--------------------|---|
| XIII. Reform in Industrialized America | 1. Explore methods of decisionmaking (i.e., committees, brain- storming, compromise). (DECISIONMAKING) | Unit 6 Ch 7, 8, 9 | Ch 20 | Ch 25 | Ch 20 | Is a reform just a change? No, there's more to it than that. To realize that change for change's sake is not necessarily good and oftentimes bad, take a few of the planks from the Populist platform, e.g., government ownership of railroads, and discuss the pros and cons of these ideas. After you have completed your discussion, decide whether or not you would have voted for the Populist Party and explain your decision. (obj. 1,2,3,6,12,13) |
| A. The Nature of Reform | 1. Pendleton Act 2. Grange movement | | | | | |
| B. The Populist Party | 2. Demonstrate the ability change of the family in relation to traditional attitudes toward family and other social institu- tions. (ANTHROPOLOGY) | to predict the growth and functions, social values, | | | | Reformers try to turn what "is" into what "should be." List three conditions in your school, and for each, describe what "should be" and why things "should be" different. (obj. 1,2,3,4,5,6,8,9,10,11,13,14) |
| 1. William Jennings Bryan | 3. Explain the following forms of taxation - income tax, user tax, and hunting licenses. (ECONOMICS) | | | | | Imagine that you are William Jennings Bryan. You are about to deliver your famous "Cross of Gold" speech. With a flair for the dramatic, trying not to use note cards, deliver your speech to your class. (obj. 1,6,8,9,12,13) |
| 2. Party platform | 4. Explain the need for income taxes. (ECONOMICS) | | | | | |
| 3. Effect on future parties | 5. Select factors that demon- strate problems of over- population. (GEOGRAPHY) | | | | | Imagine that you are a Progressive reformer who has been asked to speak to a large group. Prepare a speech in which you tell why you feel the Federal Government must act to fight the money monopoly. In your speech talk about the kinds of programs that might be used to fight this monopoly. (obj. 1,4,10, 11,12,13) |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|--|-------|--------------|------------------------|--------------------|--|
| XIII. Reform in Industrialized America (cont.) | 6. Analyze the influences of technological advances on patterns of settlement. (HISTORY) | | | | | Imagine you are a reformer living in a large city between 1877 and 1914. Write a letter to a friend who lives in a small town. In your letter tell how a political machine is run. Give as much information as possible about the power of a machine boss. Also in your letter suggest how you think the power of a political machine could be broken. (obj 1,8,9,10,11,12,13) |
| C. The Progressive Movement | 7. Identify component parts of the U.S. Constitution. (POLITICAL SCIENCE) | | | | | |
| 1. Civil Service reform | | | | | | |
| 2. Secret ballot | | | | | | |
| 3. Direct primary | 8. Differentiate between civil and criminal law. (POLITICAL SCIENCE) | | | | | Become a Republican or a Democrat in 1912. A friend of yours wants you to support the Progressive Party. Write a letter to your friend in which you state your decision and explain the reasons for for it. (obj. 1,9,10,12,13,14) |
| 4. Conservation movement | | | | | | |
| 5. Clayton Anti-trust Act | 9. Identify civil rights guaranteed by amendments in the Constitution. (POLITICAL SCIENCE) | | | | | Prepare a chart which shows the major reforms accomplished by the Progressives at both the state and national levels of government during the years between 1900 and 1914. List the reforms under these headings: (obj. 1,9,10,12,13,14) |
| 6. Federal Reserve Act | | | | | | |
| 7. Sixteenth Amendment-income tax | | | | | | |
| 8. Seventeenth Amendment-direct election of U.S. senators | 10. Identify reasons some groups did not immediately experience individual or civil rights with the passage of the Bill of Rights. (POLITICAL SCIENCE) | | | | | POLITICAL ECONOMIC SOCIAL |
| 9. Eighteenth Amendment-prohibition | | | | | | An extension of this activity would be to do the same chart activity for the following areas: |
| 10. Nineteenth Amendment-women's suffrage | | | | | | (1) The New Deal (2) Post-World War II (3) 1960's (obj. 1,2,3,4,5,6,7,8,9,10,11,13,14) |



Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|--|-------|--------------|------------------------|--------------------|--|
| XIII. Reform in Industrialized America (cont.) | 11. Know the concept of security and self-esteem as basic needs. (PSYCHOLOGY) | | | | | Through the amendment procedure of our U.S. Constitution, the founding fathers have created for posterity a flexible document by which people may govern themselves. Using your school's video system, video the skits presented on the following amendments: |
| C. The Progressive Movement - Muckrakers | 12. Receive criticism of own ideas without undue defensiveness and emotion. (PSYCHOLOGY) | | | | | (1) 16th Amendment (2) 17th Amendment (3) 18th Amendment (4) 19th Amendment |
| 1. Ida Tarbell | | | | | | |
| 2. Lincoln Steffens | | | | | | |
| 3. Upton Sinclair | 13. Give constructive criticism. (PSYCHOLOGY) | | | | | Skits should include any historical struggle prior to final adoption. Then, poll the class to see if your skit contained enough information, factual and persuasive, to induce your classmates to have ratified your amendment. (obj. 1,2,3,4,8,9) |
| 4. Frank Norris | | | | | | |
| D. Presidential Involvement | 14. Relate how sex roles have influenced culture historically, as well as currently. (SOCIOLOGY) | | | | | As a reporter in the late 1900's, you have been assigned to investigate a huge corporation somewhere in America. You are not sure where to begin so you research the works of at least three of the Muckrakers of the early 1900's. After completing your research, make a plan of investigation in which you explore: |
| 1. Theodore Roosevelt | | | | | | (1) The nature of the offense. (2) The reasons for the offense. (3) Who's committing the offense. (4) The effects of this offense. (5) A possible solution for the offense. |
| a. Trust Buster | | | | | | |
| b. Bull Moose | | | | | | |
| 2. William Howard Taft | | | | | | |
| 3. Woodrow Wilson | | | | | | |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- D- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|------------|-------|-------------------|------------------------|--------------------|--|
| XIII. Reform in Industrialized America (cont.) | | | | | | <p>Then publish your article in the class or school newspaper. (obj. 1,2,3,4,6,8,9,10,11,12,13)</p> <p>Presidential involvement in the area of reform is often necessary to insure enforcement of the law.</p> <p>Research the domestic policy of one of the following men, and explain its attempts to deal with pressing problems of that time.</p> <ol style="list-style-type: none">(1) Theodore Roosevelt,(2) Woodrow Wilson,(3) Franklin Roosevelt, and(4) Lyndon B. Johnson <p>(obj. 1,7,9,10,11,12,13)</p> <p>Obtain a copy of Upton Sinclair's THE JUNGLE (New American Library, Inc. 1971). Read aloud selected portions of the book, or have students report on the unsanitary conditions in meat-processing plants, the social life of immigrants, or the working conditions of the laborer. (obj. 1,2,4,5,6,7,11,13,14,15,16,17)</p> |



Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 1 week for XIV

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|--|----------|--------------|------------------------|--------------------|---|
| XIV. World War I | | Unit VII | Ch 21 | Ch 26 | Ch 22 | |
| A. Causes | | | | | | |
| 1. Assassination of Archduke Franics Ferdinand | 1. Explore criteria for decisionmaking (i.e. self-preservation, gratification fears, etc.). (DECISIONMAKING) | Ch 4 | Ch 5 | | | The major causes of World War I were imperialism, exaggerated nationalism, and military alliances. Have the class define these terms. Then divide the class into three groups. Assign one of the major causes of World War I for research by each group. A good starting point for research is an article on World War I in an encyclopedia. Have each group prepare a written or oral report of its conclusions. The report can serve as a basis for class discussion relating to the question of why nations go to war. Also ask the class whether or not imperialism, exaggerated nationalism, and militarism have been causes of more recent wars, such as the Vietnam War. (obj. 1,2,3,4,5,6,7,8,9,10) |
| 2. Entangling alliances | 2. Explore methods of decisionmaking (i.e., committees, brainstorming, compromise). (DECISIONMAKING) | | | | | |
| 3. Nationalism | | | | | | |
| 4. Imperialism | 3. Locate and utilize printed and non-printed materials related to history. (HISTORY) | | | | | |
| 5. Propaganda | | | | | | |
| 6. Submarine warfare | | | | | | |
| 7. Militarism | | | | | | |
| | 4. Identify ways a person can meet their obligations of citizenship. (POLITICAL SCIENCE) | | | | | Ask several groups of students to plan, research, write, and then either tape-record or present to the class a simulated radio news account relating to one of the following events: |
| | 5. Know the concept of trade-off in dealing with conflict. (PSYCHOLOGY) | | | | | |
| | 6. Define own ideas objectively. (PSYCHOLOGY) | | | | | |
| | 7. Realize that what happens to other people has an effect on oneself. (PSYCHOLOGY) | | | | | |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|--|-------|-------------|------------------------|--------------------|--|
| XIV. World War I (cont.) | 8. Exhibit sensitivity to the attitudes and values of others. (PSYCHOLOGY) | | | | | Other students can plan and prepare "man-in-the-street" interviews to simulate how Americans might have reacted to each of these events at the time. (obj. 1,2,3,4,5,6,7,8,9,10) |
| B. The War | | | | | | |
| 1. 1914-1917 | | | | | | |
| a. Assassination of Archduke Francis Ferdinand | 9. Know the concept and dynamics of cultural patterns. (ANTHROPOLOGY) | | | | | You are an American senator in 1935. Compose a speech defending the policy of isolation. (obj. 2,6,14,16,17) |
| b. Austria declares war | 10. Explain the concept of ethnic heritage. (ANTHROPOLOGY) | | | | | Imagine that you are a war correspondent who has been assigned to write an article covering the U.S. entry into World War I. The main portion of your overview should explain how and why the United States moved from neutrality to war between August 1914, and April 1917. (obj. 1,2,3,4,10,11,12) |
| c. Russia mobilizes | | | | | | |
| d. Germany declares war on Russia and Belgium | 11. Recognize cause and effect sequences. (SKILLS) | | | | | |
| e. France and Great Britain declare war | 12. Identify current conflicts on a national basis. (DECISIONMAKING) | | | | | Foreign conflicts have often created a sharp division of opinion in the United States. From 1914-1917 Europe was embroiled in a war, and many Americans chose sides and urged that the United States enter the war. Many other Americans thought that the United States should remain neutral. To help students understand how people tried to gain support for their particular views, have the students plan a hypothetical propaganda campaign. Divide the class into three groups. One group will represent Americans who were pro-German during the war; the second group will represent Americans who were pro-British; and the third group will represent Americans who wished to remain neutral. Have each group decide how people might have tried to sway others |
| f. Sinking of the "Lusitania" | 13. Identify physical characteristics of major anthropological groups of contemporary humans. (ANTHROPOLOGY) | | | | | |
| g. U.S. neutrality threatened | 14. Recognize group identification within the parameters of society. (ANTHROPOLOGY) | | | | | |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|--|-------|--------------|------------------------|--------------------|--|
| XIV. World War I (cont.) 2. 1917-1918 a. Zimmermann telegram b. United States declares war on Central Powers c. Selective Service Act d. U.S Expeditionary Force e. U.S. Home Front f. Armistice | 15. Recognize political solutions to the problem that contribute to surplus and waste. (GEOGRAPHY) 16. Know and be able to explain basic common human needs and how we provide for them. (PSYCHOLOGY) 17. Know the systems of specific groups. (SOCIOLOGY) | | | | | <p>to a particular viewpoint. Students might write editorials and letters to the editor that might have appeared in newspapers. Other students might draw political cartoons expressing the views of the group they represent. Panel discussions and debates might also be arranged. After the students have completed the propaganda campaign, ask them to consider which foreign conflicts divide the American people today and what methods people use to convince others of their views on these conflicts.</p> <p>An extension would be to alter the time frame and the disputing sides to meet the following wars:</p> <ol style="list-style-type: none">(1) World War II(2) Korean Conflict(3) Vietnamese Incident <p>(obj. 1,2,3,4,10,11,12)</p> <p>Have the students locate examples of posters urging people to support the American war effort in 1917. Then one group of students could draw their own versions of patriotic posters. Another group of students could compile a list of the slogans of World War I. The class could then be asked to interpret the slogans. Still another group of students could try to obtain the music and lyrics of songs sung during World War I. A presentation of such songs may help the class to understand the mood of the American people at that time. (obj. 1,2,3,4,10,11,12)</p> |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- D- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|------------|-------|-------------------|------------------------|--------------------|---|
| XIV. World War I (cont.) | | | | | | |
| C. Effects | | | | | | |
| 1. Wilson's Idealism/Fourteen Points | | | | | | You are an American newspaper reporter covering Woodrow Wilson's cross-country speaking tour in support of the League of Nations. You observe his collapse in Pueblo, Colorado. Write an article to describe the event and the impact it had on future events. (obj. 2,6,11,14,16,17) |
| 2. Treaty of Versailles | | | | | | Some students might interview persons who lived through World War I. Through these interviews, the students should try to find out how the war affected the day-to-day life of people. |
| a. Reparations | | | | | | |
| b. Demilitari- zation of Germany | | | | | | |
| c. War Guilt Clause | | | | | | Another version of this activity would be to ask students to imagine that they were living during World War I. They could then write short essays explaining how the war affected their life. |
| d. Creation of new European nations | | | | | | |
| e. Creation of the League of Nations | | | | | | Or students might compare the way Americans responded to World War I with the way Americans responded to the Vietnam War. (obj. 1,2,3,4,10,11,12) |
| 3. U.S. Senate rejects the League of Nations | | | | | | On January 8, 1918, President Woodrow Wilson spoke to a joint session of Congress. There he outlined his plans for a lasting peace. Analyze the Fourteen Points in terms of the causes of World War II. (obj. 2,6,11,14,15,16,17) |
| 4. United States signs a separate peace treaty | | | | | | |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|------------|-------|--------------|------------------------|--------------------|--|
| XIV. World War I (cont.) | | | | | | |
| C. Effects | | | | | | |
| 5. U.S. Isolationism | | | | | | |
| 6. Sets stage for Great Depression and World War II | | | | | | |
| a. Unrealistic economic expectations | | | | | | |
| b. Reappearance of nationalism and militarism | | | | | | |
| 7. Washington Conference | | | | | | |
| | | | | | | Divide the class into four groups in order to play a game entitled "Post-World War I Diplomacy." Each group should represent one of the four major Allied nations that participated in World War I: the United States, Great Britain, France, and Italy. The members of each group should gather information about the diplomatic position its country took after World War I. They should use books, encyclopedias, and other sources in order to answer the following questions about their country: |
| | | | | | | 1. What type of government did the country have in 1919? |
| | | | | | | 2. What was the size and location of the country in 1919? |
| | | | | | | 3. How much human damage and material damage did the country suffer in World War I? |
| | | | | | | 4. Whom did the country blame for starting World War I? |
| | | | | | | 5. How powerful was the country in 1919 in terms of economic resources, military strength, colonies, and so forth? |
| | | | | | | 6. What were the country's war aims? What territorial or financial gains did the country hope to make as a result of the war? |
| | | | | | | 7. What were the country's objectives at the Versailles peace conference? |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|--------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|--------------|------------------------|--------------------|------------|

XIV. World War I (cont.)

After developing this background information, each group should select one of its members to play the appropriate person of the "Big Four" at the Versailles Peace Conference: Woodrow Wilson, David Lloyd George, George Clemenceau, and Vittorio Orlando. Each of those selected should utilize the information gathered by his or her group to defend or criticize Wilson's Fourteen Points, from the viewpoint of his or her nation's interests and objectives, and the four representatives should bargain with one another and then write a short draft treaty for a post-World War I peace settlement. The terms of the draft treaty could then be compared with those finally adopted at the Versailles Peace Conference. (obj. 2,6,11,14 15,16,17)

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 1 week for XV

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|--|-------|----------------|------------------------|--------------------|---|
| XV. The Great Depression | 1. Identify current conflicts on a national basis. (DECISIONMAKING) | X | Ch 25 Ch 26 | Ch 28 | Ch 20 | <p>Have several students plan, write, and present a dialogue about the topic of general economic conditions during the twenties prior to 1929. The dialogue should include the conversation of a farmer, a union organizer, a laborer, a manufacturer, and a banker. The dialogue should deal with the impact of prosperity or depression upon each of these economic groups. The rest of the class should prepare questions to ask of the individuals who represent each of the economic groups depicted in the dialogue. (obj. 5,6,7,10,11,12,13,14,17,19,21)</p> <p>To introduce the concept of the business cycle, have a group of students concentrate on finding out about business conditions during periods of prosperity and depression rather than going into all four phases - expansion, recession, contraction, and revival.</p> <p>To present the information to the class have one or two students prepare a graph showing business activity in the United States from 1790 to the present. A graph such as this can be found in encyclopedias, economics textbooks, or history textbooks. The graph should be transferred to a ditto master or an overhead transparency so the whole class can study it. The students who did the research on the business cycle should present their</p> |
| A. Define depression | | | | | | |
| B. Causes | 2. Recognize group identification within the parameters of society. (ANTHROPOLOGY) | | | | | |
| 1. Stock market crash | | | | | | |
| 2. Failure of currency systems/banking | | | | | | |
| 3. Deflation/inflation | 3. Demonstrate the ability to predict the growth and change of the family in relation to traditional attitudes toward family functions, social values, and other social institutions. (ANTHROPOLOGY) | | | | | |
| 4. Unresponsive governmental systems | | | | | | |
| C. Effects of Unemployment on the average American | 4. List basic family needs. (ECONOMICS) | | | | | |
| 1. Humiliation | | | | | | |
| 2. Despair | | | | | | |
| 3. Starvation | 5. Define the concept of buying on credit and bank financing. (ECONOMICS) | | | | | |
| | 6. Define the terms inflation and depression. (ECONOMICS) | | | | | |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 1 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|--|-------|--------------|------------------------|--------------------|--|
| XV. The Great Depression (cont.) D. Relief/Recovery/ Reform | 7. List favorable characteristics for a good employee and employer. (ECONOMICS) | | | | | information to the class in the form of a chart. The chart should include a brief description of conditions such as employment, production, prices, taxes during periods of depression and prosperity. |
| 1. New Deal programs | 8. Explain the effects geography has on population density, political systems, and culture. | | | | | An extension of this activity would be to have students relate their findings specifically to the stock market crash that preceded the Great Depression in the United States. (obj. 1,5,6,7,13,15,17,18,23) |
| 2. Court Packing Scheme | | | | | | |
| 3. Violation of 2-term principle for U.S. Presidents | (GEOGRAPHY) | | | | | |
| E. Shifts in U.S. Population/Dust Bowl | 9. Name a geographical condition which man has modified to meet his needs. (GEOGRAPHY) | | | | | Have several students participate in a panel discussion about the causes of the Great Depression. One student, for example, could take the view that overproduction was the major cause of the economic collapse. Another could argue that uneven distribution of income was the real cause. Still others could argue that ineffective federal policies were the major reason for the hard times that followed the stock market crash. Ask each of the participants on the panel to be able to support their view with research information. (obj. 3,4,5,6,7,8,13,14,15,16,17,18,23) |
| F. Reappearance of Militarism in Europe and Japan | 10. Enumerate functions of the branches of government and their historical background. (HISTORY) | | | | | |
| G. United States the "Arsenal of the Free World" | 11. Locate and utilize printed and non-printed materials related to history. (HISTORY) | | | | | |
| | 12. Compare the chronological scope and sequence of U.S. History and World History. (HISTORY) | | | | | Have students gather information about the "Good Old Days." Information can be gathered from family members and friends and from visits to senior citizen activity centers and housing complexes. Compare what is considered to be the "good life" today with that of the Good Old Days. What problems faced by people before are similar to those of today - what may be different problems? (obj. 1-26) |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|-------------------------------------|---|-------|-------------|------------------------|--------------------|---|
| XV. The Great Depression (ccat.) | 13. Identify the appropriate functions of the branches of government. (POLITICAL SCIENCE) 14. Define liberalism and conservatism. (POLITICAL SCIENCE) 15. List services provided by each level of government: city, county, state, and national. (POLITICAL SCIENCE) 16. Identify ways a person can meet their obligations of citizenship. (POLITICAL SCIENCE) 17. Recognize political solutions to the problems that contribute to surplus and waste. (GEOGRAPHY) 18. Know concept of security and self-esteem as basic needs. (PSYCHOLOGY) | | | | | <p>To restore the confidence of Americans in their government, President Roosevelt often spoke to the nation by radio. To help the students appreciate the "fireside-chats" atmosphere of those radio talks, the students could be asked to discuss the different times of this period. Then, recordings of FDR's radio talks and his first inaugural address could be played for the students, and they could reflect upon FDR's words and his style of delivery. After hearing the recordings, the students could discuss terms or names that are unfamiliar. (obj. 1,2,10,11,12,14,15,16,17,18,23,24,25,16)</p> <p>Have the students gain a deeper understanding of Tennessee Valley Authority (TVA). To achieve this purpose, the class could be divided into several groups. One group of students could prepare a map showing the states, rivers, and dams in the region as well as the areas served by TVA electric power. Other groups could focus on health and economic benefits, flood control and navigation, electric power generation and service, and agriculture, forestry, and recreation. Each group of students could be asked to report its findings to the class. In addition to encyclopedia articles, the students could write to TVA, 508 Union Avenue, Knoxville, Tennessee 37902, for more information. A descriptive and pictorial inventory is available in the book, <u>TVA</u> (United States Government Printing Office, Washington, D.C., 1938). (obj. 1,2,8,9,10,13,14,15,18,19,21,23)</p> |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE LAW | LAI- MAN | SCOTT FORES- BURDETT | SILVER- | ACTIVITIES |
|-------------------------------------|--|--------------|-------------|----------------------------|---------|---|
| XV. The Great Depression (cont.) | 19. Know concept of conflict. (PSYCHOLOGY) | | | | | The Dust Bowl played a large part in emigration in the United States during the Great Depression. Agricultural recovery was a major goal of the New Deal. Explore the causes of the problems farmers faced and the programs that were created to help farmers. (obj. 3,4,5,6,7,8,9,10,13,14,15,16,17,18, 21,22,23,24) |
| | 20. Know the concept of trade-off in dealing with conflict. (PSYCHOLOGY) | | | | | |
| | 21. Avoid judgments based upon superficial characteristics and first impressions. (PSYCHOLOGY) | | | | | |
| | 22. Avoid applying established stereotypes to individuals. (PSYCHOLOGY) | | | | | |
| | 23. Know and be able to explain basic common human needs and how we provide for them. (PSYCHOLOGY) | | | | | |
| | 24. Exhibit sensitivity to the attitudes and values of others. (PSYCHOLOGY) | | | | | Use John Steinbeck's <u>Grapes of Wrath</u> (excerpts - depending upon the time frame for this activity) or the movie of the same title to provide students with impressions of how many people were affected by the Great Depression. The following could be considered: (1) Causes of migrations (2) Okies (3) Breakdown of governmental services (4) Private "relief" organizations (5) Starvation (6) Rejection (7) Humiliation (8) The Golden West (9) The exploitation of the homeless and unemployed (obj. 1 - 26) |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 1 week

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|-------------------------------------|--|-------|-------------|------------------------|--------------------|--|
| XV. The Great Depression (cont.) | 25. Identify group behavior and how it can be influenced through voting. (PSYCHOLOGY) 26. Describe how diversity in social systems leads to adaptation nationally, and its implications for the future. (SOCIOLOGY) | | | | | Interview people who lived during the Great Depression. Items to be considered could be (1) Where did you live in 1930? (2) Personal experiences and experiences of family and friends. (3) How were you and your family and friends affected? (a) unemployment (b) food lines (c) direct relief (d) loss of housing (e) New Deal programs (f) bank failures Compile the interview material and make an oral presentation to your class. (obj. 1 - 26) After doing research, organize a panel discussion on the following topic: "The New Deal was a revolutionary break with the nation's past." (obj. 1 - 26) |



Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 2 weeks for XVI

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|--|--------------------|-------------------------|------------------------|-------------------------|--|
| XVI Politics and Social Change | 1. Generate hypothesis, collect and organize data, and draw conclu- sions. (SKILLS) | Unit VII Ch 1-5 | Ch 24 Ch 31 Ch 32 | Ch 33 Ch 34 | Ch 24 Ch 25 Ch 26 | <p>To help the students gain an appreciation of some of the Native Americans' problems, read to the class selected portions of BURY MY HEART AT WOUNDED KNEE by Dee Brown (Holt, Rinehart and Winston, Inc. 1971). Chapter thirteen concerning the Nez Perce Indians, and Chapter nineteen about the 1890 Wounded Knee incident are two representative chapters. Then have the students investigate and report to the class about the 1973 Wounded Knee incident. Refer students to news magazines for March, 1973, for information. If possible, have someone from an organization involved in Indian affairs speak to the class about present-day Indian rights and goals. If this is not possible, some students may want to report to the class on the problems of American Indians today. (obj. 1,4,6,7,8, 13,18,20,21,22,25,26,27)</p> <p>Search through magazines to find pictures showing how the North American Indians live today. Prepare a display of the pictures for the bulletin board.</p> <p>An extension of this activity would be to visually compare Indian society today to that of the 1700-1800's. (obj. 1,6,7,8,20,21,27)</p> <p>The Native American has been stereotyped. Explain this stereotype. What other peoples have been stereotyped? Discuss these. How are stereotypes harmful? (obj. 1,4,6,7,8,9,11,12,17,20,21,23,25,26, 27,28,30)</p> |
| A. Native Americans | | | | | | |
| 1. Traditional views and struggles | 2. Attend community meetings. (DECISIONMAKING) | | | | | |
| 2. Contemporary views and struggles | 3. Participate in class government. (DECISION- MAKING) | | | | | |
| 3. Stereotypes | | | | | | |
| B. Immigrants | | | | | | |
| 1. European | 4. Identify current conflicts on a national basis. (DECISIONMAKING) | | | | | |
| a. Western | | | | | | |
| b. Central | | | | | | |
| c. Eastern | | | | | | |
| d. Southern | | | | | | |
| 2. Asian | 5. Analyze effects of school- level decisions. (DECISION- MAKING) | | | | | |
| a. Chinese | | | | | | |
| b. Japanese | | | | | | |
| c. Filipino | 6. Know the concept and dynamics of cultural patterns. (ANTHROPOLOGY) | | | | | |
| 3. Recent Arrivals | 7. Explain the concept of ethnic heritage. (ANTHROPOLOGY) | | | | | |
| a. Political refugees | | | | | | |
| b. Social refugees | | | | | | |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|-------------------------------------|--|-------|--------------|------------------------|--------------------|--|
| XVI. Politics and Change (cont.) | 8. Recognize group identification within the parameters of society. (ANTHROPOLOGY) | | | | | In a large military community, contact the Human Relations Office, requesting the names of any Native American personnel assigned to your community. Call these resource people personally, inviting them to talk to your class, especially <u>after</u> the unit of study so as to enhance empathy. (obj. 1-9, 11,12, 18-27) |
| C. Mexican-Americans | | | | | | |
| 1. Place of origin | | | | | | |
| 2. Political and social turmoil | 9. Explore adolescent patterns in today's American society and compare them to those in other world cultures. (ANTHROPOLOGY) | | | | | Demonstrate how to make Navajo fried bread (or any other native dish) to your class. Be sure to have prepared enough to feed all the hungry spectators. (obj. 6,11,19,20,22) |
| D. Black Americans | | | | | | |
| 1. Slavery | | | | | | |
| 2. Emancipation | | | | | | |
| 3. Jim Crow/KKK | | | | | | |
| 4. Civil Rights | | | | | | |
| 5. Contemporary status | 10. Identify geographical regions of the United States based on climate, topography, location, economics, culture, and politics. (GEOGRAPHY) | | | | | Write an editorial in defense of Native Americans (Red Power). (obj. 1,4,6,7,8,9,11,12,18,20-27,30) |
| E. Women | | | | | | |
| 1. Traditional role | | | | | | President Woodrow Wilson sends a message to Congress that he plans to veto a literacy test bill of 1915. Write the message and state the reasons for the veto. (obj. 4,6,7,8,12,13,18-21,25-27,30) |
| 2. Movement for equality | 11. Analyze the influence of the frontier on American thought. (HISTORY) | | | | | |
| 3. Struggle for suffrage | | | | | | |
| 4. Nineteenth Amendment | | | | | | |
| 5. Present trends | 12. Describe the impact of cultures on the existant culture in America. (HISTORY) | | | | | You are a newspaper reporter at the dedication of the Statue of Liberty. Compose an article describing the event. President John F. Kennedy wrote about immigration as follow: ". . . Except for the Negro slave, he (the immigrant) could go anywhere and do anything his talents permitted. A sprawling continent lay before him, and he had only to weld it together by canals, by railroads, |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|--|-------|--------------|------------------------|--------------------|---|
| XVI. Politics and Social Change (cont.) | 13. Identify the appropriate functions of the branches of government. (POLITICAL SCIENCE) | | | | | and by roads. If he failed to achieve the dream for himself, he could still retain it for his children." |
| | 14. Define liberalism and conservatism. (POLITICAL SCIENCE) | | | | | Research any two immigrant groups and apply your findings to the above quotation. (obj. 1,4,7,8,11,12,17,18,19,20,21,22,25,26,27, 28,30) |
| | 15. Define civil rights. (POLITICAL SCIENCE) | | | | | Members of many national or ethnic groups came to America between 1877 and 1914. Select one such group. Find out why these people came to America. Learn where they settled and what kinds of jobs they found. Find out how members of this group have helped to shape American society. Exploring such matters as these will help you understand an import- ant part of the social history of the United States. (obj. 1,4,6,7,8,12,20,21,22,24,26,27,30) |
| | 16. Identify civil rights guaranteed by amendments in the Constitution. (POLITICAL SCIENCE) | | | | | |
| | 17. Identify ways a person can meet their obligations of citizenship. (POLITICAL SCIENCE) | | | | | |
| | 18. Identify reasons some groups did not immediately experience individual or civil rights with the passage of the Bill of Rights. (POLITICAL SCIENCE) | | | | | One way to illustrate the growth of the United States, and also to reinforce the students' skills in handling statistics, is to have the students construct tables, charts, and graphs on such topics as immigration, total population, and the growth of cities. Statistics should cover the years from 1790 to 1860. Encyclopedias and HISTORICAL STATISTICS OF THE UNITED STATES: COLONIAL TIMES TO 1975 (U.S. Government Printing Office, 1960) are helpful sources. |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|------------------------------------|--|-------|--------------|------------------------|--------------------|--|
| XVI Politics and Change (cont.) | <p>19. Explore identification of knowledge and skills needed or possessed to achieve selected goals and/or objectives. (PSYCHOLOGY)</p> <p>20. Avoid judgments based upon superficial characteristics and first impressions. (PSYCHOLOGY)</p> <p>21. Avoid applying established stereotypes to individuals. (PSYCHOLOGY)</p> <p>22. Know and be able to explain basic common human needs and how we provide for them. (PSYCHOLOGY)</p> <p>23. Receive criticism of own ideas without undue defensiveness and emotion. (PSYCHOLOGY)</p> <p>24. Defend own ideas objectively. (PSYCHOLOGY)</p> | | | | | <p>Divide the class into groups of three or four students each. Then have the students within each group work together to find the necessary statistics on one of the following:</p> <ol style="list-style-type: none">(1) Immigration, broken down by total numbers from 1790-1970(2) Immigration, broken down by country of origin, 1820-1970(3) Total population of the United States, 1790-1970.(4) The ten largest cities in the United States in 1790, 1820, 1840, 1860, 1880, 1900, 1920, 1940, and in 1960. <p>After assembling the statistics, have each student within his or her group present the statistics in a different form - a table, a chart, a line graph, or a pictograph. Have the students decide which means most clearly show the growth of the United States. (obj. 1,3,6,7,8,12,27,30,31)</p> <p>You are a Japanese-American who was relocated during World War II. Write a letter to the editor explaining how you feel today. (obj. 4,6,7,8,12,13,15,16,17,18,20,21,25,26,27,30)</p> <p>Make a chart for classroom display on which arguments for and against bilingual schools are listed. (obj. 1,4,6,7,8,9,11,12,18,20,21,22,23,24,25,26,27,30)</p> |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAIID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|------------------------------------|---|-------|---------------|------------------------|--------------------|---|
| XVI Politics and Change (cont.) | 25. Exhibit sensitivity to the attitudes and values of others. (PSYCHOLOGY) | | | | | You are a member of the U.S. Commission on Civil Rights which is investigating discrimination against Mexican-Americans. Hearings will be held in a city of the southwest. Make up five questions to ask wit- nesses at the hearings. (obj. 1,2,4,6,7,8,12,13,17,18, 20,21,22,25,26,27,30) |
| | 26. Realize what happens to other people has an effect on oneself. (PSYCHOLOGY) | | | | | |
| | 27. Know the systems of specific groups. (SOCIOLOGY) | | | | | |
| | 28. Relate how sex roles have influenced culture histor- ically, as well as currently. (SOCIOLOGY) | | | | | |
| | 29. Identify group behavior and how it can be influ- enced through voting. (SOCIOLOGY) | | | | | Write descriptions of foods that originated with an ethnic group but are now eaten by many Americans. Prepare an exhibit showing the foods and the recipes. (obj. 1,6,7,8,9,12,20,21,30) |
| | | | | | | "Uncle Sam" is often used to represent the American people and/or government. Do you think Uncle Sam is an accurate representation? Draw a figure which you feel is more suitable. (obj. 1,4,6,7,8,12,20,21, 25,28,30) |
| | | | | | | Produce a Minority Ha?' of Fame for classroom exhibit and display. Include pictures, descrip- tions, contributions, etc., of groups and individuals. (obj. 1,6,7,8,12,20,21,27,28,30) |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAIID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|------------------------------------|---|-------|---------------|------------------------|--------------------|--|
| XVI Politics and Change (cont.) | 30. Describe how diversity in social systems leads to adaptation nationally, and its implications for the future. (SOCIOLOGY) 31 Demonstrate the use of a pie graph. (ECONOMICS) | | | | | Write descriptions and prepare exhibits of ethnic group contributions to the following: (1) music (2) dancing (3) entertainment (4) government (5) science (6) literature (7) sports (obj. 1,6,7,8,12,30) In the 1960's several U.S. cities experienced explosive race riots. As a sociologist, explain both the causes of these riots, as seen through the eyes of the local people and the effects of such actions on the immediate area and on the nation as a whole. (obj. 2,3,4,6,7,8,9,12,15,16,17,18,20-30) Make a bibliographical bulletin board display that emphasizes the contributions of Black Americans to American culture. Interested students could also sketch famous Blacks. Selection categories could be: art, music, science, sports, education, medicine, agriculture, etc. (obj. 1,6,7,8,12,15,16,17,18,20,21,22,25,27,30) |

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Marking Period: 4

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|-------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|-------------|------------------------|--------------------|------------|

XVI Politics and
Change (cont.)

Draw cartoons and write essays which show your understanding of:

- (1) The Chinese Exclusion Act
 - (2) Literacy tests for immigrants
 - (3) National origins quota system of the 1920's
 - (4) Immigration Act of 1935
 - (5) United States as a melting pot
 - (6) United States as a salad bowl
 - (7) Booker T. Washington's Atlanta Exposition address
 - (8) Supreme Court's decision in Brown v. Board of Education of Topeka
 - (9) Relocation of Japanese - Americans during World War II
- (obj. 4,6,7,9,18,20,21,22,25,26,30)

The decision of the Marshall Court greatly influenced our nation's early political development. Students might be interested in some of the current decisions of the Supreme Court. Have them find out who presently sits on the Supreme Court, what some recent decisions of the court are, and how these decisions affect American citizens. Articles in the COMPTON YEARBOOK, THE WORLD BOOK, or the BRITANNICA BOOK OF THE YEAR would be a good starting point for this research. (obj. 1,4,13,14,15,26,30)

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 2 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---------------------------|------------|-------|-------------|------------------------|--------------------|------------|
|---------------------------|------------|-------|-------------|------------------------|--------------------|------------|

XVI Politics and
Change (cont.)

To introduce the topic of women's rights, the students might be asked to discuss and to evaluate the following cliches about women:

- (1) "A woman's place is in the home."
- (2) "Women are the weaker sex."
- (3) "A woman's education is wasted."
- (4) "Women have no business in politics."
- (5) "Women are too emotional to hold positions of responsibility and authority."

The students might be encouraged to add more cliches to be factually true. Discussion of these cliches should be encouraged. (obj. 1,4, 6,8,9,15-30)



Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 3 weeks for XVII

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|---|--------------------|--------------|------------------------|--------------------|---|
| XVII. World War II | 1. Demonstrate communication skills. (SKILLS) | Unit VII Ch 6-9 | Ch 27 | Ch 30 | Ch 22 | Depressed conditions in other nations, such as Italy, Germany, and Japan led to social upheavals and violence during the late 1920's and the 1930's. As a news editor, your latest article expresses your opinions as to why the United States was able to avoid such upheavals in spite of the widespread hardship which existed within this country. Write the article and read it to the class. Class members might want a copy of your article, so put it on dittoes. Then, the class could discuss your views regarding this topic. (obj. 2,4,5,7,8,10,12,20,21,22,25,26,27,43,44,45,46,47,48,49,50,51,53,54,55) |
| A. Causes | 2. Generate hypothesis, collect, and organize data, and draw conclusions. (SKILLS) | | | | | Research how Axis influence in Latin American countries could have affected the United States in World War II. Information may be found in encyclopedias, and the class could also write to the Pan-American Union, Washington, D.C. (obj. 2,3,26,27,50) |
| 1. U.S. isolationism | 3. Use bibliographical aids in preparation of oral or written reports. (SKILLS) | | | | | Students could also relate current happenings in Central America to United States' reasons for fighting World War II. (obj. 2,3,26,27,50) |
| 2. World economic depression | 4. Explore criteria for decision-making (i.e., self-preservation gratification, fears, etc.). (DECISIONMAKING) | | | | | Make a map exhibit on the theme "The American Empire, 1920 and Today." Two world maps are needed. One map should show the overseas possessions of the United States in the 1920's. The other should show U.S. overseas possessions today. As another part of the exhibit, a card is prepared for each possession of 1920. On the card, the change of status between |
| 3. Militarism | 5. Explore methods of decision-making (i.e., committees, brainstorming, compromise). (DECISIONMAKING) | | | | | |
| 4. Nationalism | 6. Identify reasons some groups did not immediately experience individual or civil rights with the passage of the Bill of Rights. (POLITICAL SCIENCE) | | | | | |
| 5. Imperialism | | | | | | |
| 6. Aggression | | | | | | |
| 7. Rise of dictatorships | | | | | | |
| 8. Invasion of Poland on September 1, 1939 | | | | | | |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|--|-------|--------------|------------------------|--------------------|---|
| XVII. World War II (cont.) | 7. Avoid judgment based upon superficial characteristics and first impressions. (PSYCHOLOGY) | | | | | 1920 and today should be written. Example: The Philippines was a U.S. possession in 1920 - today the Philippines is an independent nation. (obj. 1,2,3,10,11,23,26,49,51) |
| B. The War | | | | | | |
| 1. European Theater | | | | | | |
| a. Invasion of Poland | 8. Avoid applying established stereotype to individuals. (PSYCHOLOGY) | | | | | You are an American sailor on board a ship in Pearl Harbor on December 7, 1941. Write an account of what you witnessed. (obj. 1,2,3,27,50) |
| b. Benelux and France | | | | | | |
| c. Norway | | | | | | |
| d. Eastern Europe | 9. Define the terms inflation and depression. (ECONOMICS) | | | | | Prepare an exhibit that will display the uniforms, weapons, and methods of warfare used in |
| e. Southern Europe | | | | | | |
| f. V-E Day | | | | | | (1) World War I (2) World War II (3) Korean Conflict (4) Vietnam Conflict |
| 2. African Theater | 10. Identify current conflicts on a national basis. (DECISION MAKING) | | | | | |
| 3. U.S. Selective Service Act | | | | | | |
| 4. Pacific Theater | | | | | | Make a plan to show how classroom space can be utilized for the exhibit. |
| a. Actions of Japan | 11. Know the concept and dynamics of cultural patterns. (ANTHROPOLOGY) | | | | | Collect pictures of uniforms, weapons, and methods of warfare (even actual items, if possible) to use in the display. |
| b. Pearl Harbor | | | | | | |
| c. Battles between Japan and the Allies | 12. Explain the concept of ethnic heritage. (ANTHROPOLOGY) | | | | | Write a description of the sections and items of the display. (obj. 1,2,3,22,23,26) |
| d. Role of General MacArthur | | | | | | |
| e. Atomic warfare | 13. Recognize group identification within the parameters of society. (ANTHROPOLOGY) | | | | | Island hopping in the Pacific was no easy task. As a soldier involved in this procedure, write several short letters home to the family, explaining both the concept of island hopping and the techniques |
| f. V-J Day | | | | | | |
| 5. The U.S. Home Front | | | | | | |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAIID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|-------------------------------|---|-------|---------------|------------------------|--------------------|---|
| XVII. World War II (cont.) | 14. Explain the need for income taxes. (ECONOMICS) | | | | | involved. Also explain your personal feelings, losses, gains, etc., regarding your experiences. In your last letter reflect upon the effectiveness of island hopping. (obj. 1,23,25,26,27,46-50) |
| | 15. List basic family needs. (ECONOMICS) | | | | | |
| | 16. Describe the purpose of trade unions. (ECONOMICS) | | | | | You are a German-American at the time of World War II. Write a letter to a cousin in Germany and tell about American reactions to |
| | 17. Distinguish those natural resources and geographical features necessary for basic industries. (GEOGRAPHY) | | | | | (1) The invasion of Poland (2) German submarine warfare (obj. 1,2,19,23,26,50) |
| | 18. Recognize political solutions to the problem that contribute to surplus and waste. (GEOGRAPHY) | | | | | Popular songs often reflect a nation's mood. Arrange a record or tape program of popular songs at the time of: (1) World War I (2) World War II (3) Korean Conflict (4) Vietnam Conflict (after 1967) (obj. 3,4,8,49,51) |
| | 19. Compare the chronological scope and sequence of U.S. History and World History. (HISTORY) | | | | | |

Grade Level: Eight (8)

Marking Period: 1 2 3 4

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAIID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|-------------------------------|---|-------|---------------|------------------------|--------------------|--|
| XVII. World War II (cont.) | 20. Identify the appropriate functions of the branches of government. (POLITICAL SCIENCE) | | | | | Research for additional information about the rationing policies which the U.S. government followed during World War II. Try to find out what goods were rationed and why. Relate the rationing policies of your specific area overseas to rationing during World War II. (obj. 2,15,18,25,33,50) |
| | 21. List services provided by each level of government: city, county, state and national. (POLITICAL SCIENCE) | | | | | Read an account about President Truman's decision to use the atom bomb against Japan during World War II. Then prepare a short essay telling why you agree, or disagree with Truman's decision to use the atom bomb. (obj. 2,4,5,10,26,27,50,54) |
| | 22. Identify ways a person can meet their obligations of citizenship. (POLITICAL SCIENCE) | | | | | To give the students an opportunity to realize the many ways in which government programs try to meet the needs of the people, a student project may be suggested. Have the students compile a report on some government programs - health, welfare, education, and housing - that are in effect in their school and community. For each program, the students should determine the following: |
| | 23. Know concept of security and self-esteem as basic needs. (PSYCHOLOGY) | | | | | (1) The title of the law that set up the program. |
| | 24. Know the concept of trade-off in dealing with conflict. (PSYCHOLOGY) | | | | | (2) The agency that is implementing the program. |
| | 25. Know and be able to explain basic common human needs and how we provide for them. (PSYCHOLOGY) | | | | | (3) Whether the program is supported by the federal, state, or local government. |
| | | | | | | (4) The people who are affected by the program. |
| | | | | | | (5) The evaluation of the strong and weak points of the program by some people who are involved with it. |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|---|-------|-------------|------------------------|--------------------|------------|
| XVII. World War II (cont.) | 26. Recognize cause and effect sequences. (SKILLS) | | | | | |
| C. Effects | 27. Use sources which assist in the decisionmaking process. (DECISIONMAKING) | | | | | |
| 1. Dismemberment of Germany | | | | | | |
| 2. Reorganization of Japan | | | | | | |
| 3. Redrawing of international boundaries | 28. Identify physical characteristics of major anthropological groups of contemporary humans. (ANTHROPOLOGY) | | | | | |
| 4. Shift in world power centers | | | | | | |
| 5. Changing role of women | 29. Recognize the significance of child rearing in a culture. (ANTHROPOLOGY) | | | | | |
| 6. Creation of the United Nations | | | | | | |
| 7. NATO/Warsaw Pact | 30. Explore adolescent patterns in today's American society and compare them to those in other world cultures. (ANTHROPOLOGY) | | | | | |
| 8. Cold War | | | | | | |
| 9. Set stage for confrontations in Korea and in the Middle East regarding Israel | 31. Demonstrate the ability to predict the growth and change of the family in relation to traditional attitudes toward family functions, social values, and other social institutions. (ANTHROPOLOGY) | | | | | |
| 10. Shift in world economic power centers | | | | | | |

After the report has been completed and the students have had a chance to study it, a class discussion could be held on the question, "Are the government programs meeting the needs of the people that they were set up to serve?" (obj. 2-5,10,14,15,18,20,21, 23,25,29,31,49,50,54,55)

Throughout history political factors have been used to justify physical, social, economic, emotional and spiritual isolation of one group by another. Research the development of Nazi concentration camps and American relocation centers for people of Japanese ancestry. Then make comparisons as to the effect of incarceration on the individual.

An extension activity would be to make a bulletin board display of comparative photographs on this topic. (obj. 7,8,9,11,12,13,23,25,26,49,50,51,54)

During World War II the battle of production and the mobilization of the nation's economy to meet the demands of fighting a two-ocean war were unequalled in American history. The purpose of this enrichment idea is to allow the students to use primary source material to better understand how the battle of production was won. Let the students assume that they are historians trying to understand how the United States was able to mobilize the economy and society for war. Assume further that all they have to work with are advertisements from such magazines as LIFE, LOOK, COLLIERS, TIME, and THE SATURDAY EVENING POST. These and other magazines of the war period should be

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Marking Period: 4

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAI- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|---|--|-------|-------------|------------------------|--------------------|---|
| XVII. World War II (cont.) | 32. Define the concept of buying on credit and bank financing. (ECONOMICS) | | | | | available in most school libraries. In examining these ads, the students might answer some of the following questions: |
| 11. Fragmentation of societies caused by exportation of Western culture and ideas to various parts of the world | 33. Analyze quality of product with price. (ECONOMICS) | | | | | (1) How was the war financed? (2) Who worked in war plants? (3) How was economy and conservation of goods practiced? |
| 12. Numerous resolutions due to conflicting political ideologies | 34. Define warranty and guarantee. (ECONOMICS) | | | | | A discussion may follow in which the students can summarize their findings. (obj. 2,4,5,10,16,17,18,20,21,23,26,27,33,40,52) |
| 13. Rise of the welfare state | 35. Explain the effects of charge cards, payment default, shoplifting, and credit on retail price. (ECONOMICS) | | | | | Interview people who were members of the armed forces during World War II, the Korean Conflict, and Vietnam Conflict. Share the experiences of the people you interviewed with your classmates. (obj. 1,2,10,13,19,22,23,49,50) |
| 14. Nuclear arms race | 36. Identify users of energy which conserve natural resources. (GEOGRAPHY) | | | | | During World War II there were major population movements that took place within the United States. Construct two sets of two pie graphs, one set to show urban and rural concentrations before and after the war, and one set to show regional shifts in population. (obj. 2,26,40,56) |
| 15. Race for space | | | | | | |
| 16. Mass exploitation of both natural and human resources | 37. Identify examples of an ecological problem for specific categories of land use. (GEOGRAPHY) | | | | | |
| 17. Rise of the civil rights movement | | | | | | |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|--|---|-------|--------------|------------------------|---|--|
| XVII. World War II (cont.) | 38. Select factors that demonstrate problems of over-population. (GEOGRAPHY) | | | | | Meeting the Axis challenge required the efforts of millions of people around the world. Students are to gain information about specific events, with the emphasis on people. The students could write their own newspaper using as a lead story such events as the bombing of Pearl Harbor, the blitz over London, the American withdrawal from the Philippines, the D-day invasion, or the dropping of the atomic bomb on Hiroshima or Nagasaki. Students, acting as reporters, may be assigned to write stories of other events occurring at that particular time. Editorials and political cartoons could also be added. In their stories the students could emphasize the human effort involved. (obj. 1,2,3,19,26,38,40,50) |
| 18. Breakdown of the family unit | 39. List ways to limit the use of natural resources. (GEOGRAPHY) | | | | | |
| 19. Inflation | 40. Analyze the influences of technological advances on patterns of settlement. (HISTORY) | | | | | |
| 20. Rise of political, social, and technology influences which made man mobile | 41. Analyze the influence of the frontier on American thought. (HISTORY) | | | | | |
| | 42. Describe the impact of immigrant cultures on the existent culture in America. (HISTORY) | | | | | |
| | 43. Differentiate between civil and criminal law. (POLITICAL SCIENCE) | | | | | |
| | 44. Define civil rights. (POLITICAL SCIENCE) | | | | | |
| | | | | | You are an American tourist in Hiroshima during the anniversary on the atomic bombing of the city. Create a conversation between you and a Japanese student. (obj. 1,10,23,25,26,49,50) | |
| | | | | | Organize a debate or panel to deal with "which has the greatest responsibility for improving the quality of life in the United States?" | |
| | | | | | (1) Government (2) Business (3) Families (4) Consumer groups (5) Individuals (6) Churches (obj. 1-5,10,11,15,20-23,25,29,31,50,51,54,55) | |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|-------------------------------|---|--------|--------------|------------------------|--------------------|---|
| XVII. World War II (cont.) | 45. Identify civil rights guaranteed by amendments in the Constitution. (POLITICAL SCIENCE) | Ch 6-9 | | | | <p>To help students understand inflation, the class could be divided into groups to trace the prices of consumer products from 1950 to the present. Each group could be responsible for researching prices in one area of consumer spending, such as food, medical care, fuel, housing, or clothing. A useful source of information would be the STATISTICAL ABSTRACT OF THE UNITED STATES for the appropriate years. After students have completed their research, have them plot their findings on a line graph large enough for classroom display. At the same time another group of students could research the changes in hourly wages and national family income from 1950 to the present. Their findings should be shown on another line graph.</p> <p>As a final exercise, each student could be given a hypothetical amount of money comparable to the national average monthly income for 1950 and 1970 respectively. Students should then be asked to make purchases or to plan a budget based on the prices for these years. What conclusions can the students draw about the effects of inflation on them as consumers? (obj. 1,2,15,18,20,23,25,32-36, 38,40)</p> |
| | 46. Receive criticism of own ideas without undue defensiveness and emotion. (PSYCHOLOGY) | | | | | |
| | 47. Defend own ideas objectively. (PSYCHOLOGY) | | | | | |
| | 48. Give constructive criticism. (PSYCHOLOGY) | | | | | |
| | 49. Exhibit sensitivity to the attitudes and values of others. (PSYCHOLOGY) | | | | | |
| | 50. Realize that what happens to other people has an effect on oneself. (PSYCHOLOGY) | | | | | |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 3 weeks

| AREA OF STUDY/ CONTENT | OBJECTIVES | GLOBE | LAID- LAW | SCOTT FORES- MAN | SILVER- BURDETT | ACTIVITIES |
|-------------------------------|---|-------|--------------|------------------------|--------------------|--|
| XVII. World War II (cont.) | <p>51. Describe concepts of group behavior based on language, religion, family, and nation. (SOCIOLOGY)</p> <p>52. Relate how sex roles have influenced culture historically, as well as currently. (SOCIOLOGY)</p> <p>53. Identify group behavior and how it can be influenced through voting. (SOCIOLOGY)</p> <p>54. Identify the influence of religion and morality in a nation or state. (SOCIOLOGY)</p> <p>55. Describe how diversity in social systems leads to adaptation nationally, and its implications for the future. (SOCIOLOGY)</p> | | | | | <p>Have a panel discussion on "Tariffs and Today's American Economy." Prior to the discussion the students could investigate the prices of goods, such as cars, bicycles, cameras, and television sets, which are American-made and foreign-made. Recent issues of TIME, NEWSWEEK, and U.S. NEWS AND WORLD REPORT might have articles dealing with trade and tariffs. Talking to local merchants (in any host nation) who sell foreign-made goods and American-made (native-made) goods might help the students determine if tariffs affect the prices charged by local business. (obj. 1,2,3,10,18,24,26,50)</p> <p>Create conversations for:</p> <ol style="list-style-type: none">(1) The owner of a car wash and the mayor of a southwestern town talk about the summer water shortage and what to do about it.(2) An electric power company worker and a rancher in eastern Montana argue over the merits of strip mining in their region.(3) A bird watcher and an owner of an apple orchard debate the use of chemical pesticides.(4) A conversationist and preservationist discuss the pros and cons of opening wilderness areas to visitors in cars and buses. <p>(obj. 1,10,11,17,23,24,26,37,39,40,50)</p> |

Grade Level: Eight (8)

Marking Period: 4

Suggested Time Frame: 3 weeks

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|-------------------------------|--|-------|--------------|------------------------|--------------------|--|
| XVII. World War II (cont.) | 56. Demonstrate the use of a pie graph. (ECONOMICS) | | | | | <p>Organize a debate or panel to deal with "the conservation movement denies the American way of life because it interferes with individualism." (obj. 1,2,10,11,13,22,23,24,26,27,38,39,40,41,49)</p> <p>Prepare an exhibit "The American Way of Life." Collect photographs, newspaper and magazine articles, phonograph records, objects, etc., which represent some aspect of American life. Items should be labeled to show how they illustrate a part of the American way of life. (obj. 2,3,11,12,13,23,25,31,41,42,51)</p> <p>Make a list of often-used food items of your household. For at least four weeks, visit the same supermarket weekly and record the prices of the food items. Make a simple graph to show weekly comparisons. (obj. 2,9,15,18,25,26,33,35,50)</p> <p>Identify three people you believe are examples of individualists today. Then report to the class on "Individualism Today." (obj. 2,3,27,41,47,49,50)</p> <p>Decide upon a compromise for each of the situations below. For each, tell how it is a compromise and why you think your compromise will be accepted.</p> <p>(1) The Gomez family is planning a two-week vacation. All the family members agree that they should spend their vacation time together. Mrs. Gomez and the boys want to go camping. Mr. Gomez and the girls want to stay in a hotel.</p> |

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|-------------------------------|------------|-------|---------------|------------------------|--------------------|---|
| XVII. World War II (cont.) | | | | | | <p>(2) An eighth grade class at your school is electing a class president. There are twelve boys and twelve girls in the class. The girls vote for the candidate who is a girl and the boys vote for the candidate who is a boy. After three votes, the tie remains. (obj. 2,22,24,26,30,31,46-51)</p> <p>You and your family plan to camp in a national park. Name the park and list the equipment your family will need to take advantage of what the park has to offer visitors. (obj. 2,25,27,30,46-50)</p> <p>Middle East oil supplies have been cut off. Make a list of the ways daily activities have changed for you and your family. List possible alternatives to oil powered transportation, heat, electricity, etc. (obj. 2,10,17,18,23,25,26,36,37,39,40,50)</p> <p>Imagine you are a member of Nader's Raiders. Name three situations that need to be investigated. (obj. 2,10,22,24,26,27,33,37,39,40,46-50,55)</p> <p>The President stated that people should depend upon their own efforts rather than relying on the government to do all things for citizens. Partly because of this, the President cut funds for programs aimed at aiding the poor and combating poverty. Write a newspaper editorial which either criticizes or defends the President's position. (obj. 4,5,10,15,20,21,23,24,49,50,54,55)</p> |

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| XVII. World War II (cont.) | | | | | | <p>Write a letter about an issue that concerns you - local, state, national. Be sure to state the issue clearly and give specific reasons why you believe what you have written. (Proofread your letter carefully.) Send your letter to the "Letters to the Editor" department of your local newspaper. Share your letter with your classmates. (obj. 1,2,4,5,10,20,21,22,26,27,47,48,49,50)</p> <p>Explain "Democracy is a way of life." Make up responses for the following questions.</p> <ol style="list-style-type: none">(1) Does your local school system provide equal opportunities for the education of all students?(2) In your community, do citizens have the opportunity to express their views or are important decisions made during "closed" meetings?(3) How do you practice the idea of democracy in your friendships? <p>(obj. 4,5,10,20-23,25,26,30,46-50)</p> <p>Report to your class the similarities and differences of American involvement in Korea and Vietnam. (obj. 1,2,3,10,22,26,50)</p> |

Grade Level: Eight (8)

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| XVII. World War II (cont.) | | | | | | <p>Give the weak and strong points of the following peace keeping systems:</p> <ol style="list-style-type: none">(1) The "policeman" approach in which the strongest nations act to keep peace.(2) The "general assembly" system by which all nations contribute to the keeping of peace and there is a duty to respect the opinions of all nations.(3) The "balance of power" system in which two groups of nations are kept equal in strength. (obj. 2,10,20,23,24,25,26,50,54,55) <p>Prepare an article - use an appropriate title and include your name as the author. Ask your parents to recall events of the War in Vietnam and the events of the Watergate Crisis. Also, ask your parents' feelings about the two subjects. The material you gather will be used as the basis for a feature story. (obj. 1,2,10,22,26,43,44,45,46,47,48,49,50,53)</p> <p>Through role-playing students may better understand the underlying causes of the cold war. After dividing the class into two groups, the students in one group select a student to play the role of Joseph Stalin, while the rest of this group assumes the role of Soviet advisers. The students in the other group should select a student to play the role of President Truman, while the rest of this group assumes the role of United States advisers. Next, place the following chart on the chalkboard, or give each student a dittoed copy.</p> |

Grade Level: Eight (8)

Marking Period: 4

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|-------------------------------|------------|-------|-------------|------------------------|--------------------|--|----------------------|-------------|
| XVII. World War II (cont.) | | | | | | <u>Factors to Be Considered</u> 1. Type of Government 2. Type of Economy 3. War Aims 4. Attitude toward Germany 5. Allies 6. Military Strength 7. Threats to Nation 8. Domestic Situation 9. Foreign Policy Goals | <u>United States</u> | <u>USSR</u> |

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XVII. World War II
(cont.)

POLICY QUESTION: What general foreign policy, particularly regarding Europe, would you recommend for your country? Why?

Have the students - working together or individually - use their text, encyclopedias, and other source material to complete the categories for their respective country. After the chart is completed, have each student "advise" his or her leader, either in writing or orally. Ultimately, the students who have assumed the roles of Stalin and Truman should make a foreign policy statement to the class.

After completing the role playing, the class should analyze why the leaders decided upon their particular policy and then evaluate the probable consequences of such a decision. (obj. 1-5,10,23,24,26, 27,40,49,50,51,54)

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