



8th Grade History Curriculum Map

Cabot Public Schools

Grade/Course 8 th Grade Social Studies	Unit Title Renaissance and Reformation
Essential Questions <ol style="list-style-type: none"> 1. How do the laws established by the early Ottoman Empire influence our world today? 2. How did humanism influence arts and political thought during the Renaissance 3. How did Renaissance and Reformation shape the modern world? 4. Who were the major contributors to the Scientific Revolution? 5. What was the effect of the European age of exploration and settlement on the Americas and Africa? 6. How do maps and globes reflect history, politics, and economics in the world? 	
Content Statements <p>H.6.8.8 Investigate the influence of the Ottoman Empire</p> <p>H.6.8.15 Discuss societal changes resulting from pandemics (e.g., bubonic plague/Black Death, small pox, tuberculosis, influenza, polio, HIV-AIDS)</p> <p>E.9.8.1 Investigate functions of early banking systems (e.g., depository, usury, just price)</p> <p>H.6.8.36 Describe the development of the Renaissance</p> <p>G.2.8.1 Analyze the work of writers and artists as examples of cultural heritage from communities around the world</p> <p>H.6.8.37 Examine contributions of Renaissance writers and artists including, but not limited to Machiavelli, Michelangelo, Shakespeare, da Vinci</p> <p>G.2.8.2 Research the contributions of people of various racial, ethnic and religious backgrounds (e.g., de Medici, Emperor Meiji, Matthew Perry, Saladin the Great)</p> <p>G.2.8.3 Examine cultures to determine the level of assimilation and cultural exchange brought about by technological advances: printing press, telegraph, railroad, radio, television, Internet</p> <p>H.6.8.3 Examine Catholic Church policies that led to the Protestant Reformation (e.g., Great Schism, French papacy, indulgences, simony, lay investiture)</p> <p>H.6.8.4 Investigate Protestant reformers: Martin Luther, Henry VIII, John Calvin</p> <p>H.6.8.5 Describe the Counter reformation (e.g., Jesuits, Council of Trent, Inquisition)</p> <p>H.6.8.9 Identify major contributors of the Scientific Revolution (e.g., Muhammad Al-Khwarizmi, Francis Bacon, Nicholas Copernicus, Galileo Galilei, Johannes Kepler, Isaac Newton, Zhang Heng)</p> <p>E.9.8.5 Evaluate advantages and disadvantages of global trade</p> <p>H.6.8.6 Identify new technologies that made European exploration possible (e.g., astrolabe, cartography, caravel, compass)</p>	Assessment <p>Analyze the causes and societal effects of the Black Death by citing specific textual evidence from primary sources.</p> <p>Write an article on the writer/artist who had the greatest impact on the Renaissance, providing evidences from primary and secondary sources to support your claim.</p> <p>Describe the causes and effects of the Reformation by citing evidence from the Ninety Five Theses, Council of Trent documents, and/or writings of Protestant Reformers.</p> <p>Evaluate the pros and cons of European exploration and settlement.</p>

E.7.8.1 Analyze changing wants and needs of people over time

E.9.8.8 Evaluate the interaction of supply and demand

H.6.8.31 Illustrate the routes of European explorers during the Age of Exploration including, but not limited to Christopher Columbus and Bartolomeu Dias

G.1.8.3 Construct specialized maps using data (e.g., climate, population, political units, resources)

G.1.8.4 Locate specific places on maps and globes using grid points (longitude and latitude)

G.1.8.1 Analyze the importance of the following navigation systems on the development of world civilizations: Amazon River, Mississippi River, Panama Canal, Rhine River, Suez Canal, Thames River, Volga River

G.1.8.2 Analyze a *physical map* or global projection created by geographer's tools (e.g., *astrolabe*, compass, sextant, Global Positioning System [GPS], Geographic Information Systems, [GIS], LAND SAT, Internet)

G.1.8.5 Analyze the influence of Earth's physical features on the development of regions of the world

H.6.8.11 Analyze consequences of the triangular trade and the Columbian Exchange between Africa, the Americas, and Europe

H.6.8.33 Illustrate the triangular trade routes that developed in the Atlantic Ocean

H.6.8.35 Compare and contrast historical and cultural maps of each continent (e.g., political boundaries, migration patterns, trade routes, colonization)

E.7.8.2 Analyze the impact of present choices on future consequences

H.6.8.7 Describe the establishment of colonies as a result of the conquest of indigenous people (e.g., Africa, Asia, New World)

H.6.8.22 Discuss the emergence of England as a world power during the Elizabethan period (e.g., Spanish Armada, sea dogs)

E.7.8.7 Analyze traditional, market, and command economies

Instructional Strategies

Graphic Organizers

Summarizing (Window Pane Activity with Age of Exploration)

“Wanted Posters”

Lecture/Note taking

SIM frames

KAGAN structures

Primary/Secondary Sources

Plague hits Florence

Plague and Public health in Renaissance Europe

Examples of Renaissance art

Ninety Five Theses

Acts of Council of Trent

Executions of...

Witchcraft documents

Utopia

Machiavelli's "The Prince"

Christopher Columbus journals

Aztec account of Spanish conquest

Explorers journals of voyages

Shakespeare

Multiple Letters on Galileo's Theories

Newton's Laws

CCSS Connections

Reading	Writing	Vocabulary
<p>RH.7.1 Cite specific and textual evidence to support analysis of primary and secondary sources.</p> <p>RH.7.3 Identify key steps in a text’s description of a process related to history/social studies</p> <p>RH.7.4 Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.</p>	<p>WHST.7.1 Write arguments focused on discipline-specific content (see sub-standards a-e for specific included information to be included).</p> <p>WHST.7.2 Write informative/explanatory texts, including the narration of historical events (see sub-standards a-f for specific information to be included).</p> <p>WHST.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.7.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.</p>	<p>Depository</p> <p>Usury</p> <p>Just price</p> <p>Assimilation</p> <p>Cultural exchange</p> <p>Papacy</p> <p>Astrolabe</p> <p>Cartography</p> <p>Caravel</p> <p>Supply</p> <p>Demand</p> <p>Triangular trade</p> <p>Columbian Exchange</p> <p>Indigenous</p> <p>Traditional economy</p> <p>Market economy</p> <p>Command economy</p>

Grade/Course 8 th Grade Social Studies	Unit Title Enlightenment leads to Revolution
Essential Questions <ol style="list-style-type: none"> 1. How did the philosophers of the Enlightenment influence social issues and scientific theories? 2. How are governments created, structured, maintained, and changed? 3. Why did the spread of Industrialism to Europe and the United States accelerate Colonialism and Imperialism and produce changes in culture and society? 	
Content Statements <p>H.6.8.12 Investigate influences on modern society of Enlightenment thinkers including by not limited to: John Locke, The Baron de Montesquieu, Jean Jacques Rousseau</p> <p>H.6.8.13 Examine the influence of Enlightenment ideas on revolutionary movements (e.g., American Revolution, French Revolution, Latin American revolutions, Revolution of 1848)</p> <p>C.5.8.3 Discuss struggles to gain rights for citizens in various countries (e.g. China, France, Mexico, South Africa, United States)</p> <p>H.6.8.2 Compare historical events on a timeline to discover correlations</p> <p>C.4.8.1 Analyze forms of government pertaining to the legislative, executive, and judicial branches: democracy, dictatorship, monarchy, oligarchy, theocracy, totalitarianism</p> <p>H.6.8.10 Discuss the rise of absolute rulers and the divine right of kings (e.g., African, Asian, European)</p> <p>C.4.8.2 Research individuals and their roles in changing governments (e.g. Otto von Bismark, Mikhail Gorbachev, Abdel Nasser, Juan Peron, Lech Walesa, George Washington, Sun Yatsen)</p> <p>C.5.8.1 Examine the influence of constitutions used by various nations</p> <p>C.5.8.2 Research national symbols from other nations of the world (e.g., national flags, statues, monuments)</p> <p>C.5.8.5 Analyze the influence citizen participation has on government</p> <p>C.5.8.4 Examine the value citizens of other countries place on voting</p> <p>H.6.8.14 Investigate causes and consequences of the Industrial Revolution (e.g., changing technology, mass production, societal changes)</p> <p>H.6.8.16 Investigate 19th century social and political reform movements (e.g., abolition, education, extension of suffrage, labor movements, rise of socialism, temperance)</p> <p>H.6.8.32 Illustrate the expansion of European imperialism: Africa, Asia, Australia, Latin America</p> <p>H.6.8.39 Describe the effects of imperialism and related nationalistic movements (e.g., Africa, Asia,</p>	Assessment <p>Write an article on the writer/artist who had the greatest impact on the Renaissance, providing evidences from primary and secondary sources to support your claim.</p> <p>Analyze forms of government pertaining to the legislative, executive, and judicial branches: democracy, dictatorship, monarchy, oligarchy, theocracy, totalitarianism. (Research)</p> <p>Analyze in a argumentative essay whether the Declaration of the Rights of Man and of the Citizen is more closely aligned with the Declaration of Independence or the US Bill of Rights.</p> <p>Research individuals and their roles in changing governments (e.g. Otto von Bismark, Mikhail Gorbachev, Abdel Nasser, Juan Peron, Lech Walesa, George Washington, Sun Yatsen). (Research)</p> <p>Argue the pros and cons of the Industrial Revolution by choosing one of the topics below.</p> <ul style="list-style-type: none"> • Child labor • Industrialization & Society • Slavery vs. Factory Farming Society vs. Urban Society

<p>Australia, Latin America)</p> <p>G.3.8.1 Examine effects of push-pull factors on various regions (e.g., disease, resources, industrialization, technology)</p> <p>H.6.8.40 Investigate Asian-American relations prior to World War II (e.g., Open Door Policy, Boxer Rebellion, Gentlemen's Agreement, Manchuria, rearmament)</p>	
<p>Instructional Strategies</p> <p>Graphic Organizers</p> <p>Summarizing</p> <p>Lecture/Note taking</p> <p>SIM frames</p> <p>KAGAN structures</p>	<p>Primary/Secondary Sources</p> <p>Common Sense by Thomas Paine</p> <p>Declaration of Independence</p> <p>Declaration of the Rights of Man and of the Citizen</p> <p>Two Treatises of Government by John Locke</p> <p>Social Contract by Montesquieu</p> <p>Voltaire</p> <p>Mary Wollstonecraft</p> <p>Constitution of the United States</p> <p>Articles of Confederation</p> <p>Tennis Court Oath</p> <p>Napoleonic Code</p> <p>Benjamin Franklin</p> <p>Child Labor Testimonies</p> <p>The Communist Manifesto by Engles and Marx</p> <p>The Wealth of Nations by Adam Smith</p>

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Grade/Course 8 th Grade Social Studies	Unit Title The World at War
Essential Questions <ol style="list-style-type: none"> 1. What were the factors that produced World War I? 2. Why did Russia erupt in revolution while fighting in World War I, and how did that lead to the rise of communism? 3. How did the Great Depression affect the economies and politics of the countries throughout the globe? 4. What were the causes and events of World War II? 5. What were the outcomes of World War II? 	
Content Statements <p>H.6.8.1 Examine ways viewpoints expressed in political cartoons and other primary and secondary source documents have changed policy and public perception</p> <p>H.6.8.23 Describe causes and consequences of World War I (e.g., imperialism, militarism, nationalism, alliances, Treaty of Versailles, League of Nations)</p> <p>H.6.8.17 Explain the influences that changing technology had on World War I and World War II (e.g., weapons, medicine, transportation, communication)</p> <p>H.6.8.24 Discuss the Russian Revolutions and the establishment of a communist state (e.g., Bolsheviks, Lenin, Stalin)</p> <p>E.7.8.1 Analyze changing wants and needs of people over time</p> <p>E.9.8.3 Investigate the impact of inflation on the growth and prosperity of a nation</p> <p>E.7.8.3 Analyze periods of time when scarcity affected economic wants and needs of people in regions or countries</p> <p>E.9.8.2 Analyze the role of the stock market in the economies of the United States and other countries (e.g., Financial Times Stock Exchange [FTSE], Tokyo Stock Exchange [TSE], New York Stock Exchange [NYSE], National Association of Securities Dealers Automated Quotations [NASDAQ]).</p> <p>E.7.8.4 Analyze scarcity of productive resources and the need for people to make choices and incur opportunity costs</p> <p>E.8.8.2 Analyze method for improving the quality and quantity of human capital and increased productivity (e.g., technology, industrialization, competition, wages)</p> <p>C.4.8.3 Discuss the origins of political parties/movements (e.g., Communist Party, Fascist Party, Green Party, Nazi Party, socialist parties, environmentalist movement, human rights movement, feminist movement)</p> <p>E.7.8.5 Evaluate limited resources of nations and choices governments must make</p>	Assessment <p>Was the Treaty of Versailles fair or vindictive to the Central Powers? Cite evidence from the Treaty in your response.</p> <p>Informative Essay – Compare and contrast communism, socialism, and capitalism.</p> <p>Was life better in Russia under the Czars or Communist leaders? Consider the different types of government and personal freedoms of the people of Russia.</p> <p>Compare/Contrast the governing style of Vladimir Lenin and Josef Stalin.</p> <p>Argumentative Essay – Which system is better?</p> <p>Informative Essay – Compare/Contrast FDR’s New Deal programs (WPA/PWA) with Hitler’s public works program.</p> <p>How did the Treaty of Versailles contribute the outbreak of WWII? Cite evidence from the Treaty in your response.</p> <p>Was the Treaty of Versailles a contributing factor to the outbreak of World War II? Cite evidence from the Treaty in your response</p> <p>Argumentative Essay – Should Truman have dropped the atomic bomb? Use information from all documents to support your answer.</p> <p>Why did the League of Nations fail and the United Nations succeed? Consider the founding charters of both organizations.</p>

<p>H.6.8.1 Examine ways viewpoints expressed in political cartoons and other primary and secondary source documents have changed policy and public perception</p> <p>H.6.8.26 Examine the following battles as turning points of World War II: Battle of Britain, Battle of the Bulge, D-Day, Midway, Pearl Harbor, Stalingrad</p> <p>H.6.8.38 Examine causes and consequences of genocide and ethnic cleansing (e.g., Armenia, Holocaust, Kosovo, Rwanda)</p> <p>H.6.8.25 Describe causes and consequences of World War II (e.g., fascism, anti-Semitism, Pearl Harbor, atomic bomb, satellite countries)</p> <p>H.6.8.17 Explain the influences that changing technology had on World War I and World War II (e.g., weapons, medicine, transportation, communication)</p> <p>C.5.8.6 Analyze world organizations involved in citizens' rights (e.g., Amnesty International, Doctors Without Borders, United Nations)</p> <p>H.6.8.27 Identify the functions of post World War II international organizations, (e.g., Southeast Asia Treaty Organization [SEATO], North Atlantic Treaty Organization [NATO], Warsaw Pact, United Nations)</p>	
<p>Instructional Strategies</p> <p>Graphic Organizers</p> <p>Summarizing</p> <p>Lecture/Note taking</p> <p>SIM frames</p> <p>KAGAN structures</p>	<p>Primary/Secondary Sources</p> <p>The Treaty of Versailles</p> <p>Fourteen Points by Woodrow Wilson</p> <p>Political Cartoons</p> <p>All Quiet on the Western Front</p> <p>Propaganda</p> <p>Great Depression photos</p> <p>FDR's Infamy Speech</p> <p>Bombing of Hiroshima – eyewitness accounts</p> <p>Diary of Anne Frank</p> <p>The Night</p> <p>Zimmerman Telegram</p>

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Grade/Course 8 th Grade Social Studies	Unit Title Social, Political, and Economic Challenges during the Atomic Age	
Essential Questions <ol style="list-style-type: none"> 1. How did the Cold War influence conflicts in Eastern Asia after World War II? 2. What were the causes and consequences of the collapse of the Soviet Union? 3. What are some social, economic, and political challenges faced by the contemporary world? 4. What new technologies have created opportunities and challenges? 		
Content Statements <p>H.6.8.18 Examine the impact of the Cold War on global relations</p> <p>H.6.8.21 Discuss the growth of technology resulting from the space race (e.g., Southeast Asia, Middle East, Balkans, Sub-Saharan Africa)</p> <p>H.6.8.34 Illustrate the expansion of communism (e.g., Asia, Cuba, Europe, Latin America)</p> <p>H.6.8.19 Discuss the downfall of communist governments (e.g., Soviet Union, Poland)</p> <p>H.6.8.38 Examine causes and consequences of genocide and ethnic cleansing (e.g., Armenia, Holocaust, Kosovo, Rwanda)</p> <p>H.6.8.29 Examine changes brought about by the following world leaders including , but not limited to: Mahatma Gandhi, Martin Luther King, Jr., Nelson Mandela, Anwar Sadat, Margaret Thatcher, Mao Zedong</p> <p>H.6.8.15 Discuss societal changes resulting from pandemics (e.g., bubonic plague/Black Death, small pox, tuberculosis, influenza, polio, HIV-AIDS)</p> <p>H.6.8.30 Examine causes and effects of terrorism (e.g., economics, safety and security, tourism, patriotism, nationalism, 9/11)</p> <p>G.3.8.2 Analyze the impact of ideas, information, and technology on global interdependence</p> <p>E.9.8.7 Examine changes in currencies over time and the resulting effect on global trade</p> <p>E.9.8.6 Analyze exchange rates in a global economy</p> <p>E.7.8.6 Compare trade-offs among world economic systems</p> <p>E.9.8.10 Compare and contrast global effects of marketing techniques: advertising, e-commerce</p> <p>E.9.8.4 Investigate the use of Gross Domestic Product (GDP) to measure a nation’s economic success and standard of living</p> <p>E.9.8.9 Describe the four types of market structures: monopolies, monopolistic, competition, oligopolies, pure competition</p>	Assessment <p>Compare/Contrast JFK’s and Reagan’s speeches at the Berlin Wall.</p> <p>Informative Essay– Discuss the growth of technology from the Space Race.</p> <p>Argumentative Essay– Should the United States have spent so much money on certain technologies? Was this a best use of resources?</p> <p>Compare and contrast the writings of Martin Luther King, Jr. and John F. Kennedy. Which leader had the greatest impact on violence prevention in America during the Civil Rights Movement?</p> <p>Compare/Contrast how Grande, Martin Luther King Jr., and Mandela used Civil disobedience in achieving their goals.</p> <p>Should the US have adopted the policy of containment and become involved in the Korean and Vietnam conflicts. (George Washington’s Farewell Address, The Truman Doctrine, and other primary sources)</p> <p>Students will create self-generated questions (Students will use their questions to complete a research based paper)</p>	

<p>G.2.8.3 Examine cultures to determine the level of assimilation and cultural exchange brought about by technological advances: printing press, telegraph, railroad, radio, television, Internet</p> <p>G.3.8.5 Analyze methods and consequences of environmental modification on world regions and populations (e.g., acid rain, erosion, clear cutting, desertification, global warming, ozone depletion, strip mining)</p> <p>H.6.8.20 Examine reasons for the transformation of world economies in the late 20th century (e.g., technology, communication, transportation, Organization of Petroleum Exporting Countries [OPEC], resource allocation)</p> <p>E.8.8.1 Discuss changes in productivity that have impacted global living standards and economic strategies (e.g., new technologies, new organizational methods)</p> <p>E.8.8.3 Examine consequences of changing factors of production: human resources, capital resources, natural resources, entrepreneurship</p> <p>G.3.8.3 Analyze changes in infrastructure brought about by globalization</p> <p>E.7.8.2 Analyze the impact of present choices on future consequences</p> <p>G.3.8.1 Examine effects of push-pull factors on various regions (e.g., disease, resources, industrialization, technology)</p> <p>E.7.8.1 Analyze changing wants and needs of people over time</p>	
<p>Instructional Strategies</p> <p>Graphic Organizers</p> <p>Summarizing</p> <p>Lecture/Note taking</p> <p>SIM frames</p> <p>KAGAN structures</p>	<p>Primary/Secondary Sources</p> <p>The Truman Doctrine</p> <p>Letter from Birmingham Jail by MLK Jr.</p> <p>George W Bush’s speech on September 11, 2001</p> <p>Colin Powell’s speech to the UN</p> <p>Songs from the 1950s, 1960s, 1970s, and 1980s</p> <p>Reagan’s Star Wars Speech</p> <p>Reagan’s “Tear Down this Wall” Speech</p> <p>Current Events</p> <p>George Washington’s Farewell Address</p>

CCSS Connections

Reading

RH.7.1 Cite specific and textual evidence to support analysis of primary and secondary sources.

RH.7.3 Identify key steps in a text's description of a process related to history/social studies

RH.7.4 Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

Writing

WHST.7.1 Write arguments focused on discipline-specific content (see sub-standards a-e for specific included information to be included).

WHST.7.2 Write informative/explanatory texts, including the narration of historical events (see sub-standards a-f for specific information to be included).

WHST.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.7.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.

Vocabulary

Imperialism

Militarism

Nationalism

Alliance

Scarcity