



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

Text/Program: *History Alive! “The United States Through Industrialism”*

Unit 1: “Our Colonial Heritage”

Essential Questions of Unit 1:

- How did the first Americans adapt to their environment? (Chapter 1 – “The First Americans”)
- How did Europeans explore and establish settlements in the Americas? (Chapter 2 – “European Exploration and Settlement”)
- What were the similarities and differences among the colonies in North America? (Chapter 3 – “The English Colonies in North America”)
- What was life really like in the colonies? (Chapter 4 – “Life in the Colonies”)

| Chapter 1 “The First Americans” | | | | |
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| Objectives | Activity | Suggested Time | Materials | Standards |
| Trace the migration routes of the first Americans to the Americas. | Preview | 10 minutes | <ul style="list-style-type: none"> • Interactive Student Notebooks (ISN) • Visuals 1A and 1B | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c |
| Describe how American Indians viewed their environment. | | | | |
| Formulate hypotheses about the origins of American Indian artifacts. | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> • History Alive! <i>The United States through Industrialism</i> • Interactive Student Notebooks • Vocabulary Development handout | 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 6-8.RH.9 |
| Analyze ways in which American Indians of eight cultural regions adapted to their environment | | | | |
| | Social Studies Skill Builder | 100 minutes (two regular periods) | <ul style="list-style-type: none"> • History Alive! <i>The United States through Industrialism</i> | 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a |



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| | | | <ul style="list-style-type: none"> Placards 1A-1H (2 sets) Information Master 1 | 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e |
| | Processing | 20 minutes | <ul style="list-style-type: none"> Interactive Student Notebooks | 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 1 Assessment | 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> migrate environment natural resource culture, cultural region | | Academic Vocabulary: | <ul style="list-style-type: none"> resourceful revise adapt temporary dominate |
| Differentiating Instruction | | | | |
| English Language Learners "Create an illustrate dictionary" <ul style="list-style-type: none"> ➤ have students identify at least six words in the reading that they are unfamiliar with ➤ have them complete the following steps for each of those words and for each key content term | Below Grade Level Learners "Support the activity" Provide students with a partially completed copy of the matrix from Guide to Reading Notes1 Have students use this matrix it help them match the artifacts on each placard to a cultural region. | Special Education Learners "Model how to analyze a placard" Prior to the activity, project one of the placards and ask " <i>What do you see here? What do these artifacts suggest about the environment of this American Indian cultural region? Look at the four maps in Section 1.3 of your book. Which cultural region do</i> " | Advanced Learners "Create an annotated map" Have students create a three-dimensional annotated map. The map should: <ul style="list-style-type: none"> Clearly show the eight American Indian cultural regions | |



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| <p>a. <i>define it in their own words</i> b. <i>use it in a sentence</i> c. <i>draw a symbol or simple picture to represent it</i></p> | <p>Have students read the corresponding sections and complete the Reading Notes.</p> | <p><i>you think these artifacts are from?</i></p> <p>Reveal the answer and have students add two pieces of information to the matrix in their Reading Notes. Then have students work in pairs to complete the Reading Notes for the corresponding section.</p> | <ul style="list-style-type: none"> • <i>Include physical representations of the land in each cultural region</i> • <i>Reflect the variety of climates in the cultural regions</i> • <i>Display through two-dimensional or three-dimensional objects how American Indians adapted to the environments within each cultural region</i> • <i>Have a key that explains any symbols used on the map</i> |
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| Chapter 2 "European Exploration and Settlement" | | | | |
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| Objectives | Activity | Suggested Time | Materials | Standards |
| Identify the motives behind European exploration of the Americas Explain how Europeans established territorial claims in the Americas Compare the Spanish, French, English, and Dutch settlements in the Americas Describe the impact of European exploration and settlement of the Americas on | Preview | 10 minutes | <ul style="list-style-type: none"> • Interactive Student Notebooks | 6.1.8.A.2.c 6.1.8.B.2.a |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> • History Alive! <i>The United States through Industrialism</i> • Interactive Student Notebooks • Vocabulary Development handout | 6.1.8.B.2.b 6.1.8.C.1.a 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.D.1.a 6.1.8.D.1.b 6.1.8.D.1.c 6.1.8.D.2.b |
| | Visual Discovery | 100-150 minutes (two to three regular periods) | <ul style="list-style-type: none"> • History Alive! <i>The United States through Industrialism</i> • Visuals 2A-2E | 6.2.8.B.4.f 6.8.RH.1 6.8.RH.2 6.8.RH.4 |



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| indigenous peoples and West Africans | | | <ul style="list-style-type: none"> • Student Handouts 2A and 2B | 6.8.RH.5 6.8.RH.6 |
| | Processing | 20 minutes | <ul style="list-style-type: none"> • History Alive! <i>The United States through Industrialism</i> • Interactive Student Notebooks | 6.8.RH.8 6.8.RH.9 6.8.RH.10 6.8.WHST.1.b 6.8.WHST.1.c |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> • Chapter 2 Assessment | 6.8.WHST.1.d 6.8.WHST.1.e 6.8.WHST.2.a 6.8.WHST.2.b 6.8.WHST.2.c 6.8.WHST.2.d 6.8.WHST.2.e 6.8.WHST.2.f 6.8.WHST.3.a 6.8.WHST.4 6.8.WHST.6 6.8.WHST.7 6.8.WHST.8 6.8.WHST.9 6.8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> • Columbian Exchange • slavery • conquistadors • colony • missionaries • coureurs de bois | Academic Vocabulary: | <ul style="list-style-type: none"> • domesticate • revolt • impact technique | |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| Give copies of the visuals and corresponding questions to students the night before you | Support the Processing Give students a template (<i>sample on pg. 25 in Lesson Guide</i>) to assist | Support the Act-it-Outs Consider these tips: - <i>place students in non-</i> | Create illustration from the Perspective of an American Indian Artist | |



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| <p>conduct the activity so that they can be prepared to take part in the discussions the following day.</p> | <p>them with the processing activity.</p> | <p><i>speaking roles</i></p> <ul style="list-style-type: none"> - <i>have students prepare a script by answering the questions on the handout.</i> - <i>tell students which role they will be playing a few days in advance so that they can practice their part</i> | <p>As an alternative to the processing activity, challenge students to draw four pictures that show some feature of European exploration and settlement from the perspective of an American Indian artist living in the 17th century.</p> |
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| Chapter 3 "The English Colonies in North America" | | | | |
|--|---------------------------|--|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Identify the various reasons for the settlement of the British Colonies | Preview | 15minutes | <ul style="list-style-type: none"> • Interactive Student Notebooks • Visual 3 | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b |
| Compare religious practices and the different government systems – including the system set up in the Mayflower Compact – among the colonies | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> • <i>History Live! The United States Through Industrialism</i> • Interactive Student Notebooks • Vocabulary development handout | 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 |
| Collaborate with other to showcase the economic, political, and religious features of a colony Synthesize key information about a colony by writing a postcard from the perspective | Problem Solving Groupwork | 150-200 minutes (3-4 regular periods) | <ul style="list-style-type: none"> • <i>History Live! The United States Through Industrialism</i> • Student Handout 3 • poster board and markers | 6-8.RH.9 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c |



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| of an American colonist | Processing | 20 minutes | <ul style="list-style-type: none"> Interactive Student Notebooks | 6-8.WHST.1.d 6-8.WHST.1.e |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 3 Assessment | 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> mercantilism cash crops charter democratic Mayflower Compact slave trade | Academic Vocabulary: | <ul style="list-style-type: none"> economy isolated authorize proprietor prosperous | |
| Differentiating Instruction | | | | |
| <p>English Language Learners</p> <p>Prepare a cue card</p> <p>For the sales presentations have students prepare cue cards like the sample on page 36 of the Lesson Guide.</p> | <p>Below Grade Level Learners</p> <p>Support the Reading</p> <p>Give students photocopies of the chapter. Have them underline or highlight information in four colors relating to these topics: reason for settlement, geography and climate, religion, and government</p> | <p>Special Education Learners</p> <p>Support the Activity</p> <p>Consider these tips:</p> <ul style="list-style-type: none"> give students a copy of student handout # the day before the activity <p>Add a fifth role of "Sales Manager"</p> | <p>Advanced Learners</p> <p>Conduct Additional Research</p> <p>Have students research more information about their colonies to add to their posters. Require that their posters include descriptions of the colony's founders, a primary source quotation from a founder or colonist, and information about the colony's economic livelihood.</p> | |



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| Chapter 4 "Life in the Colonies" | | | | |
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| Objectives | Activity | Suggested Time | Materials | Standards |
| <p>Analyze primary and secondary sources to learn about various aspects of colonial life, including rights of colonists, religion, education, and life for enslaved African Americans</p> <p>Identify the moral and political ideas of the Great Awakening that led to revolutionary fervor in the American Colonies</p> <p>Summarize how Magna Carta and the English Bill of Rights affected colonists' views of their own rights</p> | Preview | 10-15 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Notebook | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 6-8.RH.9 |
| | Social Studies Skill Builder | 100 minutes (2 regular periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Visual 4 Placards 4A-4H (2 sets) Information Master 4 (1 transparency) | 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d |
| | Processing | 30 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.2.e 6-8.WHST.2.f |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 4 Assessment | 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 |



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| | | | | 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> rights Magna Carta Parliament English Bill of Rights Great Awakening | Academic Vocabulary: | <ul style="list-style-type: none"> contract restore rebel leisure | |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| <p>Annotate the Placards Annotate Placards 4A-4H with points of clarification vocabulary definition, and hints for students as they investigate the historical evidence on each placard.</p> | <p>Adjust the Processing Instead of having students write a newspaper article detailing two or three conclusions about colonial life have them explain just one conclusion.</p> | <p>Support the Processing Consider these tips -provide computer access so that students can type their ideas -allow students to report their answers on a voice recorder -instead of having students write a newspaper article, have them write one or two sentences explaining their conclusions about each placard</p> | <p>Assign a more in-depth processing Challenge students to integrate the information from their Reading Notes into a dramatic story about an 18th century character.</p> | |



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Unit 2: "Revolution in the Colonies"

Essential Questions of Unit 2:

- When is it necessary for citizens to rebel against their government?
- What principles of government are expressed in the Declaration of Independence?
- How was the Continental army able to win the war for independence from Great Britain?

| Chapter 5 "Toward Independence" | | | | |
|--|--|----------------|---|--|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Identify the roots of the nation's blend of civic republicanism, classical liberal principles, and English Parliamentary traditions | Preview | 30 minutes | <ul style="list-style-type: none"> • Short quiz on any topic • Interactive Student Notebook | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook • Vocabulary Development Handout | 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 |
| | Assess the impact of such key events as the French and Indian War, the Boston Massacre, and the battles of Lexington and Concord on colonists' loyalty to the British government | Response Group | 150 minutes (3 regular periods) | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook • Student Handout 5 |
| Analyze several actions of the British government between 1763 and 1775 that built resentment and divided the colonist in the feelings about | | | | |



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| British rule | | | <ul style="list-style-type: none"> Information Master 5A and 5B | 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b |
| | Processing | 30 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.2.c 6-8.WHST.2.d |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 5 Assessment | 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> Militia Tyranny Repeal boycott | Academic Vocabulary: | <ul style="list-style-type: none"> violation retain restricted authority | |
| Differentiating Instruction | | | | |
| <p>English Language Learners</p> <p>Ensure students are prepared for the first meeting</p> <p><i>To make sure student are adequately prepared for the first colonial town meeting have them complete the reading notes for sections 5.2 and 5.3 in small groups</i></p> | <p>Below Grade Level Learners</p> <p>Support the processing</p> <p><i>Give students examples of actual pamphlets. Point out techniques used in the pamphlets to persuade readers, such as colorful pictures, attention-getting titles, and a limited amount of text.</i></p> | <p>Special Education Learners</p> <p>Support the Reading Notes</p> <p><i>Supply students with a copy of Guide to Reading Notes 5, omitting key words and phrases from answers. As students read, have them fill in the missing words and add additional notes in their own words.</i></p> | <p>Advanced Learners</p> <p>Assign each student a historical figure</p> <p><i>Instead of having each group represent one historical figure. Distribute role cards so that each group has three different historical figures – all Patriot, all Loyalists or all Neutralists.</i></p> | |



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| Chapter 6 "The Declaration of Independence" | | | | |
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| Objectives | Activity | Suggested Time | Materials | Standards |
| <p>Identify the final causes, such as the Battle of Breed's Hill and <i>Common Sense</i>, that brought about independence</p> <p>Analyze the principles of government expressed in the Declaration of Independence</p> <p>Recognize how delegates to the Second Continental Congress were able to preserve the slave trade by suppressing Jefferson's attempt to condemn it in the Declaration of Independence</p> | Preview | 15 minutes | <ul style="list-style-type: none"> Interactive Student Notebook Visual 6 | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 |
| | Writing for Understanding | Phase 1 100 minutes (2 regular periods) Phase 2 100 minutes (2 regular periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Student Handouts 6A and 6B Information Master 6A and 6B | 6-8.RH.9 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b |
| | Processing | 20 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.2.c 6-8.WHST.2.d |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 6 Assessment | 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 |
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| | | | | 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> • independence • petition • <i>Common Sense</i> • Declaration of Independence • natural rights | Academic Vocabulary: | <ul style="list-style-type: none"> • debate • impose • policy • fundamental | |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| <p>Modify the Preview</p> <p><i>If students are newcomers from another country they may have knowledge of the but not be able to provide a phrase from it. Modify the preview by providing a well-known excerpt.</i></p> | <p>Create a Glossary of Terms</p> <p><i>Supply students with a list of important terms along with their definitions.</i></p> | <p>Modification</p> <p><i>Reduce the number of excerpts students need to match. Have the students write one paragraph rather than several.</i></p> | <p>Paraphrase the Declaration</p> <p><i>Instead of giving cards from Student Handout 6B have the students rewrite each excerpt in their own words</i></p> <p>Expand the Writing Assignment</p> <p><i>Have students write three paragraphs in support of their thesis rather than two.</i></p> | |



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| Chapter 7 "The American Revolution" | | | | |
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| Objectives | Activity | Suggested Time | Materials | Standards |
| Identify the impact of the American Revolution on other parts of the world Examine the course of the war for independence and the subsequent defeat of the British | Preview | 15 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6.1.8.B.1.a 6.1.8.D.1.a |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 |
| | Experiential Exercise | 50 minutes (1 regular period) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Information Master 7A Four small towels or cloths (1 red and 3 blue) Masking tape Whistle Prizes (optional) | 6-8.RH.8 6-8.RH.9 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f |
| | Processing | 25 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.3 |



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| | | | <ul style="list-style-type: none"> • Student Handout 7B | 6-8.WHST.4 6-8.WHST.6 |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> • Chapter 7 Assessment | 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> • American Revolution • Continental army • Strategy • ally | Academic Vocabulary: | <ul style="list-style-type: none"> • democracy • rebellion • issue • crucial | |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| <i>Partner up for the reading notes</i> | <i>Model how to complete the Reading Notes</i> | Assign Student reporters <i>Have students who are physically unable to participate serve as on-the-scene reporters</i> | Research the Revolution <i>Challenge student to complete in-depth library or Internet research on a single battle of the American Revolution.</i> | |



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Unit 3: “Forming a New Nation”

Essential Questions of Unit 3:

- What compromises emerged from the Constitutional Convention?
- How has the Constitution created “a more perfect Union”?
- What rights and freedoms does the Bill of Rights protect and why are they important?

| Chapter 8 “Creating the Constitution” | | | | |
|--|------------------------|-------------------------------------|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Analyze the effectiveness of the Articles of Confederation | Preview | 30 minutes | <ul style="list-style-type: none"> • Interactive Student Notebook • radio • Information Master 8A | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 |
| Explain how the Northwest Ordinance helped establish new territory for the United States | | | | |
| Determine the cause of Shay’s Rebellion and its effects on the new nation | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook • Vocabulary Development Handout | 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 6-8.RH.9 6-8.RH.10 |
| Identify the main points of contention during the development of the Constitution, the arguments surrounding them, and their resolutions | | | | |
| | Experiential Exercise | 100-150 minutes (3 regular periods) | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook | 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

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| Describe the role of such leaders as George Washington and Roger Sherman in the writing and ratification of the Constitution | | | <ul style="list-style-type: none"> • Visual 8 • Student Handouts 8A and 8C • Information Master 8B | 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d |
| | Processing | 25 minutes | <ul style="list-style-type: none"> • Interactive Student Notebook | 6-8.WHST.2.e 6-8.WHST.2.f |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> • Chapter 8 Assessment | 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> • Articles of Confederation • Northwest Territory • Northwest Ordinance • Constitutional Convention • Enlightenment • Republic • Constitution Great Compromise • Three-Fifths Compromise • Electoral College • Ratify • <i>The Federalist Papers</i> | Academic Vocabulary: | <ul style="list-style-type: none"> • committed • liberal • framework • contradiction | |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| Eliminate the Role Cards | Have Delegated Work in Pairs | Create Cue Cards | Create Delegate Caricatures | |
| <i>Have students debate the issue</i> | <i>Divide students into pairs and give</i> | <i>Have student create a set of cue cards</i> | <i>Have student conduct research and</i> | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

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| <p><i>from their own perspective rather than from the perspective of a delegate</i></p> | <p><i>each pair one role card. Tell pairs to take turns talking during the conversations</i></p> | <p><i>with key points that they can use during the convention to prompt their memory or to read from directly</i></p> | <p><i>create caricatures with labels detailing the delegates background beliefs about the issues debated at the convention</i></p> <p>Analyze Murals</p> <p><i>Have students find images of the two Barry Faulkner murals and have students analyze the murals addressing the questions on page 116 in the Lesson Guide</i></p> |
|---|--|---|--|

| Chapter 9 "The Constitution: A More Perfect Union" | | | | |
|---|------------------------|---|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| <p>Identify the main features of the Constitution and describe the basic lawmaking process</p> <p>Analyze how the Constitution divides powers among various levels and branches and preserves individual rights</p> <p>Explain how the guiding principles of the Constitution have created "a more perfect Union" and resulted in a government that can adapt</p> | Preview | 10 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6.1.8.B.1.a 6.1.8.D.1.a |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 |
| | Experiential Exercise | 75-100 minutes (1.5 -2 regular periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook | 6-8.RH.7 6-8.RH.8 6-8.RH.9 6-8.RH.10 |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

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| to changing times | | | <ul style="list-style-type: none"> • Student Handouts 9A-9C • Information Master 9 • 30 envelopes | 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e |
| | Processing | 20 minutes | <ul style="list-style-type: none"> • Interactive Student Notebook | 6-8.WHST.2.a 6-8.WHST.2.b |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> • Chapter 9 Assessment | 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> • popular sovereignty • legislative branch • executive branch • judicial branch • judicial review • checks and balances • interstate commerce • federalism • majority rule • interest group | Academic Vocabulary: | <ul style="list-style-type: none"> • ingenious • domestic • diverse • discriminate • function | |
| Differentiating Instruction | | | | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners |
|---|---|--|---|
| <p>Condense the Preview Provide a Template for the Processing (see pg 128 of Lesson Guide)</p> | <p>Examine fewer cards Modify the Processing</p> | <p>Support the Activity</p> <p><i>Give student the article number for each of the questions from the Constitutional Exam Cards.</i></p> | <p>Use only the Constitution</p> <p>Write to a Local official</p> |

| Chapter 10 "The Bill of Rights" | | | | |
|--|------------------------|--------------------------------------|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Compare their own desire for rights and the founders' work to add a bill of rights to the Constitution | Preview | 10 minutes | <ul style="list-style-type: none"> Interactive Student Notebook Information Master 8A | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b |
| Identify key rights and freedoms protected by the Bill of Rights and explain why those freedoms are important in their own lives | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 |
| Research news articles that show the functions of a free press in a democracy | Response Group | 50-100 minutes (1-2 regular periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Visual 10A-10F | 6-8.RH.9 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c |
| Debate landmark Supreme Court cases to determine whether the rights and | | | | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

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| freedoms protected by the Bill of Rights relate to the issues involved | Processing | 30 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.1.d 6-8.WHST.1.e |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 10 Assessment | 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> Bill of Rights warrant double jeopardy self-incrimination due process defendent | Academic Vocabulary: | <ul style="list-style-type: none"> controversial guarantee deprive compensation | |
| Differentiating Instruction | | | | |
| <p>English Language Learners</p> <p>Annotate the Cases</p> <p><i>Provide a copy of each case with important facts highlighted and vocabulary words annotated</i></p> | <p>Below Grade Level Learners</p> <p>Brainstorm Arguments as a Class</p> <p><i>After reading each case clarify any challenging vocabulary. As a class brainstorm arguments in favor of the person in the case not having the right or freedom and arguments against. Then have students discuss in their groups which side – for or</i></p> | <p>Special Education Learners</p> <p>Provide an Alternative Processing</p> <p><i>Have students choose the amendment in the Bill of Rights that they think is most important or has the greatest impact on their daily life</i></p> | <p>Advanced Learners</p> <p>Write a New Amendment</p> <p><i>Have students propose their own amendments to the Constitution.</i></p> | |



**Medford Lakes School District
Social Studies Curriculum Guide - Grade 8**

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

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| | <i>against – is most strongly supported by the cited amendment(s)</i> | | |
|--|---|--|--|

Unit 4: “Launching the New Republic”

Essential Questions of Unit 4:

- How did the Federalist and Republican visions for the United States differ?
- To what extent should the United States have become involved in world affairs in the early 1800s?
- What did it mean to be an American in the early 1800s?
- How well did President Andrew Jackson promote democracy?

| Chapter 11 “Political Developments in the Early Republic” | | | | |
|--|------------------------|----------------|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Represent the key positions of Federalists and Republicans in a debate, taking on the roles of Alexander Hamilton and Thomas Jefferson | Preview | 15 minutes | <ul style="list-style-type: none"> • Interactive Student Notebook • CD Tracks 1 and 2 • Information Master 11A | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 |
| Analyze Washington’s attitude toward the role of the federal government in the Whiskey Rebellion and in his Farewell Address | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook • Vocabulary Development | 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

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| Identify the positions of Federalists and Republicans in the election of 1800 | | | Handout | 6-8.RH.8 6-8.RH.9 6-8.RH.10 |
| | Experiential Exercise | 50-75 minutes (1-1.5 regular periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Information Master 11B Student Handout 11 | 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b |
| | Processing | 20 minutes | <ul style="list-style-type: none"> Interactive Student Notebook CD Tracks 3 and 4 | 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 11 Assessment | 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> Whiskey Rebellion Washington's Farewell Address loose construction strict construction sedition nullify states' rights theory | Academic Vocabulary: | <ul style="list-style-type: none"> reluctant finance accumulate eloquent resolution | |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| Provide Definitions for the | Support the Reading and the | Give students Talk-it-out Prompts | Write a Dialogue | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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Text/Program: *History Alive! "The United States Through Industrialism"*

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| <p>Preview Songs</p> | <p>Processing</p> <p><i>Give students photocopies of the chapter and have them highlight information relating to the Federalists in one color and information relating to the Republics in a second color.</i></p> | <p><i>The day before the activity assign students a role and give them a copy of Information Master 11B. Instruct students to prepare possible responses to each set of prompts on an index card and allow them to use the cards during the debate.</i></p> | <p><i>See page 159 of the Lesson Guide</i></p> |
|-----------------------------|---|---|--|

| <p>Chapter 12 "Foreign Affairs in the Young Nation"</p> | | | | |
|--|-------------------------------|------------------------------|---|--|
| <p>Objectives</p> | <p>Activity</p> | <p>Suggested Time</p> | <p>Materials</p> | <p>Standards</p> |
| <p>Propose solutions to early U.S. foreign policy challenges, then compare with real decisions and evaluate them</p> | <p>Preview</p> | <p>20 minutes</p> | <ul style="list-style-type: none"> • Interactive Student Notebook • Visual 12A | <p>6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b</p> |
| <p>Identify major events of the War of 1812 and sequence on a timeline</p> | <p>Vocabulary Development</p> | <p>30-40 minutes</p> | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook | <p>6.2.8.D.1.c 6-8.RH.1 6-8.RH.2</p> |
| <p>Explain the intent of the Monroe Doctrine</p> | | | <ul style="list-style-type: none"> • Vocabulary Development Handout | <p>6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7</p> |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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|--|---|--|---|---|
| | Response Group | 100-150 minutes (2-3 class periods) | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook • Visual 12B-12E | 6-8.RH.8 6-8.RH.9 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c |
| | Processing | 20 minutes | <ul style="list-style-type: none"> • Interactive Student Notebook | 6-8.WHST.1.d 6-8.WHST.1.e |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> • Chapter 12 Assessment | 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> • neutrality • isolationism • embargo • blockade | | Academic Vocabulary: | <ul style="list-style-type: none"> • signify • pursue • cease • liberate |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| Create Cue Cards <i>During the response groups activity have students create cue</i> | Modify the Reading Notes | Reduce the Options for Each Dilemma <i>Provide only two or three foreign</i> | Write a Eulogy | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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| <p><i>cards like the one shown on page 170 of the Lesson Guide</i></p> | | <p><i>policy options for each dilemma on visuals 12B-12E</i></p> | |
|--|--|--|--|

| <p>Chapter 13 “A Growing Sense of Nationhood”</p> | | | | |
|---|---|---|--|---|
| <p>Objectives</p> | <p>Activity</p> | <p>Suggested Time</p> | <p>Materials</p> | <p>Standards</p> |
| <p>Describe Henry Clay’s American System</p> <p>Identify themes in American art, music, and literature including works by Washington Irving, James Fenimore Cooper, and Henry Wadsworth Longfellow</p> <p>Identify ways in which politics and popular culture reflected America’s growing national identity</p> | <p>Preview</p> <p>Vocabulary Development</p> <p>Writing for Understanding</p> | <p>15 minutes</p> <p>30-40 minutes</p> <p>150-200 minutes (3-4 class periods)</p> | <ul style="list-style-type: none"> • Interactive Student Notebook • CD Track 5 • Visual 13 • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook • Vocabulary Development Handout • <i>History Alive! The United States Through Industrialism</i> • CD Track 6 • Placards 13A-13E (2 sets) | <p>6.1.8.B.1.a</p> <p>6.1.8.D.1.a</p> <p>6.2.8.A.1.a</p> <p>6.2.8.D.1.b</p> <p>6.2.8.D.1.c</p> <p>6-8.RH.1</p> <p>6-8.RH.2</p> <p>6-8.RH.4</p> <p>6-8.RH.5</p> <p>6-8.RH.6</p> <p>6-8.RH.7</p> <p>6-8.RH.8</p> <p>6-8.RH.9</p> <p>6-8.RH.10</p> <p>6-8.WHST.1</p> <p>6-8.WHST.1.a</p> <p>6-8.WHST.1.b</p> <p>6-8.WHST.1.c</p> <p>6-8.WHST.1.d</p> <p>6-8.WHST.1.e</p> |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

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| | | | <ul style="list-style-type: none"> Information Masters 13A-13C Student Handouts 13A-13C | 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d |
| | Processing | 20 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.2.e 6-8.WHST.2.f |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 13 Assessment | 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> frontier capitalism American System folk art spiritual | Academic Vocabulary: | <ul style="list-style-type: none"> proclaim emerge distinct stereotype | |
| Differentiating Instruction | | | | |
| English Language Learners Provide Key Definitions <i>For the preview activity give student the definitions listed on page 181 of the Lesson Guide</i> Choose one Excerpt | Below Grade Level Learners Condense the Writing Assignment | Special Education Learners Appoint a Caller <i>During the cotillion have a student take on the roll of "caller" and announce each group's number in turn</i> Have students Make Instruments | Advanced Learners Expand the Writing Assignment <i>Require that students incorporate two or three quotations from Alexis de Tocqueville.</i> | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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Text/Program: *History Alive! "The United States Through Industrialism"*

| Chapter 14 "Andrew Jackson and the Growth of American Democracy" | | | | |
|---|------------------------|-------------------------------------|--|--|
| Objectives | Activity | Suggested Time | Materials | Standards |
| <p>Describe the perspectives of various groups of people in response to Jackson and his key policies</p> <p>Assess the impact of Jackson's policies on the outcome of events</p> <p>Evaluate how well Jackson promoted democracy, citing both his positive and negative contributions</p> | Preview | 15 minutes | <ul style="list-style-type: none"> Interactive Student Notebook CD Tracks 1 and 7 Visual 14A | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 6-8.RH.9 6-8.RH.10 |
| | Visual Discovery | 100-150 minutes (2-3 class periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Visual 14B-14F Student Handout 14 Sheet of white poster board | 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d |
| | Processing | 20 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.2.e 6-8.WHST.2.f |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 14 Assessment | 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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| | | | | 6-8.WHST.9 6-8.WHST.10 | |
| Key Content Terms: | <ul style="list-style-type: none"> • Jacksonian Democracy • civil servant • spoils system • tariff • secede • Trail of Tears | Academic Vocabulary: | <ul style="list-style-type: none"> • Ignorant • Dispute • voluntarily | | |
| Differentiating Instruction | | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | | |
| <p>Introduce Key Groups</p> <p><i>Prior to the activity review with students the terms listed on page 193 of the Lesson Guide</i></p> | <p>Highlight Key Information</p> <p><i>Give student photocopies of the chapter. Have them highlight information pertaining to common people in one color and to the upper class people in a second color.</i></p> | <p>Support the Act-it outs</p> | <p>Brainstorm Other Heroes and Villains</p> | | |



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Social Studies Curriculum Guide - Grade 8**

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Unit 5: “An Expanding Nation”

Essential Questions of Unit 5:

- How justifiable was U.S. expansion in the 1800s?
- What were the motives, hardships, and legacies of the groups that moved west in the 1800s?
- How have Mexicano contributions influenced life in the United States?

| Chapter 15 “Manifest Destiny and Growing Nation” | | | | |
|--|------------------------|-------------------------------|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Describe the changing boundaries of the United States throughout the 1800s Analyze the causes, events, and effects of the Texas War for independence and Mexican-American War Determine the effects of manifest destiny on westward expansion in the 1800s Evaluate the incentives for territorial expansion and the methods used to acquire these lands in the 1800s | Preview | 15 minutes | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook • Visual 15 | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook • Vocabulary Development Handout | 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 6-8.RH.9 6-8.RH.10 |
| | Response Group | 100 minutes (2 class periods) | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook | 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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| | | | <ul style="list-style-type: none"> Information Masters 15A-15F | 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| | Processing | 25 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook | |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 15 Assessment | |
| Key Content Terms: | <ul style="list-style-type: none"> territory diplomacy Texas War for Independence Annex Manifest destiny Mexican-American War | Academic Vocabulary: | <ul style="list-style-type: none"> Divine Justifiable dictator | |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| Give Extra Vocabulary Support | Use Labels During the Act-it outs | Create Cloze Reading Notes | Assign a More In-Depth Processing | |
| Create Cue Cards | <i>Help students make connections between the performances and the reading by labeling each historical location and having actors make and wear name tags for their historical characters</i> | <i>Give student a copy of Reading Notes 15 with partial answers.</i> | <i>Have student create an original and detailed allegorical image.</i> | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

| Chapter 16 "Life in the West" | | | | |
|---|---------------------------|-------------------------------|---|--|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Analyze the motives, hardships, and economic incentives associated with westward expansion Describe the role of pioneer women and the new status that western women achieved | Preview | 15 minutes | <ul style="list-style-type: none"> Interactive Student Notebook CD Track 8 Visual 16A Information master 16 | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 6-8.RH.9 6-8.RH.10 |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 |
| | Problem Solving Groupwork | 150 minutes (3 class periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Visual 16B-16I Student Handout 16 | |
| | Processing | 30 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

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|---|---|--|---|---|
| | | | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.4 6-8.WHST.6 |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 16 Assessment | 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> Lewis and Clark Expedition legacy rancho Oregon Trail Mormons Forty-niners | Academic Vocabulary: | <ul style="list-style-type: none"> motive stimulate status prospect persecuted | |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| Eliminate Dialogue in the Minidramas | Complete Reading Notes During the Minidramas Provide an Example of the Processing | Modify the Reading Notes <i>Replace the Reading Notes with a chart shown on page 222 of the Lesson Guide</i> | Lengthen the Processing <i>Have student write a stanza for each of the eight groups they learned about</i> | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

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| Chapter 17 "Mexicano Contributions to the Southwest" | | | | |
|---|------------------------------|-------------------------------|--|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Identify the effects of the Mexican-American War on Mexicanos Analyze the influence of Mexicano contributions on the cultures and economy of the Southwest in the 1800s and the United States today Demonstrate an understanding of Mexicano contributions in their communities | Preview | 10 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6.1.8.B.1.a 6.1.8.D.1.a |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 |
| | Social Studies Skill Builder | 100 minutes (2 class periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Visual 17 Placards 17A-17I (2 sets) Information Master 17 | 6-8.RH.7 6-8.RH.8 6-8.RH.9 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a |
| | Processing | 30 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.2.b 6-8.WHST.2.c |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 17 Assessment | 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

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| | | | | |
|--------------------------------------|---|---|--|---|
| | | | | 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> • Mexicanos • irrigation | Academic Vocabulary: | <ul style="list-style-type: none"> • tradition • accompaniment • possession | |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| Give Extra Vocabulary Support | Illustrate the Reading Notes | Highlight the Reading | Write a New Chapter Section | |
| | <i>Rather than requiring student to answer in complete sentences allow students to make and label sketches in the Reading Notes</i> | <i>Provide students with copies of Sections 17.2 to 17.10 to use for their Reading Notes.</i> | | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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Unit 6: “Americans in the Mid-1800s”

Essential Questions of Unit 6:

- To what extent did the reform movements of the mid-1800s improve life for Americans?
- How was life in the North different from life in the South?
- How did African Americans face slavery and discrimination in the mid-1800s?

| Chapter 18 “An Era of Reform” | | | | |
|--|------------------------|--------------------------------|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Analyze how transcendentalism contributed to the spirit of reform | Preview | 15 minutes | <ul style="list-style-type: none"> • Interactive Student Notebook • Visual 18 | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b |
| Describe the conditions in prisons and schools for slaves and for women in the mid-1800s and identify the reform movements that resulted | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook • Vocabulary Development Handout | 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 |
| Evaluate how well reform movements improved life for Americans | Response Group | 75 minutes (1.5 class periods) | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Student Handouts 18A and 18B • Information Master 18 | 6-8.RH.9 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c |
| Explain the contributions of such reformers as Horace Mann, William Lloyd Garrison, Frederick Douglas, and | | | | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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| | | | | |
|---|---|---|---|--|
| <p>Elizabeth Cady Stanton</p> <p>Debate the degree to which the grievances from the Declaration of Sentiments have been redressed today</p> | <p>Processing</p> | <p>20 minutes</p> | <ul style="list-style-type: none"> Interactive Student Notebook | <p>6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10</p> |
| <p>Key Content Terms:</p> | <ul style="list-style-type: none"> reform Second Great Awakening transcendentalism abolitionist Seneca Falls Convention Declaration of Sentiments | <p>Academic Vocabulary:</p> | <ul style="list-style-type: none"> intuition conform individualism devote | |
| <p>Differentiating Instruction</p> | | | | |
| <p>English Language Learners</p> <p>Provide an Alternative Preview</p> <p>Provide Paraphrased Excerpts</p> | <p>Below Grade Level Learners</p> <p>Highlight Main Ideas</p> <p><i>Give student photocopies of the chapter and assist in highlighting the important information</i></p> | <p>Special Education Learners</p> <p>Support the Activity</p> <p><i>Consider the suggestions/tips on page 245 in the Lesson Guide</i></p> | <p>Advanced Learners</p> <p>Write a Letter to a Reformer</p> | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

| Chapter 19 "The Worlds of North and South" | | | | |
|--|------------------------|-------------------------------|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| <p>Analyze images to hypothesize how the geographies, economies, types of transportation, and societies differed in the North and South</p> <p>Compare the economies and societies of the North and South by re-creating scenes from the two regions</p> <p>Explain the effects of new inventions and manufacturing methods on the North and South</p> <p>Examine the geographic, economic, and political factors involved in building a network of roads, canals, and railroads</p> | Preview | 10 minutes | <ul style="list-style-type: none"> Interactive Student Notebook Visual 19A | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 |
| | Visual Discovery | 100 minutes (2 class periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Visual 19B-19E CD Tracks 9 and 10 Student Handout 19 | 6-8.RH.9 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b |
| | Processing | 20 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.2.c 6-8.WHST.2.d |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 19 Assessment | 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 |
| | | | | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

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|---|--|---|--|--|--|
| | | | | 6-8.WHST.9 6-8.WHST.10 | |
| Key Content Terms: | <ul style="list-style-type: none"> • deforestation • agrarian • plantation • cotton gin • Industrial Revolution • Industrialist • immigrant | Academic Vocabulary: | <ul style="list-style-type: none"> • manual • innovation • drastic • internal • hostility | | |
| Differentiating Instruction | | | | | |
| English Language Learners | | Below Grade Level Learners | | Special Education Learners | |
| Offer Additional Support for the Activity <i>See page 264 of the Lesson Guide</i> | | Supply Partially Completed Reading Notes Model How to Complete a Spoke Diagram | | Annotate Visual 19A | |
| | | | | Advanced Learners Create a Vennn Diagram <i>See page 264 of the Lesson Guide</i> | |

| Chapter 20 "African Americans in the Mid-1800s" | | | | |
|--|-----------------|-----------------------|--|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Compare lives and opportunities of free blacks in the North with those of free blacks in the South | Preview | 15 minutes | <ul style="list-style-type: none"> • Interactive Student Notebook • Visual 20 • CD Track 10 | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

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| | | | | |
|--|---|-------------------------------------|--|--|
| Describe Aspects of slave life and forms of resistance to slavery Describe and illustrate how slaves faced slavery and discrimination | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Placards 20A-20H Interactive Student Notebook Vocabulary Development Handout | 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 6-8.RH.9 6-8.RH.10 6-8.WHST.1 |
| | Writing for Understanding | 150-200 minutes (3-4 class periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Information Master 20 Student Handouts 20A and 20B | 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c |
| | Processing | 20 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 20 Assessment | 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> racism discrimination segregation Underground Railroad Nat Turner's Rebellion oppression | Academic Vocabulary: | <ul style="list-style-type: none"> reformer passive sympathetic evident | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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Text/Program: *History Alive! "The United States Through Industrialism"*

| Differentiating Instruction | | | |
|-------------------------------|---|---|--|
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners |
| Supply Paraphrased Quotations | Support the Processing Activity <i>Have students complete only one of the three journal entries.</i> | Model How to Analyze a Quotation and an Image | Analyze Additional Quilt Blocks <i>See page 274 of the Lesson Guide</i> |

Unit 7: “The Union Challenged”

Essential Questions of Unit 7:

- Which events of the mid-1800s kept the nation together and which events pulled it apart?
- What factors and events influenced the outcome of the Civil War?
- To what extent did Reconstruction bring African Americans closer to full citizenship?

| Chapter 21 “A Dividing Nation” | | | | |
|---|------------------------|----------------|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Identify the regulations on slavery in the Northwest Ordinance Trace the effects of territorial expansion on the debate over slavery | Preview | 10 minutes | <ul style="list-style-type: none"> • Interactive Student Notebook | 6.1.8.B.1.a 6.1.8.D.1.a |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook | 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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Text/Program: *History Alive! "The United States Through Industrialism"*

| | | | | |
|--|---|-------------------------------------|--|---|
| Analyze the impact of key events on the antislavery movements and on the Union | | | <ul style="list-style-type: none"> Vocabulary Development Handout | 6-8.RH.4 6-8.RH.5 6-8.RH.6 |
| | Response Group | 150-200 minutes (3-4 class periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Visuals 21A-21G Student Handout 21 | 6-8.RH.7 6-8.RH.8 6-8.RH.9 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d |
| | Processing | 25 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.1.e 6-8.WHST.2.a |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 21 Assessment | 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> Union Missouri Compromise fugitive Wilmot Proviso Compromise of 1850 Kansas-Nebraska Act Dred Scott decision Lincoln Douglas debates | Academic Vocabulary: | <ul style="list-style-type: none"> confront ensure faction | |



Medford Lakes School District
Social Studies Curriculum Guide - Grade 8

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Text/Program: *History Alive! "The United States Through Industrialism"*

| Differentiating Instruction | | | |
|---|---|---|---|
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners |
| <p>Preview the Images</p> <p><i>Give students photocopies of Visuals 21A to 21G and corresponding questions the night before the activity</i></p> <p>Complete the Processing in Pairs</p> | <p>Draw the Preview</p> <p>Provide an Example of the Processing</p> | <p>Provide Additional Support for the Act-It-Outs</p> <p><i>See page 294 of the Lesson Guide</i></p> | <p>Assign Historical Roles in Act-it-out</p> <p>Expand Act-it –out</p> <p><i>See page 294 of the Lesson Guide</i></p> |

| Chapter 22 “The Civil War” | | | | |
|--|------------------------|----------------|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Compare the strengths and weaknesses of the Union and Confederacy at the outbreak of the Civil War to predict the outcome of the war | Preview | 20 minutes | <ul style="list-style-type: none"> Interactive Student Notebook Visual 22A and 22B | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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| | | | | |
|---|--|-----------------------------|--|--|
| <p>Draw connections between significant writings and speeches of Abraham Lincoln and the Declaration of Independence</p> <p>Identify the views of leaders on both sides and compare and contrast the experiences of white and black Union soldiers</p> <p>Examine the critical battles and events of the war and connect them to the Union's Anaconda Plan</p> <p>Explain how key events of the Civil War like the Battle of Gettysburg affected soldiers and civilians</p> | | | <ul style="list-style-type: none"> Interactive Student Notebook Vocabulary Development Handout | <p>6-8.RH.2</p> <p>6-8.RH.4</p> <p>6-8.RH.5</p> <p>6-8.RH.6</p> <p>6-8.RH.7</p> |
| | Experiential Exercise | 50 minutes (1 class period) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Visual 22C-22E CD Tracks 11-13 Student Handouts 22A-22D | <p>6-8.RH.8</p> <p>6-8.RH.9</p> <p>6-8.RH.10</p> <p>6-8.WHST.1</p> <p>6-8.WHST.1.a</p> <p>6-8.WHST.1.b</p> <p>6-8.WHST.1.c</p> <p>6-8.WHST.1.d</p> <p>6-8.WHST.1.e</p> <p>6-8.WHST.2.a</p> <p>6-8.WHST.2.b</p> <p>6-8.WHST.2.c</p> <p>6-8.WHST.2.d</p> |
| | Processing | 20 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | <p>6-8.WHST.2.e</p> <p>6-8.WHST.2.f</p> <p>6-8.WHST.3</p> <p>6-8.WHST.4</p> <p>6-8.WHST.6</p> <p>6-8.WHST.7</p> <p>6-8.WHST.8</p> <p>6-8.WHST.9</p> <p>6-8.WHST.10</p> |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 22 Assessment | |
| | | | | |
| Key Content Terms: | <ul style="list-style-type: none"> Confederacy civil war Emancipation Proclamation habeas corpus Gettysburg Address Appomattox Court House | Academic Vocabulary: | <ul style="list-style-type: none"> technological perpetual crisis assert reinforcements | |
| Differentiating Instruction | | | | |



**Medford Lakes School District
Social Studies Curriculum Guide - Grade 8**

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| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners |
|---|--|--|---|
| <p>Make Connections to the Preview</p> | <p>Revise the Processing Activity</p> <p><i>Have the students write a journal entry from the perspective of a soldier at the Battle of Gettysburg</i></p> | <p>Take the Role of Civil War Photographer</p> <p><i>See page 308 of the Lesson Guide</i></p> | <p>Write Letters to Civil War Soldiers</p> |

| Chapter 23 "The Reconstruction Era" | | | | |
|---|------------------------|-------------------------------|--|--|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Cite purposes and examples of black codes | Preview | 10 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b |
| Identify the effects of the Freedmen's Bureau | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> | 6.2.8.D.1.c 6-8.RH.1 |
| Examine the Thirteenth, Fourteenth, and Fifteenth Amendments and their role in Reconstruction | | | <ul style="list-style-type: none"> Interactive Student Notebook Vocabulary Development Handout | 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 |
| Trace the relationship between President Johnson and Congress | Visual Discovery | 150 minutes (3 class periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> | 6-8.RH.9 6-8.RH.10 |
| Illustrate the effects of Reconstruction on African Americans' pursuit of full | | | <ul style="list-style-type: none"> Interactive Student Notebook Visuals 23A- 23D | 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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Text/Program: *History Alive! "The United States Through Industrialism"*

| | | | | |
|--|--|---|---|---|
| citizenship Identify the factors that caused African Americans to leave the South | | | <ul style="list-style-type: none"> • Student Handout 23 • Small sticky notes | 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b |
| | Processing | 25 minutes | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook | 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> • Chapter 23 Assessment | 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> • Reconstruction • Thirteenth Amendment • Freedmen’s Bureau • black codes • civil rights • Fourteenth Amendment • Fifteenth Amendment • Jim Crow laws | Academic Vocabulary: | <ul style="list-style-type: none"> • resolve • so-called • tolerate | |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| Preview the Images | Highlight the Reading | Support the Act-it-out <i>See page 321 of the Lesson Guide</i> | Use an Alternate Preview Have students Research Thomas Nast | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

Unit 8: “Migration and Industry”

Essential Questions of Unit 8:

- How did settlers change the West and affect American Indians?
- Did the benefits of industrialism outweigh the costs?
- What was life like for immigrants in the early 1900s?

| Chapter 24 “Tensions in the West” | | | | |
|---|---------------------------|-------------------------------------|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Identify the groups that came west following the Civil War, the reasons they came, and their roles in changing the West | Preview | 15 minutes | <ul style="list-style-type: none"> • Interactive Student Notebook | 6.1.8.B.1.a 6.1.8.D.1.a |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook • Vocabulary Development Handout | 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 |
| Evaluate the effects of western settlement on American Indians | Problem Solving Groupwork | 100-150 minutes (2-3 class periods) | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> | 6-8.RH.7 6-8.RH.8 6-8.RH.9 |
| Describe the clash between American Indians and settlers that resulted from settlement of the frontier | | | <ul style="list-style-type: none"> • Interactive Student Notebook • CD Track 14 • Visuals 24A-24E | 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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Text/Program: *History Alive! "The United States Through Industrialism"*

| | | | | |
|---|--|--|---|---|
| | | | <ul style="list-style-type: none"> • Student Handouts 224A and 24B | 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| | Processing | 20 minutes | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook | |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> • Chapter 24 Assessment | |
| Key Content Terms: | <ul style="list-style-type: none"> • reservation • homesteader • transcontinental railroad • subsidy | Academic Vocabulary: | <ul style="list-style-type: none"> • acknowledge • civilized | |
| Differentiating Instruction | | | | |
| English Language Learners Paraphrase the Verses <i>See page 341 of the Lesson Guide</i> | Below Grade Level Learners Support the Processing Activity <i>See page 341 of the Lesson Guide</i> | Special Education Learners Support the Music Video <i>Have students underline the verbs in their assigned verses</i> <i>Add a fifth role of "stage director"</i> <i>Assign group members their lines prior to the activity</i> | Advanced Learners Create Venn Diagrams <i>After students complete their Reading Notes have them create a Venn diagram comparing the Nez Perce with the Sioux Indians.</i> | |



**Medford Lakes School District
Social Studies Curriculum Guide - Grade 8**

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

| Chapter 25 "The Rise of Industry" | | | | |
|--|------------------------|-----------------------------|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Replicate assembly-line work and describe the working conditions of the period Explain how industrialists, with government encouragement, created big businesses Compare the costs and benefits of industrialization and urbanization and identify the effects of urbanization on the nation Evaluate the success of the labor movement in improving conditions Identify inventors and evaluate the impact of their inventions | Preview | 25 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6.1.8.B.1.a 6.1.8.D.1.a |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 |
| | Experiential Exercise | 50 minutes (1 class period) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> CD Track 9 Information Master 25 8.5" x 11" scrap paper 8.5" x 11" plain white paper crayons and colored pencils | 6-8.RH.7 6-8.RH.8 6-8.RH.9 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c |
| | Processing | 40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook | 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 25 Assessment | 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 |
| | | | | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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|--|---|--|---|---------------------------|--|
| | | | | 6-8.WHST.9 6-8.WHST.10 | |
| Key Content Terms: | <ul style="list-style-type: none"> • entrepreneur • laissez-faire • mass production • corporation • trust • monopoly • urbanization • labor union | Academic Vocabulary: | <ul style="list-style-type: none"> • invest • initial • urban • rural | | |
| Differentiating Instruction | | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | | |
| <p>Provide an Overview of the Activity</p> <p><i>See page 354 of the Lesson Guide</i></p> | <p>Simplify the Processing</p> <p><i>As an alternative Processing Activity have student answer the questions listed on page 354 of the Lesson Guide</i></p> | <p>Assign an Alternate Role</p> | <p>Write a Reflection of the Triangle Fire</p> | | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

Written by: Carole Ramage

Text/Program: *History Alive! "The United States Through Industrialism"*

| Chapter 26 "The Great Wave of Immigration" | | | | |
|---|---------------------------|-------------------------------------|---|--|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Compare and contrast experiences of immigrant groups Describe the journeys of immigrants to the United States Interpret and express what life was like for U.S. immigrants Explain why nativism surged in this period and how Congress responded | Preview | 15 minutes | <ul style="list-style-type: none"> Interactive Student Notebook Masking tape or a rope | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 |
| | Writing for understanding | 100-150 minutes (2-3 class periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Student Handout 26 | 6-8.RH.9 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d |
| | Processing | 20 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook | 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 26 Assessment | 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 |
| | | | | |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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| | | | | | |
|------------------------------------|--|---|---|---------------------------|--|
| | | | | 6-8.WHST.9 6-8.WHST.10 | |
| Key Content Terms: | <ul style="list-style-type: none"> • refugee • assimilation • pogrom • passport • nativism • quota | Academic Vocabulary: | <ul style="list-style-type: none"> • reinforce • mutual • enrich | | |
| Differentiating Instruction | | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | | |
| Create a Personal Scrapbook | Condense the Scrapbook | Prepare student for the Preview | Create a Political Cartoon | | |
| | | <i>Before class describe the Preview activity to the students. Assign them their desired role and have them prepare answers to the questions you will ask</i> | | | |



**Medford Lakes School District
Social Studies Curriculum Guide - Grade 8**

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Text/Program: *History Alive! "The United States Through Industrialism"*

Unit 9: “A Modern Nation Emerges”

Essential Questions of Unit 9:

- Did the progressives improve life in the United States?
- Should U.S. actions in world affairs around the turn of the 20th century be praised or condemned?
- What changes since 1914 have shaped how we live today?

| Chapter 27 “The Progressive Era” | | | | |
|---|------------------------|-------------------------------|---|---|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Determine the impact of the National Grange and the Populist Party | Preview | 10-15 minutes | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook • CD Track 15 | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 |
| Discuss industrialists’ laissez-faire ideals | | | | |
| Describe the effects of urbanization and industrialization on the environment and society | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook • Vocabulary Development Handout | 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 6-8.RH.9 6-8.RH.10 |
| Analyze the success of Progressive reforms in the areas of government, child labor, workers’ rights, conservation, equal rights for African Americans, and women’s suffrage | Response Group | 100 minutes (2 class periods) | <ul style="list-style-type: none"> • <i>History Alive! The United States Through Industrialism</i> • Interactive Student Notebook | 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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|-------------------------------------|---|---|---|---|
| | | | <ul style="list-style-type: none"> Information Master 27 Student Handouts 27A and 27B | 6-8.WHST.1.e 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c |
| | Processing | 20 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.2.d 6-8.WHST.2.e |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 27 Assessment | 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> Progressive movement National Grange Populist Party platform regulation conservation suffrage | Academic Vocabulary: | <ul style="list-style-type: none"> dictate radical vague advocate | |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| Allow Extra Preparation Time | Alter the Processing | Assign Student to Specific Rounds | Increase the Reading Notes | |
| | <i>Instead of song lyrics have students write a paragraph that answers the Essential Question: "Did the progressives improve life in the United States?"</i> | <i>Assign students to the rounds that best match their skills and abilities</i> | <i>Have students read two sections between rounds rather than one</i> | |
| | | Use Illustrations for the reading Notes | | |



Medford Lakes School District

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Text/Program: *History Alive! “The United States Through Industrialism”*

| Chapter 28 “The United States Becomes a World Power” | | | | |
|---|------------------------|-------------------------------|---|--|
| Objectives | Activity | Suggested Time | Materials | Standards |
| Summarize arguments for and against U.S. expansion | Preview | 20 minutes | <ul style="list-style-type: none"> Interactive Student Notebook Visual 28A | 6.1.8.B.1.a 6.1.8.D.1.a 6.2.8.A.1.a 6.2.8.D.1.b |
| Identify causes and results of the Spanish-American War | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6.2.8.D.1.c |
| Explain the process by which the United States gained control of the Panama Canal | | | | 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 6-8.RH.7 6-8.RH.8 |
| Examine U.S. involvement in World War I and the subsequent peace negotiations | Experiential Exercise | 150 minutes (3 class periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Visuals 28B-28I | 6-8.RH.9 6-8.RH.10 6-8.WHST.1 |
| Analyze political cartoons with differing viewpoints of the U.S. actions in world affairs | Processing | 30 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d 6-8.WHST.1.e |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 28 Assessment | 6-8.WHST.2.a 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 |



Medford Lakes School District

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| | | | | |
|--|--|---|---|---|
| | | | | 6-8.WHST.7 6-8.WHST.8 6-8.WHST.9 6-8.WHST.10 |
| Key Content Terms: | <ul style="list-style-type: none"> imperialism yellow journalism nationalism militarism | Academic Vocabulary: | <ul style="list-style-type: none"> derive exert coordinate | |
| Differentiating Instruction | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | |
| <p>Build a Schema</p> <p><i>Review the definitions of praise and condemn.</i></p> | <p>Jigsaw Each Reading Section</p> <p><i>Have pairs of students join with another pair to form a group of four. Divide each of the reading sections into four parts and assign each group member one part.</i></p> <p>Practice Writing Skills</p> <p><i>See page 396 of the Lesson Guide</i></p> | <p>Provide Choices for the Missing Pieces</p> <p><i>See page 396 of the Lesson Guide</i></p> <p>Modify the Processing</p> <p><i>Require students to use just two artistic devices in their cartoons</i></p> <p><i>Allow students to simply draw a picture that shows their opinion of U.S. expansionism or the U.S. role in World War I along with a two-sentence explanation</i></p> | <p>Expand the Processing</p> <p><i>Have students create two political cartoons about the same topic from opposite perspectives</i></p> | |



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Chapter 29 "Linking Past to Present"

| Objectives | Activity | Suggested Time | Materials | Standards |
|---|---------------------------|-------------------------------|--|--|
| Paraphrase the events since 1914 that have shaped life in the United States Interview a community member and document how historical events have shaped that person's life | Preview | 10 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6.1.8.B.1.a 6.1.8.D.1.a |
| | Vocabulary Development | 30-40 minutes | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Vocabulary Development Handout | 6.2.8.A.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6-8.RH.1 6-8.RH.2 6-8.RH.4 6-8.RH.5 6-8.RH.6 |
| | Writing for understanding | 100 minutes (2 class periods) | <ul style="list-style-type: none"> <i>History Alive! The United States Through Industrialism</i> Interactive Student Notebook Information Master 29 Student Handout 29 | 6-8.RH.7 6-8.RH.8 6-8.RH.9 6-8.RH.10 6-8.WHST.1 6-8.WHST.1.a 6-8.WHST.1.b 6-8.WHST.1.c 6-8.WHST.1.d |
| | Processing | 40 minutes | <ul style="list-style-type: none"> Interactive Student Notebook | 6-8.WHST.1.e 6-8.WHST.2.a |
| | Assessment | 40 minutes | <ul style="list-style-type: none"> Chapter 29 Assessment | 6-8.WHST.2.b 6-8.WHST.2.c 6-8.WHST.2.d 6-8.WHST.2.e 6-8.WHST.2.f 6-8.WHST.3 6-8.WHST.4 6-8.WHST.6 6-8.WHST.7 6-8.WHST.8 |



Medford Lakes School District

Social Studies Curriculum Guide - Grade 8

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| | | | | | |
|--|--|------------------------------------|--|---------------------------|--|
| | | | | 6-8.WHST.9 6-8.WHST.10 | |
| Key Content Terms: | <ul style="list-style-type: none"> • feminist • mass media • globalization • service sector • knowledge worker • communism | Academic Vocabulary: | <ul style="list-style-type: none"> • inherent • automation • trend | | |
| Differentiating Instruction | | | | | |
| English Language Learners | Below Grade Level Learners | Special Education Learners | Advanced Learners | | |
| <p>Scaffold the Processing</p> <p><i>Give students a script to use during the interview</i></p> | <p>Highlight Main Ideas</p> <p><i>Give students photocopies of the reading and have them highlight the important dates in each section.</i></p> | <p>Record the Interview</p> | <p>Write a Futuristic Essay</p> <p><i>Have students write an essay about U.S. society 100 year in the future. The essay should include an introduction with a thesis, four body paragraphs with supporting details, and a conclusion.</i></p> | | |