

# **Brookline Social Studies Learning Expectations for Grade 8**

## **I. Overview: U.S. History: Citizenship, National Identity, and Human Rights**

Students will begin their course of study by exploring the creation of such founding documents as the Declaration of Independence, the Constitution, and the Bill of Rights in their historical context. Based on their understanding of American founding principles, students will then explore the transition of American-Americans from slavery to freedom and finally to full citizenship in the 20<sup>th</sup> century. Students will also investigate the impact of various waves of immigration on concepts of American national identity from 1840 to the present day. Students will conclude their examination of American founding principles in U.S. history by tracing the development and impact of the Universal Declaration of Human Rights on U.S. foreign policy.

## **II. Big Ideas**

### ***Founding Documents***

Our founding documents codify the principles by which American life has evolved to the present day.

### ***Civil War to Civil Rights Revolution***

Groups pursue political, economic, and social power in democratic society throughout U.S. history.

### ***Immigration: The Changing Face of America***

The fusion of many cultural and ethnic identities influences national identity.

### ***United States in a Turbulent World***

World power has given the United States both choices and responsibility.

## **III. Essential Questions**

### ***Founding Documents***

How are American civic principles defined by our founding documents?

### ***Civil War to Civil Rights Revolution***

How and why has the meaning of citizenship changed over time?

### ***Immigration: The Changing Face of America***

How has immigration shaped our national identity?

### ***United States in a Turbulent World***

What are the responsibilities of world power?

## **IV. Content Learning Expectations By Topic**

***Founding Documents: Civic Principles (5 weeks, 25 days)***

Content: Declaration of Independence, Constitution, Bill of Rights including historical context

Students will:

- Explain the influence and ideas of the Declaration of Independence
- Explain the roles of the various founders at the Convention and describe the major debates that occurred:
  - a) representation by state or population;
  - b) 3/5 Compromise;
  - c) slave trade;
  - d) the rights of individuals.
- Describe the debate over ratification of the Constitution between Federalists and Anti-Federalists
- Explain the reasons for the passage of the Bill of Rights
- Cite and give examples of the ways in which the Bill of Rights protects basic freedoms, restricts government power, and inserts the rights of persons accused of crimes.
- Explain the roles and responsibilities of federal, state and local government.
- Paraphrase the Preamble to the Constitution.
- Describe the function, powers, terms, and membership qualifications of the three branches of government.
- Outline the checks that each branch of government has on the other two branches.
- Diagram the amendment process.

***Civil War to Civil Rights Revolution (1850-Present): Citizenship (12 weeks, 60 days)***

Content: Slavery in Antebellum America, Lead-up to the Civil War, Reconstruction, Plessy v. Ferguson, Jim Crow, Long Civil Rights Movement, Civil Rights Movement of 1950's 60's, Black Power Movement, contemporary issues

Students will:

- Determine causation of events leading up to the Civil War with focus on the economic and political history and importance of slavery
- Appraise the Emancipation Proclamation's impact on the Civil War.
- Interpret the Gettysburg Address.
- Discuss the Reconstruction debate with reference to the 13th, 14th, and 15th Amendments.
- Evaluate the accomplishments and failures of Radical Reconstruction vis-à-vis the citizenship rights of African-Americans.
- Trace the rise of Jim Crow.
- Explain the Plessy v. Ferguson case.
- Compare the civil rights strategies of Booker T. Washington and W.E.B. Dubois
- Describe the founding and program of the National Association for the Advancement of Colored People.
- Assess the struggle for African-American citizenship rights between the World Wars with reference to Ida B. Wells, Marcus Garvey, Langston Hughes, A. Phillip Randolph, and Mary McLeod Bethune.
- Evaluate the Brown v. School Board decision.

- Discuss the Civil Rights Movement in the 1950-60's with reference to;
  - a) Emmett Till;
  - b) The Little Rock 9;
  - c) The Montgomery Bus Boycott;
  - d) The SNCC sit-ins;
  - e) The Freedom Rides;
  - f) Freedom Summer.
- Examine Martin Luther King's "I Have a Dream" in light of founding principles
- Estimate the causes and consequences of the Voting Rights Act of 1965.
- Judge Malcolm X's critique of non-violence.
- Trace the rise of the Black Power movement and its impact of the Civil Rights Revolution.
- Discuss the impact of the Civil Rights Movement on the justice claims and strategies of other Americans such as Hispanic Americans, Women, Native Americans, and the disabled.
- Apply lessons from the Civil Rights Movement to contemporary issues (i.e. (busing, economic inequality, Hurricane Katrina)

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***Immigration: The Changing Face of America (1840-Present): National Identity (3 weeks, 15 days)***

Content: Constitution's naturalization provisions, Old Immigration, New Immigration, current immigration issues

Students will:

- Review multicultural origins of U.S., Constitution's naturalization provisions, and early controversies about naturalization, i.e. Alien and Sedition Act.
- Examine push/pull factors motivating "Old Immigration" for key groups, i.e. Irish, Germans, and Scandinavians.
- Compare and contrast Old/ New Immigration
- Case Study: Chinese Exclusion
- Debate the Immigration Act of 1924
- Evaluate the impact of the Immigration and Nationality Act of 1965.
- Problem-solve about current immigration issues.

***United States in a Turbulent World (1914 – Present): Human Rights (10 weeks, 50 days)***

Content: World War I, responses to Great Depression in U.S. and Germany, World War II and the Holocaust, Nuremberg Trials and the United Nations and human rights issues

Students will:

- Critique the options presented in the debate about the U.S. role in the world in the late 19<sup>th</sup> century-early 20<sup>th</sup> century
- Estimate the causes and consequences of World War I.
- Evaluate the Versailles Treaty.
- Trace the rise of the Nazis in Germany after World War I.
- Determine the causes and consequences of the global depression of the 1930's and recognize how Americans and Germans responded.

- Investigate the events leading up to the outbreak of World War II.
- Trace the course of World War II with special emphasis on roots and impact of the Holocaust in Europe.
- Describe the Japanese American internment program.
- Assess the Nuremberg Trials.
- Examine the founding of the United Nations and explain the relevance of the Universal Declaration of Human Rights to founding document ideals.
- Make decisions about contemporary human rights issues in a global context.

## **V. Skill Learning Expectations by Domain**

### **A. Study Skills by Category**

#### ***Investigation Skills***

Students will:

- Use primary sources to investigate information about the past.
- Use instructional technologies to develop research skills, including developing main ideas/thesis statements, research questions, note-taking, summarizing, and organizing research information.

#### ***Organization Skills***

Students will:

- Make a timeline depicting thematically related organizations, people, and events.
- Create an accurate bibliography; accurate citing of source.

#### ***Comprehension Skills***

Students will:

- Use graphic organizers to help with organizing ideas
- Use reading strategies, such as summarizing, determining most important ideas, questioning, compare and contrast, and making text-self, text-text, and text-world connections

#### ***Presentation Skills***

Students will:

- Develop capacities for oral and visual presentation, communicating important ideas to and audience, effective methods for public speaking, and focus on teaching through presentation.
- Write clear concise argumentation paragraph/essay; write persuasive essays and speeches; recognize and match tone to audience.

### **B. Thinking Skills by Category**

#### ***Historical Thinking Skills***

Students will:

- Role play to assume and then evaluate an historical perspective.
- Explore continuity and change in the evolving definition of American citizenship.

#### ***Analytical Thinking Skills***

Students will:

- Determine cause and effect between national and international events.
- Predict the outcomes of current events.

***Organizational Thinking Skills***

Students will:

- Develop hypotheses about ideals and ideologies.
- Problem solve about policy issues.

***Critical Thinking Skills***

Students will:

- Identify bias in primary source documents.
- Determine benefits and drawbacks of, for instance, policy options.