

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>Setting the Stage: Overview of WWI and WWII</b>
<b>Grade:</b>	8
<b>Pacing Guide:</b>	3 weeks

### Enduring Understandings:

- ▶ Events are not single solitary moments but often are the result of one event and the catalyst for another. Analysis of cause and effect is central to an understanding of history.
- ▶ Countries cannot exist in isolation.
- ▶ Countries are political entities; their borders and governments are subject to change.

### Essential Questions:

Why can't countries exist in isolation?

What were the underlying causes of WWI and WWII? What are the parallels?

Focusing questions:

- a. How did Europe's governments and boundaries change at the end of each war?
- b. What role did the U.S. play in each war?

Are global alliances beneficial or detrimental to maintaining peace?

Focusing question:

- a. What global alliances existed during WWI and WWII?

### Vermont Grade Expectations:

<b>H&amp;SS 7-8: 10</b>	<b>History</b>
	<p><b>Students show understanding of past, present, and future time by...</b></p> <ul style="list-style-type: none"> <li>• Constructing time lines of significant historical developments in the nation and world, designating appropriate equidistant intervals of time and recording events according to the order in which they occurred.</li> <li>• Identifying important events in the United States and/or world, and describing multiple causes and effects of those events.</li> </ul>
<b>H&amp;SS 7-8: 11</b>	<b>Physical and Cultural Geography</b>
	<p><b>Students interpret geography and solve geographic problems by...</b></p> <ul style="list-style-type: none"> <li>• Locating the physical, political, and cultural regions of the United States and the world (e.g., Sub-Sahara, Middle East, Eurasia).</li> <li>• Identifying and using basic elements of a variety of maps.</li> </ul>

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<b>Civics, Government and Society</b>	
<b>H&amp;SS 7-8: 16</b>	<p><b>Students examine how different societies address issues of human interdependence by...</b></p> <ul style="list-style-type: none"> <li>Explaining conditions, actions, and motivations that contribute to tensions and/or conflict within and among individuals, communities, and nations (e.g., investigating the relationship between poverty and conflict). i</li> </ul>
<b>H&amp;SS 7-8: 18</b>	<p><b>Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</b></p> <ul style="list-style-type: none"> <li>Explaining how goods and services around the world create economic interdependence between people in different places (e.g., writing a persuasive essay about the effects of importing oil, exporting labor, etc.). i</li> </ul>
<b>H&amp;SS 7-8: 19</b>	<p><b>Students show understanding of the interconnectedness between government and the economy by...</b></p> <ul style="list-style-type: none"> <li>Evaluating the costs and benefits of government economic programs to both individuals and groups (e.g., debate the pros and cons of welfare programs). i</li> </ul>

### Essential Learnings – Students will...

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>How the killing of one man lead to a world war</li> <li>What political alliances were in place at the time that resulted in this specific outcome</li> <li>How the end of WWI lead to the beginning of WWII</li> <li>How political boundaries change as a result of these two conflicts</li> <li>Who the Allied powers were and who were their leaders</li> <li>Who the Axis powers were and who were their leaders</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map; locate countries and places of key events related to WWI and WWII; include basic elements of a map.</li> <li>Identify important people and events</li> <li>Construct timeline of key events related to WWI and WWII</li> <li>Explain the role that global alliances played in WWI and WWII.</li> </ul>

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Potential Assessments:	Performance Indicators:
<ul style="list-style-type: none"> <li>• Blank map that students fill in</li> <li>• Mapping project – showing boundaries changing (pre WWI, etc.).</li> <li>• Debate (find rubric)</li> <li>• Timeline</li> <li>• Students identify quotes from leaders</li> </ul>	

### Suggested Learning Experiences:

- ▶ Yarn Activity (Russ Launderville) - shows alliances and the complications of alliances.
- ▶ Read soldiers' diaries, letters – history pose (Michael Luzader) - students pose the event for a snapshot.
- ▶ Read speeches (Churchill, Hitler, etc.) – needs to be related to enduring understanding – clips from internet
- ▶ Examine period-based propaganda

Terms/concepts	Resources
<ul style="list-style-type: none"> <li>• Nationalism</li> <li>• Wilson</li> <li>• Treaty of Versailles</li> <li>• Reparations</li> <li>• League of Nations</li> <li>• Isolationist</li> <li>• Axis powers</li> <li>• Allied powers</li> <li>• Blitzkrieg</li> <li>• Pearl Harbor</li> <li>• U-boat</li> <li>• Churchill</li> <li>• Hitler</li> <li>• Hirohito</li> <li>• Stalin</li> <li>• Eisenhower</li> <li>• MacArthur</li> <li>• Internment camp</li> <li>• Concentration camp</li> <li>• Holocaust</li> <li>• D-Day</li> <li>• Truman</li> <li>• Manhattan Project</li> <li>• Atomic bomb</li> <li>• Enola Gay</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/greatwar/resources/reading.html">www.pbs.org/greatwar/resources/reading.html</a> (PBS, The Great War website, resources.)</li> <li>• <a href="http://www.pbs.org/greatwar/resources/lesson.html">www.pbs.org/greatwar/resources/lesson.html</a> (PBS, The Great War website, lesson plans.)</li> <li>• <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=471">http://edsitement.neh.gov/view_lesson_plan.asp?id=471</a> (EDSITEment website. Lesson plans, links and resources on WW I.)</li> <li>• <a href="http://www.digitalhistory.uh.edu/modules/ww2/index.cfm">www.digitalhistory.uh.edu/modules/ww2/index.cfm</a> (Resources to enhance the teaching and research of WW II.)</li> <li>• <a href="http://www.besthistorysites.net/WWii.shtml">www.besthistorysites.net/WWii.shtml</a> - (Best of history websites, WW I &amp; WW II.)</li> <li>• <a href="http://www.lessonplanspage.com/SSOriginsOfWWIIDiscussionAndWorksheets1012.htm">www.lessonplanspage.com/SSOriginsOfWWIIDiscussionAndWorksheets1012.htm</a> - (Standards, objectives and lesson plans on WW I &amp; WW II.)</li> <li>• <a href="http://www.ushistorysite.com/ww2.php">www.ushistorysite.com/ww2.php</a> - (Lesson plans and primary sources on WW II.)</li> </ul>

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<b>Terms/concepts</b>	<b>Resources</b>
<ul style="list-style-type: none"><li>• Hiroshima</li><li>• Nagasaki</li><li>• VE Day</li><li>• VJ Day</li><li>• Israel, (formation of)</li><li>• Alliances</li><li>• Neutrality</li><li>• Armistice</li><li>• Totalitarianism</li><li>• Fascism</li><li>• Nazis</li><li>• Appeasement</li><li>• Lend-Lease act</li><li>• Genocide</li></ul>	<ul style="list-style-type: none"><li>• <u>War, Peace and All That Jazz</u>, by Joy Hakim, Chapters 1-3 and 29 - 43</li></ul>

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>The Cold War and Korea</b>
<b>Grade:</b>	8
<b>Pacing Guide:</b>	5 weeks

### Enduring Understandings:

- The more powerful the nation, the more influence it has on international relations.
- Regional conflicts around the world are caused by ideological differences and geopolitical goals.
- The Korean War is an example of how Cold War attitudes and policies affect regional conflicts.

### Essential Questions:

How do nations resolve fundamental differences in ideologies? Possible Inquiry Activity.

Focusing questions:

- a. Who were the super powers following WWII?
- b. What is communism?
- c. What is capitalism?

Why did the U.S. intervene into what was essentially a civil war?

Focusing question:

- a. How could the spread of communism in Korea be viewed as a threat to the American way of life in the United States?

### Vermont Grade Expectations:

<b>History</b>	
<b>H&amp;SS 7-8: 8</b>	<b>Students connect the past with the present by...</b> <ul style="list-style-type: none"><li>• Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideals of Greek democracy impact the world? How has European colonialism influenced race relations in Africa?). i</li></ul>
<b>H&amp;SS 7-8: 9</b>	<b>Students show understanding of how humans interpret history by...</b> <ul style="list-style-type: none"><li>• Evaluating attitudes, values, and behaviors of people in different historical contexts (e.g., examining how religious values have influenced historic events). i</li></ul>
<b>H&amp;SS 7-8: 10</b>	<b>Students show understanding of past, present, and future time by...</b> <ul style="list-style-type: none"><li>• Identifying important events in the United States and/or world, and describing multiple causes and effects of those events.</li></ul>

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<b>H&amp;SS 7-8: 14</b>	<b>Civics, Government and Society</b>
	<p><b>Students act as citizens by...</b></p> <ul style="list-style-type: none"> <li>• Comparing the rights and responsibilities of citizenship in another country to those of the U.S (e.g., after reading accounts of elections in news articles, compare voting rights) i</li> <li>• Explaining and defending their own point of view on issues that affect themselves and society, using information gained from reputable sources (e.g. communism vs. democracy; war vs. economic sanctions). i</li> </ul>

### Essential Learnings – Students will...

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>• What the Cold War was. (What, when, where and who was involved.)</li> <li>• The differences between communism and capitalism.</li> <li>• Countries under the influence of USSR and US.</li> <li>• Conflicts that were a result of the Cold War.</li> <li>• Effects of Cold War on 3<sup>rd</sup> world countries.</li> <li>• Location of Korea and neighboring countries.</li> <li>• The alliances formed in the world because of the competition between communist and capitalist nations.</li> <li>• (What is a puppet regime?)</li> <li>• The role of the UN and the US involvement in the Korean War.</li> <li>• The key events of the Korean War, from the start of the fighting to the formation of the 38<sup>th</sup> parallel as the DMZ it is today.</li> <li>• The fear of communism spreading in Korea increased fear and anxiety in the US.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the Cold War. (What, when, where and who was involved.)</li> <li>• Create a compare/contrast graphic organizer for communism &amp; capitalism.</li> <li>• Create a map showing Soviet and American influence. (i.e. NATO and Warsaw Pact.)</li> <li>• List conflicts of Cold War Era.</li> <li>• Compare and contrast positive and negative effects on 3<sup>rd</sup> World countries.</li> <li>• Locate Korea and neighboring countries on a map.</li> <li>• Explain the relationship between communist and capitalist nations in the world at that time. (Truman Doctrine, Marshall Plan.)</li> <li>• Explain the role of the UN and the US involvement in the war.</li> <li>• Create a timeline of events of the war.</li> <li>• Describe/analyze why the spread of communism in Korea was viewed as a threat to the American way of life in the US.</li> </ul>

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Potential Assessments:	Performance Indicators:

### Suggested Learning Experiences:

- ▶ Mapping Activities: Create map of Europe during Cold War, etc.
- ▶ Debate pros & cons of capitalism vs. communism.
- ▶ Write a presidential speech focusing on the dangers of communism.
- ▶ Bring in Korean War veterans to speak about their experiences.
- ▶ Write a speech to the UN to convince them to intervene in the Korean Conflict OR write to a member nation to convince them to send in troops.

Terms/concepts	Resources
<ul style="list-style-type: none"> <li>• Iron Curtain</li> <li>• Marshall Plan</li> <li>• Totalitarianism</li> <li>• Communism</li> <li>• Capitalism</li> <li>• Truman Doctrine</li> <li>• Cold war</li> <li>• Russia / USSR</li> <li>• Point Four</li> <li>• Containment</li> <li>• Berlin Airlift</li> <li>• Berlin Wall</li> <li>• Civil rights</li> <li>• Domestic / Foreign policy</li> <li>• Mao Zedong</li> <li>• Nikita Khrushchev</li> </ul>	<ul style="list-style-type: none"> <li>• Cobblestone Magazine – The Cold War</li> <li>• Truman: The President’s Collection, PBS (video)</li> <li>• Cold War, CNN Perspectives (Series of 8 videos)</li> <li>• <u>All the People</u> by Joy Hakim, chapters 4,5,8,17,18,40.</li> <li>• <a href="http://www.cnn.com/SPECIALS/cold.war/">www.cnn.com/SPECIALS/cold.war/</a> This is CNN’s interactive site on the Cold war.</li> <li>• <a href="http://www.globalsecurity.org/military/ops/cold_war.htm">www.globalsecurity.org/military/ops/cold_war.htm</a> This page has a concise summary of Cold War events.</li> <li>• <a href="http://mahg.ashland.edu/schedule/2007/607.pdf">http://mahg.ashland.edu/schedule/2007/607.pdf</a> Course outline from Ashland University on America During the Cold War. It contains content and resources for this topic.</li> <li>• <a href="http://www.historylearningsite.co.uk/what%20was%20the%20cold%20war.htm">www.historylearningsite.co.uk/what%20was%20the%20cold%20war.htm</a> - A History Learning site that has both direct content and links to Cold War resources. It also has a chart comparing America to the Soviet Union.</li> </ul>

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>America During the Cold War</b>
<b>Grade:</b>	8
<b>Pacing Guide:</b>	3 weeks

### Enduring Understandings:

- ▶ Social and cultural attitudes of American citizens changed drastically during the 50s, 60s and 70s.
- ▶ New social, political, economic, and technological ideas transform how a nation sees itself.

### Essential Questions:

How did the Cold War affect American culture? Possible Inquiry Activity.

Focusing question:

- a. How did media and pop culture help shape America's perception of the Cold War and of itself?

How did the Cold War lead to the Space Race?

Focusing question:

- a. How were scare tactics used to stir the emotions of Americans?

### Vermont Grade Expectations:

<b>History</b>	
<b>H&amp;SS 7-8: 8</b>	<p><b>Students connect the past with the present by...</b></p> <ul style="list-style-type: none"> <li>• Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?).</li> <li>• Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideals of Greek democracy impact the world? How has European colonialism influenced race relations in Africa?). i</li> </ul>
<b>H&amp;SS 7-8: 9</b>	<p><b>Students show understanding of how humans interpret history by...</b></p> <ul style="list-style-type: none"> <li>• Identifying different types of primary and secondary sources (for example, visual, literary, and musical sources), and evaluating the possible biases expressed in them (e.g., analyzing Paul Revere's engraving of the Boston Massacre). i</li> <li>• Evaluating the credibility of differing accounts of the same event(s) (e.g., account of the Revolutionary War from a colonist's perspective vs. British perspective; the bombing of Hiroshima from the perspective of a Japanese citizen vs. an American soldier). i</li> <li>• Evaluating attitudes, values, and behaviors of people in different historical contexts (e.g., examining how religious values have influenced historic events). i</li> </ul>

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<p><b>H&amp;SS 7-8: 10</b></p>	<p><b>History</b></p>
<p><b>H&amp;SS 7-8: 12</b></p>	<p><b>Physical and Cultural Geography</b></p>
<p><b>H&amp;SS 7-8: 13</b></p>	<p><b>Students show understanding of human interaction with the environment over time by...</b></p> <ul style="list-style-type: none"> <li>• Describing how human activity and technology have changed the environment in the U.S. and world for specific purposes (e.g., development of urban environments, genetic modification of crops, flood control, reforestation). i</li> </ul> <p><b>Students analyze how and why cultures continue and change over time by...</b></p> <ul style="list-style-type: none"> <li>• Identifying and comparing expressions of culture in Vermont, the U.S., and the world through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs (e.g., identifying how the Japanese art of Gyotaku [fish printing] reflects history and culture). i</li> <li>• Identifying ways in which culture in the United States and the world has changed and may change in the future (e.g., the spread of Islam). i</li> </ul>
<p><b>H&amp;SS 7-8: 14</b></p>	<p><b>Civics, Government and Society</b></p>
<p><b>H&amp;SS 7-8: 14</b></p>	<p><b>Students act as citizens by...</b></p> <ul style="list-style-type: none"> <li>• Comparing the rights and responsibilities of citizenship in another country to those of the U.S (e.g., after reading accounts of elections in news articles, compare voting rights) i</li> <li>• Demonstrating how identity stems from beliefs in and allegiance to shared political values and principles, and how these are similar and different to other peoples (e.g. Northern Ireland/Republic; socialism; capitalism). i</li> </ul>

### Essential Learnings – Students will...

know:	be able to:
<ul style="list-style-type: none"> <li>• What the “Red Scare” was.</li> <li>• How new technologies affected American culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the “Red Scare” in America.</li> <li>• Identify the new technologies that were introduced during this time and explain their impact on American culture.</li> </ul>

Potential Assessments:	Performance Indicators:

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### Suggested Learning Experiences:

- ▶ Students create PowerPoint of images that show life in America during the Cold War.
- ▶ Internet event investigation. Give students specific events to search the meaning of through an Internet search.
- ▶ Interview people who lived through the Cold War and report on their findings.
- ▶ Conduct a McCarthy-style hearing on communism.
- ▶ Watch and discuss “The Crucible”.

Terms/concepts	Resources
<ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Communism</li> <li>• Fair Deal</li> <li>• Perjury</li> <li>• McCarthyism</li> <li>• House Un-American Activities Committee</li> <li>• Blacklist</li> <li>• Ethel &amp; Julius Rosenberg</li> <li>• Richard Nixon</li> <li>• Alger Hiss</li> <li>• Joseph McCarthy</li> <li>• Red scare</li> <li>• Margaret Chase Smith</li> <li>• Edward R. Murrow</li> <li>• Lillian Hellman</li> <li>• Military-Industrial Complex</li> <li>• Nuclear Weapons</li> <li>• ICBM</li> <li>• Fallout shelter</li> <li>• Arms race</li> <li>• Sputnik</li> <li>• Space race</li> <li>• Bay of Pigs</li> <li>• Cuban Missile Crisis</li> <li>• Harry Truman</li> <li>• D.D. Eisenhower</li> <li>• J. F. Kennedy</li> <li>• L. B. Johnson</li> <li>• R. M. Nixon</li> <li>• G. Ford</li> <li>• J. E. Carter</li> <li>• R. Reagan</li> <li>• Garbachev</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/30secondcandidate/timeline/years/1964b.html">www.pbs.org/30secondcandidate/timeline/years/1964b.html</a></li> <li>• (Primary sources: Presidential campaign ads.)</li> <li>• Cobblestone Magazine – The Cold War</li> <li>• Truman: The President’s Collection, PBS (video)</li> <li>• Cold War, CNN Perspectives (Series of 8 videos)</li> <li>• <a href="#">All the People</a> by Joy Hakim, chapters 9,10, 21-24 &amp; 40</li> <li>• <a href="http://www.cnn.com/SPECIALS/cold.war/">www.cnn.com/SPECIALS/cold.war/</a> This is CNN’s interactive site on the Cold war.</li> <li>• <a href="http://mahg.ashland.edu/schedule/2007/607.pdf">http://mahg.ashland.edu/schedule/2007/607.pdf</a> Course outline from Ashland University on America During the Cold War. It contains content and resources for this topic.</li> <li>• <a href="http://www.historylearningsite.co.uk/what%20was%20the%20cold%20war.htm">www.historylearningsite.co.uk/what%20was%20the%20cold%20war.htm</a></li> <li>• A History Learning site that has both direct content and links to Cold War resources. It also has a chart comparing America to the Soviet Union.</li> </ul>

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>The Civil Rights Movement</b>
<b>Grade:</b>	8
<b>Pacing Guide:</b>	5 weeks

### Enduring Understandings:

- ▶ Although the Civil War ended slavery, it did not end the oppression of African Americans.
- ▶ Laws can be passed to protect the rights of the people but attitudes cannot be legislated.
- ▶ Groups and individuals can bring about social, political, and economic change through social action.

### Essential Questions:

Have the goals of the Civil Rights Movement been met?

Focusing questions:

- a. How did civil rights activists use legal challenges and public protests to confront segregation?
- b. What were the goals of the Civil Rights Movement?

Can separate be equal?

Focusing question:

- a. How did life in America change as a result of the Civil Rights Movement?

### Vermont Grade Expectations:

<b>H&amp;SS 7-8: 9</b>	<b>History</b>
	<p><b>Students show understanding of how humans interpret history by...</b></p> <ul style="list-style-type: none"> <li>• Evaluating attitudes, values, and behaviors of people in different historical contexts (e.g., examining how religious values have influenced historic events). i</li> </ul>
<b>H&amp;SS 7-8: 14</b>	<b>Civics, Government and Society</b>
	<p><b>Students act as citizens by...</b></p> <ul style="list-style-type: none"> <li>• Demonstrating positive interaction with group members (e.g., working with a group to design a lesson teaching younger students about rights and responsibilities).</li> <li>• Identifying problems, proposing solutions, and considering the effects of a course of action in the local community, state, nation, or world.</li> <li>• Explaining and critically evaluating views that are not one's own. i</li> <li>• Illustrating how individuals and groups have brought about change locally, nationally, or internationally (e.g., interview someone involved in civil union legislation). i</li> </ul>

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<b>H&amp;SS 7-8: 17</b>	<b>Civics, Government and Society</b>
	<p><b>Students examine how access to various institutions affects justice, reward, and power by...</b></p> <ul style="list-style-type: none"> <li>• Comparing how different groups gain or have been denied access to various institutions, and describing the impact this has had on these groups in the US and other countries (e.g., Property ownership for voting, ageism, access to education; affirmative action, due process, petition). i</li> <li>• Identifying and describing examples of tensions between belief systems and government policies and laws, and identifying ways these tensions can be reduced (e.g., Gambling on reservations; neutrality of Switzerland; humanitarian aid). i</li> </ul>

### Essential Learnings – Students will...

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>• Although the Civil War ended slavery, it did not end the oppression of African Americans.</li> <li>• The function of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments.</li> <li>• Plessey v. Ferguson &amp; separate but equal.</li> <li>• Brown V. Board of Education &amp; integration.</li> <li>• Nonviolent demonstrations brought about violence and showed the nation the dark side of prejudice.</li> <li>• The key leaders, acts and organizations of the Civil Rights movement.</li> <li>• The government’s response to the Civil Rights movement and the public’s reaction to it.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe different forms of oppression faced by African Americans in the US.</li> <li>• Analyze the function of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments.</li> <li>• Explain the case and outcome of Plessey v. Ferguson.</li> <li>• Explain the case and outcome of Brown V. Board of Ed.</li> <li>• Identify different methods of nonviolent protests and give examples of their use during this time.</li> <li>• Identify and describe the key leaders, acts and organizations of the Civil Rights movement.</li> <li>• Analyze the government’s response to the Civil Rights movement and the public’s reaction to it.</li> </ul>

<b>Potential Assessments:</b>	<b>Performance Indicators:</b>

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### Suggested Learning Experiences:

- ▶ Write a persuasive essay to support the Equal Rights Amendment.
- ▶ Possible Activity: Color-dot Activity. Simulation of discrimination based on the colored dot a student is given. Parent letter and in-depth student explanation is needed for this activity. Possible Inquiry Activity.
- ▶ Internet event investigation. Give students specific events, names, dates to search the meaning of through an Internet search.
- ▶ Debate: Is separate but equal possible? When is civil disobedience called for?
- ▶ Stage a mock protest. (Non-violent.) Possible Inquiry Activity.
- ▶ Read aloud The Sneeches by Dr. Seuss.

Terms/concepts	Resources
<ul style="list-style-type: none"> <li>• Jim Crow</li> <li>• Negro League</li> <li>• Jackie Robinson</li> <li>• Branch Rickey</li> <li>• Discrimination</li> <li>• Civil Rights</li> <li>• Plessey v Ferguson</li> <li>• Separate but equal</li> <li>• Lynching</li> <li>• Brown v. Board of Ed.</li> <li>• Thurgood Marshall</li> <li>• NAACP</li> <li>• Segregation</li> <li>• Integration</li> <li>• MLK</li> <li>• Boycott</li> <li>• Taunt</li> <li>• Rosa Parks</li> <li>• Little Rock Nine</li> <li>• Ku Klux Klan</li> <li>• "Bull" Connor</li> <li>• Social action</li> <li>• protest</li> <li>• sit-in</li> <li>• Birmingham, AL</li> <li>• CORE</li> <li>• SNCC</li> <li>• SCLC</li> <li>• March on Washington</li> <li>• Voting Rights Act</li> <li>• Malcolm X</li> <li>• Black Muslims</li> <li>• Martyr</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://americanhistory.si.edu/Brown/history/6-legacy/freedom-struggle-2.html">http://americanhistory.si.edu/Brown/history/6-legacy/freedom-struggle-2.html</a> (Smithsonian lunch counter thing.)</li> <li>• <a href="http://americanhistory.si.edu/Brown/resources/teachers-guide.html">http://americanhistory.si.edu/Brown/resources/teachers-guide.html</a> ("Separate is not Equal", Civil Rights movement Teacher's guide and resources from the Smithsonian.)</li> <li>• <a href="http://school.discovery.com/lessonplans/programs/freetatlast/">http://school.discovery.com/lessonplans/programs/freetatlast/</a> - (Discovery School's lesson plans and resources.)</li> <li>• <u>All the People</u> by Joy Hakim, chapters 12 - 16</li> </ul>

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>Vietnam</b>
<b>Grade:</b>	8
<b>Pacing Guide:</b>	4 weeks

### Enduring Understandings:

- ▶ The United States confronted Communist nations in Cold War conflicts around the world.
- ▶ Regional conflicts around the world are caused by ideological differences and geopolitical goals (such as stopping the spread of communism) that lead to internal divisions and new social interests.

### Essential Questions:

What events led to US involvement in the Vietnam War?

Focusing questions:

- a. Why did the US support France's occupation of Indo-China?

How was the war in Vietnam different than other wars the US was previously involved in?

Focusing questions:

- a. How did guerilla warfare differ from conventional war tactics?
- b. What were the differing views about Vietnam within the US?

How did the Vietnam War impact the Civil Rights movement?

- a. What was the ratio of black/white American soldiers?

### Vermont Grade Expectations:

<b>H&amp;SS 7-8: 8</b>	<b>Students connect the past with the present by...</b> <ul style="list-style-type: none"><li>• Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideals of Greek democracy impact the world? How has European colonialism influenced race relations in Africa?). i</li></ul>
<b>H&amp;SS 7-8: 10</b>	<b>Students show understanding of past, present, and future time by...</b> <ul style="list-style-type: none"><li>• Identifying important events in the United States and/or world, and describing multiple causes and effects of those events.</li></ul>

## BRSU Social Studies Curriculum

### Essential Learnings – Students will...

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>• Location of Vietnam and neighboring countries.</li> <li>• What other nations/world powers were involved in this conflict?</li> <li>• The events that led up to US involvement in the war.</li> <li>• The US government policies and attitudes towards communism in the 1950s and 60s.</li> <li>• The series of events, and the US reaction to them, that led to increased military involvement in Vietnam.</li> <li>• The reaction of Americans at home towards US involvement in the war from 1965 to 1975.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate Vietnam and the neighboring countries on a map.</li> <li>• Identify what other nations/world powers were involved in this conflict.</li> <li>• Create a timeline to explain the events that led up to the US involvement in the war.</li> <li>• Explain the position of the US government towards communism at this time.</li> <li>• Analyze the events, and the US reaction to them, that led to increased military involvement in Vietnam.</li> <li>• Describe the reaction of Americans at home towards US involvement in the war, from 1965 to 1975.</li> </ul>

<b>Potential Assessments:</b>	<b>Performance Indicators:</b>

### Suggested Learning Experiences:

- ▶ Mapping activity of the Southeast Asia.
- ▶ Create timeline of events that led up to and through the war.
- ▶ Write a short play showing the experience of soldiers returning to the US after the war.
- ▶ Create a multi-media presentation to “brief” the President on US involvement in the war.

## BRSU Social Studies Curriculum

Terms/concepts	Resources
<ul style="list-style-type: none"> <li>• Vietminh</li> <li>• Diem Bien Phu</li> <li>• Vietcong</li> <li>• Communist</li> <li>• ARVN</li> <li>• PAVN</li> <li>• Ho Chi Minh</li> <li>• Ngo Dinh Diem</li> <li>• Pres. Johnson</li> <li>• Pres. Kennedy</li> <li>• Pres. Nixon</li> <li>• Pres. Ford</li> <li>• Infantry</li> <li>• Air mobile</li> <li>• Artillery</li> <li>• Gulf of Tonkin Resolution</li> <li>• Domino Theory</li> <li>• Escalation</li> <li>• Special forces</li> <li>• Napalm</li> <li>• Cambodia</li> <li>• Laos</li> <li>• Hue</li> <li>• Danang</li> <li>• Hanoi</li> <li>• Saigon</li> <li>• Tet</li> <li>• My Lai</li> <li>• Selective Service</li> <li>• Induction</li> <li>• Draft Board</li> <li>• Kent State</li> <li>• Agent Orange</li> <li>• POW</li> <li>• MIA</li> <li>• Paris Peace Accord</li> <li>• War Powers Act</li> <li>• Hippies</li> <li>• Vietnamization</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/wgbh/amex/vietnam/">www.pbs.org/wgbh/amex/vietnam/</a> - (PBS site on Vietnam. Resources, lessons and links.)</li> <li>• <a href="http://www.vietnam-war.info/facts/index.php">www.vietnam-war.info/facts/index.php</a> - (Fact lists and links for Vietnam War.)</li> <li>• <a href="http://www.pbs.org/30secondcandidate/timeline/years/1964b.html">www.pbs.org/30secondcandidate/timeline/years/1964b.html</a> (Primary source links for campaign ads.)</li> <li>• <a href="http://www.vvmf.org/index.cfm?SectionID=6">www.vvmf.org/index.cfm?SectionID=6</a> - (Vietnam Veterans memorial fund teaching resources.)</li> <li>• <u>All the People</u> by Joy Hakim, chapters 11,27,28 &amp; 35.</li> <li>• Local VFW post for veterans to speak in class.</li> </ul>

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>The 70s and 80s: An Inquiry Investigation</b>
<b>Grade:</b>	8
<b>Pacing Guide:</b>	3 weeks

### Enduring Understandings:

- ▶ America faced major challenges both at home and around the world in the 1970s and 1980s.
- ▶ New social, political, economic, and technological ideas can transform how a nation sees itself.
- ▶ Information is located and gathered and must be evaluated for its usefulness.

### Essential Questions:

What were the major social and environmental issues in the US during the 1970s and 80s?

Focusing question:

- a. How did the US economy ebb and flow during this time period?

What new ideas/movements occurred during the 70s and 80s that changed American society?

Focusing question:

- a. What were some of the major fads and trends of this era?
- b. How did America’s attitudes about the environment change during this era?

What are the steps involved in creating an independent research project?

### Vermont Grade Expectations:

	<b>Inquiry</b>
<b>H&amp;SS 7-8: 1</b>	<p><b>Students initiate an inquiry by...</b></p> <ul style="list-style-type: none"> <li>• Asking focusing and probing questions that will lead to independent research and incorporate concepts of personal , community, or global relevance (e.g., What are the causes of low voter turnout? What are the most effective ways to improve voter participation?)</li> </ul>
<b>H&amp;SS 7-8: 3</b>	<p><b>Students design research by...</b></p> <ul style="list-style-type: none"> <li>• Identifying the quality and quantity of information needed, including primary and secondary sources.</li> <li>• Identifying tools and procedures needed for collecting, managing, and examining information, including a plan for citing sources (e.g., establishing a timeline or schedule for research, indentifying places to find possible sources).</li> <li>• Determining possible ways to present data (e.g., Power Point, hypercard, report, graph)</li> </ul>

## BRSU Social Studies Curriculum

<p><b>H&amp;SS 7-8: 5</b></p> <p><b>H&amp;SS 7-8:7</b></p>	<p><b>Inquiry</b></p> <p><b>Students develop reasonable explanations that support the research statement by...</b></p> <ul style="list-style-type: none"> <li>• Determining the validity and reliability of the document or information.</li> </ul> <p><b>Students will communicate their findings by...</b></p> <ul style="list-style-type: none"> <li>• Developing and giving oral, written, or visual presentations for various audiences.</li> </ul>
<p><b>H&amp;SS 7-8: 8</b></p>	<p><b>History</b></p> <p><b>Students connect the past with the present by...</b></p> <ul style="list-style-type: none"> <li>• Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?)</li> <li>• Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideal of Greek democracy impact the world? How has European colonialism influenced race relations in Africa?)</li> </ul>

### Essential Learnings – Students will...

<b>know:</b>	<b>be able to:</b>
<p>Inquiry topics could include:</p> <ul style="list-style-type: none"> <li>• Jesse Jackson</li> <li>• Iran Hostage Crisis</li> <li>• Jonestown</li> <li>• Three Mile Island</li> <li>• 1976 Bicentennial</li> <li>• 1979 UN International Year of the Women</li> <li>• recession / gas lines</li> <li>• Nixon's Impeachment</li> <li>• Roe V. Wade</li> <li>• Munich Olympics</li> <li>• Vietnam Protests</li> <li>• First Gay Pride March</li> <li>• Kent State Shootings</li> <li>• First Earth Day</li> <li>• Watergate</li> <li>• Indian Self-Determination Act</li> <li>• Ford pardons Nixon</li> <li>• Panama Canal</li> <li>• SALT</li> <li>• Welfare Domestic Policies</li> <li>• We Hold the Rock (Indians at Alcatraz)</li> <li>• Reaganomics</li> <li>• Disco</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an independent investigation on a given topic and present their findings to the class in a variety of formats, including a research paper.</li> </ul>

## BRSU Social Studies Curriculum

<b>Potential Assessments:</b>	<b>Performance Indicators:</b>
<ul style="list-style-type: none"> <li>• Students write a research paper on one of the listed topics. The paper will follow the format presented by the BRSU writing curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper will be completed on time and meet the standards set forth by the assignment checklist.</li> </ul>

### Suggested Learning Experiences:

- ▶ Write a research paper.
- ▶ Have students present their findings on a given topic to the class. Students could create a PowerPoint, video, or other medium for this presentation.
- ▶ Students create a poem, song, story, play, painting, etc. to convey what they have learned about their topic.

<b>Terms/concepts</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Rachel Carson</li> <li>• Vietnam Veteran's Memorial</li> <li>• Maya Ying Lin</li> <li>• OPEC</li> <li>• SALT</li> <li>• Détente</li> <li>• Pardon</li> <li>• Affirmative action</li> <li>• Apartheid</li> <li>• Sanctions</li> <li>• Iron Hostage Crisis</li> <li>• Supply-side economics</li> <li>• Iran-Contra affair</li> <li>• Equal Rights Amendment</li> <li>• Inflation</li> <li>• Deficit</li> <li>• Rainbow Coalition</li> <li>• cult</li> </ul>	<ul style="list-style-type: none"> <li>• <u>All the People</u> by Joy Hakim, Chapters 27-32, 35-40, 41-43, &amp; 48</li> </ul>

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>The Breakup of the USSR</b>
<b>Grade:</b>	8
<b>Pacing Guide:</b>	3 weeks

### Enduring Understanding:

- ▶ Political systems develop and change over time as they respond to changes in economic and social systems.

### Essential Questions:

Was the collapse of the USSR a victory for U.S. policy and a benefit to the rest of the world? Why or why not?

Focusing questions:

- a. What effect did the breakup of the USSR have on third-world countries?
- b. How did the map of Europe change as a result of the breakup of the USSR?

What brought about the breakup of the USSR?

Focusing questions:

- a. What was the symbolism of the tearing down of the Berlin Wall?

### Vermont Grade Expectations:

	<b>History</b>
<b>H&amp;SS 7-8: 8</b>	<p><b>Students connect the past with the present by...</b></p> <ul style="list-style-type: none"> <li>• Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?).</li> <li>• Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideals of Greek democracy impact the world? How has European colonialism influenced race relations in Africa?). i</li> </ul>
<b>H&amp;SS 7-8: 10</b>	<p><b>Students show understanding of past, present, and future time by...</b></p> <ul style="list-style-type: none"> <li>• Identifying the beginning, middle, and end of an historical narrative or story.</li> <li>• Interpreting data presented in time lines. i</li> </ul>
	<b>Physical and Cultural Geography</b>
<b>H&amp;SS 7-8: 11</b>	<p><b>Students interpret geography and solve geographic problems by...</b></p> <ul style="list-style-type: none"> <li>• Identifying characteristics of states, countries, and continents using resources such as landmarks, models, different kinds of maps, photographs, atlases, internet, video, reference materials, GIS and mental mapping. i</li> </ul>

## BRSU Social Studies Curriculum

<b>H&amp;SS 7-8: 13</b>	<b>Physical and Cultural Geography</b>
<b>H&amp;SS 7-8: 14</b>	<b>Civics, Government and Society</b>
<b>H&amp;SS 7-8: 16</b>	<b>Students examine how different societies address issues of human interdependence by...</b>

### Essential Learnings – Students will...

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>• The differences between the USSR and the US economic and political systems.</li> <li>• Who were the world leaders involved?</li> <li>• The Berlin Wall was torn down.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the differences between communism and capitalism.</li> <li>• Identify the key world leaders involved in the USSR and the US.</li> <li>• Make a timeline to show the history of the Berlin Wall.</li> </ul>

<b>Potential Assessments:</b>	<b>Performance Indicators:</b>
<ul style="list-style-type: none"> <li>• Tests/Quizzes on readings and class notes.</li> <li>• Creation of a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will pass the tests/quizzes.</li> <li>• Students will take adequate notes when checked in class.</li> <li>• Rubric for timelines.</li> </ul>

## BRSU Social Studies Curriculum

### Suggested Learning Experiences:

- ▶ Internet name investigation. Give students specific names of world leaders and key players to search for through an Internet search. Possible Inquiry Activity.
- ▶ Find images to compare and contrast the standard of living for communist and non-communist countries before the fall.
- ▶ Graph the differences between the “rich and poor” in both communist and capitalist countries. (Is capitalism good for all?) Possible Inquiry Activity.
- ▶ Create timeline of key events surrounding the fall of the Soviet Union.
- ▶ Challenge Activity: Compare the events that led to the fall of the Soviet Union to the events in America today. Can any noticeable similarities be found?
- ▶ Make maps of Europe to show the new countries formed following the breakup of the Soviet Union.

Terms/concepts	Resources
<ul style="list-style-type: none"> <li>• Communism</li> <li>• Totalitarian</li> <li>• USSR, Russia</li> <li>• Iron Curtain</li> <li>• Berlin Wall</li> <li>• Reagan, Bush</li> <li>• “Evil Empire”</li> <li>• Common Market</li> <li>• European Union</li> <li>• Mikhail Gorbachev</li> <li>• Perestroika</li> <li>• Glasnost</li> <li>• Solidarity</li> <li>• Satellite states</li> <li>• Ethnic violence</li> <li>• Star Wars</li> </ul>	<p><u>All the People</u> by Joy Hakim, chapter 40</p> <p><a href="http://www.dailysoft.com/berlinwall/">www.dailysoft.com/berlinwall/</a> (Berlin Wall on-line.)</p> <p><a href="http://www.newseum.org/berlinwall/">www.newseum.org/berlinwall/</a> (Interactive exhibit of news coverage on the Berlin Wall.)</p> <p><a href="http://www.uea.ac.uk/his/webcours/russia/welcome/">www.uea.ac.uk/his/webcours/russia/welcome/</a> (History of the Soviet Union. Resources and links.)</p> <p><a href="http://fte.org/teachers/lessons/edsu/edsules1.htm">http://fte.org/teachers/lessons/edsu/edsules1.htm</a> (Foundation for teaching economics. Lessons for teaching the demise of the Soviet Union.)</p>

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>The Middle East</b>
<b>Grade:</b>	8
<b>Pacing Guide:</b>	4 weeks

### Enduring Understandings:

- ▶ Global society is diverse, made up of various cultures which bring to interrelationships varied perspectives, contributions, and at times challenges.
- ▶ People behave as they do because of the things they believe in or value. Beliefs vary from person to person and from culture to culture.
- ▶ The changing interaction between human and physical factors shapes regional culture.
- ▶ Events are not single solitary moments, but often are the result of one event and the catalyst of another.

### Essential Questions:

How does the religious significance of this region impact its social and political stability?

Focusing questions:

- a. What three major religions claim the same piece of land as their homeland? Why?

Do economic forces override political differences?

Focusing questions:

- a. How does our reliance on fossil fuels impact our relations with the Middle East?
- b. Who has the oil? Who uses it?

What impact did the formation of Israel have on the region?

Focusing questions:

- a. How was Israel formed? Why was there opposition to the formation of Israel?

### Vermont Grade Expectations:

<b>H&amp;SS 7-8 :8</b>	<b>History</b>
	<b>Students connect the past with the present by...</b> <ul style="list-style-type: none"><li>• Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?).</li></ul>

## BRSU Social Studies Curriculum

<b>H&amp;SS 7-8:16</b>	<b>Civics, Government and Society</b>
<b>H&amp;SS 7-8: 18</b>	<b>Economics</b>

<b>H&amp;SS 7-8:16</b>	<p><b>Students examine how different societies address issues of human interdependence by...</b></p> <ul style="list-style-type: none"> <li>• Analyze differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity, and describe their costs and benefits. i</li> <li>• Explaining conditions, actions, and motivations that contribute to tensions and/or conflict within and among individuals, communities, and nations (e.g., investigating the relationship between poverty and conflict). i</li> <li>• Explaining ways in which conflicts can be resolved peacefully (e.g., assimilation /separatism; affirmative action; diplomacy).</li> </ul>
<b>H&amp;SS 7-8: 18</b>	<p><b>Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</b></p> <ul style="list-style-type: none"> <li>• Explaining how goods and services around the world create economic interdependence between people in different places (e.g., writing a persuasive essay about the effects of importing oil, exporting labor, etc.). i</li> <li>• Examining how producers in the U.S. and/or world have used natural, human, and capital resources to produce goods and services, and predicting the long term effects of these uses (e.g., describing how the use of petroleum products will impact the production of hybrid vehicles; examining how the use of human resources in the U.S. has changed over time). i</li> </ul>

### Essential Learnings – Students will...

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>• The countries of the Middle east.</li> <li>• The religions of the region.</li> <li>• The natural resources of the region.</li> <li>• The cause and effects of the different conflicts/wars in the region.</li> <li>• The relationship of the United States to different countries in this region. How have they changed over time?</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the Middle East countries on a map.</li> <li>• Map or graph the religions of the region.</li> <li>• Map or graph the resources of the region.</li> <li>• Analyze the various wars and conflicts in the region and list their causes and outcomes.</li> <li>• Explain the relationship the US has had with the different countries in the region over time.</li> </ul>

## BRSU Social Studies Curriculum

Potential Assessments:	Performance Indicators:

### Suggested Learning Experiences:

- ▶ Have students keep a daily chart of the price of gasoline during the unit. Link this information to the price of crude oil. Track where the US buys its oil. Possible Inquiry Activity.
- ▶ Look at value of the dollar and its relationship to the price of oil. Look at rates of exchange (i.e. comparison with Canadian dollar).
- ▶ Explore the issue of supply and demand. (Do a classroom simulation to make this connection.) Possible Inquiry Activity.
- ▶ Create a variety of products for the students to choose from to show their knowledge of this topic. Students pick and choose from the different categories to fit their learning styles. (e.g., posters, poems, artwork, timelines, dioramas, brief reports, essays, maps, etc.)

Terms/concepts	Resources
<ul style="list-style-type: none"> <li>• OPEC</li> <li>• Oil / petroleum</li> <li>• Islam</li> <li>• Muslim</li> <li>• Arab</li> <li>• Hebrew</li> <li>• Israel</li> <li>• Camp David Accords</li> <li>• Palestine</li> <li>• Zionist</li> <li>• Balfour Declaration of 1917</li> <li>• Nationalism</li> <li>• UN 1947 Partition Resolution</li> <li>• Palestine Mandate</li> <li>• 1991 Gulf War</li> <li>• Operation Iraqi Freedom</li> <li>• 1978 Iranian Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• <u>All the People</u> by Joy Hakim, chapter 37</li> <li>• <a href="http://www.esrnational.org/sp/we/uw.htm">www.esrnational.org/sp/we/uw.htm</a> (Site with lesson plans to understand war and the Middle East.)</li> <li>• <a href="http://mec.sas.upenn.edu/resources.html">http://mec.sas.upenn.edu/resources.html</a> (Middle East Center resource site.)</li> <li>• <a href="http://www.google.com/Top/KidsandTeens/SchoolTime/">http://www.google.com/Top/KidsandTeens/School Time/</a> - <u>Social Studies/World Cultures/Middle East/</u> (This site links a variety of Middle East sites for students.)</li> </ul>