



Grade 8 Unit 4 - Redefining and Evaluating a Democratic Culture

Unit Focus

The global impact of the Great Depression on Europe would ultimately result in examples of totalitarian leadership. A post-WWI United States and its political leaders would shift from isolationism to interventionism in a dire quest to preserve democracy and freedom at home and abroad. As a focus for this unit, which helps to define democracy during wartime, students will understand the impacts of mobilization on socio-cultural elements of America.

The emphasis for the unit will be on the home front where it will be important for students to recognize how there was a clear shift in attitudes as intervention in global conflict seemed imminent. They will evaluate the impact of the war on such topics as the economy, women, immigrants, and minorities. With the attack on Pearl Harbor and declaration of war, all aspects of society would be affected. Looking at multiple sources for evidence, students will understand how the balancing of security and freedoms played a role in democracy's guarantee of basic human rights.

After the previous unit was focused on exploring how citizens responded to major social issues during the progressive era and the government reacted to the crisis of the Great Depression, students will investigate how the nation as a whole struggled to meet the demands of the largest war in world history. Students, as historians, will consider the growth of the nation's economy as a result of the overnight needs brought about by the war effort.

The learning in the unit will lead to a culminating opinion/argument digital reflection which asks students to evaluate a contemporary continuation of their course-long selected theme (socio-cultural, political, or economic issue). They will evaluate the entire theme, considering its historical, and contemporary components in relation to the Constitutional promises at the heart of our Nation's founding. In order for students to prove and present their thesis, research and conclusions, they must answer the course-long question: Have we made progress?

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>History/Social Studies : 8</i> <i>919684 Reading History</i> <i>919693 Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. <i>919699 Writing History & Science</i> <i>919700 Text Types and Purposes</i> • CCSS.ELA-LITERACY.WHST.6-8.1 Write arguments focused on discipline-specific content. <i>919718 Research to Build and Present Knowledge</i> • CCSS.ELA-LITERACY.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <i>919722 Range of Writing</i> • CCSS.ELA-LITERACY.WHST.6-8.10 Write routinely over extended time frames (time for 	<p>T1 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue (<i>Synthesizing</i>)</p> <p>T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose (<i>Presentation</i>)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Economics shape the ideas, choices, and actions of individuals and groups.</p> <p>U2 The outcome of any historical event may not be intended or predicted.</p> <p>U3 Depending on historical context and cultural beliefs, human rights have been limited</p>	<p>Q1 How does the exchange of goods lead to interdependence, growth, and conflict?</p> <p>Q2 How do historians use historical context to impact understanding of events?</p> <p>Q3 How are human rights understood, interpreted, and applied throughout place and</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Performance Standards

Social Studies : 8

1011020 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY

- INQ.6--8.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.

1011026 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS

1011039 Geography

- GEO.8.1 Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
- GEO.8.2 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

1011044 History

- HIST.8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).
- HIST.8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.
- HIST.8.7 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

1011055 DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE

- INQ.6--8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.

1011060 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION

- INQ.6--8.16 Assess their individual and collective capacities to take action to address local, regional and global problems, taking into account a range of possible levels of power, strategies and potential outcomes.
- INQ.6--8.13 Critique arguments for credibility.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.

Collaboration/Communication

- Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.

and/or denied.

U4 Historians and social scientists work to explain what happened and its significance through a continuous process of questioning, research, analysis, and interpretation.

time?

Q4 How does my question help me better understand and explain interpretations and the importance of the information?

ACQUISITION OF KNOWLEDGE AND SKILL

KNOWLEDGE

SKILLS

K1 Overview of totalitarian leadership in Europe leading to the outbreak of WWII

K2 Impacts of mobilization, isolationism, initial involvements, and intervention through declaration by the United States

K3 Treatment of Japanese Americans, Italian-Americans, and German-Americans throughout the War

K4 The impact of the war on the economy, women, minorities, and Connecticut

K5 how to navigate the American democratic system to action an address contemporary issues

K6 Vocabulary: isolationism, intervention, mobilization, civil defense, lend-lease, cash-carry, infamy, stereotype, bias, discrimination, segregated, internment, alien, espionage, mobilization, rationing, reparations

S1 determining helpful sources when responding to compelling and supporting questions

S2 analyzing and explaining multiple factors that influenced the perspectives of people during different historical eras

S3 constructing and analyzing maps

S4 developing claims and counterclaims while pointing out the strengths and limitations of both

S5 writing arguments and critiquing their credibility

S6 assessing their individual and collective capacities to take action

S7 writing routinely over extended time frames