

Grade 8 Themes in American History - Unit 4: Expanding American Global Influence

Phoenixville Area School District

| Stage 1 Desired Results | | |
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| <p>Overarching PA Core Standards:</p> <p>5.4.8.A Describe how national interests lead to agreements and conflicts between and among countries.</p> <p>8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>8.1.8.C Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. (Reference RWSL</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Identify trends in problems overtime to prepare students to be knowledgeable, analytical, and engaged citizens. • Engage in research to cite, generate, and evaluate claims and analyze issues to verify the credibility of different points of view. • Evaluate how individual and groups reflect, create, and change societal constructs and institutions. • Communicate information and ideas through writing, speaking, illustrations, for a target audience using appropriate vocabulary. | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Identifying a source’s format, purpose, point of view, and context helps learners analyze and comprehend sources • Historical Events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts • Identify reasons why people seek change in society, based on values and viewpoints, and the different methods used to accomplish change | <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. When is conflict necessary (What do people do to stand up for themselves? What lines do they cross? How far are they willing to go/) 2. How can individuals and groups contribute to their communities and to the world 3. How and why do governments make decisions 4. How do I support my conclusions with appropriate citation of a variety of evidence? |

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| <p>Standard 1.8.8 Research)</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> | <ul style="list-style-type: none"> • Citizens can change their world through action • Civic engagement can shape the rights and responsibilities of citizens | | |
| Knowledge and Skills Acquisition | | | |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The impacts of World War I on the World • How World War II shaped the current world • How Superpowers were created • How the United States was shaped, changed, and impacted the world during this time <p>VOCABULARY:</p> <table border="1" data-bbox="520 971 1402 1295"> <tr> <td data-bbox="520 971 940 1295"> <ul style="list-style-type: none"> • Central Powers/Allied Powers/Axis Powers • Trench Warfare • Armistice • Propaganda • Neutrality Act • Nonaggression Pact </td> <td data-bbox="940 971 1402 1295"> <ul style="list-style-type: none"> • Lend Lease Program • Appeasement • Blitzkrieg • Strategic Arms Limitation Talks • Iron Curtain • Non-Proliferation Treaty </td> </tr> </table> | <ul style="list-style-type: none"> • Central Powers/Allied Powers/Axis Powers • Trench Warfare • Armistice • Propaganda • Neutrality Act • Nonaggression Pact | <ul style="list-style-type: none"> • Lend Lease Program • Appeasement • Blitzkrieg • Strategic Arms Limitation Talks • Iron Curtain • Non-Proliferation Treaty | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining chronological sequence and cause and effect • Analyze the purposes, implementation, and consequences of public policies in multiple settings • Identify connections among events and developments in broader historical contexts • Use evidence to support a claim |
| <ul style="list-style-type: none"> • Central Powers/Allied Powers/Axis Powers • Trench Warfare • Armistice • Propaganda • Neutrality Act • Nonaggression Pact | <ul style="list-style-type: none"> • Lend Lease Program • Appeasement • Blitzkrieg • Strategic Arms Limitation Talks • Iron Curtain • Non-Proliferation Treaty | | |
| Stage 2 – Evidence | | | |

| Code (A, M, T) | Evaluative Criteria | Assessment Evidence | |
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| T | Make sure to answer the questions, by gathering, using, and interpreting evidence, using chronological reasoning and causation. | <p>PERFORMANCE TASK(S):</p> <p>Goal: Did peace lead to war? Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</p> <p>Role: Historian</p> <p>Audience: Fellow Historians</p> <p>Situation: You and your fellow historians read this article, and debate breaks out as some argue that WWI did not end until 2010.</p> <p>Product: Construct an evidence-based argument responding to the question, “Can peace lead to war?” You may create a poster, PowerPoint presentation, essay, video, or debate.</p> <p>Success Criteria:</p> <p>What did President Wilson mean by “peace without victory”? What was lost by Germany signing the Treat of Versailles? Why was Germany blamed? Did reparations set up the stage for WWII? Did peace lead to war?</p> <p>(http://www.c3teachers.org/inquiries/treaty-of-versailles/)</p> | <p>Differentiation Considerations:</p> <p>For this assessment, students might find their own sources or be provided with differentiated sources, depending on need. Work with the librarian to find database political cartoons, articles, letters from leaders from the time period, and/or Articles from the Treaty.</p> |
| | | <p>OTHER EVIDENCE:</p> <p>One quiz for each of the major unit components, including:</p> <ul style="list-style-type: none"> • Multiple Choice • True/False | <p>Differentiation Considerations:</p> |

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| | | <ul style="list-style-type: none">• Short Answer• Fill-in-the-Blank• Matching | |
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