

**Oxford Area School District Social Studies Scope and Sequence – Quarter 1:**

**Grade 8**

*CC.8.6.6-8.A,B,C,  
D, E, I,G, H*

- Jackson wins the Presidency.
- Political conflict and economic crisis.
- Native Americans on the Frontier.
- Westward Movement.
- Settling Oregon Country.
- Independence of Texas
- Manifest Destiny in California and the Southwest.

*CC.8.6.6-8.A,B,C,  
D, E, I,G, H*

- The Industrial Revolution and Life in the North.
- King Cotton and Life in the South.
- Reform Movement.
- Abolitionism
- Women's Rights
- Arts and Literature

**Oxford Area School District Social Studies Scope and Sequence – Quarter 2:**

**Grade 8**

*Standard:*  
CC.8.6.6-8.A,B,C,  
D, E, I,G, H *Topic*

- Conflicts and Compromises
- Growing Tensions
- Division and the Outbreak of War
- The course of war
- Emancipation and life in wartime
- The war's end

CC.8.6.6-8.A,B,C,  
D, E, I,G, H

- Early Reconstruction
- Radical Reconstruction
- Reconstruction and Southern Society
- The Aftermath of Reconstruction
- Plans for reconstruction clash
- Reconstruction changes the south
- Reconstruction impact

**Oxford Area School District Social Studies Scope and Sequence – Quarter 3:**

**Grade 8**

Sta CC.8.6.6-  
8.A,B,C, D, E, I,G,  
H

- Innovations boosts growth
- Big business rises
- The organized labor movement
- The new immigrants
- A nation of cities
- New ways of life

CC.8.6.6-8.A,B,C,  
D, E, I,G, H

- American Indians under pressure
- The west is transformed
- Corruption plagues the nation
- Farm issues and populism

**Oxford Area School District Social Studies Scope and Sequence – Quarter 4:**

**Grade 8**

*St CC.8.6.6-  
8.A,B,C, D, E, I,G,  
H*

- Progressives drive reform
- Women gain rights
- Striving for equality
- Reformers in the White House
- American influence grows
- The Spanish-American War
- The United States Emerges as a World Power

*CC.8.6.6-8.A,B,C,  
D, E, I,G, H*

- America enters WW I
- The home front during WW I
- The end of WW I
- The postwar economy booms
- Government in the 1920's
- An unsettled society
- The roaring Twenties
- The Harlem Renaissance

<b>Social Studies Curriculum – Grade 8</b>			
<b>Big Idea – The Age of Jackson and Westward Expansion</b>			
<b>Essential Question-</b> How did westward expansion and expanding voting rights influence America?			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ol style="list-style-type: none"> <li>1) Jackson wins the Presidency.</li> <li>2) Political conflict and economic crisis.</li> <li>3) Native Americans on the Frontier.</li> <li>4) Westward Movement.</li> <li>5) Settling Oregon Country.</li> <li>6) Independence of Texas</li> <li>7) Manifest Destiny in California and the Southwest.</li> </ol>	<p>CC.8.6.6-8.A,B,C, D, E, I,G, H                      CC.8.6.6-8.A – Write arguments focused on discipline-specific content.                      CC.8.6.6-8.B – Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.                      CC.8.6-6.C – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      CC.8.6.6-8.D – With some guidance and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                      CC.8.6-8.E – Use technology, including the internet, to</p>	<p>myWorld Interactive American History Text; Pearson Education</p>	<p>myWorld Interactive American History; Pearson Education unit assessments</p>

	<p>produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>CC.8.6.6-8.I – Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.</p> <p>CC.8.6.6-8.G. – 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.</p> <p>CC.8.6.6-8.H – Draw evidence from informational texts to support analysis reflection, and research.</p>		
<p><b>Vocabulary:</b> John Quincy Adams, Andrew Jackson, Jacksonian Democracy, Spoils System, Alexis de Tocqueville, Sequoya, Indian Removal Act, Indian Territory, Trail of Tears, Osceola, Worcester v. Georgia, John C. Calhoun, Tariff of Abominations, Doctrine of Nullification, Webster-Hayne Debate, Daniel Webster, Secession, John C. Calhoun, Tariff of Abominations, Doctrine of Nullification, Webster-Hayne Debate, Daniel Webster, Secession, flatboats, turnpikes, Lancaster Turnpike, corduroy roads, National Road, Erie Canal, Clermont, Jedediah Smith, Mountain Man, Jim Beckworth, Land Speculator, Santa Fe Trail, Oregon Trail, Mormon, Brigham Young, Stephen Austin, Tejano, Antonio Lopez de Santa Anna, Sam Houston, William Travis, Juan Seguin, Battle of the Alamo, Lone Star Republic, James K. Polk, Manifest Destiny, Bear Flag Revolt, Zachary Taylor, Winfield Scott, Treaty of Guadalupe Hidalgo, Mexican Cession, Forty-niner, Californio, Mariano Vallejo, John Sutter, James Marshall, California Gold Rush, Emigrant, Immigrant, Steerage, Push-pull factor, Famine,</p>			

Prejudice, Nativist

<b>Social Studies Curriculum – Grade 8</b>			
<b>Big Idea – Society and Culture Before the Civil War</b>			
<b>Essential Question-</b> How did the Industrial Revolution and Slavery influence American Society?			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
1) The Industrial Revolution and Life in the North. 2) King Cotton and Life in the South. 3) Reform Movement. 4) Abolitionism 5) Women’s Rights 6) Arts and Literature	CC.8.6.6-8.A,B,C, D, E, I,G, H CC.8.6.6-8.A – Write arguments focused on discipline-specific content. CC.8.6.6-8.B – Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CC.8.6-6.C – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.6-8.D – With some guidance and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.8.6-8.E – Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments

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<p><b>Vocabulary:</b> Samuel Slater, Industrial Revolution, spinning jenny, capital, capitalist, Factory System, Lowell mills, Interchangeable parts, Lowell Girls, urbanization, locomotive, clipper ship, trade union, strike, Know-Nothing party, demand, supply, scarcity, credit, profit, boom, cultivate, cottonocracy, slave codes, extended family, debtor, Robert Fulton, Samuel F.B. Morse, Abolition, Fredrick Douglass, Sojourner Truth, Underground Railroad, Harriet Tubman, Elizabeth Cady Stanton, Seneca Falls Convention, Suffrage, Romanticism, Hudson River School, Transcendentalism, Civil Disobedience, revival, Second Great Awakening, Temperance movement, Labor union, predestination, Horace Mann, Dorothea Dix, Eli Whitney, Cotton gin, Spirituals, Nat Turner, American Colonization Society, The Liberator, Underground Railroad</p>			

<b>Social Studies Curriculum – Grade 8</b>			
<b>Big Idea – Sectionalism and Civil War</b>			
<b>Essential Question-</b> When is war justified?			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ol style="list-style-type: none"> <li>1) Conflicts and Compromises</li> <li>2) Growing Tensions</li> <li>3) Division and the Outbreak of War</li> <li>4) The course of war</li> <li>5) Emancipation and life in wartime</li> <li>6) The war’s end</li> </ol>	<p>CC.8.6.6-8.A,B,C, D, E, I,G, H                      CC.8.6.6-8.A – Write arguments focused on discipline-specific content.                      CC.8.6.6-8.B – Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.                      CC.8.6-6.C – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      CC.8.6.6-8.D – With some guidance and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                      CC.8.6-8.E – Use technology, including the internet, to</p>	<p>myWorld Interactive American History Text; Pearson Education</p>	<p>myWorld Interactive American History; Pearson Education unit assessments</p>

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<p><b>Vocabulary:</b> Nationalism, Henry Clay, American System, Erie Canal, James Monroe, Sectionalism, Missouri Compromise, Monroe Doctrine, Wilmot Proviso, Free-Soil Party, Henry Clay, Daniel Webster, Stephen A. Douglas, Compromise of 1850, Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, Fugitive Slave Act, Popular Sovereignty, Kansas Nebraska Act, John Brown, Republican Party, John C. Fremont, James Buchanan, Dred Scott v. Sandford, Roger B. Taney, Abraham Lincoln, Harpers Ferry, Platform, Secede, Confederate States of America, Jefferson Davis, Crittenden Plan, Fort Sumter, Robert E. Lee, Border States, King Cotton, Anaconda Plan, First Battle of Bull Run, Blockade, Hygiene, Rifle, Minie Ball, Ironclad, Ulysses S. Grant, Battle of Shiloh, Cavalry, Seven Days’ Battles, Battle of Antietam, Emancipation Proclamation, 54<sup>th</sup> Massachusetts Regiment, Copperhead, Conscription, Bounty, Income Tax, Green back, Clara Barton, Battle of Gettysburg, Pickett’s Charge, Ulysses S. Grant, Robert E. Lee, Siege of Vicksburg, William Tecumseh Sherman, Appomattox Court House, 13<sup>th</sup> Amendment</p>			

John Wilkes Booth, Border Ruffians, guerrilla warfare, lawsuit, arsenal, treason, martyr, Republican Party, unamendable, border state, Virginia, Monitor, Fort Wagner, draft, habeas corpus, income tax, inflation, profiteer, William Carney, Philip Bazaar

<b>Social Studies Curriculum – Grade 8</b>			
<b>Big Idea – The Reconstruction Era</b>			
<b>Essential Question-</b> How should we handle conflict.			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ol style="list-style-type: none"> <li>1) Early Reconstruction</li> <li>2) Radical Reconstruction</li> <li>3) Reconstruction and Southern Society</li> <li>4) The Aftermath of Reconstruction</li> <li>5) Plans for reconstruction clash</li> <li>6) Reconstruction changes the south</li> <li>7) Reconstruction impact</li> </ol>	<p>CC.8.6.6-8.A,B,C, D, E, I,G, H</p> <p>CC.8.6.6-8.A – Write arguments focused on discipline-specific content.</p> <p>CC.8.6.6-8.B – Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC.8.6-6.C – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.D – With some guidance and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.8.6-8.E – Use technology, including the internet, to</p>	<p>myWorld Interactive American History Text; Pearson Education</p>	<p>myWorld Interactive American History; Pearson Education unit assessments</p>

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<p><b>Vocabulary:</b> freedman, Reconstruction, Ten Percent Plan, amnesty, Wade-Davis Bill, Freedmen’s Bureau, 13 Amendment, Radical Republican, 14 Amendment, Radical Reconstruction, Reconstruction Act, impeach, 15 Amendment, scalawag, carpetbagger, Ku Klux Klan, sharecropper, Hiram Rhodes Revels, poll tax, literacy test, grandfather clause, segregation Jim Crow Laws, New South, Plessy v. Ferguson, Compromise of 1877, Andrew Johnson, Booker T. Washington, Ida B. Wells, Civil Rights Act of 1875</p>			

<b>Social Studies Curriculum – Grade 8</b>			
<b>Big Idea – Industry and Immigration</b>			
<b>Essential Question-</b> How do science and technology affect society?			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ol style="list-style-type: none"> <li>1) Innovations boosts growth</li> <li>2) Big business rises</li> <li>3) The organized labor movement</li> <li>4) The new immigrants</li> <li>5) A nation of cities</li> <li>6) New ways of life</li> </ol>	<p>CC.8.6.6-8.A,B,C, D, E, I,G, H                      CC.8.6.6-8.A – Write arguments focused on discipline-specific content.                      CC.8.6.6-8.B – Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.                      CC.8.6-6.C – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      CC.8.6.6-8.D – With some guidance and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                      CC.8.6-8.E – Use technology, including the internet, to</p>	<p>myWorld Interactive American History Text; Pearson Education</p>	<p>myWorld Interactive American History; Pearson Education unit assessments</p>

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<p><b>Vocabulary:</b> Robber Baron, Gilded Age, Philanthropist, Andrew Carnegie, John D. Rockefeller, Monopoly, Transcontinental Railroad, entrepreneurs, laissez-faire, protective tariffs, patent, Thomas Edison, Bessemer process, suspension bridges, time zones, mass production, cash crop, free enterprise, corporation, monopoly, cartel, John D. Rockefeller, horizontal integration, trust, Andrew Carnegie, vertical integration, Social Darwinism, Interstate Commerce Commission, Sherman Antitrust Act, sweatshops, company towns, collective bargaining, socialism, Knights of Labor, Terence v. Powderly, Samuel Gompers, American Federation of Labor, Haymarket Riot, Homestead Strike, Eugene v. Debs, Pullman Strike, new immigrants, steerage, Ellis Island, Angel Island, Americanization, melting pot, nativism, Chinese Exclusion Act, urbanization, rural-to-urban migrants, skyscrapers, Elisha Otis, mass transit, suburbs, Fredrick Law Olmsted, tenements, cholera, Mark Twain, Gilded Age, conspicuous consumerism, mass culture, Joseph Pulitzer, William Randolph Hearst, Horatio Alger, vaudeville, Tin Pan Alley</p>			

<b>Social Studies Curriculum – Grade 8</b>			
<b>Big Idea – Challenges in the late 1800’s</b>			
<b>Essential Question-</b> What are the challenges of diversity			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ol style="list-style-type: none"> <li>1) American Indians under pressure</li> <li>2) The west is transformed</li> <li>3) Corruption plagues the nation</li> <li>4) Farm issues and populism</li> </ol>	<p>CC.8.6.6-8.A,B,C, D, E, I,G, H                      CC.8.6.6-8.A – Write arguments focused on discipline-specific content.                      CC.8.6.6-8.B – Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.                      CC.8.6-6.C – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      CC.8.6.6-8.D – With some guidance and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                      CC.8.6-8.E – Use technology, including the internet, to</p>	<p>myWorld Interactive American History Text; Pearson Education</p>	<p>myWorld Interactive American History; Pearson Education unit assessments</p>

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<p><b>Vocabulary:</b> Frontier, Great Plains, Boomtown, Long Drive, Vaquero, Vigilante, Reservation, Sandy Creek Massacre, Sitting Bull, George A. Custer, Battle of the Little Big Horn, Wounded Knee Massacre, Dawes Act, Homestead, Mexicano, William “Buffalo Bill” Cody, Buffalo Soldier, Homestead Act, Exoduster, Sodbuster, Grange, Cooperative, Populist Party, Gold Standard, William Jennings Bryan</p>			

<b>Social Studies Curriculum – Grade 8</b>			
<b>Big Idea – America Comes of Age</b>			
<b>Essential Question-</b> What can individuals do to affect society?			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ol style="list-style-type: none"> <li>1) Progressives drive reform</li> <li>2) Women gain rights</li> <li>3) Striving for equality</li> <li>4) Reformers in the White House</li> <li>5) American influence grows</li> <li>6) The Spanish-American War</li> <li>7) The United States Emerges as a World Power</li> </ol>	<p>CC.8.6.6-8.A,B,C, D, E, I,G, H                      CC.8.6.6-8.A – Write arguments focused on discipline-specific content.                      CC.8.6.6-8.B – Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.                      CC.8.6-6.C – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      CC.8.6.6-8.D – With some guidance and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                      CC.8.6-8.E – Use technology, including the internet, to</p>	<p>myWorld Interactive American History Text; Pearson Education</p>	<p>myWorld Interactive American History; Pearson Education unit assessments</p>

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<p><b>Vocabulary:</b> Progressivism, muckraker, Lincoln Steffens, Jacob Riis, Social Gospel, settlement house, Jane Addams, direct primary, initiative, referendum, recall, Upton Sinclair, 17 Amendment, referendum, Florence Kelley, National Consumers League, temperance movement, Margaret Sanger, Ida B. Wells, Carrie Chapman Catt., National American Woman Suffrage Association, Alice Paul, 19 Amendment, Frances Willard, suffrage, Susan B. Anthony, Americanization, Booker T. Washington, W.E.B. DuBois, Niagara Movement, National Association for the Advancement of Colored People, Urban League, Anti-Defamation League, mutualistas, American Indian Citizenship Act of 1924, Square Deal, Hepburn Act, Meat Inspection Act, Pure Food and Drug Act, John Muir, Gifford Pinchot, National Reclamation Act, New Nationalism, Progressive Party, Woodrow Wilson, New Freedom, 16 Amendment, Federal Reserve Act, Federal Trade Commission, Clayton Antitrust Act, Theodore Roosevelt, monetary policy, imperialism, extractive economies, Alfred T. Mahan, Social</p>			

Darwinism, Fredrick Jackson Turner, Matthew Perry, Queen Liluokalani, Sanford B. Dole, Jose Marti, William Randolph Hearst, Yellow Press, jingoism, George Dewey, Emilio Aguinaldo, Rough Riders, Treaty of Paris, insurrection, guerrilla warfare, William Howard Taft, spheres of influence, John Hay, Boxer Rebellion, Open Door Policy, Russo-Japan War, Gentlemen’s Agreement, Great White Fleet, Foraker Act, Platt Agreement, big stick diplomacy, Panama Canal, Roosevelt Corollary, dollar diplomacy, moral diplomacy, Francisco Pancho Villa

<b>Social Studies Curriculum – Grade 8</b>			
<b>Big Idea – World War I and the 1920's</b>			
<b>Essential Question-</b> How should we handle conflict?			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ol style="list-style-type: none"> <li>1) America enters WW I</li> <li>2) The home front during WW I</li> <li>3) The end of WW I</li> <li>4) The postwar economy booms</li> <li>5) Government in the 1920's</li> <li>6) An unsettled society</li> <li>7) The roaring Twenties</li> <li>8) The Harlem Renaissance</li> </ol>	<p>CC.8.6.6-8.A,B,C, D, E, I,G, H</p> <p>CC.8.6.6-8.A – Write arguments focused on discipline-specific content.</p> <p>CC.8.6.6-8.B – Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC.8.6-6.C – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.D – With some guidance and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.8.6-8.E – Use technology, including the internet, to</p>	<p>myWorld Interactive American History Text; Pearson Education</p>	<p>myWorld Interactive American History; Pearson Education unit assessments</p>

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**Vocabulary:** Alsace-Lorraine, militarism, Francis Ferdinand, William II, Western Front, casualty, contraband, U-boats, Lusitania, Zimmermann note, Selective Service Act, Bernard Baruch, Committee on Public Information, George Creel, conscientious objector, Espionage Act, Great Migration, Bernard Baruch, convoy, Vladimir Lenin, John J. Pershing, Fourteen Points, self-determination, League of Nations, Henry Cabot Lodge, reparations, irreconcilables, reservationists, American Expeditionary Forces, influenza, Henry Ford, mass production, Model T, scientific management, assembly lines, consumer revolution, installment buying, bull market, buying on margin, inflation, creditor nation, Andrew Mellon, Herbert Hoover, Teapot Dome scandal, Calvin Coolidge, Washington Naval Disarmament Conference, Kellogg-Briand Pact, Dawes Plan, Warren G. Harding, modernism, fundamentalism, Scopes Trial, Clarence Darrow, quota system, Ku Klux Klan, Prohibition, 18 Amendment, Volstead Act, Bootlegger, Red Scare, Palmer Raids, Bartolomeo Vanzetti, William Jennings Bryan, Nicola Sacco, eugenics, Charlie Chaplin, The Jazz Singer, Babe Ruth, Charles Lindbergh, flapper,

Sigmund Freud, Lost Generation, F. Scott Fitzgerald, Ernest Hemingway, Marcus Garvey, jazz, Louis Armstrong, Bessie Smith, Harlem Renaissance, Claude McKay, Langston Hughes, Zora Neale Hurston