

MONTH YEAR

# 8<sup>th</sup> Grade American History

**Mr. Hokanson 8 Blue Team Room 100  
Planning/Teaming: M-F 8:13-9:46**

Welcome to another school year and to 8<sup>th</sup> Grade American History class! My name is Mr. Hokanson and in this course of study students will learn how historians work and will practice these techniques throughout their study of federal, state and local government as well as American History from Post Reconstruction to the present day.

There are three main rules in my classroom: Be Ready, Respectful, and Responsible. We only have a short time to spend on this plan of study; so, it is important that we are focused on each task at hand each day (Do you realize there are only about 160 hours for us to study this segment of American History? – That's literally only 4 full weeks of time!).

Much of the content for this course can be found online at oxpower.org. The weekly agenda outlines what we are doing at a particular time and several links to resources, assignments, practice activities, study guides, plus remediation, and enrichment activities as well. I often link back to this site and its resources from Infinite Campus so you can access specific items in the Student/Parent



## Contact Information

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## Grading Scale

**A = 93% – 100%  
B = 86% – 92%  
C = 78% – 85%  
D = 70% – 77%  
F = 0% – 69%**

## Plan of Study

### American History Post Reconstruction – Present Day

#### Semester 1 (August – December)

**Unit 1:** Map/Study Skills/Government Unit (August)  
**Unit 2:** Chapters 4 Opening the West 1858-1896, 5 The Industrial Age 1865-1914, & 6 An Urban Society 1865-1914 (August/September)

**Unit 3:** Chapters 7 The Progressive Era 1877-1920 & 8 Rise to World Power 1865-1917 (October)  
Chapter 9 World War I 1914-1919 (November/December)

#### Semester 2 (January – May)

**Unit 4:** Chapter 10 The Jazz Age 1920-1929 & 11 The Depression and the New Deal 1929-1939 (January)  
Chapter 12 America and World War II 1939-1945 (February)

**Unit 5 & 6:** Chapters 13 The Cold War Era 1945-1960, 14 The Civil Rights Era 1954-1974, 15 The Vietnam Era 1960-1975, 16 America in the 1970s 1968-1981, & 17 New Challenges 1981-Present (March – May)

# State Standards

## Nebraska Social Studies Standards Grades 6-8

**K-12 Civics:** Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

**K-12 Economics:** Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

**K-12 Geography:** Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

**K-12 History:** Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

"Only if you have been in the deepest valley, can you ever know how magnificent it is to be on the highest mountain." Richard M. Nixon

### Web Resources

District Website

<http://www.nppsd.org>

Student/Parent Portal (Infinite Campus)

[https://campus.nppsd.org/campus/portal/northpl  
atte.jsp](https://campus.nppsd.org/campus/portal/northplatte.jsp)

School Lunch

[https://www.sodexoeducation.com/segment\\_0200/district\\_3900/ENM/entry1/](https://www.sodexoeducation.com/segment_0200/district_3900/ENM/entry1/)

*"We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory will swell when again touched, as surely they will be, by the better angels of our nature." Abraham Lincoln*

# Unit 1 Government

Grade Level: 8

Subject: American History

Prepared By: Neil Hokanson

Overview & Purpose	Education Standards Addressed
<p>AH8:2 Students will explain and compare the different forms of government, the branches of the United States Government and how they work together, as well as the roles of state, county and city governments.</p>	<p>AH8:2-1 describe the origins of democracy such as the Magna Carta and Mayflower Compact AH8:2-2 identify the offices, duties and responsibilities of the Legislative Branch AH8:2-3 identify the offices, duties and responsibilities of the Executive Branch AH8:2-4 identify the offices, duties and responsibilities of the Judicial Branch AH8:2-5 explain how checks and balances works and why it is important AH8:2-6 identify the rights given to citizens through the Bill of Rights AH8:2-7 explain the differences between the rights and responsibilities of US citizens AH8:2-8 explain the role of state governments within the United States AH8:2-9 describe the branches of Nebraska state government and the offices within that government AH8:2-10 describe the different types of local government and identify the responsibilities of the different offices</p>

	Learning Guide	
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p>Explain the meaning of the terms civic life, politics, and government. Explain the essential ideas of American constitutional government. Explain how the powers of the national government are distributed, shared, and limited. Explain how the world is organized politically. Explain the meaning of American citizenship.</p>	<p><b>Materials Needed</b></p> <ul style="list-style-type: none"><li>● Paper</li><li>● Pencil</li><li>● Others</li><li>● Internet</li><li>● Computer</li></ul>
<p><b>Information</b> (Give and/or demonstrate necessary information)</p>	<p><a href="http://oxpower.wordpress.com/early-america/">http://oxpower.wordpress.com/early-america/</a> iCivics <a href="http://www.icivics.org/">www.icivics.org/</a> Annenberg Institute for Civics <a href="http://www.annenbergclassroom.org/">http://www.annenbergclassroom.org/</a> <a href="#">A Promise of Freedom (Video)</a> <a href="#">Branches of Government (Game)</a> <a href="#">Interactive Constitution</a></p>	
<p><b>Verification</b> (Steps to check for student understanding)</p>	<p>Essential Questions: <a href="#">What are Civic Life, Politics, and Government?</a> <a href="#">What are the Foundations of the American Political System?</a> <a href="#">How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?</a> <a href="#">What is the Relationship of the United States to Other Nations and to World Affairs?</a> <a href="#">What are the Roles of the Citizen in American Democracy?</a></p>	<p><b>Other Resources</b></p> <p><a href="http://www.constitutionfacts.com/">http://www.constitutionfacts.com/</a> <a href="#">Declaration of Independence</a> <a href="#">Vocabulary Activities</a> <a href="#">Constitution Vocabulary Activities</a> <a href="#">National Mock Election Game</a> <a href="#">Seize the Vote Game</a></p>
<p><b>Activity</b> (Describe the independent activity to reinforce this lesson)</p>	<p>Project – Follow and analyze the 2014 Election.</p>	
<p><b>Summary</b></p>		<p><b>Additional Notes</b></p>

# Unit 2 Chapter 4 Opening the West 1858-1896

Grade Level: 8

Subject: American History

Prepared By: Neil Hokanson

Overview & Purpose		Education Standards Addressed	
AH8:3 Students will describe the events of the Westward Movement and explain how it changed the United States.		AH8:3-1 describe the stages of Western settlement AH8:3-2 describe the role of farmers in the settlement of the West AH8:3-3 compare the way pioneers lived on the Great Plains to the lives of those on the East Coast of the United States AH8:3-4 assess the significance of the transcontinental railroad on western settlement AH8:3-5 describe the culture of Plains Indians AH8:3-6 outline the conflict between White and Native American cultures and the impact that has had on both groups	
Objectives (Specify skills/information that will be learned.)	Learning Guide		Materials Needed
<ul style="list-style-type: none"><li>*Discuss the causes and effects of mining booms in the West</li><li>*Explain how cattle ranchers and farmers adapted to life in the West.</li><li>*Trace the effects of westward expansion on Native Americans.</li><li>*Explain why economic reform movements developed in the late 1800s.</li></ul>			<ul style="list-style-type: none"><li>• Paper</li><li>• Pencil</li><li>• Computer</li><li>• Internet Access</li><li>• Transport</li></ul>
Information (Give and/or demonstrate necessary information)	<a href="#">Chapter 4: Opening the West</a> <a href="http://oxpower.wordpress.com/westward-expansion/">http://oxpower.wordpress.com/westward-expansion/</a> <a href="#">Westward Expansion and Regional Differences</a> <a href="#">The West (PBS)</a> <a href="#">The Great American West (Video)</a>		Other Resources <a href="#">Opening the West Vocabulary Flashcards</a> <a href="#">Opening the West Vocabulary Activities</a> <a href="#">Opening the West Cloze Reading Activity Popups</a> <a href="#">Opening the West Cloze Reading Activity Fill in the Blank</a>
Verification (Steps to check for student understanding)	Essential Questions: What were the causes and effects of mining booms in the West? How did cattle ranchers and farmers adapt to life in the West? How did westward expansion affect Native Americans? Why did economic reform movements develop in the late 1800s?		
Activity (Describe the independent activity to reinforce this lesson)	Projects – Create an online advertisement that will entice a miner, rancher, farmer, or pioneer to move to the West. Depict through a multimedia project the cause and effect of westward expansion on Native American.  Field Trip – Visit various train exhibits in North Platte that would enrich student understanding of the influence of the railroad and westward expansion.		
Summary			Additional Notes

## Unit 2 Chapter 5 The Industrial Age 1865-1914

## Unit 2 Chapter 6 An Urban Society 1865-1914

Grade Level: 8

Subject: American History

Prepared By: Neil Hokanson

<b>Overview &amp; Purpose</b>		<b>Education Standards Addressed</b>
AH8:4 Students will identify the people and events of the Industrial Age and explain their significance in the development of the United States.		AH8:4-1 identify the important inventions of US scientists such as Thomas Edison AH8:4-2 explain the work of industrialists such as Andrew Carnegie AH8:4-3 explain the reasons for immigration to the US and describe the immigrant experience AH8:4-4 describe the role of immigrants in US industrialization AH8:4-5 explain how the Industrial Revolution affected the economy of the United States
	<b>Learning Guide</b>	
<b>Objectives</b> (Specify skills/information that will be learned.)	*Understand how railroad expansion affected the U.S. Economy. *Discuss how inventions revolutionized society in the late 1800s. *Describe how Americans built fortunes in the oil and steel industries. *Explain why workers formed labor unions in the middle to late 1800s.  *Identify characteristics of the new wave of immigrants that arrived after 1865. *Relate how cities changed during the late 1800s. *Discuss ways American culture changed in the late 1800s.	<b>Materials Needed</b> <ul style="list-style-type: none"><li>• Paper</li><li>• Pencil</li><li>• Others</li><li>• Computer</li><li>• Internet</li><li>• Transport</li></ul>
<b>Information</b> (Give and/or demonstrate necessary information)	<a href="#">Chapter 5: The Industrial Age</a> <a href="http://oxpower.wordpress.com/industrial-age/">http://oxpower.wordpress.com/industrial-age/</a>  <a href="#">Chapter 6: An Urban Society</a> <a href="http://oxpower.wordpress.com/industrial-age/">http://oxpower.wordpress.com/industrial-age/</a>	
<b>Verification</b> (Steps to check for student understanding)	Essential Questions How did railroad expansion affect the U.S. Economy? How did inventions of the late 1800s revolutionize society? How did Americans built fortunes in the oil and steel industries? Why did workers form labor unions in the middle to late 1800s?  What were some of the characteristics of the new wave of immigrants that arrived after 1865? How did cities change during the late 1800s? In what ways did American culture change in the late 1800s?	<b>Other Resources</b> <a href="#">The Industrial Age Vocabulary Flashcards</a> <a href="#">The Industrial Age Vocabulary Activities</a> <a href="#">The Industrial Age Cloze Reading Activity Popups</a> <a href="#">The Industrial Age Cloze Reading Activity Fill in the Blank</a>
<b>Activity</b> (Describe the independent activity to reinforce this lesson)	Projects – Create a presentation showcasing an invention from the late 1800s.  Field Trip – Visit various train exhibits in North Platte that would enrich student understanding of the influence of the railroad and westward expansion.	<a href="#">An Urban Society Vocabulary Flashcards</a> <a href="#">An Urban Society Vocabulary Activities</a> <a href="#">An Urban Society Cloze Reading Activity Popups</a> <a href="#">An Urban Society Cloze Reading Activity Fill in the Blank</a>
<b>Summary</b>		<b>Additional Notes</b>

## Unit 3 Chapter 7 The Progressive Era 1877-1920

## Unit 3 Chapter 8 Rise to World Power 1865-1917

Grade Level: 8

Subject: American History

Prepared By: Neil Hokanson

Overview & Purpose		Education Standards Addressed
<p>AH8:5 Students will identify the acquisition of the US during the Age of Imperialism and describe how this experience affected the politics and culture of the United States.</p>		<p>AH8:5-1 explain the reasons for acquiring colonies AH8:5-2 identify the benefits and deficits of colonization AH8:5-3 explain the reasons for the Spanish-American War AH8:5-4 identify the events and effects of the Spanish-American War AH8:5-5 explain the reasons for reformers such as the Populists and Progressives and evaluate their impact on the United States</p>
	Learning Guide	
<b>Objectives</b> (Specify skills/information that will be learned.)	<p>*Explain how the progressives fought corruption in business and government. *Illustrate ways in which reforms affected the lives of women and other groups in the late 1800s. *Discuss why Theodore Roosevelt and William Howard Taft were known as progressive presidents. *Describe how minority groups reacted to discrimination.</p> <p>*Discuss why the U.S. extended its influence to other regions in the late 1800s. *Explain why the U.S. expanded its role in the Pacific. *Analyze how the Spanish-American War helped the U.S. become a world power. *Relate how the beliefs of the U.S. presidents shaped Latin American foreign policies.</p>	<b>Materials Needed</b> <ul style="list-style-type: none"><li>• Paper</li><li>• Pencil</li><li>• Others</li><li>• Internet</li><li>• Computers</li></ul>
<b>Information</b> (Give and/or demonstrate necessary information)	<p><a href="#">Chapter 7: The Progressive Era</a> <a href="http://oxpower.wordpress.com/age-of-imperialism/">http://oxpower.wordpress.com/age-of-imperialism/</a> Video - The Progressive Era <a href="http://youtu.be/EqCqklU_SN0">http://youtu.be/EqCqklU_SN0</a></p> <p><a href="#">Chapter 8: Rise to World Power</a> <a href="http://oxpower.wordpress.com/age-of-imperialism/">http://oxpower.wordpress.com/age-of-imperialism/</a> Video - Crucible of Empire: The Spanish-American War <a href="http://youtu.be/ssi6ZXrp2_s">http://youtu.be/ssi6ZXrp2_s</a></p>	
<b>Verification</b> (Steps to check for student understanding)	<p>Essential Questions How did the progressives fight corruption in business and government? How did reforms affect the lives of women and other groups in the late 1800s? Why were Theodore Roosevelt and William Howard Taft known as progressive presidents? How did minority groups react to discrimination?</p> <p>Why did the U.S. extend its influence to other regions in the late 1800s? Why did the U.S. expand its role in the Pacific? How did the Spanish-American War help the U.S. become a world power? How did the beliefs of the U.S. presidents shape Latin American foreign policies?</p>	<b>Other Resources</b> <a href="#">The Progressive Era Vocabulary Flashcards</a> <a href="#">The Progressive Era Vocabulary Activities</a> <a href="#">The Progressive Era Cloze Reading Activity Popups</a> <a href="#">The Progressive Era Cloze Reading Activity Fill in the Blank</a>
<b>Activity</b> (Describe the independent activity to reinforce this lesson)	Projects –	<a href="#">Rise to World Power Vocabulary Flashcards</a> <a href="#">Rise to World Power Vocabulary Activities</a> <a href="#">Rise to World Power Cloze Reading Activity Popups</a> <a href="#">Rise to World Power Cloze Reading Activity Fill in the Blank</a>
<b>Summary</b>		<b>Additional Notes</b>

# Unit 3 Chapter 9 World War I 1914-1919

Grade Level: 8

Subject: American History

Prepared By: Neil Hokanson

Overview & Purpose	Education Standards Addressed
<p>AH8:6 Students will identify the events and people of World War I and explain how that war changed the world.</p>	<p>AH8:6-1 identify and evaluate the causes of World War I AH8:6-2 explain how WWI was a new type of war in regards to weapons and tactics AH8:6-3 explain the importance of the US entry into WWI AH8:6-4 describe the outcomes of WWI and analyze the impact of the Treaty of Versailles on the future of the world</p>

	Learning Guide	
<b>Objectives</b> (Specify skills/information that will be learned.)	<ul style="list-style-type: none"><li>*Explain how militarism contributed to the outbreak of World War I.</li><li>*State the reasons why the U.S. entered World War I.</li><li>*Describe how the U.S. helped the Allies win World War I.</li><li>*Summarize how the U.S. mobilized its resources to fight the war.</li><li>*Discuss why Wilson's peace plan failed.</li></ul>	<b>Materials Needed</b> <ul style="list-style-type: none"><li>• Paper</li><li>• Pencil</li><li>• Others</li><li>• Internet</li><li>• Computers</li></ul>
<b>Information</b> (Give and/or demonstrate necessary information)	<p><a href="#">Chapter 9 World War I</a> <a href="http://oxpower.wordpress.com/age-of-imperialism/">http://oxpower.wordpress.com/age-of-imperialism/</a> <a href="#">The Great War (PBS)</a> Video The Great War (BBC Intro Segment – WARNING GRAPHIC!!!) <a href="http://youtu.be/qAUIbVhG_hM">http://youtu.be/qAUIbVhG_hM</a></p>	
<b>Verification</b> (Steps to check for student understanding)	<p>Essential Questions How did militarism contribute to the outbreak of World War I? Why did the U.S. enter World War I? How did the U.S. help the Allies win World War I? How did the U.S. mobilize its resources to fight the war? Why did Wilson's peace plan fail?</p>	<b>Other Resources</b> <a href="#">World War I Vocabulary Flashcards</a> <a href="#">World War I Vocabulary Activities</a> <a href="#">World War I Cloze Reading Activity Popups</a> <a href="#">World War I Cloze Reading Activity Fill in the Blank</a>
<b>Activity</b> (Describe the independent activity to reinforce this lesson)	<p>Project – Create a presentation describing a major event, battle, or experience that took place during World War I.</p>	
<b>Summary</b>		<b>Additional Notes</b>

**Unit 4 Chapter 10 The Jazz Age 1920-1929**  
**Unit 4 Chapter 11 The Depression and The New Deal 1929-1939**

Grade Level: 8

Subject: American History

Prepared By: Neil Hokanson

<p><b>Overview &amp; Purpose</b>  <b>AH8:7 Students will describe and evaluate the significance of the changes brought about during the 1920's and the Great Depression.</b></p>	<p><b>Education Standards Addressed</b></p> <p>AH8:7-1 describe the political changes of the 1920's  AH8:7-2 describe the social changes of the 1920's  AH8:7-3 describe the economic changes of the 1920's  AH8:7-4 analyze why and how the stock market crash occurred and its effect on the US and the world  AH8:7-5 describe life in the United States during the Great Depression  AH8:7-6 identify the programs set up during the New Deal and analyze their effect on dealing with the Great Depression</p>
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	<b>Learning Guide</b>	
<b>Objectives</b> (Specify skills/information that will be learned.)	<ul style="list-style-type: none"> <li>*Understand how prejudice and labor strife affected the nation after World War I.</li> <li>*Discuss how the election of Harding and Coolidge reflected America's changing mood.</li> <li>* Explain how new technology and forms of transportation changed American life.</li> <li>*Describe how social change affected the arts, the role of women, and minorities.</li>   <li>*Identify the factors that brought about the Great Depression.</li> <li>*Understand how Franklin Roosevelt's leadership brought about change in the U.S. Economy.</li> <li>*Explain how the Great Depression affected the economic and social conditions of Americans especially minorities.</li> <li>*Discuss why some people supported Roosevelt's New Deal and others opposed it.</li> </ul>	<p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>● Paper</li> <li>● Pencil</li> <li>● Others</li> <li>● Internet</li> <li>● Computer</li> <li>● Video Camera</li> <li>● Microphone</li> </ul>
<b>Information</b> (Give and/or demonstrate necessary information)	<p><a href="#">Chapter 10: The Jazz Age</a>  <a href="http://xpowers.wordpress.com/the-jazz-age-and-the-great-depression/">http://xpowers.wordpress.com/the-jazz-age-and-the-great-depression/</a></p> <p><a href="#">Chapter 11: The Depression and the New Deal</a>  <a href="http://xpowers.wordpress.com/the-jazz-age-and-the-great-depression/">http://xpowers.wordpress.com/the-jazz-age-and-the-great-depression/</a>  Stories from the Great Depression (Video) <a href="http://youtu.be/TpfY8kh5lUw">http://youtu.be/TpfY8kh5lUw</a></p>	
<b>Verification</b> (Steps to check for student understanding)	<p>Essential Questions:</p> <p>How did prejudice and labor strife affect the nation after World War I?  In what ways did the election of Harding and Coolidge reflect America's changing mood?  How did new technology and forms of transportation change American life?  How did social change affect the arts, the role of women, and minorities?</p> <p>What were the factors that brought about the Great Depression?  How did Franklin Roosevelt's leadership bring about change in the U.S. Economy?  How did the Great Depression affect the economic and social conditions of Americans especially minorities?  Why did some people support Roosevelt's New Deal and others oppose it?</p>	<p><b>Other Resources</b></p> <p><a href="#">The Jazz Age Vocabulary Flashcards</a>  <a href="#">The Jazz Age Vocabulary Activities</a>  <a href="#">The Jazz Age Cloze Reading Activity Popups</a>  <a href="#">The Jazz Age Cloze Reading Activity Fill in the Blank</a></p> <p><a href="#">The Depression and the New Deal Vocabulary Flashcards</a>  <a href="#">The Depression and the New Deal Vocabulary Activities</a>  <a href="#">The Depression and the New Deal Cloze Reading Activity Popups</a>  <a href="#">The Depression and the New Deal Cloze Reading Activity Fill in the Blank</a></p>
<b>Activity</b> (Describe the independent activity to reinforce this lesson)	<p>Projects –</p> <p>Interview someone that lived during the Great Depression and record their story via audio or video.</p>	
<b>Summary</b>		<b>Additional Notes</b>

# Unit 4 Chapter 12 America and World War II 1939-1945

Grade Level: 8

Subject: American History

Prepared By: Neil Hokanson

Overview & Purpose	Education Standards Addressed
<p><b>AH8:8 Students will identify the people and events of World War II, describe their effect and decide how they changed the role of the United States in world events.</b></p>	<p>AH8:8-1 identify the changes in world politics and political leadership during the 1930's AH8:8-2 identify the causes of WWII AH8:8-3 explain how the US changed from a policy of isolation to involvement in WWII AH8:8-4 describe how the Allies defeated the Axis Powers AH8:8-5 describe the policies that led to the Holocaust, the events of the Holocaust and the reaction of the world to the Holocaust AH9:8-6 evaluate the changes in US policy and in the world as a result of the Holocaust</p>

	Learning Guide	
<b>Objectives</b> (Specify skills/information that will be learned.)	<ul style="list-style-type: none"><li>*Describe how dictators acquired and expanded power in Europe in the 1930s.</li><li>*Discuss how peaceful nations confronted foreign aggressors in World War II.</li><li>*List the ways the American men, women, and minorities supported the war effort at home.</li><li>*Describe the strategies the Allies pursued in Europe and Africa to defeat the Axis Powers in World War II.</li><li>*Discuss the events that led up to the turning point in the war in the Pacific.</li></ul>	<b>Materials Needed</b> <ul style="list-style-type: none"><li>• Paper</li><li>• Pencil</li><li>• Others</li><li>• Internet</li><li>• Computer</li><li>• Video Camera</li><li>• Microphone</li></ul>
<b>Information</b> (Give and/or demonstrate necessary information)	<p><a href="#">Chapter 12: America and World War II</a> <a href="http://oxpower.wordpress.com/world-war-ii/">http://oxpower.wordpress.com/world-war-ii/</a></p> <p>The War <a href="http://www.pbs.org/thewar/">http://www.pbs.org/thewar/</a></p> <p>The Battle of Britain <a href="http://youtu.be/UHWoJqj4GqM">http://youtu.be/UHWoJqj4GqM</a></p>	
<b>Verification</b> (Steps to check for student understanding)	<p>Essential Questions:</p> <p>How did dictators acquire and expand power in Europe in the 1930s?</p> <p>How did peaceful nations confront foreign aggressors in World War II?</p> <p>In what ways the American men, women, and minorities support the war effort at home?</p> <p>What strategies did the Allies pursue in Europe and Africa to defeat the Axis Powers in World War II?</p> <p>What was the turning point in the war in the Pacific, and what led up to it?</p>	<b>Other Resources</b> <a href="#">America and Word War II</a> <a href="#">Vocabulary Flashcards</a> <a href="#">America and Word War II</a> <a href="#">Vocabulary Activities</a> <a href="#">America and Word War II Cloze</a> <a href="#">Reading Activity Popups</a> <a href="#">America and Word War II Cloze</a> <a href="#">Reading Activity Fill in the Blank</a>
<b>Activity</b> (Describe the independent activity to reinforce this lesson)	<p>Projects –</p> <p>Create a report on an important battle, person(s), or event from World War II.</p> <p>Interview a veteran from World War II.</p>	
<b>Summary</b>		<b>Additional Notes</b>

# Unit 5 Chapter 13 The Cold War Era 1945-1960

Grade Level: 8

Subject: American History

Prepared By: Neil Hokanson

Overview & Purpose	Education Standards Addressed
<p><b>AH8:9 Students will identify the major events of post war America and explain how they have changed how we live up to the present day.</b></p>	<p>AH8:9-1 describe the relationship between the US and the Soviet Union that caused the Cold War AH8:9-2 explain the reasons for the Cuban Missile Crisis and how that crisis was solved AH8:9-3 explain the causes, events and effects of the Korean War AH8:9-5 describe how and why the Cold War came to an end</p>

	Learning Guide	
<b>Objectives</b> (Specify skills/information that will be learned.)	<p>*Explain how and why America aided European nations after World War II. *Understand the economic, social, and political challenges that Americans faced after World War II. *Explain how and why America involved itself in the Korean conflict of the 1950s. *Identify how America's prosperity in the 1950s affected the country's economy and culture.</p>	<b>Materials Needed</b> <ul style="list-style-type: none"><li>• Paper</li><li>• Pencil</li><li>• Others</li><li>• Internet</li><li>• Computer</li><li>• Video Camera</li><li>• Microphone</li></ul>
<b>Information</b> (Give and/or demonstrate necessary information)	<p><a href="#">Chapter 13: The Cold War Era</a> <a href="http://oxpower.wordpress.com/postwar-america-and-the-present-day/">http://oxpower.wordpress.com/postwar-america-and-the-present-day/</a> The Cold War Museum <a href="http://www.coldwar.org/">http://www.coldwar.org/</a> The Atomic Café (Video) <a href="http://youtu.be/ssKil1P3t4">http://youtu.be/ssKil1P3t4</a></p>	
<b>Verification</b> (Steps to check for student understanding)	<p>Essential Questions: How and why did America aid European nations after World War II? What economic, social, and political challenges did Americans face after World War II? How and why did America involve itself in the Korean conflict of the 1950s? How did America's prosperity in the 1950s affect the country's economy and culture?</p>	<b>Other Resources</b> <a href="#">The Cold War Vocabulary Flashcards</a> <a href="#">The Cold War Vocabulary Activities</a> <a href="#">The Cold War Cloze Reading Activity Popups</a> <a href="#">The Cold War Cloze Reading Activity Fill in the Blank</a>
<b>Activity</b> (Describe the independent activity to reinforce this lesson)	<p>Project – Create a project depicting the Cold War Era: online poster (Glogster), digital story (PowerPoint, Photo Story 3, video, podcast, etc.).</p>	
<b>Summary</b>		<b>Additional Notes</b>

# Unit 5 Chapter 14 The Civil Rights Era 1954-1974

Grade Level: 8

Subject: American History

Prepared By: Neil Hokanson

Overview & Purpose	Education Standards Addressed
<p><b>AH8:9 Students will identify the major events of post war America and explain how they have changed how we live up to the present day.</b></p>	<p>AH8:9-6 explain the reasons for the Modern Civil Rights Movement AH8:9-7 identify the major people and practices of the Modern Civil Rights Movement and judge their impact of the American culture AH8:9-8 identify the events of the 1960's and explain their impact of the culture of the US</p>

	Learning Guide	
<b>Objectives</b> (Specify skills/information that will be learned.)	<ul style="list-style-type: none"><li>*Describe the legal and social challenges to racial segregation in the 1940s and 1950s.</li><li>*Compare and contrast the presidencies of Kennedy and Johnson.</li><li>*Discuss the areas of civil rights that groups tried to improve in the 1960s and the methods those groups used.</li><li>*Trace the effects of the civil rights movement on minorities other than African Americans.</li></ul>	<b>Materials Needed</b> <ul style="list-style-type: none"><li>• Paper</li><li>• Pencil</li><li>• Others</li><li>• Internet</li><li>• Computer</li></ul>
<b>Information</b> (Give and/or demonstrate necessary information)	<a href="#">Chapter 14: The Civil Rights Era</a> <a href="http://oxpower.wordpress.com/postwar-america-and-the-present-day/">http://oxpower.wordpress.com/postwar-america-and-the-present-day/</a> <a href="#">Stand up for Your Rights</a> <a href="#">Eyes on the Prize (PBS)</a> <a href="#">Civil Rights Leaders</a> <a href="#">Freedom Riders (PBS)</a>	
<b>Verification</b> (Steps to check for student understanding)	<p>What were the legal and social challenges to racial segregation in the 1940s and 1950s? How were Kennedy and Johnson alike and different as presidents of the United States? What areas of civil rights did groups try to improve in the 1960s and what methods did those groups use? How did the civil rights movement affect minorities other than African Americans?</p>	<b>Other Resources</b> <a href="#">The Civil Rights Era Vocabulary Flashcards</a> <a href="#">The Civil Rights Era Vocabulary Activities</a> <a href="#">The Civil Rights Era Cloze</a> <a href="#">Reading Activity Popups</a> <a href="#">The Civil Rights Era Cloze</a> <a href="#">Reading Activity Fill in the Blank</a>
<b>Activity</b> (Describe the independent activity to reinforce this lesson)	Project – Identify a social challenge we face today and develop solutions to meet the challenges.	
<b>Summary</b>		<b>Additional Notes</b>

# Unit 5 Chapter 15 The Vietnam Era 1960-1975

Grade Level: 8

Subject: American History

Prepared By: Neil Hokanson

Overview & Purpose	Education Standards Addressed
<p><b>AH8:9 Students will identify the major events of post war America and explain how they have changed how we live up to the present day.</b></p>	<p>AH8:9-4 explain the causes, events and effects of the Vietnam War AH8:9-8 identify the events of the 1960's and explain their impact of the culture of the US</p>

	Learning Guide	
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p>*Describe the key foreign policy challenges during the Kennedy administration. *Explain how and why America got involved in the war in Vietnam. *Discuss the effects of the Vietnam War on the political and social climate of the United States. *Explain how President Nixon removed the United States from the Vietnam War.</p>	<p><b>Materials Needed</b></p> <ul style="list-style-type: none"><li>• Paper</li><li>• Pencil</li><li>• Others</li><li>• Internet</li><li>• Computer</li></ul>
<p><b>Information</b> (Give and/or demonstrate necessary information)</p>	<p><a href="#">Chapter 15: The Vietnam Era</a> <a href="http://oxpower.wordpress.com/postwar-america-and-the-present-day/">http://oxpower.wordpress.com/postwar-america-and-the-present-day/</a> Battlefield Vietnam <a href="http://www.pbs.org/battlefieldvietnam/">http://www.pbs.org/battlefieldvietnam/</a> 20<sup>th</sup> Century Battlefields: Vietnam (Video) <a href="http://www.pbs.org/battlefieldvietnam/">http://www.pbs.org/battlefieldvietnam/</a></p>	
<p><b>Verification</b> (Steps to check for student understanding)</p>	<p>Essential Questions: What were the key foreign policy challenges during the Kennedy administration? How and why did America get involved in the war in Vietnam? How did the Vietnam War affect the political and social climate of the United States? How did President Nixon remove the United States from the Vietnam War?</p>	<p><b>Other Resources</b></p> <p><a href="#">The Vietnam Era Vocabulary Flashcards</a> <a href="#">The Vietnam Era Vocabulary Activities</a> <a href="#">The Vietnam Era Cloze Reading Activity Popups</a> <a href="#">The Vietnam Era Cloze Reading Activity Fill in the Blank</a></p>
<p><b>Activity</b> (Describe the independent activity to reinforce this lesson)</p>	<p>Project – Create an online poster depicting events from the Vietnam Era and the Vietnam War.</p>	
<p><b>Summary</b></p>		<p><b>Additional Notes</b></p>

# Unit 6 Chapter 16 America in the 1970s 1968-1981

Grade Level: 8

Subject: American History

Prepared By: Neil Hokanson

Overview & Purpose	Education Standards Addressed
<p><b>AH8:9 Students will identify the major events of post war America and explain how they have changed how we live up to the present day.</b></p>	<p>AH8:9-9 describe the major people and events from 1970 to the present</p>

	Learning Guide	
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p>*Explain how Nixon worked to achieve foreign policy goals. *List Nixon's major domestic challenges in the 1970s. *Explain how Carter dealt with foreign affairs issues.</p>	<p><b>Materials Needed</b></p> <ul style="list-style-type: none"><li>• Paper</li><li>• Pencil</li><li>• Others</li></ul>
<p><b>Information</b> (Give and/or demonstrate necessary information)</p>	<p><a href="#">Chapter 16: America in the 1970s</a> <a href="http://oxpower.wordpress.com/postwar-america-and-the-present-day/">http://oxpower.wordpress.com/postwar-america-and-the-present-day/</a> The Watergate Story <a href="http://www.washingtonpost.com/wp-srv/politics/special/watergate/">http://www.washingtonpost.com/wp-srv/politics/special/watergate/</a> Iran Hostage Crisis <a href="http://www.pbs.org/wgbh/americanexperience/features/general-article/carter-hostage-crisis/">http://www.pbs.org/wgbh/americanexperience/features/general-article/carter-hostage-crisis/</a></p>	
<p><b>Verification</b> (Steps to check for student understanding)</p>	<p>Essential Questions: What were President Nixon's goals in foreign policy, and how did he work to achieve them? What were President Nixon's major domestic challenges in the 1970s? What major foreign affairs issues did President Carter face during his presidency, and how did he deal with them?</p>	<p><b>Other Resources</b> <a href="#">America in the 1970s Vocabulary Flashcards</a> <a href="#">America in the 1970s Vocabulary Activities</a> <a href="#">America in the 1970s Cloze</a> <a href="#">Reading Activity Popups</a> <a href="#">America in the 1970s Cloze</a> <a href="#">Reading Activity Fill in the Blank</a></p>
<p><b>Activity</b> (Describe the independent activity to reinforce this lesson)</p>	<p>Projects – Create a presentation on a major advancement in technology from the late 1960s and 1970s.</p>	
<p><b>Summary</b></p>		<p><b>Additional Notes</b></p>

# Unit 6 Chapter 17 New Challenges 1981-Present

Grade Level: 8

Subject: American History

Prepared By: Neil Hokanson

Overview & Purpose	Education Standards Addressed
<p><b>AH8:9 Students will identify the major events of post war America and explain how they have changed how we live up to the present day.</b></p>	<p>AH8:9-10 evaluate how the events of recent years affects the lives of American citizens today</p>

	Learning Guide	
<b>Objectives</b> (Specify skills/information that will be learned.)	<ul style="list-style-type: none"><li>*Explain how President Reagan's actions and policies reflected his attitude about communism.</li><li>*Discuss how President Bush dealt with the domestic challenges facing his presidency.</li><li>*Understand how the Clinton presidency altered the U.S. domestic scene in the 1990s.</li><li>*Explain how the war on terror changed the way Americans lived.</li><li>*Identify ways in which economic and environmental developments led to interdependence among the world's nations.</li></ul>	<b>Materials Needed</b> <ul style="list-style-type: none"><li>• Paper</li><li>• Pencil</li><li>• Others</li><li>• Internet</li><li>• Computer</li></ul>
<b>Information</b> (Give and/or demonstrate necessary information)	<p><a href="#">Chapter 17: New Challenges</a> <a href="http://oxpower.wordpress.com/postwar-america-and-the-present-day/">http://oxpower.wordpress.com/postwar-america-and-the-present-day/</a></p> <p>Recent History (BBC) <a href="http://www.bbc.co.uk/history/recent/">http://www.bbc.co.uk/history/recent/</a></p>	
<b>Verification</b> (Steps to check for student understanding)	<p>Essential Questions:</p> <p>How was President Reagan's attitude about communism reflected in his actions and policies?</p> <p>How did President Bush deal with the domestic challenges facing his presidency?</p> <p>How did the Clinton presidency alter the U.S. domestic scene in the 1990s?</p> <p>How has the war on terror changed the way Americans live?</p> <p>How have economic and environmental developments led to the world's nations becoming more interdependent?</p>	<b>Other Resources</b> <a href="#">New Challenges Vocabulary Flashcards</a> <a href="#">New Challenges Vocabulary Activities</a> <a href="#">New Challenges Cloze Reading Activity Popups</a> <a href="#">New Challenges Cloze Reading Activity Fill in the Blank</a>
<b>Activity</b> (Describe the independent activity to reinforce this lesson)		
<b>Summary</b>		<b>Additional Notes</b>