

Columbus County Schools Social Studies Curriculum Guide

SUBJECT:	GRADE LEVEL: 8	GRADING PERIOD:
Chapters: 14	Time Frame: Dates:	Unit:
Essential Standards: 8.H.1, 8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.1.5, 8.H.2, 8.H.2.1, 8.H.3, 8.H.3.1, 8.G.1, 8.G.1.1, 8.G.1.2, 8.G.1.3, 8.C.1, 8.C.1.1, 8.C.1.2, 8.C.1.3, 8.E.1, 8.E.1.1, 8.C&G.1, 8.C&G.1.1, 8.C&G.1.2, 8.C&G.1.3, 8.C&G.1.4, 8.C&G.2, 8.C&G.2.1, 8.C&G.2.2		

Chapter 14	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
<p>Chapter Name: North and South</p> <p>Clarifying Objective(s):</p> <p>-SWBAT identify and evaluate how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s.</p> <p>-SWBAT understand cause and effect relationships between immigration and its impact on cities and industry in the North.</p> <p>-SWBAT analyze and compare the economies of the North and South.</p> <p>-SWBAT analyze and describe the living conditions of enslaved</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p> <p>8.SI.1.3</p> <p>8.TT.1.1</p> <p>8.TT.1.2</p> <p>8.TT.1.3</p> <p>8.RP.1.1</p> <p>8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1.</p> <p>RI.8.2.</p> <p>RI.8.3.</p> <p>RI.8.4.</p> <p>RI.8.5.</p> <p>RI.8.6.</p> <p>RI.8.7.</p> <p>RI.9.8.</p> <p>RI.8.9.</p>	<p>(<i>Academic Vocabulary</i>)</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>(<i>Content Vocabulary</i>)</p> <p>Clipper Ship, Telegraph, Morse Code, Innovation, Transform, Trade Union, Strike, Prejudice, Discrimination, Famine, Nativist, Community, License, Productivity, Domestic Slave, Trade, Process, Consequences, Yeoman, Overseer, Spiritual, Slave Codes,</p>	<p>Formative:</p> <p>Lesson 1 Review pg. 381</p> <p>Lesson 2 review pg. 386</p> <p>Lesson 3 Review pg. 390</p> <p>Lesson 4 Review pg. 397</p> <p>Interactive Worksheets (printable)</p> <p>Reading Essentials and Study Guide</p> <p>Self Check Quiz (online)</p> <p>Summative:</p> <p>Chapter 14 Assessment pg. 399-400</p> <p>Chapter 14 Activities- pg 398</p>	<p><u>Online</u></p> <p>Chapter Summary</p> <p>Vocabulary Builder</p> <p>What Do you Know?</p> <p>Geography and History activity</p> <p>Online self check quiz (lesson 1-4)</p> <p>Reading Essentials & Study Guide : Student Workbook</p> <p>Write to Learn</p> <p>http://www.northcarolinahistory.org/edu_corner/</p> <p>http://www.nchistoricsites.org/</p> <p>http://www.history.ncdcr.gov/</p> <p>http://www.secretary.state.nc.us/kidspg/history.htm</p>

<p>African Americans in the South and the unique culture they developed.</p> <p>Time Frame: 1st 9 weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>How does technology change the way people live?</p> <p>How do people adapt to their environment?</p> <p>Why do people make economic choices?</p>		<p>Underground Railroad, Literacy</p>	<p>End of Chapter test from question bank online.</p> <p>Online resources can be found at (www.connected.mcgraw-hill.com)</p> <p>Hands-On Chapter Project pg. 373B (teacher edition)</p>	<p>http://ncpedia.org/</p>
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<p>Lesson 1: The Industrial North</p> <p>Clarifying Objective:</p> <p>SWBAT identify and evaluate how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s.</p> <p>-SWBAT analyze and compare the economies of the North and South.</p> <p>Time Frame:</p> <p>1st nine weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>How does technology change the way people live?</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p> <p>8.SI.1.3</p> <p>8.TT.1.1</p> <p>8.TT.1.2</p> <p>8.TT.1.3</p> <p>8.RP.1.1</p> <p>8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1.</p> <p>RI.8.2.</p> <p>RI.8.3.</p> <p>RI.8.4.</p> <p>RI.8.5.</p> <p>RI.8.6.</p> <p>RI.8.7.</p> <p>RI.9.8.</p> <p>RI.8.9.</p>	<p>Academic Vocabulary::</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>Content Vocabulary:</p> <p>Telegraph, Morse Code, Innovation, Transform</p>	<p>Formative:</p> <p>Bell Ringer pg. 324 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 1: The Industrial North</p> <p>Interactive Graphic Organizer- Taking Notes: Determining Cause and Effect, Development of Industrialization</p> <p>Reading Essentials and Study Guide for American History-Lesson 1: The Industrial North</p> <p>Geography Connection- Pg. 379</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 1</p> <p>Writing Skills- Students write paragraphs explaining the effects of farming innovations on the settlement of the Midwest. Pg. 380</p>	<p>Online</p> <p>Video: Life at the Beginning of the 20th Century: Communication</p> <p>Interactive Image: The Steamboat</p> <p>Biography: Donald McKay</p> <p>Interactive Whiteboard Activity: Morse Code</p> <p>Biography: John Deere</p> <p>Lecture Slide: Agricultural Innovations</p> <p>Interactive Graphic Organizer: Development of Industrialization</p> <p>Lecture Slide: Travel Innovations</p> <p>Interactive Map: Major Railroads 1860</p>
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<p>Lesson 2: People of the North</p> <p>Clarifying Objective:</p> <p>SWBAT identify the steps in the process of statehood for Florida.</p> <p>-SWBAT identify points of view in the War for Independence in Texas.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>How do people adapt to their environment?</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p> <p>8.SI.1.3</p> <p>8.TT.1.1</p> <p>8.TT.1.2</p> <p>8.TT.1.3</p> <p>8.RP.1.1</p> <p>8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1.</p> <p>RI.8.2.</p> <p>RI.8.3.</p> <p>RI.8.4.</p> <p>RI.8.5.</p> <p>RI.8.6.</p> <p>RI.8.7.</p> <p>RI.9.8.</p> <p>RI.8.9.</p>	<p>Academic Vocabulary::</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex,</p> <p>Content Vocabulary:</p> <p>Trade Union, Strike, Prejudice, Discrimination, Famine, Nativist, Community, License</p>	<p>Formative:</p> <p>Bell Ringer pg. 382 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 2: People of the North</p> <p>Interactive Graphic Organizer- Taking Notes: Identifying, Growth of Cities</p> <p>Geography and History Activity- People of the North</p> <p>Reading Essentials and Study Guide for American History- Lesson 2: People of the North</p> <p>Graph Skills- pg. 385, 386</p> <p>Summative:</p> <p>Lesson Review 2</p> <p>Writing Skills- Students respond to the question: How did your family end up in the city in which you live? Pg. 385</p>	<p>Online</p> <p>Video: Labor Struggle – They Dared Not Stop Working</p> <p>Lecture Slide: Working Conditions</p> <p>Slide Show: Lewis Hine and Child Labor</p> <p>Primary Source: Life as a Lowell Girl</p> <p>Lecture Slide: Port Cities: Trade</p> <p>Interactive Circle Graph: U.S. Immigration in the Mid-1800s</p> <p>Interactive Line Graph: Immigrants as a Percentage of the Population</p> <p>Geography and History Activity: People of the North</p> <p>Interactive Graphic Organizer: Growth of Cities</p>
<p>Lesson 3: Southern Cotton Kingdom</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p>	<p>Academic Vocabulary::</p>	<p>Formative:</p>	<p>Online</p>

<p>Clarifying Objective:</p> <p>SWBAT analyze and compare the economies of the North and South</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why do people make economic choices?</p>	<p>8.SI.1.3</p> <p>8.TT.1.1</p> <p>8.TT.1.2</p> <p>8.TT.1.3</p> <p>8.RP.1.1</p> <p>8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1.</p> <p>RI.8.2.</p> <p>RI.8.3.</p> <p>RI.8.4.</p> <p>RI.8.5.</p> <p>RI.8.6.</p> <p>RI.8.7.</p> <p>RI.9.8.</p> <p>RI.8.9.</p>	<p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>Content Vocabulary:</p> <p>Productivity, Domestic Slave, Trade, Process, Consequences,</p>	<p>Bell Ringer pg. 387 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 3: Southern Cotton Kingdom</p> <p>Interactive Graphic Organizer- Taking Notes: Determining Cause and Effect, Cotton Production and Industrial Growth</p> <p>Reading Essentials and Study Guide for American History- Lesson 3: Southern Cotton Kingdom</p> <p>Geography Connection- Pg. 388</p> <p>Economic Skills- Pg. 389</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 3</p> <p>Writing Skills- Students imagine they are Gregg or Anderson as they write a letter to other Southern leaders argue why the South should develop industry. Pg. 390</p>	<p>Video: The South and Regional Economics of the United States</p> <p>Lecture Slide: The Cotton Gin</p> <p>Interactive Image: The Cotton Gin</p> <p>Interactive Graph: Cotton Production</p> <p>Interactive Map: Cotton Production 1820-1860</p> <p>Biography: Elias Howe</p> <p>Interactive Graphic Organizer: Cotton Production and Industrial Growth</p> <p>Interactive Map: Major Railroads 1860</p>
<p>Lesson 4: People of the South</p>	<p><u>Technology Standards</u></p> <p><u>8.SI.1.2</u></p>	<p>Academic Vocabulary::</p>	<p>Formative:</p>	<p>Online</p>

<p>Clarifying Objective:</p> <p>SWBAT analyze and describe the living conditions of enslaved African Americans in the South and the unique culture they developed</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>How do people adapt to their environment?</p>	<p><u>8.SI.1.3</u></p> <p><u>8.TT.1.1</u></p> <p><u>8.TT.1.2</u></p> <p><u>8.TT.1.3</u></p> <p><u>8.RP.1.1</u></p> <p><u>8.RP.1.2</u></p> <p><u>Literacy Standards</u></p> <p><u>RI.8.1.</u></p> <p><u>RI.8.2.</u></p> <p><u>RI.8.3.</u></p> <p><u>RI.8.4.</u></p> <p><u>RI.8.5.</u></p> <p><u>RI.8.6.</u></p> <p><u>RI.8.7.</u></p> <p><u>RI.9.8.</u></p> <p><u>RI.8.9.</u></p>	<p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>Content Vocabulary:</p> <p>Yeoman, Overseer, Spiritual, Slave Codes, Underground Railroad, Literacy</p>	<p>Bell Ringer pg. 391 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 4: People of the South</p> <p>Interactive Graphic Organizer- Taking Notes: Describing, Working on a Plantation</p> <p>Primary Source Activity: People of the South</p> <p>Biography: Harriet Tubman</p> <p>Reading Essentials and Study Guide for American History- Lesson 4: People of the South</p> <p>Graph Skills- Pg. 392</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 4</p> <p>Writing Skills- Students explain how the Nat Turner Rebellion and the Underground Railroad were both factors that led to the Civil War. Pg. 396</p>	<p>Video: Secrets of the Underground Railroad</p> <p>Interactive Image: Plantation Living Quarters</p> <p>Interactive Whiteboard Activity: Life on a Plantation</p> <p>Slide Show: Songs of Freedom</p> <p>Interactive Image: Slave Codes</p> <p>Interactive Chart: U.S. Population, 1860</p> <p>Primary Source: American Slavery As It Is</p> <p>Primary Source: Harriet Jacobs</p> <p>Interactive Image: Underground Railroad Routes</p> <p>Lecture Slide: Southern Cities</p> <p>Primary Source Activity: People of the South</p> <p>Interactive Graphic Organizer: Working on a Plantation</p>
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