

Columbus County Schools Social Studies Curriculum Guide

SUBJECT:	GRADE LEVEL: 8	GRADING PERIOD:
Chapters: 15	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 15	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
Chapter Name: The Spirit of Reform Clarifying Objective(s): -SWBAT explain how the Second Great Awakening led to an interest in social reform. -SWBAT identify and analyze major reform movement and who led them. -SWBAT identify transcendentalist authors and describe their work. -SWBAT trace the development of the abolitionist movement. -SWBAT identify abolitionist leaders and their actions.	<u>Technology Standards</u> 8.SI.1.2 8.SI.1.3 8.TT.1.1 8.TT.1.2 8.TT.1.3 8.RP.1.1 8.RP.1.2 <u>Literacy Standards</u> RI.8.1. RI.8.2. RI.8.3. RI.8.4. RI.8.5. RI.8.6. RI.8.7. RI.9.8. RI.8.9.	<i>(Academic Vocabulary)</i> Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex <i>(Content Vocabulary)</i> Revival, Utopia, Temperance, Normal School, Civil Disobedience, Lecture, Abolitionist, Route, Suffrage, Coeducation, Capable, Ministry	Formative: Lesson 1 Review pg. 407 Lesson 2 review pg. 414 Lesson 3 Review pg. 419 Interactive Worksheets (printable) Reading Essentials and Study Guide American Literature: Frederick Douglass pg. 420-421 Self Check Quiz (online) Summative: Chapter 15 Assessment pg. 423-424 Chapter 14 Activities- pg	<u>Online</u> Chapter Summary Vocabulary Builder What Do you Know? Geography and History activity Online self check quiz (lesson 1-3) Reading Essentials & Study Guide : Student Workbook Write to Learn http://www.northcarolinahistory.org/edu_corner/ http://www.nchistoricsites.org/ http://www.history.ncdcr.gov/ http://www.secretary.state.nc.us/kidspg/history.htm

<p>-SWBAT contrast the argument for and against abolition.</p> <p>-SWBAT analyze the impact of the Seneca Falls Convention on the women's reform movement.</p> <p>-SWBAT identify and analyze changes in education for women.</p> <p>-SWBAT evaluate the result of how women's rights in marriage, family, and careers expanded.</p> <p>Time Frame: 1st 9 weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>How do societies change?</p> <p>What motivates people to act?</p> <p>How do new ideas change the way people live?</p>			<p>422</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. 401B (teacher edition)</p>	<p>http://ncpedia.org/</p>
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<p>Lesson 1: Social Reform</p> <p>Clarifying Objective:</p> <p>SWBAT explain how the Second Great Awakening led to an interest in social reform.</p> <p>-SWBAT identify and analyze major reform movement and who led them.</p> <p>-SWBAT identify transcendentalist authors and describe their work.</p> <p>Time Frame:</p> <p>1st nine weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why do societies change?</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>Revival, Utopia, Temperance, Normal School, Civil Disobedience, Lecture</p>	<p>Formative:</p> <p>Bell Ringer pg. 404 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 1: Social Reform</p> <p>Interactive Graphic Organizer- Taking Notes: Identifying, Reformers' Contributions</p> <p>Geography and History Activity- Social Reform</p> <p>Reading Essentials and Study Guide for American History- Lesson 1: Social Reform</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 1</p> <p>Writing Skills- Students write paragraphs explaining how religious revivals led to reforms. Pg. 405</p>	<p>Online</p> <p>Video: Romanticism in Art and Literature</p> <p>Interactive Image: Political Cartoon: Temperance</p> <p>Primary Source: Lyman Beecher</p> <p>Biography: The American School for the Deaf</p> <p>Lecture Slide: Six Major Transcendentalists</p> <p>Geography and History Activity: Social Reform</p> <p>Interactive Graphic Organizer: Reformers' Contributions</p> <p>Biography: Dorothea Dix</p>
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<p>Lesson 2: The Abolitionist</p> <p>Clarifying Objective:</p> <p>-SWBAT trace the development of the abolitionist movement.</p> <p>-SWBAT identify abolitionist leaders and their actions.</p> <p>-SWBAT contrast the argument for and against abolition.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>What motivates people to act?</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>Abolitionist, Route</p>	<p>Formative:</p> <p>Bell Ringer pg. 408 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 2: The Abolitionists</p> <p>Interactive Graphic Organizer- Taking Notes: Identifying, Abolitionists</p> <p>Interactive Map: Liberia</p> <p>Reading Essentials and Study Guide for American History- Lesson 2: The Abolitionists</p> <p>Geography Connection- pg. 409</p> <p>Summative:</p> <p>Lesson Review 2</p> <p>Writing Skills- Students study a painting and write a description about it. Pg. 411</p>	<p>Online</p> <p>Video: Uncle Tom's Cabin</p> <p>Interactive Graph: Slavery in the United States</p> <p>Interactive Graphic Organizer: Abolitionists</p> <p>Interactive Image: Freedom's Journal</p> <p>Interactive Whiteboard Activity: The Life of Frederick Douglass</p> <p>Biography: Sojourner Truth</p> <p>Interactive Map: United States 1820-1860</p> <p>Lecture Slide: Prominent Abolitionists</p> <p>Biography: Elijah Lovejoy</p>
<p>Lesson 3: The Women's Movement</p> <p>Clarifying Objective:</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p> <p>8.SI.1.3</p>	<p>Academic Vocabulary::</p> <p>Identify, Evaluation,</p>	<p>Formative:</p> <p>Bell Ringer pg. 415 (teacher edition)</p>	<p>Online</p> <p>Video: Elizabeth Cady Stanton and Susan B. Anthony</p>

<p>SWBAT analyze the impact of the Seneca Falls Convention on the women's reform movement.</p> <p>-SWBAT identify and analyze changes in education for women.</p> <p>-SWBAT evaluate the result of how women's rights in marriage, family, and careers expanded.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>How do new ideas change the way people live?</p>	<p>8.TT.1.1 8.TT.1.2 8.TT.1.3 8.RP.1.1 8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1. RI.8.2. RI.8.3. RI.8.4. RI.8.5. RI.8.6. RI.8.7. RI.9.8. RI.8.9.</p>	<p>Analyze, Describe, Source, Estimate, Complex</p> <p>Content Vocabulary:</p> <p>Suffrage, Coeducation, Capable, Ministry</p>	<p>Exit Slip</p> <p>Guided Reading Activity- Lesson 3: The Women's Movement</p> <p>Interactive Graphic Organizer- Taking Notes: Summarizing, Individual Contributions to Women's Rights</p> <p>Interactive Time Line: Opportunity and Achievement for Women</p> <p>21st Century Skills Activity: The Women's Movement</p> <p>Primary Source Activity: The Women's Movement</p> <p>Reading Essentials and Study Guide for American History- Lesson 3: The Women's Movement</p> <p>Infographic- pg. 416</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review</p> <p>Writing Skills- Students write a one-paragraph essay about the women's Rights Convention. Pg. 417</p>	<p>Biography: Mary Lyon</p> <p>Lecture Slide: Women's Education</p> <p>Interactive Graphic Organizer: Individual Contributions to Women's Rights</p> <p>Biography: Maria Mitchell</p>

