

## Columbus County Schools Social Studies Curriculum Guide

<b>SUBJECT:</b>	<b>GRADE LEVEL: 8</b>	<b>GRADING PERIOD:</b>
Chapters: 16	Time Frame: <b>Dates:</b>	<b>Unit:</b>
Essential Standards: <b>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&amp;G.1, 8.C&amp;G.1.1, 8.C&amp;G.1.2, 8.C&amp;G.1.3, 8.C&amp;G.1.4, 8.C&amp;G.2, 8.C&amp;G.2.1, 8.C&amp;G.2.2</b>		

Chapter 16	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
Chapter Name: Towards Civil War  Clarifying Objective(s): -SWBAT determine the cause s that led to the division of the nation.  -SWBAT discuss and evaluate the political compromises that were made because of slavery.  -SWBAT draw conclusions about the Kansas- Nebraska Act.  -SWBAT analyze the new political party and its role in government.  -SWBAT identify and evaluate the importance of the Dred Scott v. Sandford	<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>  Fugitive, Secede, Border Ruffain, Civil War, Regulate, Network, Arsenal, Martyr, Rigid, Secession, State Rights', Reject, Justify	Formative:  Lesson 1 Review pg. 432  Lesson 2 review pg. 438  Lesson 3 Review pg. 443  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  What do You Think? Pg. 444-445  Summative:  Chapter 16 Assessment pg. 447-448  Chapter 16 Activities- pg 446	<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  <a href="http://www.northcarolinahistory.org/edu_corner/">http://www.northcarolinahistory.org/edu_corner/</a>  <a href="http://www.nchistoricsites.org/">http://www.nchistoricsites.org/</a>  <a href="http://www.history.ncdcr.gov/">http://www.history.ncdcr.gov/</a>  <a href="http://www.secretary.state.nc.us/kidspg/history.htm">http://www.secretary.state.nc.us/kidspg/history.htm</a>

<p>decision.</p> <p>-SWBAT evaluate the importance of the election of 1860.</p> <p>-SWBAT analyze the significance of the attack on Fort Sumter.</p> <p>-SWBAT analyze and compare arguments about whether or not the South had the right to secede.</p> <p>Time Frame: 1<sup>st</sup> 9 weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why does conflict develop?</p>			<p>End of Chapter test from question bank online.</p> <p>Online resources can be found at (<a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>)</p> <p>Hands-On Chapter Project pg. 425B (teacher edition)</p>	<p><a href="http://ncpedia.org/">http://ncpedia.org/</a></p>
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Lesson 1: The Search for Compromise	<u>Technology Standards</u>	Academic Vocabulary::	Formative:	Online
Clarifying Objective:	8.SI.1.2	Identify, Evaluation,	Bell Ringer pg. 428 (teacher edition)	Video: An Economic Panic and the Missouri Compromise
-SWBAT determine the cause s that led to the division of the nation.	8.SI.1.3	Analyze, Describe,	Exit Slip	Interactive Map: New Territories of the United States in 1848
-SWBAT discuss and evaluate the political compromises that were made because of slavery.	8.TT.1.1	Source, Estimate, Complex	Guided Reading Activity- Lesson 1: The Search for Compromise	Interactive Image: The Free-Soil Party
-SWBAT draw conclusions about the Kansas- Nebraska Act.	8.TT.1.2	Content Vocabulary:	Interactive Graphic Organizer- Taking Notes: Describing, The Kansas-Nebraska Act	Interactive Image: The Fugitive Slave Act of 1850
Time Frame:	8.TT.1.3	Fugitive, Secede, Border Ruffain, Civil War, Regulate, Network	Interactive Image: The Underground Railroad	Lecture Slide: The Compromise of 1850
1 <sup>st</sup> nine weeks	8.RP.1.1		Geography and History Activity: Toward Civil War - The Search for Compromise	Interactive Map: The Compromise of 1850
Dates:	8.RP.1.2		Reading Essentials and Study Guide for American History- Lesson 1: The Search for Compromise	Interactive Image: The Underground Railroad
Essential Question:	<u>Literacy Standards</u>		Geography Connection- Pg. 429,431	Primary Source: Stephen Douglas
Why does conflict develop?	RI.8.1.		Summative:	Lecture Slide: The Kansas-Nebraska Act
	RI.8.2.		Self Check Quiz (online)	Lecture Slide: Bleeding Kansas
	RI.8.3.		Lesson Review 1	Political Cartoon: Charles Sumner
	RI.8.4.		Writing Skills- Students write letters expressing	Interactive Graphic Organizer: The Kansas-Nebraska Act
	RI.8.5.			
	RI.8.6.			
	RI.8.7.			
	RI.9.8.			
	RI.8.9.			

			<p>differing points of view about senator Henry Clay's suggested compromise. Pg. 430</p>	
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<p>Lesson 2: Challenges to Slavery</p> <p>Clarifying Objective:</p> <p>SWBAT analyze the new political party and its role in government.</p> <p>-SWBAT identify and evaluate the importance of the Dred Scott v. Sandford decision.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why does conflict develop?</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>Arsenal, Martyr, Rigid</p>	<p>Formative:</p> <p>Bell Ringer pg. 433 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 2: Challenges to Slavery</p> <p>Interactive Graphic Organizer- Taking Notes: Describing, Party Platforms</p> <p>Primary Source Activity: Challenges to Slavery</p> <p>Biography: Abraham Lincoln</p> <p>Reading Essentials and Study Guide for American History- Lesson 2: Challenges to Slavery</p> <p>Infographic- Pg. 434</p> <p>Summative:</p> <p>Lesson Review 2</p> <p>Writing Skills- Students write a summary of the events that occurred at Harpers Ferry, Virginia. Pg. 437</p>	<p>Online</p> <p>Video: Senate Campaign</p> <p>Lecture Slide: Political Parties in 1856</p> <p>Interactive Map: The Election of 1856</p> <p>Interactive Image: <i>Dred Scott v. Sandford</i></p> <p>Primary Source: John Brown</p> <p>Primary Source Activity: Challenges to Slavery</p> <p>Interactive Graphic Organizer: Party Platforms</p> <p>Lecture Slide: Lincoln-Douglas Debates</p> <p>Lecture Slide: <i>Dred Scott v. Sandford</i></p>

<p>Lesson 3: Secession and War</p> <p>Clarifying Objective:</p> <p>SWBAT evaluate the importance of the election of 1860.</p> <p>-SWBAT analyze the significance of the attack on Fort Sumter.</p> <p>-SWBAT analyze and compare arguments about whether or not the South had the right to secede.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why does conflict develop?</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>Secession, State Rights', Reject, Justify</p>	<p>Formative:</p> <p>Bell Ringer pg. 439 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 3: Secession and War</p> <p>Interactive Graphic Organizer- Taking Notes: Sequencing, Secession and War</p> <p>21<sup>st</sup> Century Skills Activity: Secession and War</p> <p>Reading Essentials and Study Guide for American History- Lesson 3: Secession and War</p> <p>Geography Connection- Pg. 441</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 3</p> <p>Writing Skills- Students write a paragraph comparing and contrasting the candidates of the 1858</p>	<p>Online</p> <p>Video: Lincoln's Campaign for President</p> <p>Lecture Slide: The Election of 1860</p> <p>Interactive Image: Supporting Separation</p> <p>Biography: Jefferson Davis</p> <p>Political Cartoon: Secessionists Leaving the Union</p> <p>Interactive Map: Seceding States 1860-1861</p> <p>Interactive Whiteboard Activity: Time Line of Events Toward Civil War</p> <p>Interactive Graphic Organizer: Secession and War</p>

			Illinois Senate election- Lincoln and Douglas. Pg. 439	
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