

Columbus County Schools Social Studies Curriculum Guide

SUBJECT:	GRADE LEVEL: 8	GRADING PERIOD:
Chapters: 17	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 17	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
<p>Chapter Name: The Civil War</p> <p>Clarifying Objective(s):</p> <p>-SWBAT identify and evaluate the goals of both the North and South.</p> <p>-SWBAT compare the strengths and weaknesses of the north and the South.</p> <p>-SWBAT explain how the Union responded to defeats in the East in 1862.</p> <p>-SWBAT evaluate the effect of the Emancipation Proclamation.</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, Contrast</p> <p>(<i>Content Vocabulary</i>)</p> <p>Border State, Enlist, Strategy, Tributary, Ironclad, Casualty, Emancipation Proclamation, Abandon, Reinforce, Habeas Corpus, Draft, Bounty, Distribute, Greenback, Entrench, Flank, Reverse, Encounter, Resistance, Total War, Series, Interpret,</p>	<p>Formative:</p> <p>Lesson 1 Review pg. 457</p> <p>Lesson 2 review pg. 464</p> <p>Lesson 3 Review pg. 471</p> <p>Lesson 4 Review pg. 480</p> <p>Lesson 5 Review pg. 487</p> <p>Interactive Worksheets (printable)</p> <p>Reading Essentials and Study Guide</p> <p>Self Check Quiz (online)</p> <p>America's Literature-Across Five Aprils pg. 472-473</p> <p>Summative:</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 1-5)</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>-SWBAT identify the changes in lifestyle during the Civil War.</p> <p>-SWBAT describe the conditions of the hospitals and the prison camps during the Civil War.</p> <p>-SWBAT analyze political and economic changes that occurred during the war.</p> <p>-SWBAT explain why the South seemed to be winning the war.</p> <p>-SWBAT analyze why the Battle of Gettysburg was a turning point in the war.</p> <p>-SWBAT evaluate the idea of total war and how it affect the South.</p> <p>-SWBAT identify and analyze the events that ended the Civil War.</p> <p>Time Frame:1st 9 weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why does conflict develop?</p>			<p>Chapter 17 Assessment pg. 489-490</p> <p>Chapter 17 Activities- pg 488</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. 449B (teacher edition)</p>	<p>http://ncpedia.org/</p>
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Lesson 1: the two Sides	<u>Technology Standards</u>	Academic Vocabulary::	Formative:	Online
Clarifying Objective:	8.SI.1.2		Bell Ringer pg. 452 (teacher edition)	Video: The North and South Mobilize for War
SWBAT identify and evaluate the goals of both the North and South.	8.SI.1.3	Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex	Exit Slip	Interactive Map: The Civil War 1861 - 1865
-SWBAT compare the strengths and weaknesses of the north and the South.	8.TT.1.1		Guided Reading Activity: The Civil War - The Two Sides	Interactive Chart: Comparing North and South
	8.TT.1.2	Content Vocabulary:		Lecture Slide: Strengths and Weaknesses of the North and South
	8.TT.1.3	Border State, Enlist, Strategy	Interactive Graphic Organizer- Taking Notes: Comparing and Contrasting the North and South	Interactive Chart: Resources of the North and South
	8.RP.1.1		Interactive Image: Civil War Casualties	Lecture Slide: Strategies of Winning the War
	8.RP.1.2		Interactive Image: African Americans in the Civil War	Interactive Chart: A Soldier's Pay
Time Frame:	<u>Literacy Standards</u>		Interactive Image: Artillery	Lecture Slide: Who went to war?
1 st nine weeks	RI.8.1.		Reading Essentials and Study Guide-Lesson 1: The Two Sides	Interactive Graph: The Fighting Forces
Dates:	RI.8.2.		Infographic- Pg. 453	Slide Show: Army Organization
Essential Question:	RI.8.3.		Graph Skill- pg. 454	
Why does conflict develop?	RI.8.4.		Chart Skill- Pg. 456	
	RI.8.5.		Summative:	
	RI.8.6.		Self Check Quiz (online)	
	RI.8.7.		Lesson Review 1	
	RI.9.8.		Writing Skills- Students write a letter from the point	
	RI.8.9.			

			of view of a soldier in the Civil War writing home from the battlefield. Pg. 457	
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<p>Lesson 2: People of the North</p> <p>Clarifying Objective:</p> <p>SWBAT explain how the Union responded to defeats in the East in 1862.</p> <p>-SWBAT evaluate the effect of the Emancipation Proclamation.</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>Tributary, Ironclad, Casualty, Emancipation Proclamation, Abandon, Reinforce</p>	<p>Formative:</p> <p>Bell Ringer pg. 458 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 2: Early Years of the War</p> <p>Reading Essentials and Study Guide- Lesson 2: Early Years of the War</p> <p>Interactive Graphic Organizer- Taking Notes: Sequencing, Civil War Battles</p> <p>Biography: Robert E. Lee</p> <p>Interactive Image: Ironclads</p> <p>Game: Early Years of the War</p> <p>Geography Connection- pg. 461, 462</p> <p>Summative:</p> <p>Lesson Review 2</p> <p>Writing Skills- Students write journal entries discussing how it might have felt to be a resident of New Orleans as the North gained control of the region. Pg. 461</p>	<p>Online</p> <p>Video: Lincoln's Great Speeches</p> <p>Interactive Map: War in the West 1862- 1863</p> <p>Interactive Map: War in the East 1862 - 1863</p> <p>Graphic Organizer: Civil War Battles</p> <p>Lecture Slide: Biography of Ulysses S. Grant</p> <p>Interactive Chart: Advantages of Ironclads</p> <p>Analyzing Primary Sources: Virginia and Monitor</p> <p>Slide Show: The Battle of Antietam</p> <p>Analyzing Primary Sources: The Emancipation Proclamation</p> <p>Lecture Slide: Biography of Robert E. Lee</p>
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			<p>Students write a newspaper editorial from the point of view of either the North or South in response to the Union defeat at Chancellorsville, Virginia. Pg. 462</p> <p>Students write a brief paragraph explaining why they agree or disagree with Lincoln's judgment about his place in history. Pg. 464</p>	
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<p>Lesson 3: Life During the Civil War</p> <p>Clarifying Objective:</p> <p>SWBAT identify the changes in lifestyle during the Civil War.</p> <p>-SWBAT describe the conditions of the hospitals and the prison camps during the Civil War.</p> <p>-SWBAT analyze political and economic changes that occurred during the war.</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>Habeas Corpus, Draft, Bounty, Distribute, Greenback</p>	<p>Formative:</p> <p>Bell Ringer pg. 465 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 3: Life During the Civil War</p> <p>Reading Essentials and Study Guide- Lesson 3: Life During the Civil War</p> <p>Interactive Graphic Organizer- Taking Notes: Identifying, Women of the North and the South</p> <p>21st Century Skill: The Civil War, Life During the Civil War</p> <p>Interactive Graph: Inflation</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 3</p> <p>Writing Skills- Students research and write a description of women soldiers in the Civil War. Pg. 466</p>	<p>Online</p> <p>Video: Clara Barton</p> <p>Graphic Organizer: Contributions of Women</p> <p>Slide Show: Roles of Women in the War</p> <p>Interactive Image: Women Take Charge</p> <p>Biography: Dorothea Dix</p> <p>Interactive Image: Andersonville Prison</p> <p>Interactive Image: Doctor Kit for Field Surgery</p> <p>Lecture Slide: War Democrats and Peace Democrats</p> <p>Political Cartoon: Civil War</p> <p>Interactive Graph: Greenbacks</p>
<p>Lesson 4: The Strain of War</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 explain why the South seemed to be winning the war.</p> <p>-SWBAT analyze why the Battle of Gettysburg was a turning point in the war.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why does conflict develop?</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>Entrench, Flank, Reverse, Encounter</p>	<p>Bell Ringer pg. 474 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 4: The Strain of War</p> <p>Reading Essentials and Study Guide- Lesson 4: The Strain of War</p> <p>Interactive Graphic Organizer- Taking Notes: Categorizing, Union and Confederate Victories</p> <p>Biography: Thomas Jonathan "Stonewall" Jackson</p> <p>Game: The Strain of War</p> <p>Geography Connection- Pg. 478</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 4</p> <p>Writing Skills- Students write either a brief history of the 54th Massachusetts Regiment or a short biography of Colonel Robert Gould Shaw Pg. 477</p>	<p>Video: The Gettysburg Address</p> <p>Interactive Map: War in the East 1862 - 1863</p> <p>Interactive Map: The Battle of Gettysburg, Day 3</p> <p>Analyzing Primary Sources: The Strain of War</p> <p>Interactive Graphic Organizer: Union and Confederate Victories</p> <p>Interactive Image: Trench Warfare</p> <p>Lecture Slide: Union Generals</p> <p>Primary Source Interactive Image: Recruiting for African American Soldiers</p> <p>Analyzing Primary Sources: Stonewall Jackson</p>
<p>Lesson 5: The War's Final Stages</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p>	<p>Academic Vocabulary::</p>	<p>Formative:</p> <p>Bell Ringer pg. 481 (teacher</p>	<p>Online</p> <p>Video: Sherman's March to the Sea</p>

<p>Clarifying Objective:</p> <p>SWBAT evaluate the idea of total war and how it affect the South.</p> <p>-SWBAT identify and analyze the events that ended the Civil War.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why does conflict develop?</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>Resistance, Total War, Series, Interpret</p>	<p>edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 5: The War's Final Stages</p> <p>Interactive Graphic Organizer- Taking Notes: Determining Cause and Effect, The Civil War Ends</p> <p>Biography: Ulysses S. Grant</p> <p>Game: The War's Final Stages</p> <p>Reading Essentials and Study Guide- Lesson 5: The War's Final Stages</p> <p>Geography Connection- Pg. 483</p> <p>Graph Skill- 486</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 4</p> <p>Writing Skills- Students argue their position on whether or not Ulysses S. Grant was a practical man. Pg. 482</p>	<p>Interactive Map: The Final Battles 1864 - 1865</p> <p>Analyzing Primary Sources: The War's Final Stages</p> <p>Interactive Graphic Organizer: The Civil War Ends</p> <p>Lecture Slide: Commanders of the Civil War</p> <p>Primary Source: Grant's Strategy</p> <p>Lecture Slide: Biography of William Tecumseh Sherman</p> <p>Interactive Chart: Costs of War</p> <p>Lecture Slide: Outcome of Civil War</p> <p>Slide Show: Richmond Falls</p>
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