

Columbus County Schools Social Studies Curriculum Guide

SUBJECT:	GRADE LEVEL: 8	GRADING PERIOD:
Chapters: 18	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 18	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
Chapter Name: The Reconstruction Era Clarifying Objective(s): -SWBAT compare and contrast plans for Reconstruction. -SWBAT evaluate the effectiveness of the Freedmen's Bureau -SWBAT analyze black codes and the federal government's response to them. -SWBAT evaluate Radical Reconstruction. -SWBAT identify important individuals and groups that played a role in Reconstruction.	<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, Contrast <i>(Content Vocabulary)</i> Reconstruction, Amnesty, Radical, Black Codes, Override, Impeach, Exclude, Suspend, Scalawag, Corruption, Integrate, Sharecropping, Credit, Academy, Poll Tax, Literacy Test, Grandfather Clause, Segregation, Lynching, Commission, Outcome	Formative: Lesson 1 Review pg. 497 Lesson 2 review pg. 503 Lesson 3 Review pg. 507 Lesson 4 Review pg. 513 Interactive Worksheets (printable) Reading Essentials and Study Guide Self Check Quiz (online) Summative: Chapter 18 Assessment pg. 515-516 Chapter 18 Activities- pg 514	<u>Online</u> Chapter Summary Vocabulary Builder What Do you Know? Geography and History activity Online self check quiz (lesson 1-4) 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 describe and analyze what life was like for African Americans in the South during Reconstruction.</p> <p>-SWBAT analyze the significance of the election of 1876 and the end of Reconstruction.</p> <p>Time Frame:1st 9 weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>How do new ideas change the way people live?</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. 491B (teacher edition)</p>	<p>http://ncpedia.org/</p>
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<p>Lesson 1: Planning Reconstruction</p> <p>Clarifying Objective:</p> <p>SWBAT compare and contrast plans for Reconstruction.</p> <p>-SWBAT evaluate the effectiveness of the Freedmen's Bureau</p> <p>-SWBAT identify important individuals and groups that played a role in Reconstruction.</p> <p>Time Frame:</p> <p>1st nine weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>How do new ideas 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>Reconstruction, Amnesty, Radical</p>	<p>Formative:</p> <p>Bell Ringer pg. 494 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 1: Planning Reconstruction</p> <p>Interactive Graphic Organizer- Taking Notes: Summarizing, Reconstruction Plans</p> <p>Primary Source Activity: Planning Reconstruction</p> <p>Reading Essentials and Study Guide for American History- Lesson 1: Planning Reconstruction</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 1</p> <p>Writing Skills- Students write a an essay about how Lincoln's assassination changed the course of history. Pg. 497</p>	<p>Online</p> <p>Video: Reconstructing the Southern States</p> <p>Slide Show: Reconstruction in the South</p> <p>Lecture Slide: Freedmen's Bureau</p> <p>Slide Show: Lincoln's Funeral</p> <p>Primary Source Activity: Planning Reconstruction</p> <p>Interactive Graphic Organizer: Reconstruction Plans</p>
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<p>Lesson 2: The Radicals Take Control</p> <p>Clarifying Objective:</p> <p>SWBAT analyze black codes and the federal government's response to them.</p> <p>-SWBAT evaluate Radical Reconstruction.</p> <p>-SWBAT identify important individuals and groups that played a role in Reconstruction.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>How do new ideas 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>Black Codes, Override, Impeach, Exclude, Suspend</p>	<p>Formative:</p> <p>Bell Ringer pg. 498 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 2: The Radicals Take Control</p> <p>Interactive Graphic Organizer- Taking Notes: Determining Cause and Effect, The Fourteenth and Fifteenth Amendments</p> <p>Reading Essentials and Study Guide for American History- Lesson 2: The Radicals Take Control</p> <p>Geography Connection- pg. 501</p> <p>Summative:</p> <p>Lesson Review 2</p> <p>Writing Skills- Students write a short essay explaining the importance of "due process" and "equal protection." Pg. 500</p>	<p>Online</p> <p>Video: The Aftermath of War</p> <p>Lecture Slide: Black Codes</p> <p>Interactive Chart: Radical Republicans</p> <p>Lecture Slide: The Reconstruction Acts</p> <p>Interactive Graphic Organizer: The Fourteenth and Fifteenth Amendments</p> <p>Slide Show: The Memphis Riots</p> <p>Interactive Map: Reconstruction Military Districts</p>
<p>Lesson 3: The South During Reconstruction</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p> <p>8.SI.1.3</p>	<p>Academic Vocabulary::</p>	<p>Formative:</p> <p>Bell Ringer pg. 504(teacher</p>	<p>Online</p> <p>Video: The South During Reconstruction:</p>

<p>Clarifying Objective:</p> <p>SWBAT describe and analyze what life was like for African Americans in the South during Reconstruction. 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 <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.8.8. RI.8.9.</p>	<p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>Content Vocabulary:</p> <p>Scalawag, Corruption, Integrate, Sharecropping, Credit, Academy</p>	<p>edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 3: The South During Reconstruction</p> <p>Interactive Graphic Organizer- Taking Notes: Classifying, Improvements in Education</p> <p>21st Century Skills Activity: The South During Reconstruction</p> <p>Reading Essentials and Study Guide for American History- Lesson 3: The South During Reconstruction</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 3</p> <p>Writing Skills- Students write a short essay explaining the differences between scalawags and the carpetbaggers. Pg. 505</p>	<p>African Americans Gains and Losses during Reconstruction</p> <p>Interactive Bar Graph: African Americans in Congress</p> <p>Lecture Slide: Carpetbaggers and Scalawags</p> <p>Interactive Bar Graph: Literacy Rates</p> <p>Interactive Graphic Organizer: Improvements in Education</p> <p>21st Century Skills Activity: The South During Reconstruction</p>
<p>Lesson 4: The Post-Reconstruction Era</p> <p>Clarifying Objective:</p>	<p><u>Technology Standards</u> 8.SI.1.2 8.SI.1.3 8.TT.1.1</p>	<p>Academic Vocabulary::</p> <p>Identify, Evaluation,</p>	<p>Formative:</p> <p>Bell Ringer pg. 474 (teacher edition)</p>	<p>Online</p> <p>Video: President Rutherford B. Hayes, Southern Manufacturing, and Booker T. Washington</p>

<p>SWBAT analyze the significance of the election of 1876 and the end of Reconstruction.</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.1.2 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>Poll Tax, Literacy Test, Grandfather Clause, Segregation, Lynching, Commission, Outcome</p>	<p>Exit Slip</p> <p>Guided Reading Activity: Lesson 4: The Post-Reconstruction Era</p> <p>Interactive Graphic Organizer: Taking Notes: Summarizing, The New South</p> <p>Geography and History Activity: The Post-Reconstruction Era</p> <p>Reading Essentials and Study Guide for American History: Lesson 4: The Post-Reconstruction Era</p> <p>Infographic- Pg. 509</p> <p>Economic Skills- Pg. 510</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 4</p> <p>Writing Skills- Students write a narrative speech that Frederick Douglas may have given in response to the event that occurred during Reconstruction. Pg. 513</p>	<p>Slide Show: Industry in the New South</p> <p>Interactive Map: Election of 1876</p> <p>Lecture Slide: The New South's Rural Economy</p> <p>Primary Source: Sharecropping</p> <p>Interactive Image: Disenfranchisement</p> <p>Lecture Slide: Voting Restrictions for African American</p> <p>Geography and History Activity: The Post-Reconstruction Era</p> <p>Interactive Graphic Organizer: The New South</p>