

Columbus County Schools Social Studies Curriculum Guide

SUBJECT:	GRADE LEVEL: 8	GRADING PERIOD:
Chapters: 5	Time Frame: Dates: 1st 9 weeks	Unit: 1 The First Americans
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 5	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
<p>Chapter Name: The Spirit of Independence</p> <p>Clarifying Objective(s):</p> <p>-SWBAT explain the Proclamation of 1763.</p> <p>-SWBAT analyze how Britain began to enact harsher trade laws and taxes.</p> <p>- SWBAT understand cause and effect relationships as they relate to the reaction of the colonist.</p> <p>-SWBAT identify those individuals and groups that began to rebel against British policy.</p> <p>-SWBAT draw</p>	<p><u>Technology Standards</u></p> <p>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</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><i>(Academic Vocabulary)</i></p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex, Occupy, Encounter, Prohibit</p> <p><i>(Content Vocabulary)</i></p> <p>Revenue, Writ of Assistance, Resolution, Effigy, Boycott, Repeal, Rebellion, Propaganda, Committee of Correspondence, Minutemen, Loyalist, Patriots, Petition, Preamble,</p>	<p>Formative:</p> <p>Lesson 1 Review pg. 115</p> <p>Lesson 2 review pg. 119</p> <p>Lesson 3 Review pg. 125</p> <p>Lesson 4 Review pg. 133</p> <p>Interactive Worksheets (printable)</p> <p>Reading Essentials and Study Guide</p> <p>Self Check Quiz (online)</p> <p>What Do You Think?- pg. 126-127</p> <p>The Declaration of Independence with Questions pg. 137-140</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 1-4)</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>conclusions about tension between the colonist and the British that led to the Boston Massacre.</p> <p>-SWBAT analyze the role propaganda played in the colonies.</p> <p>-SWBAT identify the Founders and recognize their contribution.</p> <p>-SWBAT evaluate the battles of Lexington and Concord.</p> <p>-SWBAT compare points of view held by Patriots and Loyalist.</p> <p>-SWBAT evaluate the reaction of the colonies to the rejection of the Olive Branch Petition.</p> <p>-SWBAT summarize the steps taken that led to the writing of the Declaration of Independence.</p> <p>-SWBAT understand the four parts of the Declaration of Independence.</p> <p>Time Frame: 1st 9 weeks</p>			<p>Chapter 4 Assessment pg. 134-136</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. 109B (teacher edition)</p>	<p>http://ncpedia.org/</p>
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<p>Dates:</p> <p>Essential Question:</p> <p>Why does conflict develop?</p> <p>What motivates people to change?</p>				
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<p>Lesson 1: No Taxation without Representation</p> <p>Clarifying Objective:</p> <p>SWBAT explain the Proclamation of 1763.</p> <p>-SWBAT analyze how Britain began to enact harsher trade laws and taxes.</p> <p>- SWBAT understand cause and effect relationships as they relate to the reaction of the colonist.</p> <p>-SWBAT identify those individuals and groups that began to rebel against British policy.</p> <p>Time Frame:</p> <p>1st nine weeks</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, Occupy, Encounter, Prohibit</p> <p>Content Vocabulary:</p> <p>Revenue, Writ of Assistance, Resolution Effigy, Boycott, Repeal</p>	<p>Formative:</p> <p>Bell Ringer pg. 112 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 1: No Taxation without Representation</p> <p>Interactive Graphic Organizer-Taking Notes: Identifying, British Policies</p> <p>21st Century Skills Activity No Taxation without Representation</p> <p>Reading Essentials and Study Guide for American History- Lesson 1: No Taxation without Representation</p> <p>Geography Connections- pg. 113</p> <p>Economic Skills- Pg. 114</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 1</p> <p>Writing Skills: pg. 109C: Students write a short paragraph that explains why the British enacted the Proclamation of 1763</p>	<p>Online</p> <p>Video: British Tyranny in Boston</p> <p>Interactive Map: The Proclamation of 1763</p> <p>Interactive Graph: The Growing Debt</p> <p>Interactive Whiteboard Activity: Taxation without Representation</p> <p>Interactive Graphic Organizer: British Policies</p> <p>Lecture Slide: British Tax Laws</p> <p>The Proclamation Line of 1763</p> <p>http://www.learnnc.org/lp/multimedia/8824)</p> <p>The Edenton “Tea Party”</p> <p>http://www.learnnc.org/lp/editions/nchist-revolution/4234)</p> <p>Old Textbook- NC4- NC5</p>
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			(pg.112) Student write a letter from the point of view of a Boston Colonist. (Pg. 115)	
Lesson 2: Uniting the	<u>Technology Standards</u>	Academic	Formative:	Online

<p>Colonist</p> <p>Clarifying Objective:</p> <p>SWBAT draw conclusions about tension between the colonist and the British that led to the Boston Massacre.</p> <p>-SWBAT analyze the role propaganda played in the colonies.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why does conflict develop?</p>	<p>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</p> <p><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.</p>	<p>Vocabulary::</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex, Occupy, Encounter, Prohibit</p> <p>Content Vocabulary:</p> <p>Rebellion, Propaganda, Committee of Correspondence</p>	<p>Bell Ringer pg. 116 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 2: Uniting the Colonists</p> <p>Interactive Graphic Organizer- Taking Notes: Describing, Intolerable Acts</p> <p>Primary Source Activity: Uniting the Colonists</p> <p>Reading Essentials and Study Guide for American History- Lesson 2: Uniting the Colonists</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 2</p>	<p>Video: The Boston Massacre and Escalating Anger in the Colonies</p> <p>Biography: Crispus Attucks</p> <p>Primary Source: The Boston Tea Party</p> <p>Lecture Slide: Coercive Acts</p> <p>Interactive Graphic Organizer: Intolerable Acts</p> <p>Taxes, Trade, Resistance http://www.learnnc.org/lp/editions/nchist-revolution/4277</p> <p>The Stamp Act Crisis in North Carolina http://www.learnnc.org/lp/editions/nchist-revolution/4258</p>
<p>Lesson 3: A Call to Arms</p> <p>Clarifying Objective:</p>	<p><u>Technology Standards</u> 8.SI.1.2 8.SI.1.3</p>	<p>Academic Vocabulary::</p> <p>Identify, Evaluation,</p>	<p>Formative:</p> <p>Bell Ringer pg. 120 (teacher edition)</p>	<p>Online</p> <p>Video: Boston Tea Party and the Intolerable Acts</p>

<p>SWBAT identify the Founders and recognize their contribution.</p> <p>-SWBAT evaluate the battles of Lexington and Concord.</p> <p>-SWBAT compare points of view held by Patriots and Loyalist.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>What motivates people to act?</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>Minutemen, Loyalist, Patriots</p>	<p>Exit Slip</p> <p>Guided Reading Activity: Lesson 3: A Call to Arms</p> <p>Interactive Graphic Organizer-Taking Notes: Summarizing, Continental Congress</p> <p>Geography and History Activity- A Call to Arms</p> <p>Biography: Patrick Henry</p> <p>Reading Essentials and Study Guide for American History- Lesson 3: A Call to Arms</p> <p>Chart Skills- Pg. 121</p> <p>Geography Connection- Pg. 123</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 3</p> <p>Writing Skills:</p> <p>Students will write about why more volunteers joined the militias after Lexington</p>	<p>Lecture Slide: Patrick Henry</p> <p>Interactive Image: The Militia, Minutemen, and Army of the Revolutionary War</p> <p>Interactive Map: Battles of Lexington and Concord April 1775</p> <p>Interactive Image: The North Bridge</p> <p>Interactive Image: The Battle of Bunker Hill</p> <p>Interactive Chart: Choosing Sides</p> <p>Interactive Graphic Organizer: Continental Congress</p> <p>Game: A Call to Arms Concentration Game</p>
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			<p>and Concord- Pg. 124</p> <p>Students write a journal entry from the point of view of a Loyalist or Patriot- Pg. 125</p>	
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Lesson 4: Declaring Independence	<u>Technology Standards</u> 8.SI.1.2	Academic Vocabulary::	Formative:	Online
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<p>Clarifying Objective:</p> <p>SWBAT evaluate the reaction of the colonies to the rejection of the Olive Branch Petition.</p> <p>-SWBAT summarize the steps taken that led to the writing of the Declaration of Independence.</p> <p>-SWBAT understand the four parts of the Declaration of Independence.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why does conflict develop?</p>	<p>8.SI.1.3 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>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>Content Vocabulary:</p> <p>Petition, Preamble</p>	<p>Bell Ringer pg. 128(teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 4: Declaring Independence</p> <p>Interactive Graphic Organizer- Taking Notes: Organizing, Declaration of Independence</p> <p>Reading Essentials and Study Guide for American History- Lesson 4: Declaring Independence</p> <p>Geography Connection- Pg. 129</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 4</p>	<p>Video: Declaration of Independence</p> <p>Slide Show: The Committee of Five</p> <p>Lecture Slide: Second Continental Congress</p> <p>Primary Source: George Washington to George William Fairfax, May 31, 1775</p> <p>Biography: Thomas Paine</p> <p>Interactive Image: The Lee Resolution</p> <p>Primary Source: Reaction to the Declaration</p> <p>Interactive Graphic Organizer: Declaration of Independence</p> <p>Interactive Map: The Siege of Boston 1775-1776</p> <p>Interactive Image: The Declaration of Independence (document itself)</p> <p>Old Textbook: The Halifax Resolves Pg. 119</p>
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