

PITT COUNTY SCHOOLS
2008 INSTRUCTIONAL GUIDE AND ALIGNMENT
EIGHTH GRADE SOCIAL STUDIES SCOS

TEXTBOOK REFERENCES: *A Journey Through North Carolina* Gibbs Smith, 2008

Chapter 1: Setting the Scene TIME FRAME: 10 DAYS Subtopic 1: Historical Thinking/Sources & NC Geography			
SCOS GOALS AND OBJECTIVES	ESSENTIAL QUESTIONS, BENCHMARKS, AND SKILLS	ESSENTIAL TASKS, STRATEGIES, PROJECTS, CONNECTIONS	RECOMMENDED RESOURCES AND ASSESSMENT
<p>1.01 Assess the impact of geography on the settlement and developing economy of the Carolina colony.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business, And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT (Information, Communications and Technology) Literacy - Flexibility and Adaptability 	<ul style="list-style-type: none"> • What are the geographic regions of North Carolina? <ul style="list-style-type: none"> ○ Mountains ○ Piedmont ○ Coastal Plains <p>Tidelands</p> <ul style="list-style-type: none"> • How did the geography impact the development of the Carolina colony? <ul style="list-style-type: none"> ○ Location ○ Place ○ Region ○ Movement ○ Human/Environment Interaction 	<ul style="list-style-type: none"> • Review 5 themes of geography & historical reading & analysis strategies • Blank NC maps, drawing in regions. • Concept map of resources of each of the regions. List advantages and disadvantages. Examine economic development of each region. • Groups of students compose travel brochures for one of the regions using the 5 themes as topics. 	<ul style="list-style-type: none"> • Text References: <i>A Journey through North Carolina (Gibbs Smith)</i> Chapter 1. Subsequently referred to as Chapter reference. <i>TR</i> refers to the Teacher's Resource Guide for this adoption. • TR Chapter 1 • Online resources: NC Interactive Atlas, North America Interactive Atlas www.NCJourneys.com • FOR ADDITIONAL RESOURCES, SEE DPI IMPLEMENTATION GUIDE AT THE END OF THIS DOCUMENT

<ul style="list-style-type: none"> - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>			
Chapter 2: Cultures Meet Theme 1: Native Populations TIME FRAME: 5 DAYS			
<p>1.02 Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy 	<ul style="list-style-type: none"> • Four main culture groups evolution of native culture over time: Paleo-Indian, Archaic, Woodland, & Mississippian • Native civilization: government, spirituality, & use of environment. • How do we know about Early People? Artifacts, oral history, European accounts, Native legends. 	<ul style="list-style-type: none"> • Sketch diagrams on NC map depicting how Native Americans used the resources in each area. • Groups research tools, clothing, and artwork and make presentations/displays to the class. Culminate activity with Native American day. • Research collections of myths or legends among Native Americans. • Create timeline of native culture groups to give students reference for evolution of native culture. Compare with geologic time/events students know happened in history. Dinosaurs, ice age, Middle Ages, Columbus 	<ul style="list-style-type: none"> • Text Chapter 2 Theme 1 • TR Chapter 2

<ul style="list-style-type: none"> - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>			
Chapter 2 Theme 2: European Exploration TIME FRAME: 6 DAYS			
<p>1.03 Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration.</p> <p>1.04 Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration 	<ul style="list-style-type: none"> • What were some of the economic, geographic, religious and political motives for European exploration? • Who were Spanish and other European explorers and what impact did they have? • What was the Columbian Exchange & what effects did it have on Africans, Natives, and Europeans? How did it encourage further exploration? • What happened to enslaved Africans once they arrived in the American colonies? • What were African and Native contributions to agriculture, the arts, and to the culture of an emerging America? <p>TERMS AND CONCEPTS: (Impact of geography, motives</p>	<ul style="list-style-type: none"> • Introduce technology that allowed for exploration: astrolabe, caravel, etc... • Graphic organizer of explorers, claimed areas, country of origin, and significance of journey. • Map of explorers routes/destinations/European land claims • Research plants, food, animals, and diseases that were part of the Columbian Exchange. 	<ul style="list-style-type: none"> • Chapter 2 Theme 2 • TR Ch. 2 Theme 2 • Online Resources: www.ncjourneys.com Interactive World History Games: Explorers of the New World, Ships of History, Conquerors of the World • Financial Literacy – DPI website- Resources

<ul style="list-style-type: none"> - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>(push and pull), nationalism and competition, legacy of European exploration and settlement, Northwest Passage, water routes, empire building, rivalry among nations, spread of Christianity, conquistadors. Columbian exchange, cultural contact, Age of Discovery, introduction of disease, slavery, foods, trade goods.</p>		
Chapter 2 Theme 3: The New World TIME FRAME: 4 days			
<p>1.05 Describe the factors led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration 	<ul style="list-style-type: none"> • What events led up to the formation of the NC colony? • What role did American Indians play in establishing the first colonies? <p>TERMS AND CONCEPTS:</p> <ul style="list-style-type: none"> • (Impact of geography, reasons for movement, migration , immigration and emigration, refugees, Raleigh Expeditions/Lost Colony) 	<ul style="list-style-type: none"> • Lost Colony Activity: Write a cause/effect essay explaining what you think happened to the Lost Colony using supporting facts from research. • Using copies of “The Unsolved Mystery,” students perform the play to dramatize the Lost Colony. 	<ul style="list-style-type: none"> • Chapter 2 Theme 3 • TR Chapter 2 Theme 3 • <i>The Unsolved Mystery</i> play document (Call 830-3507). • http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm • http://www.ibiscom.com/passa ge.htm •

<ul style="list-style-type: none"> - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>			
Chapter 3: Colonial North Carolina TIME FRAME: 15 DAYS			
<p>1.06 Identify geographic and political reasons for the creation of a distinct North Carolina colony and evaluate the effects on the government and economics of the colony.</p> <p>1.07 Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy 	<ul style="list-style-type: none"> • Which groups settled in the colonies? • What geographic features of the Carolina colony encouraged settlement and formation of the economy? • Identify roles/impact of pirates in NC colony • What was colonial life like for all of the colony's inhabitants? • Examine the roles/impact of the Lords proprietors in the creation of NC • Identify the three colonial regions (Southern, Middle, & Northern) and differentiate between climate, economy, and geography for each. • How did the NC colony progress from its creation until the years preceding the 	<ul style="list-style-type: none"> • Describe the Carolina colony in terms of geography, economy, settlers, roles of various groups of people, relations w/natives. • Write a sentence to describe each of the historical figures in the Carolina Colony • Have selected students role play the activities of these people. • Research Activity p. 91 in text • Compare/Contrast colonial NC to modern day NC • Create a map/chart/graph to show natural resources for each of the colonial regions. Include economic and geographic characteristics for each. • Research characteristics of colonial life (leisure, food, religion, government, etc...) 	<ul style="list-style-type: none"> • Text Ch. 3 Themes 1-3 • TR Ch. 3 Themes 1-3 • Digital Storytelling Adventure: "Growing a Nation: The Story of American Agriculture" www.ncjourneys.com • History Alive Kit: The English Colonies (housed in media center/one kit per school) • Virtual Jamestown online adventure www.historyglobe.com/jamestown

<ul style="list-style-type: none"> - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>American Revolution?</p> <ul style="list-style-type: none"> • What caused Carolina to become two colonies? • <p>TERMS AND CONCEPTS: (religious conflict, economic opportunity, political oppression/suppression, indentured servants, slavery (Triangle Trade), Middle Passage, impact of geography, colonialism, national and ethnic identity, profit motives and competition, rebellion, civil disobedience, Heath Patent, Lords Proprietors, Carolina Charter, Fundamental Constitution, Vestry Act, Cary Rebellion, Culpepper Rebellion, Tuscarora War, colonial empires, competition for land, trade routes, wealth, royal proprietary colonies. Contributions of Ethnic and Social Groups: Salem (Moravians), Highland Scots, Germans, Africans, Native Americans, Gentry, Artisans, Yeomen, Apprentices, Slaves. Colonial Regions: New England, Middle, Southern. Great Wagon Road.</p>	<p>and write diary entries as a journalist traveling the colonies. (History Alive activity)</p>	
<p>Chapter 4: AN ERA OF REVOLUTION Theme 1: Leading to Revolution TIME FRAME: 10 DAYS</p>			
<p>2.01 Trace the events leading up to the Revolutionary War and</p>	<ul style="list-style-type: none"> • How did the French and Indian War/Proclamation of 1763 	<ul style="list-style-type: none"> • Use an atlas to locate a map tracing the Great Wagon Road. 	<ul style="list-style-type: none"> • Text: Ch. 4 Theme 1 • TR: Ch. 4 Theme 1

<p>evaluate their relative significance in the onset of hostilities.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>create conflict between the colonies and England?</p> <ul style="list-style-type: none"> • What actions on the part of England created tension between the colonists and England? • What protests against English rule were occurring within the American colonies? • What conditions led to the rebellions within the North Carolina colony? Identify protests that occurred in NC as a response to those conditions. • What impact did political parties on the move toward revolution and what roles did important leaders play? • What impact did social classes and racism have on the development of the Revolutionary War? • What impact did cash crops play in North Carolina? How did the Navigation Acts impact North Carolina's economic ties with England? • How was unequal representation a cause of conflict among sections of the colony? <p>TERMS AND CONCEPTS: Rebellion/revolution, Terrorism, Colony, Taxes, Actions and Reactions. Regulators (Battle of Alamance), boycott, Edenton Tea</p>	<ul style="list-style-type: none"> • Compare the lifestyles of eastern and western North Carolinians; Create a storyboard to explain these differences and how they caused tension. • Use History Alive Brainstorming Ideas for Illustrated Palm-Leaf Book page 33 in History Alive Using Culminating Projects Booklet to define and describe the Navigation Acts, cash crops, political parties, and Boston Party, the Edenton Tea Party, and others and how these things led to unrest and the Revolutionary War. Report to the class. • Graphic organizer listing the events leading up to the Revolutionary War: <ul style="list-style-type: none"> ○ Sugar Act ○ Quartering Act ○ Stamp Act ○ Tea Act ○ Intolerable Acts • One group will write a letter to King George III explaining what the Stamp Act is all about and mentioning the items that are to be taxed. Describe the protests taking place in your colony of North Carolina and what the colonists are doing and saying. Give your opinion 	<ul style="list-style-type: none"> • History Alive Brainstorming Ideas for Illustrated Palm-Leaf Book page 33 in History Alive Using Culminating Projects Booklet. • Reading Reminders by Jim Burke (in professional library & storyboard handout located in appendix or on www.englishcompanion.com) • Interactive U.S. History Game: "America Before the Revolution" www.ncjourneys.com
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	Party, Provincial Congresses, Taxation issues, Boston Tea Party, Continental Congresses, Protests.	<p>on the issues and propose a solution.</p> <ul style="list-style-type: none"> • Another group will write a newspaper article to inform North Carolina colonists what the King and Parliament are doing to deal with protests against the Stamp Act. • A third group will write a speech giving information on what finally happened to the Stamp Act, Declaratory Act and Townshend Acts. 	
		<ul style="list-style-type: none"> • Use the internet to find out about the roles of the Catawba and Cherokee during the Revolutionary War. • Use a graphic organizer to map out and explain the major battles and their effects. 	
Themes 2-4: American Revolution/Declaring Independence TIME FRAME: 10 DAYS			
<p>2.02 Describe the contributions of key North Carolina and national personalities from the Revolutionary War era and assess their influence on the outcome of the war.</p> <p>2.03 Examine the role of North Carolina in the Revolutionary War.</p> <p>2.04 Examine the reasons for the</p>	<ul style="list-style-type: none"> • How did North Carolina's role impact the Revolutionary war? • What impact did the battles of Yorktown, Saratoga, Lexington & Concord, Bunker Hill, Moore's Creek Bridge, Kings Mountain, and Guilford Courthouse have on the outcome of the war? 	<ul style="list-style-type: none"> • List the reasons for American victory and British defeat and include geography, support, and leadership. • Create a recruitment poster for the Continental Army • Write a journal entry explaining why you are a loyalist or patriot. 	<ul style="list-style-type: none"> • Text: Chapter 4 Themes 2-4 • TR: Chapter 4 Themes 2-4

<p>colonists' victory over the British, and evaluate the impact of military successes and failures, the role of foreign interventions, and on-going political and economic domestic issues.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<ul style="list-style-type: none"> • What were the reasons for the colonists' victory over the British? • What impact did compromise have on the outcome of the war? • Who were the American allies and what impact did they have on the war? • What role did the Mecklenburg Resolves and the Albany Plan of Union play in forming the first government? 	<ul style="list-style-type: none"> • Write a letter home as a NC militia member. Describe the hardships of a soldier's life and how you keep fighting for the cause. • Describe Life during wartime for colonists • Map the battles of the American Revolution • Create a chart to identify the advantages and disadvantages of the following: <ul style="list-style-type: none"> -gentlemen's warfare -guerilla warfare -period weapons -Continental vs. British armies 	
Chapter 4 Theme 5: A New Government			
2.05 Describe the impact of documents such as the	<ul style="list-style-type: none"> • FOR ESSENTIAL QUESTIONS SEE EACH 	<ul style="list-style-type: none"> • Diagram and chart the 3 branches of government. 	<ul style="list-style-type: none"> • TEXT: CHAPTER 4 THEME FIVE

<p>Mecklenburg Resolves, the Halifax Resolves, the Albany Plan of Union, The Declaration of Independence, the State Constitution of 1776, the Articles of Confederation, the United States Constitution, and the Bill of Rights on the formation of the state and national governments.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>CHAPTER’S INDIVIDUAL THEMES; YOU WILL ALSO FIND ADDITIONAL ESSENTAL QUESTIONS AT THE END OF EACH CHAPTER REVIEW.</p> <ul style="list-style-type: none"> • What role did the Declaration of Independence play in the forming of a new government? • What is the Constitution of 1776? • What part did the State Constitution of 1776 play in the formation of the U. S. Constitution? • What was the purpose of the Constitutional Convention and who were the key players? • What were the conditions of the Treaty of Paris of 1783? • Why did the Articles of Confederation lead to the need for ratification and how did this contribute to the need for the Bill of Rights? • When did the Bill of Rights become part of the Constitution? • What rights does the Bill of Rights afford to citizens today? • What role did James Madison play in the Bill of Rights? <p>TERMS AND CONCEPTS: Declaration of Independence, Confederations,</p>	<ul style="list-style-type: none"> • Explain checks and balances. • Discuss the long-term impact of the early government on our democracy today. • Work with a partner to read and discuss the Bill of Rights in the Citizenship Handbook in the back of your text. Then find a news story in a current newspaper that illustrates how the people in another country do not enjoy the same freedoms. • Discuss amendments related to voting. Assign students to write an essay of definition to define the concept of “voting rights and responsibilities.” 	<ul style="list-style-type: none"> • TR: CHAPTER 4 THEME 5 • History Alive Kit: The Constitution and Bill of Rights.
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	Constitutionalism, Individual Rights, Statehood, Federal Systems, Hugh Williamson, Richard Dobbs Speight, William Blount, State Constitution of 1776, Hillsborough Convention, Congresses: Continental, Provincial, Constitutional. Ratification, Bill of Rights, Articles of Confederation, Thomas Jefferson, James Madison, Albany Plan, Alexander Hamilton, Federalists & Anti-Federalists.		
CHAPTER 5: LIFE IN THE NEW STATE TIME FRAME: 20 DAYS			
<p>3.01 Describe the causes of the War of 1812 and analyze the impact of the war on North Carolina and the nation.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability 	<ul style="list-style-type: none"> • FOR ESSENTIAL QUESTIONS SEE EACH CHAPTER'S INDIVIDUAL THEMES; YOU WILL ALSO FIND ADDITIONAL ESSENTIAL QUESTIONS AT THE END OF EACH CHAPTER REVIEW. • Why did Britain try to avoid the War of 1812? <ul style="list-style-type: none"> ○ Embargo ○ Impressments ○ Dolley Madison • What were the two main phases of the War? <ul style="list-style-type: none"> ○ Oliver Hazard Perry ○ Francis Scott Key ○ Treaty of Ghent • What were the 3 consequences of the War? 	<ul style="list-style-type: none"> • Develop a chart showing the first and second phases of the War and explain why the War was divided into two phases. • Create a timeline between 1812 to 1815 showing major events of the War and its aftermath. • Learn the “Star Spangled Banner” 	<ul style="list-style-type: none"> • TEXT CH. 5 • TR CHAPTER 5

<ul style="list-style-type: none"> - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<ul style="list-style-type: none"> ○Andrew Jackson/Increased patriotism ○Native Americans ○Growth of Manufacturing ● How did the expansion of the United States as a consequence of the War affect its foreign policy? ○Trade agreements ○Expansion 		
<p>3.02 Investigate the conditions that led to North Carolina's economic, political, and social decline during this period and assess the implications for the future development of the state.</p> <p>3.03 Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy 	<ul style="list-style-type: none"> ● What are the factors that contributed to the decline of NC in the early 1800's? <ul style="list-style-type: none"> ○Isolation ○Economy ○Education ○Farming Conditions ● What were Archibald Murphey's 3 main programs for improving conditions? <ul style="list-style-type: none"> ○Literary Fund ○Internal Improvements ○Constitutional Reform 	<ul style="list-style-type: none"> ● Groups of student create a brochure titled "Uniting the Country" to show how all three branches of the federal government contributed to nationalism and a stronger central government. Should include illustrations of protective tariffs, national bank, transportation network, foreign agreements, Supreme Court. ● List the main points of Archibald Murphy's plan for reform in North Carolina. 	<ul style="list-style-type: none"> ●

<ul style="list-style-type: none"> - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>			
<p>3.05 Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.</p> <p>3.06 Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.</p> <p>3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.</p> <p>3.08 Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, the California Gold Rush, and technological advances on North Carolina.</p>	<ul style="list-style-type: none"> • What effect did poor farming conditions and loss of land have on families in NC? • What was the origin of the Qualla Boundary? • What were the consequences of the new Constitution of 1835? <p>TERMS AND CONCEPTS Geography, Land conflicts, checks and balances, resettlement, migration, Trail of Tears, Qualla Boundary, Cherokee, Removal Act of 1830</p>	<ul style="list-style-type: none"> • Project pictures of the Trail of Tears and have students act out the parts of characters in the pictures and. • Have students pose as Jackson and a Cherokee chief and engage in a discussion about the Indian Removal Act of 1830 and debate the necessity of the Qualla Boundary. • Complete graphic organizer TR 185. • Write a paragraph analyzing the undemocratic features, by today's standards, of the North Carolina Constitution of 1835. 	

<p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>			
<p>CHAPTER 6: A DIVIDED NATION TIME FRAME: 25 DAYS</p>			
<p>3.04 Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions. 4.01 Identify and analyze the significance of the causes of</p>	<ul style="list-style-type: none"> • FOR ESSENTIAL QUESTIONS SEE EACH CHAPTER’S INDIVIDUAL THEMES; YOU WILL ALSO FIND ADDITIONAL ESSENTIAL QUESTIONS AT THE END OF EACH 	<ul style="list-style-type: none"> • Use a graphic organizer to analyze the causes and recognize effects of the differences between the North and South, including economy and labor, populations, and view of admission of new 	<ul style="list-style-type: none"> • TEXT CHAPTER 6 • TR Chapter 6

<p>secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.</p> <p>4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>CHAPTER REVIEW.</p> <ul style="list-style-type: none"> • Why was slavery important to the South and not in the North? <ul style="list-style-type: none"> • Geography • Economy • Culture and Philosophies • How did slavery impact political decisions such as secession, and the Emancipation Proclamation? • What effect did secession have on political leaders? <ul style="list-style-type: none"> • Robert E. Lee • Stonewall Jackson • Jefferson Davis • Abraham Lincoln • How did each of the following events inflame sectional divisions? <ul style="list-style-type: none"> • Dred Scott Decision • Hinton Helper's Book • Harper's Ferry • Election of Lincoln • Why did the people of North Carolina delay leaving the Union? <ul style="list-style-type: none"> • Daniel Worth • Underground Railroad • Jefferson Davis • The Institution of Slavery (not so important to NC) <p>TERMS AND CONCEPTS</p> <p>Blockade Runners, Railroad destruction, Zebulon Vance,</p>	<p>states.</p> <ul style="list-style-type: none"> • Have students identify major causes that led to the outbreak of war and write a cause/effect essay. • Write essays or a diary choosing on "A day in the life of a soldier" or other character giving timed entries over two days (nurse, wife, child left on a farm, slave). It should include emotions, feelings, and true drama. Write one page before covering the unit. During the unit, project a Civil War picture on the wall. Have students interact and role play within the picture. Then students write another journal entry again after studying the Civil War unit. • Research Project: Identify a Civil War era hero, personality, or leader. Research life, contributions, character, and influence in the War era. May be presented as an oral or PowerPoint presentation or include other visuals. • Civil War Newspaper: In small groups, create a "Civil War newspaper." Teach the parts of the newspaper, (editorial page, news features, advertisements, obituaries, sports, advice column) and allow groups to 	
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	Jonathan Worth, Andrew Johnson, William Holden, Joseph Johnston, Richard Gatling, Henry Berry Lowry, W. T. Sherman, U. S. Grant, Frederick Douglass, Matthew Brady, Clara Barton	choose a part to produce and present to the class.	
<p>4.02 Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<ul style="list-style-type: none"> • Describe the Northern Anaconda Plan. • Why was the Civil War referred to as the rich man's war, the poor man's fight? • What effect did the Emancipation Proclamation have on the North and South? • How did Stonewall Jackson get his name? • Explain the significance of the major battles of the War. • Which major battles were fought in North Carolina and what was their significance? • How do you think people in Pitt County might have viewed Lincoln's election in 1960? <p>TERMS AND CONCEPTS</p> <p>Conscription, inflation, political vs. military strategies, Battle of Bentonville, Fort Fisher, Bennett Farmhouse, Emancipation Proclamation, Battles of Fort Sumter, Manassas, Gettysburg, Appomattox, Tecumseh Sherman, Stonewall Jackson, Anaconda Plan, Rich man's war, poor man's fight, role of the media</p>	<ul style="list-style-type: none"> • Students in groups could research and investigate one of the major battles and report to the class. • Graphic organizer of major battles. • Have students in groups create a Civil War Recruiting Poster. Some groups are recruiting for the North, some for the South. They must give advantages in the poster for enlisting in their particular regiment. Should include slogans based on information learned in class. Present posters to class and display in hallway. Could have a mock enlistment activity. 	<ul style="list-style-type: none"> • TR CH. 6
4.03 Assess North Carolina's role	<ul style="list-style-type: none"> • What advantages did each side 	<ul style="list-style-type: none"> • Research and report on the 	<ul style="list-style-type: none"> • TR CHAPTER 6

<p>in the Civil War and analyze the social and economic impact of the war on the state.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>have when the Civil War started? Name 2.</p> <ul style="list-style-type: none"> • Why were African-Americans not at first allowed to serve as soldiers? • Name at least three ways women served in the War. • What was North Carolina's contributions to the War? <ul style="list-style-type: none"> ○ Manpower ○ Blockade Runners ○ Supplies ○ The Albermarle (ship) • What were some of the economic impacts of the War? <ul style="list-style-type: none"> ○ Sherman's March ○ Destruction of Railroads <p>TERMS AND CONCEPTS Tarheel troops and supplies, Blockade Runners, Railroad destruction, Sherman's March, Inflation, King Cotton</p>	<p>statistics of Confederate and Union casualties and wounded of the War using graphs and charts to report.</p> <ul style="list-style-type: none"> • Research and report on economic costs of the War using graphs and charts to report. • Have students explain the relationship between the information in the graphs including the number of wounded and ask them to calculate the economic costs and long-term effects. 	<ul style="list-style-type: none"> • <i>Across Five Aprils</i>
<p>CHAPTER 7: THE AFTERMATH OF WAR TIME FRAME: 10 DAYS</p>			
<p>4.05 Analyze the political, economic, and social impact of Reconstruction on the state and</p>	<ul style="list-style-type: none"> • FOR ESSENTIAL QUESTIONS SEE EACH CHAPTER'S INDIVIDUAL 	<ul style="list-style-type: none"> • Diagram the three areas that needed reconstruction in North Carolina as a result of the Civil 	<p>TR CHAPTER 7 TEXT CHAPTER 7</p>

<p>identify the reasons why Reconstruction came to an end.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>THEMES; YOU WILL ALSO FIND ADDITIONAL ESSENTIAL QUESTIONS AT THE END OF EACH CHAPTER REVIEW.</p> <ul style="list-style-type: none"> • What were Lincoln’s plans for Reconstruction and how did Johnson’s plan differ? • Why were citizens opposed to Black Codes? • Explain the rights African-Americans gained from the 14th and 15th Amendments. • Why did Holden change his views about Reconstruction? • What role did the Ku Klux Klan play in restoring power to the Conservatives in North Carolina? • What was the nature of the Kirk-Holden War? • Was Reconstruction successful? <p>TERMS AND CONCEPTS: James City, Schools for blacks, Rise of Conservative Democrats, Railroad scandal, Kirk-Holden War, Impeachment of Holden, Democratic control of government (1876), William Holden, Constitution of 1868, 13th, 14th, and 15th Amendments, Freedmen’s Bureau, Black Codes, Ku Klux Klan, Reconstruction Plans; presidential and congressional, Carpetbaggers,</p>	<p>War.</p> <ul style="list-style-type: none"> • Compare and contrast the policies of Lincoln and Johnson on Reconstruction. • Sequence events of the 14th, 15th, Amendments, Freedman’s Bureau, Reconstruction, Johnson. • Summarize the results of Reconstruction by constructing a web. • Create political cartoons about the Southern governments that formed under Andrew Johnson’s Reconstruction Policies. Students should decide on a single idea to illustrate. • Jeopardy Game: Create questions about Reconstruction about Reconstruction immediately after the Civil War. Students are to write the names of people, events, concepts on index cards. On the back of each card, they should write identifying phrases or definitions. Divide the class into two teams. One side gives the answer, and the other side asks the question. Keep index cards as study aids. 	
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	scalawags, Hayes-Tilden Compromise		
CHAPTER 8: INTO A NEW CENTURY TIME FRAME: 20 DAYS			
<p>5.01 Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state.</p> <p>5.02 Examine the changing role of educational, religious, and social institutions in the state and analyze their impact.</p> <p>5.03 Describe the social, economic, and political impact of migration on North Carolina.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability 	<ul style="list-style-type: none"> • FOR ESSENTIAL QUESTIONS SEE EACH CHAPTER'S INDIVIDUAL THEMES; YOU WILL ALSO FIND ADDITIONAL ESSENTIAL QUESTIONS AT THE END OF EACH CHAPTER REVIEW. • What factors contributed to the Industrial Revolution? • What were the effects of the Industrial Revolution on cities and farms? • Why are the growth of railroads and steelmaking examples of the Industrial Revolution? • Why did workers form labor unions? • What role did unions play in North Carolina? • How were women affected by the Industrial Revolution? • Describe the factors that limited immigration to NC in the late 19th century. • <i>Evaluate the conditions that led to increased immigration to NC in the last 60 years.</i> <p>2. Why did the US strive to remain neutral in the early years of World War I?</p> <ul style="list-style-type: none"> • <i>Describe the changes that</i> 	<ul style="list-style-type: none"> • Create a web identifying the key individuals in the rise of industry in the United States explaining who the person was and what he/she did. • Identify the main changes in American life in the late 1800's. Research living conditions through newspapers of the time and debate whether life was better in the city or the country. • Students identify a social problem of the period and write a problem/solution essay to solve the problem. • writing a letter to the editor supporting US participation in World War I and the other half writing a letter supporting continued neutrality. • Create a chart listing major inventions from this time period and describing the contemporary impact of each. 	<ul style="list-style-type: none"> • TEXT CH. 8 • TR CH. 8 • <u>The Way We Lived in North Carolina</u>. Vol 5, UNC Press. • http://rutlandhs.k12.vt.us/jpeter/so/ubootcar.htm • http://www.lib.byu.edu/~rdh/wi/1914/wilsonneut.html • http://www.mtholyoke.edu/acad/intrel/ww18.htm • http://www.archives.gov/digital/classroom/lessons/zimmermann_telegram/zimmermann_telegram.html • http://www.u-s-history.com/pages/h871.html

<ul style="list-style-type: none"> - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p><i>have made it increasingly difficult to remain neutral in world affairs as compared to pre-World War I.</i></p> <ul style="list-style-type: none"> • <i>Analyze whether there are differences in attitudes towards neutrality in different parts of NC.</i> <p>TERMS AND CONCEPTS: Industrialization, Urbanization, unions, sharecropping, Duke family, Reynolds, High Point, tobacco monopoly, white supremacy, immigration from Europe, Charles B. Aycock, Calvin Wiley, primary education, higher education, African-American migration to the North.</p>		
<p>5.04 Identify technological advances, and evaluate their influence on the quality of life in North Carolina.</p> <p>5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina</p> <p>5.06 Describe North Carolina's reaction to the increasing United States involvement in world affairs including participation in World War I, and evaluate the impact on the state's economy.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business 	<ul style="list-style-type: none"> • How did steelmaking change from 1850 to 1900? • How was the first transcontinental railroad built and what impact did it have? • How did Thomas Edison, John D. Rockefeller, Alexander Graham Bell, and Henry Ford change the way Americans live? • What impact did Prohibition have on American and NC societies? • Who were the major figures of the Suffrage movement and what impact did they have on the nation and state? <p>TERMS AND CONCEPTS:</p>	<ul style="list-style-type: none"> • Create a chart to list changes in industry, farming, politics, and education that helped North Carolina to prosper. • Determine the causes of farm problems and their effects (tenants and sharecroppers). • Summarize the educational system of the 1870's and 1920's. Determine why education reform was such a challenge. • Students choose one inventor or major figure of the period and present an argumentative speech maintaining that person's importance in changing America during this 	<ul style="list-style-type: none"> • TR 284, 288, 289, 304 • Chapters 8

<p>And Entrepreneurial Literacy</p> <ul style="list-style-type: none"> - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>Textiles, mechanization, wages and standard of living, segregation versus integration, Prohibition, Suffrage, reform movements, isolationism, the airplane, assembly lines, telephone, telegraph, electricity, radio, appliances, poll tax.</p> <ul style="list-style-type: none"> • How did the United States become a world power? • Why was the Panama Canal important? • How did the conflict between Serbia and the Austro-Hungarian Empire draw the whole world into war? • What was the League of Nations? • Why did the United States refuse to join? • What was the Progressive Movement? • What two important reforms were implemented in NC? • Graduated income tax • Direct primary • What was the 19th Amendment and its impact? • Civil Rights • Discrimination • Suffrage • TERMS AND CONCEPTS: • Neutrality, war-time economies, U. S. role in world affairs, League of Nations, Josephus Daniels, factories, 	<p>time period.</p> <ul style="list-style-type: none"> • Make a chart that lists the characteristics of individual proprietorships, partnerships, and corporations. • Select an individual who contributed to industrial growth in North Carolina and the nation, and prepare a report of the individual or a symbol to represent his/her contribution. Create an “Industrial Hall of Fame” exhibit in the classroom. • Prepare a colorful campaign poster for a Populist or Progressive reformer. • Prepare a cause/effect chart on the events of World War I. 	
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	training camps, Wilmington shipyards, Woodrow Wilson.		
CHAPTER 9: DEPRESSION, WAR, AND RECOVERY TIME FRAME: 15 DAYS			
<p>6.01 Identify the causes and effects of the Great Depression and analyze the impact on New Deal policies on Depression Era life in North Carolina.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<ul style="list-style-type: none"> • FOR ESSENTIAL QUESTIONS SEE EACH CHAPTER'S INDIVIDUAL THEMES; YOU WILL ALSO FIND ADDITIONAL ESSENTIAL QUESTIONS AT THE END OF EACH CHAPTER REVIEW. • What were the causes of the Great Depression? • What affect did the Great Depression have on North Carolina? • Explain Roosevelt's New Deal and the relief it offered to North Carolina. <p>TERMS AND CONCEPTS: Consumer goods, International Trade Stock Market, Minimum wage, Credit Lines. Great Smokey Mountains, Deflation, Bank failures, Government Programs: WPA, CCC, PWA, TVA, REA Social Security Act, Herbert Hoover</p>	<ul style="list-style-type: none"> • Have students use the fishbone map and list the causes of the Depression that begin in 1929. • Students will develop a chart • Contrasting Roosevelt and Hoover's Approach to the depression. • Students will use resources and technology to research the actions taken by North Carolina to relieve the effects of the Depression. In groups, students will give oral reports. 	<ul style="list-style-type: none"> • TEXT CHAPTER 9 • TR CHAPTER 9 • CHAPTER 9 THEMES 1 & 2

<p>6.02 Describe the significance of major events and military engagements associated with World War II and evaluate the impact of the war on North Carolina.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<ul style="list-style-type: none"> • How did World War II Begin? • Why did the United States delay in joining the war? • What were the problems between the US and the Soviet Union that led to the beginning of the Cold War? • What factors played a role in Truman's decision to drop the atomic bomb? <p>TERMS AND CONCEPTS: Nazism, Fascism, Prisoners of War, Military camps, USS North Carolina, Pearl Harbor, Allies, Holocaust, Dday, Japanese Internment</p>	<ul style="list-style-type: none"> • Students will list the events in the order in which they occurred. Then students will create a time line to visually display the events in sequence. • Students will role play possible discussions of president Truman as he decided to drop the atomic bomb. How could he determine the results? What thoughts would be paramount? What factors would have to be considered? • Interview older relatives or friends concerning military and home front experiences during World War II. Complete booklet on the results. 	<ul style="list-style-type: none"> • CHAPTER 9 THEMES 3 & 4
<p>6.03 Examine the significance of key ideas and individuals</p>	<ul style="list-style-type: none"> • Who were the dictators in Europe and Asia? 	<ul style="list-style-type: none"> • Working individually or in a small group, draw a poster 	<p>CHAPTER 9 THEMES 3 & 4</p>

<p>associated with World War II. Assess the impact of World War II on the economic, political, social, and military roles of different groups in North Carolina including women and minorities.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<ul style="list-style-type: none"> • How did North Carolina contribute to WW II? <p>TERMS AND CONCEPTS:</p> <p>Leadership responsibility, Military vs. political leadership, Adolf Hitler, Benito Mussolini, Franklin and Eleanor Roosevelt, Josef Stalin, Winston Churchill, Dwight Eisenhower, George Patton, Harry Truman</p>	<p>showing how North Carolina used its natural and human resources to help the nation achieve victory in WW II.</p>	
<p>6.04 Assess the impact of World War II on the economic, political, social, and military roles of different groups in North Carolina</p>	<p>TERMS AND CONCEPTS:</p> <p>Urban growth, suburbs, infrastructure, Cold War, Civil Rights, Unemployment, Right to</p>	<ul style="list-style-type: none"> • Students will role play a mock court for <i>Brown vs. Boar</i>. Provide students with Judge 	<p>CHAPTER 9 THEMES 3 & 4</p>

<p>including women and minorities.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	<p>Work law, GI Bill, Interstates, Skilled workers/higher education</p>	<p>opinions, and court recordings.</p> <ul style="list-style-type: none"> • Students will interact with History Alive (available September 20, 2004. slides, of various sit ins and demonstrations and interview participants and report (live news reporting) 	
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<p>7.01 Analyze the extent and significance of economic changes in North Carolina.</p> <p>7.03 Assess the influence of technological advances on economic development and daily life.</p> <p>7.04 Compare and contrast the various political viewpoints surrounding issues of the post World War II era.</p> <p>7.05 Evaluate the major changes and events that have affected the roles of local, state, and national governments</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility 	<p>TERMS AND CONCEPTS: Diversification, Tax structure, Service industries, Unionization, City growth, Tourism, Kerr Scott, Terry Sanford, Equal Rights, Integration, Jesse Jackson, Henry Frye, Billy Graham, Women’s rights, Busing</p> <ul style="list-style-type: none"> • How did the Civil rights movement change life for African Americans in North Carolina? • What was the purpose of the NC fund? • What reforms in State government were most effective? <p>TERMS AND CONCEPTS: Republican party, National vs. State Elections, Segregation, Party affiliation, Conscientious objectors, NAACP, Civil Rights act, Vietnam war, Korean War, John Kennedy, 26th Amendment, Balanced Budget, ERA, Nuclear family, War on Poverty</p>	<ul style="list-style-type: none"> • Students in small groups will create signs, and organize demonstrations to represent different civil rights issues. • Students write a problem/solution essay addressing civil rights issues. 	
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<p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>			
<p>CHAPTER 10: A TIME OF TURMOIL AND CHANGE TIME FRAME: 40 DAYS</p>			
<p>7.02 Evaluate the importance of social changes to different groups in North Carolina. 8.01 Describe the changing demographics in North Carolina</p>	<ul style="list-style-type: none"> • What gains were made in the area of Civil Rights? <ul style="list-style-type: none"> ○ Rosa Parks ○ Montgomery Bus Boycott 	<ul style="list-style-type: none"> • Students will develop graphic organizer listing social, political, and economic changes. • Students will write 2 page 	<ul style="list-style-type: none"> • TEXT CHAPTER 10 THEME 1

<p>and analyze their significance for North Carolina's society and economy.</p> <p>8.02 List economic and technological advances occurring in North Carolina since 1970, and assess their influence on North Carolina's role in the nation and the world.</p> <p>8.03 Describe the impact of state and national issues on the political climate of North Carolina.</p> <p>8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy - Environmental Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability 	<ul style="list-style-type: none"> ○ Martin Luther King, Jr. ○ Brown vs. Board of Education. <ul style="list-style-type: none"> • What were the forms of protest used by civil right marchers? Were these forms effective? Why? • Explain how the struggle for civil rights continues for many groups in the U.S. today. • What social, political, and economic changes have taken place in North Carolina in the 20th century? • Why did North Carolina's schools begin to integrate? • What was the purpose of the Equal Rights Amendment? • Why did North Carolina undergo redistricting in 1990? • What 3 industries have continued to grow in North Carolina? • What are 2 new industries that developed in North Carolina in the 1980's? • What are 2 environmental problems facing North Carolina? <p>TERMS AND CONCEPTS: Education reform, Census, Population Boom, Ethnic groups, Political refugees, Minority groups, Global economy, Tobacco lawsuits, space travel,</p>	<p>essay on the equal rights amendments and give their opinion of examples of civil right issues that are still ongoing today.</p>	
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<ul style="list-style-type: none"> - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see: http://www.21stcenturyskills.org</p>	internet, transportation, natural disasters.		
UNIT 10: NORTH CAROLINA CITIZENS IN A CHANGING WORLD TIMEFRAME: 5 DAYS			

<p>9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.</p> <p>9.02 Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in effecting change.</p> <p>9.03 Describe opportunities for and benefits of civic participation.</p> <p>Applicable 21st Century Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business And Entrepreneurial Literacy - Civic Literacy <p>Applicable 21st Century Skills:</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility <p>To view information on 21st century Themes and Skills see:</p>	<ul style="list-style-type: none"> • Describe the impact of Military bases located in North Carolina. • Do North Carolina’s voters tend to vote Democratic or Republican? Explain • How did North Carolina contribute to the war on terrorism? How is North Carolina still contributing? <p>1. Describe some symbols of patriotism and citizenship.</p> <ul style="list-style-type: none"> • <i>Analyze whether the value attached to these symbols changed over time. Explain.</i> <p>2. What percentage of the eligible voters participated in the last local/state or national elections?</p> <ul style="list-style-type: none"> • <i>Explain factors that could cause this percentage to increase or decrease.</i> <p>TERMS AND CONCEPTS: Incumbent, delegation, Jessie Helms, Terrorism, globalization, free trade, NAFTA, demographers, natural increase, George W. Bush, Persian Gulf War, Bill Clinton, impeachment, downsizing</p> <ul style="list-style-type: none"> • How has North Carolina conservative background influenced decisions made today in areas of education, economy, and industry? • How do North Carolina leaders 	<ul style="list-style-type: none"> • On a North Carolina Map, students will locate seven military bases, including the key installations of Fort Bragg, Pope Air Force Base, Seymour Johnson Air Force Base, and Camp Lejeune. Students will then use this information to determine the political, economical, and social consequences of these military bases to North Carolina. (Small group activity, groups will present their determination of impact on North Carolina’s economy, and cultural traditions. • Students prepare a presentation on the following topic: If you were in charge of the state school system today, what changes would you make to improve education and why? • Use a formal decision-making process related to a state problem or issue. Define the problem, propose a solution, give advantages of the solution, and write a letter to the editor giving your views. • After students comb newspapers for examples of active citizenship, have them create a visual representation of these opportunities. 	<ul style="list-style-type: none"> • Chapter 10 • CA 32 • TR 353,354,367 • TR 364, 369
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http://www.21stcenturyskills.org	<p>respond to the needs of a growing population?</p> <ul style="list-style-type: none"> ○ Gov. Easley ○ James V. Hunt ○ Jessie Helms 	<ul style="list-style-type: none"> ● Discuss how opportunities for active citizenship have or have not changed over time. ● Have students devise a plan for stimulating voter participation in school, community, state, and/or national elections. <p>http://www.askeric.org/cgi-bin/lessons.cgi/Social_Studies/Civics</p> <p>http://www.ourdocuments.gov/content.php?page=teachers_toolbox</p> <p>http://ericir.syr.edu/cgi-bin/lessons.cgi/Social_Studies/Civics</p>	
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