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| **Columbus County Schools** *Social Studies Curriculum Guide* |
| **SUBJECT:**  | **GRADE LEVEL:** 8 | **GRADING PERIOD:**  |
| Chapters: 13 | 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** |

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| Chapter 13 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: Manifest DensityClarifying Objective(s):-SWBAT analyze why Americans wanted the land in the Oregon Country.-SWBAT evaluate the concept of and justifications for manifest Destiny. -SWBAT identify the steps in the process of statehood for Florida.-SWBAT identify points of view in the War for Independence in Texas. - SWBAT analyze the importance and the impact of the Santa Fe Trail.-SWBAT identify points of view in the development of California’s culture.-SWBAT identify the reasons behind the conflict between the United States or Mexico. -SWBAT understand cause and effect relationships that followed the discovery of gold in California.-SWBAT identify the Mormons and analyze why they settled in Utah.Time Frame:1st 9 weeksDates: Essential Question:How does geography influence the way people live?Why does conflict develop?How do new ideas change the way people live? | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy Standards 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.  | (*Academic Vocabulary*)Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex(*Content Vocabulary*)Joint Occupation, Mountain Man, Emigrant, Prairie Schooner, Manifest Destiny, Plus, Access, Tejano, Decree, Barricade, Annex, Establish, Remove, Rancho, Ranchero, Resource, Justify, Forty-niner, Boomtowns, Vigilante, Constitution, Incorporate | Formative: Lesson 1 Review pg. 352Lesson 2 review pg. 357Lesson 3 Review pg. 364Lesson 4 Review pg. 369Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)What Do You Think? Pg. 358-359Summative: Chapter 13 Assessment pg. 371-372Chapter 13 Activities- pg 370End of Chapter test from question bank online.Online resources can be found at ([www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com))Hands-On Chapter Project pg. 345B (teacher edition) | ***Online***Chapter Summary Vocabulary BuilderWhat Do you Know?Geography and History activityOnline self check quiz (lesson 1-4)Reading Essentials & Study Guide : Student WorkbookWrite 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><http://ncpedia.org/> |
| Lesson 1: The Oregon CountryClarifying Objective: SWBAT analyze why Americans wanted the land in the Oregon Country.-SWBAT evaluate the concept of and justifications for manifest Destiny. Time Frame:1st nine weeksDates:Essential Question: How does geography influence the way people live?  | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy Standards 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.  | Academic Vocabulary:: Identify, Evaluation, Analyze, Describe, Source, Estimate, ComplexContent Vocabulary:Joint Occupation, Mountain Man, Emigrant, Prairie Schooner, Manifest Destiny, Plus, Access | Formative:Bell Ringer pg. 324 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 1: The Oregon CountryInteractive Graphic Organizer- Taking Notes: Sequencing, Time Line SequencingPrimary Source Activity: The Oregon CountryReading Essentials and Study Guide for American History- Lesson 1: The Oregon Country Economic Skill- Pg. 349Geography Connection- Pg. 351Summative: Self Check Quiz (online)Lesson Review 1 Writing Skills- Students write a paragraph describing what they consider the mission of the United States. Pg. 351 | OnlineVideo: The Oregon TrailInteractive Map: Territorial Expansion 1800-1853Interactive Map: Oregon Country 1846Interactive Image: The Fur TradeInteractive Image: The Whitman MassacreLecture Slide: Cayuse PeopleInteractive Graphic Organizer: Time Line SequencingPrimary Source: Journal of a Trapper  |
| Lesson 2: Statehood for Florida and TexasClarifying Objective:SWBAT identify the steps in the process of statehood for Florida.-SWBAT identify points of view in the War for Independence in Texas. Time Frame:Dates:Essential Question:Why does conflict develop?  | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy Standards 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.  | Academic Vocabulary:: Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex, Content Vocabulary:Tejano, Decree, Barricade, Annex, Establish, Remove | Formative:Bell Ringer pg. 330 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 2: Statehood for Florida and TexasInteractive Graphic Organizer- Taking Notes: Sequencing, Key Events in Texas HistoryBiography: Davy CrockettReading Essentials and Study Guide for American History- Lesson 2: Statehood for Florida and Texas Geography Connection- Pg. 356Summative:Lesson Review 2Writing Skills- Students write a short essay describing a historical event from their own lives. Pg. 356 | OnlineVideo: Davey Crockett and the AlamoSlide Show: Florida’s Capitol BuildingsBiography: The Tejano PeopleSlide Show: Remember the AlamoInteractive Map: Texas War for Independence 1835-1836Interactive Graphic Organizer: Key Events in Texas History  |
| Lesson 3: War With MexicoClarifying Objective:- SWBAT analyze the importance and the impact of the Santa Fe Trail.-SWBAT identify points of view in the development of California’s culture.-SWBAT identify the reasons behind the conflict between the United States or Mexico. Time Frame:Dates:Essential Question:How do governments change? | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy Standards 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.  | Academic Vocabulary:: Identify, Evaluation, Analyze, Describe, Source, Estimate, ComplexContent Vocabulary:Rancho, Ranchero, Resource, Justify | Formative:Bell Ringer pg. 360 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 3: War with MexicoInteractive Graphic Organizer- Taking Notes: Describing, Individual AchievementsBiography: John C. FrémontReading Essentials and Study Guide for American History- Lesson 3: War with Mexico Geography Connection- Pg. 361, 363Summative: Self Check Quiz (online)Lesson Review 3Writing Skills- Students adopt the role of an 1800s politician and write a speech arguing for/against going to war with Mexico. Pg. 362 | OnlineVideo: California’s Early HistoryInteractive Map: The Santa Fe TrailInteractive Map: Oregon Country 1846Lecture Slide: The Santa Fe TrailInteractive Map: War with MexicoPrimary Source: The Bear FlagInteractive Graphic Organizer: Individual Achievements  |
| Lesson 4: California and UtahClarifying Objective:SWBAT understand cause and effect relationships that followed the discovery of gold in California.-SWBAT identify the Mormons and analyze why they settled in Utah.Time Frame:Dates:Essential Question:How do governments change? | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy Standards 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.  | Academic Vocabulary:: Identify, Evaluation, Analyze, Describe, Source, Estimate, ComplexContent Vocabulary:Forty-niner, Boomtowns, Vigilante, Constitution, Incorporate | Formative:Bell Ringer pg. 365 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 4: California and UtahInteractive Graphic Organizer- Taking Notes: Describing, Settling California and UtahEconomics and History Activity: California and UtahReading Essentials and Study Guide for American History: Lesson 4: California and UtahSummative: Self Check Quiz (online)Lesson Review 4Writing Skills- Students examine the pros and cons of Californios becoming U.S. citizens.  | OnlineVideo: Diverse Population in the WestBiography: Mariano Guadalupe VallejoPrimary Source: The Gold RushInteractive Bar Graph: San Francisco Population MapLecture Slide: Joseph SmithLecture Slide: Brigham YoungEconomics of History Activity: California and UtahInteractive Graphic Organizer: Settling California and Utah  |