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| **Columbus County Schools** *Social Studies Curriculum Guide* | | |
| **SUBJECT:** | **GRADE LEVEL:** 8 | **GRADING PERIOD:** |
| Chapters: 14 | 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 14 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: North and South  Clarifying Objective(s):  -SWBAT identify and evaluate how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s.  -SWBAT understand cause and effect relationships between immigration and its impact on cities and industry in the North.  -SWBAT analyze and compare the economies of the North and South.  -SWBAT analyze and describe the living conditions of enslaved African Americans in the South and the unique culture they developed.  Time Frame:1st 9 weeks  Dates:  Essential Question:  How does technology change the way people live?  How do people adapt to their environment?  Why do people make economic choices? | Technology Standards  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  Literacy 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*)  Clipper Ship, Telegraph, Morse Code, Innovation, Transform, Trade Union, Strike, Prejudice, Discrimination, Famine, Nativist, Community, License, Productivity, Domestic Slave, Trade, Process, Consequences, Yeoman, Overseer, Spiritual, Slave Codes, Underground Railroad, Literacy | Formative:  Lesson 1 Review pg. 381  Lesson 2 review pg. 386  Lesson 3 Review pg. 390  Lesson 4 Review pg. 397  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  Summative:  Chapter 14 Assessment pg. 399-400  Chapter 14 Activities- pg 398  End 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. 373B (teacher edition) | ***Online***  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>  <http://ncpedia.org/> |
| Lesson 1: The Industrial North  Clarifying Objective:  SWBAT identify and evaluate how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s.  -SWBAT analyze and compare the economies of the North and South.  Time Frame:  1st nine weeks  Dates:  Essential Question:  How does technology change the way people live? | Technology Standards  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  Literacy 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:  Telegraph, Morse Code, Innovation, Transform | Formative:  Bell Ringer pg. 324 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 1: The Industrial North  Interactive Graphic Organizer- Taking Notes: Determining Cause and Effect, Development of Industrialization  Reading Essentials and Study Guide for American History-Lesson 1: The Industrial North  Geography Connection- Pg. 379  Summative:  Self Check Quiz (online)  Lesson Review 1  Writing Skills- Students write paragraphs explaining the effects of farming innovations on the settlement of the Midwest. Pg. 380 | Online  Video: Life at the Beginning of the 20th Century: Communication  Interactive Image: The Steamboat  Biography: Donald McKay  Interactive Whiteboard Activity: Morse Code  Biography: John Deere  Lecture Slide: Agricultural Innovations  Interactive Graphic Organizer: Development of Industrialization  Lecture Slide: Travel Innovations  Interactive Map: Major Railroads 1860 |
| Lesson 2: People of the North  Clarifying 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:  How do people adapt to their environment? | Technology Standards  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  Literacy 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:  Trade Union, Strike, Prejudice, Discrimination, Famine, Nativist, Community, License | Formative:  Bell Ringer pg. 382 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 2: People of the North  Interactive Graphic Organizer- Taking Notes: Identifying, Growth of Cities  Geography and History Activity- People of the North  Reading Essentials and Study Guide for American History- Lesson 2: People of the North  Graph Skills- pg. 385, 386  Summative:  Lesson Review 2  Writing Skills- Students respond to the question: How did your family end up in the city in which you live? Pg. 385 | Online  Video: Labor Struggle – They Dared Not Stop Working  Lecture Slide: Working Conditions  Slide Show: Lewis Hine and Child Labor  Primary Source: Life as a Lowell Girl  Lecture Slide: Port Cities: Trade  Interactive Circle Graph: U.S. Immigration in the Mid-1800s  Interactive Line Graph: Immigrants as a Percentage of the Population  Geography and History Activity: People of the North  Interactive Graphic Organizer: Growth of Cities |
| Lesson 3: Southern Cotton Kingdom  Clarifying Objective:  SWBAT analyze and compare the economies of the North and South  Time Frame:  Dates:  Essential Question:  Why do people make economic choices? | Technology Standards  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  Literacy 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:  Productivity, Domestic Slave, Trade, Process, Consequences, | Formative:  Bell Ringer pg. 387 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 3: Southern Cotton Kingdom  Interactive Graphic Organizer- Taking Notes: Determining Cause and Effect, Cotton Production and Industrial Growth  Reading Essentials and Study Guide for American History- Lesson 3: Southern Cotton Kingdom  Geography Connection- Pg. 388  Economic Skills- Pg. 389  Summative:  Self Check Quiz (online)  Lesson Review 3  Writing Skills-  Students imagine they are Gregg or Anderson as they write a letter to other Southern leaders argue why the South should develop industry. Pg. 390 | Online  Video: The South and Regional Economics of the United States  Lecture Slide: The Cotton Gin  Interactive Image: The Cotton Gin  Interactive Graph: Cotton Production  Interactive Map: Cotton Production 1820-1860  Biography: Elias Howe  Interactive Graphic Organizer: Cotton Production and Industrial Growth  Interactive Map: Major Railroads 1860 |
| Lesson 4: People of the South  Clarifying Objective:  SWBAT analyze and describe the living conditions of enslaved African Americans in the South and the unique culture they developed  Time Frame:  Dates:  Essential Question:  How do people adapt to their environment? | Technology Standards  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  Literacy 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:  Yeoman, Overseer, Spiritual, Slave Codes, Underground Railroad, Literacy | Formative:  Bell Ringer pg. 391 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 4: People of the South  Interactive Graphic Organizer- Taking Notes: Describing, Working on a Plantation  Primary Source Activity: People of the South  Biography: Harriet Tubman  Reading Essentials and Study Guide for American History- Lesson 4: People of the South  Graph Skills- Pg. 392  Summative:  Self Check Quiz (online)  Lesson Review 4  Writing Skills- Students explain how the Nat Turner Rebellion and the Underground Railroad were both factors that led to the Civil War. Pg. 396 | Online  Video: Secrets of the Underground Railroad  Interactive Image: Plantation Living Quarters  Interactive Whiteboard Activity: Life on a Plantation  Slide Show: Songs of Freedom  Interactive Image: Slave Codes  Interactive Chart: U.S. Population, 1860  Primary Source: American Slavery As It Is  Primary Source: Harriet Jacobs  Interactive Image: Underground Railroad Routes  Lecture Slide: Southern Cities  Primary Source Activity: People of the South  Interactive Graphic Organizer: Working on a Plantation |