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| **Columbus County Schools** *Social Studies Curriculum Guide* |
| **SUBJECT:**  | **GRADE LEVEL:** 8 | **GRADING PERIOD:**  |
| Chapters: 15 | 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 15 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: The Spirit of ReformClarifying Objective(s):-SWBAT explain how the Second Great Awakening led to an interest in social reform. -SWBAT identify and analyze major reform movement and who led them.-SWBAT identify transcendentalist authors and describe their work. -SWBAT trace the development of the abolitionist movement. -SWBAT identify abolitionist leaders and their actions. -SWBAT contrast the argument for and against abolition.-SWBAT analyze the impact of the Seneca Falls Convention on the women’s reform movement.-SWBAT identify and analyze changes in education for women.-SWBAT evaluate the result of how women’s rights in marriage, family, and careers expanded. Time Frame:1st 9 weeksDates: Essential Question:How do societies change? What motivates people to act?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*)Revival, Utopia, Temperance, Normal School, Civil Disobedience, Lecture, Abolitionist, Route, Suffrage, Coeducation, Capable, Ministry | Formative: Lesson 1 Review pg. 407Lesson 2 review pg. 414Lesson 3 Review pg. 419Interactive Worksheets (printable)Reading Essentials and Study GuideAmerican Literature: Frederick Douglass pg. 420-421Self Check Quiz (online)Summative: Chapter 15 Assessment pg. 423-424Chapter 14 Activities- pg 422End 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. 401B (teacher edition) | ***Online***Chapter Summary Vocabulary BuilderWhat Do you Know?Geography and History activityOnline self check quiz (lesson 1-3)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: Social ReformClarifying Objective: SWBAT explain how the Second Great Awakening led to an interest in social reform. -SWBAT identify and analyze major reform movement and who led them.-SWBAT identify transcendentalist authors and describe their work. Time Frame:1st nine weeksDates:Essential Question: Why do societies 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:Revival, Utopia, Temperance, Normal School, Civil Disobedience, Lecture | Formative:Bell Ringer pg. 404 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 1: Social ReformInteractive Graphic Organizer- Taking Notes: Indentifying, Reformers' ContributionsGeography and History Activity- Social ReformReading Essentials and Study Guide for American History- Lesson 1: Social Reform Summative: Self Check Quiz (online)Lesson Review 1 Writing Skills- Students write paragraphs explaining how religious revivals led to reforms. Pg. 405 | OnlineVideo: Romanticism in Art and LiteratureInteractive Image: Political Cartoon: TemperancePrimary Source: Lyman BeecherBiography: The American School for the DeafLecture Slide: Six Major TranscendentalistsGeography and History Activity: Social ReformInteractive Graphic Organizer: Reformers’ ContributionsBiography: Dorothea Dix  |
| Lesson 2: The Abolitionist Clarifying Objective:-SWBAT trace the development of the abolitionist movement. -SWBAT identify abolitionist leaders and their actions. -SWBAT contrast the argument for and against abolition.Time Frame:Dates:Essential Question:What motivates people to act? | 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:Abolitionist, Route | Formative:Bell Ringer pg. 408 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 2: The AbolitionistsInteractive Graphic Organizer- Taking Notes: Identifying, AbolitionistsInteractive Map: LiberiaReading Essentials and Study Guide for American History- Lesson 2: The Abolitionists Geography Connection- pg. 409 Summative:Lesson Review 2Writing Skills- Students study a painting and write a description about it. Pg. 411 | OnlineVideo: Uncle Tom’s CabinInteractive Graph: Slavery in the United StatesInteractive Graphic Organizer: AbolitionistsInteractive Image: Freedom’s JournalInteractive Whiteboard Activity: The Life of Frederick DouglassBiography: Sojourner TruthInteractive Map: United States 1820-1860Lecture Slide: Prominent AbolitionistsBiography: Elijah Lovejoy  |
| Lesson 3: The Women’s Movement Clarifying Objective:SWBAT analyze the impact of the Seneca Falls Convention on the women’s reform movement.-SWBAT identify and analyze changes in education for women.-SWBAT evaluate the result of how women’s rights in marriage, family, and careers expanded. Time Frame:Dates:Essential Question: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, ComplexContent Vocabulary:Suffrage, Coeducation, Capable, Ministry | Formative:Bell Ringer pg. 415 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 3: The Women’s MovementInteractive Graphic Organizer- Taking Notes: Summarizing, Individual Contributions to Women's RightsInteractive Time Line: Opportunity and Achievement for Women21st Century Skills Activity: The Women’s MovementPrimary Source Activity: The Women’s MovementReading Essentials and Study Guide for American History- Lesson 3: The Women’s Movement Infographic- pg. 416Summative: Self Check Quiz (online)Lesson Review Writing Skills- Students write a one-paragraph essay about the women’s Rights Convention. Pg. 417 | OnlineVideo: Elizabeth Cady Stanton and Susan B. AnthonyBiography: Mary LyonLecture Slide: Women’s EducationInteractive Graphic Organizer: Individual Contributions to Women’s RightsBiography: Maria Mitchell  |
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