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| **Columbus County Schools** *Social Studies Curriculum Guide* |
| **SUBJECT:**  | **GRADE LEVEL:** 8 | **GRADING PERIOD:**  |
| Chapters: 16 | 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 16 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: Towards Civil War Clarifying Objective(s):-SWBAT determine the cause s that led to the division of the nation. -SWBAT discuss and evaluate the political compromises that were made because of slavery.-SWBAT draw conclusions about the Kansas- Nebraska Act. -SWBAT analyze the new political party and its role in government.-SWBAT identify and evaluate the importance of the Dred Scott v. Sandford decision.-SWBAT evaluate the importance of the election of 1860.-SWBAT analyze the significance of the attack on Fort Sumter.-SWBAT analyze and compare arguments about whether or not the South had the right to secede. Time Frame:1st 9 weeksDates: 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*)Fugitive, Secede, Border Ruffain, Civil War, Regulate, Network, Arsenal, Martyr, Rigid, Secession, State Rights’, Reject, Justify | Formative: Lesson 1 Review pg. 432Lesson 2 review pg. 438Lesson 3 Review pg. 443Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)What do You Think? Pg. 444-445Summative: Chapter 16 Assessment pg. 447-448Chapter 16 Activities- pg 446End 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. 425B (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: The Search for CompromiseClarifying Objective: -SWBAT determine the cause s that led to the division of the nation. -SWBAT discuss and evaluate the political compromises that were made because of slavery.-SWBAT draw conclusions about the Kansas- Nebraska Act. Time Frame:1st nine weeksDates: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, ComplexContent Vocabulary:Fugitive, Secede, Border Ruffain, Civil War, Regulate, Network | Formative:Bell Ringer pg. 428 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 1: The Search for CompromiseInteractive Graphic Organizer- Taking Notes: Describing, The Kansas-Nebraska ActInteractive Image: The Underground RailroadGeography and History Activity: Toward Civil War - The Search for CompromiseReading Essentials and Study Guide for American History- Lesson 1: The Search for Compromise Geography Connection- Pg. 429,431Summative: Self Check Quiz (online)Lesson Review 1 Writing Skills- Students write letters expressing differing points of view about senator Henry Clay’s suggested compromise. Pg. 430 | OnlineVideo: An Economic Panic and the Missouri CompromiseInteractive Map: New Territories of the United States in 1848Interactive Image: The Free-Soil PartyInteractive Image: The Fugitive Slave Act of 1850Lecture Slide: The Compromise of 1850Interactive Map: The Compromise of 1850Interactive Image: The Underground RailroadPrimary Source: Stephen DouglasLecture Slide: The Kansas-Nebraska ActLecture Slide: Bleeding KansasPolitical Cartoon: Charles SumnerInteractive Graphic Organizer: The Kansas-Nebraska Act  |
| Lesson 2: Challenges to Slavery Clarifying Objective:SWBAT analyze the new political party and its role in government.-SWBAT identify and evaluate the importance of the Dred Scott v. Sandford decision.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:Arsenal, Martyr, Rigid | Formative:Bell Ringer pg. 433 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 2: Challenges to SlaveryInteractive Graphic Organizer- Taking Notes: Describing, Party PlatformsPrimary Source Activity: Challenges to SlaveryBiography: Abraham LincolnReading Essentials and Study Guide for American History- Lesson 2: Challenges to Slavery Infographic- Pg. 434Summative:Lesson Review 2Writing Skills- Students write a summary of the events that occurred at Harpers Ferry, Virginia. Pg. 437 | OnlineVideo: Senate CampaignLecture Slide: Political Parties in 1856Interactive Map: The Election of 1856Interactive Image: *Dred Scott* v. *Sandford*Primary Source: John BrownPrimary Source Activity: Challenges to SlaveryInteractive Graphic Organizer: Party PlatformsLecture Slide: Lincoln-Douglas DebatesLecture Slide: *Dred Scott* v. *Sandford*  |
| Lesson 3: Secession and War Clarifying Objective:SWBAT evaluate the importance of the election of 1860.-SWBAT analyze the significance of the attack on Fort Sumter.-SWBAT analyze and compare arguments about whether or not the South had the right to secede. 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, ComplexContent Vocabulary:Secession, State Rights’, Reject, Justify | Formative:Bell Ringer pg. 439 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 3: Secession and WarInteractive Graphic Organizer- Taking Notes: Sequencing, Secession and War21st Century Skills Activity: Secession and WarReading Essentials and Study Guide for American History- Lesson 3: Secession and War Geography Connection- Pg. 441Summative: Self Check Quiz (online)Lesson Review 3Writing Skills- Students write a paragraph comparing and contrasting the candidates of the 1858 Illinois Senate election- Lincoln and Douglas. Pg. 439 | OnlineVideo: Lincoln’s Campaign for PresidentLecture Slide: The Election of 1860Interactive Image: Supporting SeparationBiography: Jefferson DavisPolitical Cartoon: Secessionists Leaving the UnionInteractive Map: Seceding States 1860-1861Interactive Whiteboard Activity: Time Line of Events Toward Civil WarInteractive Graphic Organizer: Secession and War  |