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| **Columbus County Schools** *Social Studies Curriculum Guide* | | |
| **SUBJECT:** | **GRADE LEVEL:** 8 | **GRADING PERIOD:** |
| Chapters: 17 | 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 17 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: The Civil War  Clarifying Objective(s):  -SWBAT identify and evaluate the goals of both the North and South.  -SWBAT compare the strengths and weaknesses of the north and the South.  -SWBAT explain how the Union responded to defeats in the East in 1862.  -SWBAT evaluate the effect of the Emancipation Proclamation.  -SWBAT identify the changes in lifestyle during the Civil War.  -SWBAT describe the conditions of the hospitals and the prison camps during the Civil War.  -SWBAT analyze political and economic changes that occurred during the war.  -SWBAT explain why the South seemed to be winning the war.  -SWBAT analyze why the Battle of Gettysburg was a turning point in the war.  -SWBAT evaluate the idea of total war and how it affect the South.  -SWBAT identify and analyze the events that ended the Civil War.  Time Frame:1st 9 weeks  Dates:  Essential Question:  Why does conflict develop? | 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, Contrast  (*Content Vocabulary*)  Border State, Enlist, Strategy, Tributary, Ironclad, Casualty, Emancipation Proclamation, Abandon, Reinforce, Habeas Corpus, Draft, Bounty, Distribute, Greenback, Entrench, Flank, Reverse, Encounter, Resistance, Total War, Series, Interpret, | Formative:  Lesson 1 Review pg. 457  Lesson 2 review pg. 464  Lesson 3 Review pg. 471  Lesson 4 Review pg. 480  Lesson 5 Review pg. 487  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  America’s Literature- Across Five Aprils pg. 472-473  Summative:  Chapter 17 Assessment pg. 489-490  Chapter 17 Activities- pg 488  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. 449B (teacher edition) | ***Online***  Chapter Summary  Vocabulary Builder  What Do you Know?  Geography and History activity  Online self check quiz (lesson 1-5)  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 two Sides  Clarifying Objective:  SWBAT identify and evaluate the goals of both the North and South.  -SWBAT compare the strengths and weaknesses of the north and the South.  Time Frame:  1st nine weeks  Dates:  Essential Question:  Why does conflict develop? | 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:  Border State, Enlist, Strategy | Formative:  Bell Ringer pg. 452 (teacher edition)  Exit Slip  Guided Reading Activity: The Civil War - The Two Sides  Interactive Graphic Organizer- Taking Notes: Comparing and Contrasting the North and South  Interactive Image: Civil War Casualties  Interactive Image: African Americans in the Civil War  Interactive Image: Artillery  Reading Essentials and Study Guide-Lesson 1: The Two Sides  Infographic- Pg. 453  Graph Skill- pg. 454  Chart Skill- Pg. 456  Summative:  Self Check Quiz (online)  Lesson Review 1  Writing Skills- Students write a letter from the point of view of a soldier in the Civil War writing home from the battlefront. Pg. 457 | Online  Video: The North and South Mobilize for War  Interactive Map: The Civil War 1861 - 1865  Interactive Chart: Comparing North and South  Lecture Slide: Strengths and Weaknesses of the North and South  Interactive Chart: Resources of the North and South  Lecture Slide: Strategies of Winning the War  Interactive Chart: A Soldier's Pay  Lecture Slide: Who went to war?  Interactive Graph: The Fighting Forces  Slide Show: Army Organization  Interactive Image: Railroads in the Civil War |
| Lesson 2: People of the North  Clarifying Objective:  SWBAT explain how the Union responded to defeats in the East in 1862.  -SWBAT evaluate the effect of the Emancipation Proclamation.  Time Frame:  Dates:  Essential Question:  Why does conflict develop? | 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:  Tributary, Ironclad, Casualty, Emancipation Proclamation, Abandon, Reinforce | Formative:  Bell Ringer pg. 458 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 2: Early Years of the War  Reading Essentials and Study Guide- Lesson 2: Early Years of the War  Interactive Graphic Organizer- Taking Notes: Sequencing, Civil War Battles  Biography: Robert E. Lee  Interactive Image: Ironclads  Game: Early Years of the War  Geography Connection- pg. 461, 462  Summative:  Lesson Review 2  Writing Skills- Students write journal entries discussing how it might have felt to be a resident of New Orleans as the North gained control of the region. Pg. 461  Students write a newspaper editorial from the point of view of either the North or South in response to the Union defeat at Chancellorsville, Virginia. Pg. 462  Students write a brief paragraph explaining why they agree or disagree with Lincoln’s judgment about his place in history. Pg. 464 | Online  Video: Lincoln's Great Speeches  Interactive Map: War in the West 1862- 1863  Interactive Map: War in the East 1862 - 1863  Graphic Organizer: Civil War Battles  Lecture Slide: Biography of Ulysses S. Grant  Interactive Chart: Advantages of Ironclads  Analyzing Primary Sources: Virginia and Monitor  Slide Show: The Battle of Antietam  Analyzing Primary Sources: The Emancipation Proclamation  Lecture Slide: Biography of Robert E. Lee |
| Lesson 3: Life During the Civil War  Clarifying Objective:  SWBAT identify the changes in lifestyle during the Civil War.  -SWBAT describe the conditions of the hospitals and the prison camps during the Civil War.  -SWBAT analyze political and economic changes that occurred during the war.  Time Frame:  Dates:  Essential Question:  Why does conflict develop? | 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:  Habeas Corpus, Draft, Bounty, Distribute, Greenback | Formative:  Bell Ringer pg. 465 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 3: Life During the Civil War  Reading Essentials and Study Guide- Lesson 3: Life During the Civil War  Interactive Graphic Organizer- Taking Notes: Identifying, Women of the North and the South  21st Century Skill: The Civil War, Life During the Civil War  Interactive Graph: Inflation  Summative:  Self Check Quiz (online)  Lesson Review 3  Writing Skills-  Students research and write a description of women soldiers in the Civil War. Pg. 466 | Online  Video: Clara Barton  Graphic Organizer: Contributions of Women  Slide Show: Roles of Women in the War  Interactive Image: Women Take Charge  Biography: Dorothea Dix  Interactive Image: Andersonville Prison  Interactive Image: Doctor Kit for Field Surgery  Lecture Slide: War Democrats and Peace Democrats  Political Cartoon: Civil War  Interactive Graph: Greenbacks |
| Lesson 4: The Strain of War  Clarifying Objective:  SWBAT explain why the South seemed to be winning the war.  -SWBAT analyze why the Battle of Gettysburg was a turning point in the war.  Time Frame:  Dates:  Essential Question:  Why does conflict develop? | 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:  Entrench, Flank, Reverse, Encounter | Formative:  Bell Ringer pg. 474 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 4: The Strain of War  Reading Essentials and Study Guide- Lesson 4: The Strain of War  Interactive Graphic Organizer- Taking Notes: Categorizing, Union and Confederate Victories  Biography: Thomas Jonathan "Stonewall" Jackson  Game: The Strain of War  Geography Connection- Pg. 478  Summative:  Self Check Quiz (online)  Lesson Review 4  Writing Skills- Students write either a brief history of the 54th Massachusetts Regiment or a short biography of Colonel Robert Gould Shaw Pg. 477 | Online  Video: The Gettysburg Address  Interactive Map: War in the East 1862 - 1863  Interactive Map: The Battle of Gettysburg, Day 3  Analyzing Primary Sources: The Strain of War  Interactive Graphic Organizer: Union and Confederate Victories  Interactive Image: Trench Warfare  Lecture Slide: Union Generals  Primary Source Interactive Image: Recruiting for African American Soldiers  Analyzing Primary Sources: Stonewall Jackson |
| Lesson 5: The War’s Final Stages  Clarifying Objective:  SWBAT evaluate the idea of total war and how it affect the South.  -SWBAT identify and analyze the events that ended the Civil War.  Time Frame:  Dates:  Essential Question:  Why does conflict develop? | 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:  Resistance, Total War, Series, Interpret | Formative:  Bell Ringer pg. 481 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 5: The War's Final Stages  Interactive Graphic Organizer- Taking Notes: Determining Cause and Effect, The Civil War Ends  Biography: Ulysses S. Grant  Game: The War's Final Stages  Reading Essentials and Study Guide- Lesson 5: The War's Final Stages  Geography Connection- Pg. 483  Graph Skill- 486  Summative:  Self Check Quiz (online)  Lesson Review 4  Writing Skills- Students argue their position on whether or not Ulysses S. Grant was a practical man. Pg. 482 | Online  Video: Sherman's March to the Sea  Interactive Map: The Final Battles 1864 - 1865  Analyzing Primary Sources: The War's Final Stages  Interactive Graphic Organizer: The Civil War Ends  Lecture Slide: Commanders of the Civil War  Primary Source: Grant's Strategy  Lecture Slide: Biography of William Tecumseh Sherman  Interactive Chart: Costs of War  Lecture Slide: Outcome of Civil War  Slide Show: Richmond Falls |