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| **Columbus County Schools** *Social Studies Curriculum Guide* |
| **SUBJECT:**  | **GRADE LEVEL:** 8 | **GRADING PERIOD:**  |
| Chapters: 18 | 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 18 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: The Reconstruction EraClarifying Objective(s):-SWBAT compare and contrast plans for Reconstruction.-SWBAT evaluate the effectiveness of the Freedmen’s Bureau -SWBAT analyze black codes and the federal government’s response to them. -SWBAT evaluate Radical Reconstruction. -SWBAT identify important individuals and groups that played a role in Reconstruction.-SWBAT describe and analyze what life was like for African Americans in the South during Reconstruction.-SWBAT analyze the significance of the election of 1876 and the end of Reconstruction.Time Frame:1st 9 weeksDates: 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, Complex, Contrast(*Content Vocabulary*)Reconstruction, Amnesty, Radical, Black Codes, Override, Impeach, Exclude, Suspend, Scalawag, Corruption, Integrate, Sharecropping, Credit, Academy, Poll Tax, Literacy Test, Grandfather Clause, Segregation, Lynching, Commission, Outcome  | Formative: Lesson 1 Review pg. 497Lesson 2 review pg. 503Lesson 3 Review pg. 507Lesson 4 Review pg. 513Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)Summative: Chapter 18 Assessment pg. 515-516Chapter 18 Activities- pg 514End 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. 491B (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: Planning ReconstructionClarifying Objective: SWBAT compare and contrast plans for Reconstruction.-SWBAT evaluate the effectiveness of the Freedmen’s Bureau -SWBAT identify important individuals and groups that played a role in Reconstruction.Time Frame:1st nine weeksDates: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:Reconstruction, Amnesty, Radical | Formative:Bell Ringer pg. 494 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 1: Planning ReconstructionInteractive Graphic Organizer- Taking Notes: Summarizing, Reconstruction PlansPrimary Source Activity: Planning ReconstructionReading Essentials and Study Guide for American History- Lesson 1: Planning ReconstructionSummative: Self Check Quiz (online)Lesson Review 1 Writing Skills- Students write a an essay about how Lincoln’s assassination changed the course of history. Pg. 497 | OnlineVideo: Reconstructing the Southern StatesSlide Show: Reconstruction in the SouthLecture Slide: Freedmen’s BureauSlide Show: Lincoln’s FuneralPrimary Source Activity: Planning ReconstructionInteractive Graphic Organizer: Reconstruction Plans  |
| Lesson 2: The Radicals Take ControlClarifying Objective:SWBAT analyze black codes and the federal government’s response to them. -SWBAT evaluate Radical Reconstruction. -SWBAT identify important individuals and groups that played a role in Reconstruction.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, Complex, Content Vocabulary:Black Codes, Override, Impeach, Exclude, Suspend | Formative:Bell Ringer pg. 498 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 2: The Radicals Take ControlInteractive Graphic Organizer- Taking Notes: Determining Cause and Effect, The Fourteenth and Fifteenth AmendmentsReading Essentials and Study Guide for American History- Lesson 2: The Radicals Take Control Geography Connection- pg. 501Summative:Lesson Review 2Writing Skills- Students write a short essay explaining the importance of “due process” and “equal protection.” Pg. 500 | OnlineVideo: The Aftermath of WarLecture Slide: Black CodesInteractive Chart: Radical RepublicansLecture Slide: The Reconstruction ActsInteractive Graphic Organizer: The Fourteenth and Fifteenth AmendmentsSlide Show: The Memphis RiotsInteractive Map: Reconstruction Military Districts  |
| Lesson 3: The South During Reconstruction Clarifying Objective:SWBAT describe and analyze what life was like for African Americans in the South during Reconstruction.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:Scalawag, Corruption, Integrate, Sharecropping, Credit, Academy | Formative:Bell Ringer pg. 504(teacher edition)  Exit SlipGuided Reading Activity- Lesson 3: The South During ReconstructionInteractive Graphic Organizer- Taking Notes: Classifying, Improvements in Education21st Century Skills Activity: The South During ReconstructionReading Essentials and Study Guide for American History- Lesson 3: The South During Reconstruction Summative: Self Check Quiz (online)Lesson Review 3Writing Skills- Students write a short essay explaining the differences between scalawags and the carpetbaggers. Pg. 505 | OnlineVideo: The South During Reconstruction: African Americans Gains and Losses during ReconstructionInteractive Bar Graph: African Americans in CongressLecture Slide: Carpetbaggers and ScalawagsInteractive Bar Graph: Literacy RatesInteractive Graphic Organizer: Improvements in Education21st Century Skills Activity: The South During Reconstruction  |
| Lesson 4: The Post- Reconstruction EraClarifying Objective:SWBAT analyze the significance of the election of 1876 and the end of Reconstruction.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:Poll Tax, Literacy Test, Grandfather Clause, Segregation, Lynching, Commission, Outcome | Formative:Bell Ringer pg. 474 (teacher edition)  Exit SlipGuided Reading Activity: Lesson 4: The Post-Reconstruction EraInteractive Graphic Organizer: Taking Notes: Summarizing, The New SouthGeography and History Activity: The Post-Reconstruction EraReading Essentials and Study Guide for American History: Lesson 4: The Post-Reconstruction Era Infographic- Pg. 509Economic Skills- Pg. 510Summative: Self Check Quiz (online)Lesson Review 4Writing Skills- Students write a narrative speech that Frederick Douglas may have given in response to the event that occurred during Reconstruction. Pg. 513 | OnlineVideo: President Rutherford B. Hayes, Southern Manufacturing, and Booker T. WashingtonSlide Show: Industry in the New SouthInteractive Map: Election of 1876Lecture Slide: The New South’s Rural EconomyPrimary Source: SharecroppingInteractive Image: DisenfranchisementLecture Slide: Voting Restrictions for African AmericanGeography and History Activity: The Post-Reconstruction EraInteractive Graphic Organizer: The New South  |
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