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| **Columbus County Schools** *Social Studies Curriculum Guide* |
| **SUBJECT:**  | **GRADE LEVEL:** 8 | **GRADING PERIOD:**  |
| Chapters: 3 | Time Frame:**Dates:1st 9 weeks** | **Unit: 1 The First Americans** |
| 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 3 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: Colonial AmericaClarifying Objective(s):-SWBAT analyze historical and political maps -SWBAT analyze and sequence information about early Colonial America.- SWBAT demonstrate connections between events. -SWBAT analyze and evaluate primary source readings.-SWBAT- evaluate and use appropriate resources to obtain factual information-SWBAT identify and locate on a map the original thirteen colonies.-SWBAT compare and contrast the New England, Middle, and Southern colonies.-SWBAT identify point of view of the leaders of the colonies and explain their impact on the colony.-SWBAT analyze the contributions of key groups to colonial society. Time Frame:1st 9 weeksDates: 8/27/13-9/3/13Essential Question:How does geography influence the way people live?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*)Charter, Joint-stock Company, Headright, Burgess, Dissent, Persecute, Tolerance, Patroon, Pacifist, Indentured Servant, Debtor | Formative: Lesson 1 Review pg. 63Lesson 2 review pg. 68Lesson 3 Review pg. 72Lesson 4 Review pg. 77Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)Summative: Chapter 3 Assessment pg. 78-80End 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. 57B (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: Roanoke and JamestownClarifying Objective: SWBAT analyze and evaluate primary source readings.SWBAT demonstrate connections between events.SWBAT identify point of view of the leaders of the colonies and explain their impact on the colony.SWBAT analyze the contributions of key groups to colonial society. Time Frame:1st nine weeksDates:Essential Question: How does geography influence 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:Charter, Joint-stock company, Headright, Burgess | Formative:Bell Ringer pg. 60 (teacher edition)  Exit SlipGeography and History Activity: Roanoke and JamestownInteractive Graphic Organizer: Taking Notes: Identifying Reasons Early People Migrated Guided Reading Activity- Lesson 1: Roanoke and JamestownReading Essentials and Study Guide for American History- Lesson 1: Roanoke and JamestownSummative: Self Check Quiz (online)Lesson Review 1  | OnlineVideo: Life in JamestownInteractive Chart :The Mystery of the Lost ColonyBiography: John WhiteBiography : PocahontasInteractive Graphic Organizer : The Golden CropInteractive Graphic Organizer: Hardships for Jamestown SettlersLecture Slide: Jamestown’s SuccessBritish migration to Roanoke: Push and pull factors(<http://www.learnnc.org/lp/pages/2021>)The Search for the Lost Colony(<http://www.learnnc.org/lp/pages/1835>)Analyzing Primary Sources: John White and the “lost colonist”(<http://www.learnnc.org/lp/pages/1986>)  |
| Lesson 2: New England ColoniesClarifying Objective:SWBAT analyze and sequence information about early Colonial America.SWBAT identify point of view of the leaders of the colonies and explain their impact on the colony.SWBAT analyze the contributions of key groups to colonial society. Time Frame:Dates:Essential Question:How does geography influence 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:Dissent, Persecute, Tolerance | Formative:Bell Ringer pg. 64 (teacher edition)  Exit SlipGuided Reading Activity Lesson 2:The New England ColoniesInteractive Graphic Organizer- Taking Notes: Describing, Describing Cooperation and ConflictReading Essentials and Study Guide for American History- Lesson 2:The New England ColoniesGeography Connection: pg. 67 Summative: Self Check Quiz (online)Lesson Review 2Writing Skills- Students research and write paragraphs about important documents similar to the Mayflower Compact. Pg. 57D  | OnlineVideo: Bitter Conflict Grows Between New England Colonists and Native AmericansInteractive Map: The New England ColoniesLecture Slide: New ColoniesPrimary Source: Anne HutchinsonPrimary Source Activity: The New England ColoniesInteractive Image: The MayflowerSlideshow: Plymouth ColonyInteractive Graphic Organizer: Cooperation and ConflictBiography: Anne HutchinsonInteractive Whiteboard Activity: New England Colonies |
| Lesson 3: The Middle ColoniesClarifying Objective:SWBAT analyze and sequence information about early Colonial America SWBAT compare and contrast the New England, Middle, and Southern colonies.SWBAT identify point of view of the leaders of the colonies and explain their impact on the colony.SWBAT analyze the contributions of key groups to colonial society. Time Frame:Dates:Essential Question:How does geography influence 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:Patroon, Pacifist | Formative:Bell Ringer pg. 69(teacher edition)  Exit SlipGuided Reading Activity- Lesson 3: The Middle ColoniesInteractive Graphic Organizer- Taking Notes: Identifying, The New York and Pennsylvania ColoniesGeography and History Activity: The Middle ColoniesReading Essentials and Study Guide for American History - Lesson 3: The Middle ColoniesGeography Connection: pg. 71Summative: Self Check Quiz (online)Lesson Review 3Writing Skills- Students write a paragraph/ essay reflecting what they have learned about New York’s ethnic heritage. pg. 57E | OnlineVideo: New Jersey, The Middle ColoniesLecture Slide: The Middle ColoniesInteractive Map: The Middle ColoniesInteractive Graphic Organizer: The New York and Pennsylvania ColoniesInteractive Whiteboard Activity:   Middle ColoniesInteractive Image: The Middle ColoniesBiography: Peter StuyvesantPrimary Source: Excerpt from New Amsterdam’s Citizens to Peter StuyvesantGame: The Middle Colonies Vocabulary Game |

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| Lesson 4: The Southern ColoniesClarifying Objective:SWBAT analyze and sequence information about early Colonial America SWBAT compare and contrast the New England, Middle, and Southern colonies.SWBAT identify point of view of the leaders of the colonies and explain their impact on the colony.SWBAT analyze the contributions of key groups to colonial society. Time Frame:Dates:Essential Question:How does geography influence 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:Indentured Servant, Constitution, Debtor | Formative:Bell Ringer pg. 73(teacher edition)  Exit SlipGuided Reading Activity- Lesson 4:The Southern ColoniesInteractive Graphic Organizer: Taking Notes: Determining Cause and Effect, Causes and Effects of Bacon's RebellionEconomics of History Activity: The Southern ColoniesReading Essentials and Study Guide for American History :Lesson 4:The Southern ColoniesGeography Connection: pg. 76Graph Skill pg. 74Summative: Self Check Quiz (online)Lesson Review 4 Writing Skills- Students write a short narrative from the perspective of each group who played a role in Bacon’s Rebellion. Pg. 57F | OnlineVideo: The Caribbean ConnectionLecture Slide: The Southern ColoniesInteractive Map: The Southern ColoniesPrimary Source: Nathaniel BaconInteractive Image: IndigoInteractive Image: PlantationInteractive Chart : Enslaved People in the Colonies 1650-1710Game: The Southern Colonies Identification Game"The present state of North Carolina": Making decisions(<http://www.learnnc.org/lp/pages/5376>)A proprietary colony: Exploring the Charter of Carolina(<http://www.learnnc.org/lp/pages/4228>)A Royal Colony(<http://www.learnnc.org/lp/editions/nchist-colonial/1973>)A visit to colonial North Carolina(<http://www.learnnc.org/lp/pages/3220>) |