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| **Columbus County Schools** *Social Studies Curriculum Guide* | | |
| **SUBJECT:** | **GRADE LEVEL:** 8 | **GRADING PERIOD:** |
| Chapters: 4 | 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 4 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: Life in the American Colonies  Clarifying Objective(s):  -SWBAT compare the economic diversity of the three regions of the thirteen colonies.  -SWBAT draw conclusions about the role geography played in the colonies’ economic development.  - SWBAT identify and analyze the triangular trade route that includes the Middle Passage and the trade of enslaved Africans.  -SWBAT describe life for a plantation owner, his family, and enslaved Africans in the Southern Colonies.  -SWBAT identify the values and beliefs that the colonist had about the government.  -SWBAT explain the principle of limited government and representative government.  -SWBAT identify the traditional beliefs and values associated with life in the colonies.  -SWBAT analyze Britain’s economic policies and reactions of the colonist.  -SWBAT identify the causes and significant events of the French and Indian War.  Time Frame:1st 9 weeks  Dates:   Essential Question:  How does geography influence the way people live?  How do new ideas change the way people live?  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*)  Subsistence Farming, Cash Crops, Diversity, Triangular Trade, Slave Code, Representative Government, Mercantilism, Export, Import, Immigration, Epidemic, Apprentice, Civic Virtue, Militia, Iroquois Confederacy, Alliance | Formative:  Lesson 1 Review pg. 89  Lesson 2 review pg. 95  Lesson 3 Review pg. 100  Lesson 4 Review pg. 105  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  American Literature- Olaudah Equiano pg. 90-91  Summative:  Chapter 4 Assessment pg. 106- 108  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. 81B (teacher edition) | ***Online***  Chapter Summary  Vocabulary Builder  What Do you Know?  Geography and History activity  Online self check quiz (lesson 1-4)  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: Colonial Economy  Clarifying Objective:  SWBAT compare the economic diversity of the three regions of the thirteen colonies.  SWBAT draw conclusions about the role geography played in the colonies’ economic development.  SWBAT identify and analyze the triangular trade route that includes the Middle Passage and the trade of enslaved Africans.  SWBAT describe life for a plantation owner, his family, and enslaved Africans in the Southern Colonies.  Time Frame:  1st nine weeks  Dates:  Essential Question:  How does geography influence the way people live? | 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:  Subsistence Farming, Cash Crop, Diversity, Triangular Trade, Slave Code | Formative:  Bell Ringer pg. 84 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 1: Colonial Economy  Interactive Graphic Organizer- Taking Notes: Describing, The Triangular Trade Route  Economics of History Activity: Colonial Economy  Reading Essentials and Study Guide for American History- Lesson 1: Colonial Economy  Summative:  Self Check Quiz (online)  Lesson Review 1 | Online  Video: New York’s Early History  Interactive Map: Triangular Trade  Interactive Map: Colonial Economy, c. 1750  Interactive Image: Colonial Philadelphia  Interactive Chart: The Africa Slave Trade  Interactive Chart : The African Slave Trade 1450-1870  Interactive Graphic Organizer: The Triangular Trade Route  Primary Source: Life on a Colonial Plantation  Lecture Slide: Economies of the Colonies  A slave auction at Wilmington  (<http://www.learnnc.org/lp/editions/nchist-newnation/4382>) |
| Lesson 2: Colonial Government  Clarifying Objective:  SWBAT identify the values and beliefs that the colonist had about the government.  -SWBAT explain the principle of limited government and representative government.  -SWBAT analyze Britain’s economic policies and reactions of the colonist.  Time Frame:  Dates:  Essential Question:  How do new ideas change the way people live? | 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:  Representative Government, Mercantilism, Export, Import | Formative:  Bell Ringer pg. 92 (teacher edition)  Exit Slip  Guided Reading Activity - Lesson 2: Colonial Government  Interactive Graphic Organizer Taking Notes: Explaining,  Protected Rights and Representative Government  Primary Source Activity : Life in the American Colonies, The Magna Carta  Reading Essentials and Study Guide for American History : Lesson 2: Colonial Government  Summative:  Self Check Quiz (online)  Lesson Review 2  Writing Skills- Students argue the advantages and disadvantages of limited voting rights in colonial government. Pg. 81D | Online  Video: Society, Community and Justice in the Northern Colonies  Lecture Slides: Mercantilism  Maps: Mercantilism  Interactive Image: The House of Burgesses  Interactive Graphic Organizer: Protected Rights and Representative Government  Game: Early Colonial Government Crossword Puzzle |
| Lesson 3: Culture and Society  Clarifying Objective:  SWBAT identify the traditional beliefs and values associated with life in the colonies..  Time Frame:  Dates:  Essential Question:  How do new ideas change the way people live? | 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:  Immigration, Epidemic, Apprentice, Civic Virtue | Formative:  Bell Ringer pg. 96(teacher edition)  Exit Slip  Guided Reading Activity- Lesson 3: Culture and Society  Interactive Graphic Organizer- Taking Notes: Determining Cause and Effect  Reading Essentials and Study Guide for American History- Lesson 3: Culture and Society  Summative:  Self Check Quiz (online)  Lesson Review 3 | Online  Video: The Great Awakening  Interactive Image: Smallpox  Lecture Slide: The Great Awakening  Slide Show: Colonial Children  Slide Show: The Inventions of Benjamin Franklin  Interactive Graphic Organizer: The Great Awakening and the Enlightenment  Primary Source: The New-York Weekly Journal  Game: Culture and Society - Periods of Change Sorting Game "Land and Work in Carolina" teaching strategies”(<http://www.learnnc.org/lp/pages/5213>)A visit to Colonial North Carolina(<http://www.learnnc.org/lp/pages/3220>)Conflict in North Carolina(<http://www.learnnc.org/lp/editions/docsouth-csr/7786>)Immigrant Experience in Colonial North Carolina(<http://www.learnnc.org/lp/pages/6587>) |

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| Lesson 4: Rivalry in North America  Clarifying Objective:  SWBAT analyze Britain’s economic policies and reactions of the colonist.  SWBAT identify the causes and significant events of the French and Indian 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:  Militia, Iroquois Confederacy, Alliance | Formative:  Bell Ringer pg. 101(teacher edition)  Exit Slip  Guided Reading Activity-Lesson 4: Rivalry in North America  Interactive Graphic Organizer-Taking Notes: Summarizing, Native American Relations  Geography and History Activity- Life in the American Colonies - Rivalry in North America  Reading Essentials and Study Guide for American History- Lesson 4: Rivalry in North America  Geography Connection- Pg. 104  Summative:  Self Check Quiz (online)  Lesson Review 4 | Online  Video: The Proclamation of 1763  Interactive Map: The French and Indian War 1754-1763  Lecture Slide: George Washington  Interactive Graphic Organizer: Native American Relations  Interactive Image: Washington and the French and Indian War  Interactive Image: Political Cartoon: Unite or Die  Interactive Image: The Battle of Quebec |