|  |  |  |
| --- | --- | --- |
| **Columbus County Schools** *Social Studies Curriculum Guide* | | |
| **SUBJECT:** | **GRADE LEVEL:** 8 | **GRADING PERIOD:** |
| Chapters: 5 | 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,** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Chapter 5 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: The Spirit of Independence  Clarifying Objective(s):  -SWBAT explain the Proclamation of 1763.  -SWBAT analyze how Britain began to enact harsher trade laws and taxes.  - SWBAT understand cause and effect relationships as they relate to the reaction of the colonist.  -SWBAT identify those individuals and groups that began to rebel against British policy.  -SWBAT draw conclusions about tension between the colonist and the British that led to the Boston Massacre.  -SWBAT analyze the role propaganda played in the colonies.  -SWBAT identify the Founders and recognize their contribution.  -SWBAT evaluate the battles of Lexington and Concord.  -SWBAT compare points of view held by Patriots and Loyalist.  -SWBAT evaluate the reaction of the colonies to the rejection of the Olive Branch Petition.  -SWBAT summarize the steps taken that led to the writing of the Declaration of Independence.  -SWBAT understand the four parts of the Declaration of Independence.  Time Frame:1st 9 weeks  Dates:   Essential Question:  Why does conflict develop?  What motivates people to change? | 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, Occupy, Encounter, Prohibit  (*Content Vocabulary*)  Revenue, Writ of Assistance, Resolution, Effigy, Boycott, Repeal, Rebellion, Propaganda, Committee of Correspondence, Minutemen, Loyalist, Patriots, Petition, Preamble, | Formative:  Lesson 1 Review pg. 115  Lesson 2 review pg. 119  Lesson 3 Review pg. 125  Lesson 4 Review pg. 133  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  What Do You Think?- pg. 126-127  The Declaration of Independence with Questions pg. 137-140  Summative:  Chapter 4 Assessment pg. 134-136  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. 109B (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: No Taxation without Representation  Clarifying Objective:  SWBAT explain the Proclamation of 1763.  -SWBAT analyze how Britain began to enact harsher trade laws and taxes.  - SWBAT understand cause and effect relationships as they relate to the reaction of the colonist.  -SWBAT identify those individuals and groups that began to rebel against British policy.  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, Occupy, Encounter, Prohibit  Content Vocabulary:  Revenue, Writ of Assistance, Resolution  Effigy, Boycott, Repeal | Formative:  Bell Ringer pg. 112 (teacher edition)  Exit Slip  Guided Reading Activity-Lesson 1: No Taxation without Representation  Interactive Graphic Organizer-Taking Notes: Identifying, British Policies  21st Century Skills Activity No Taxation without Representation  Reading Essentials and Study Guide for American History- Lesson 1: No Taxation without Representation  Geography Connections-pg. 113  Economic Skills- Pg. 114  Summative:  Self Check Quiz (online)  Lesson Review 1  Writing Skills: pg. 109C: Students write a short paragraph that explains why the British enacted the Proclamation of 1763 (pg.112)  Student write a letter from the point of view of a Boston Colonist. (Pg. 115) | Online  Video: British Tyranny in Boston  Interactive Map: The Proclamation of 1763  Interactive Graph: The Growing Debt  Interactive Whiteboard Activity: Taxation without Representation  Interactive Graphic Organizer: British Policies  Lecture Slide: British Tax Laws  The Proclamation Line of 1763  (<http://www.learnnc.org/lp/multimedia/8824>)  The Edenton “Tea Party”  (<http://www.learnnc.org/lp/editions/nchist-revolution/4234>)  Old Textbook- NC4- NC5 |
| Lesson 2: Uniting the Colonist  Clarifying Objective:  SWBAT draw conclusions about tension between the colonist and the British that led to the Boston Massacre.  -SWBAT analyze the role propaganda played in the colonies.  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, Occupy, Encounter, Prohibit  Content Vocabulary:  Rebellion, Propaganda, Committee of Correspondence | Formative:  Bell Ringer pg. 116 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 2: Uniting the Colonists  Interactive Graphic Organizer- Taking Notes: Describing, Intolerable Acts  Primary Source Activity: Uniting the Colonists  Reading Essentials and Study Guide for American History- Lesson 2: Uniting the Colonists  Summative:  Self Check Quiz (online)  Lesson Review 2 | Online  Video: The Boston Massacre and Escalating Anger in the Colonies  Biography: Crispus Attucks  Primary Source: The Boston Tea Party  Lecture Slide: Coercive Acts  Interactive Graphic Organizer: Intolerable Acts  Taxes, Trade, Resistance  (<http://www.learnnc.org/lp/editions/nchist-revolution/4277>)  The Stamp Act Crisis in North Carolina  (<http://www.learnnc.org/lp/editions/nchist-revolution/4258>) |
| Lesson 3: A Call to Arms  Clarifying Objective:  SWBAT identify the Founders and recognize their contribution.  -SWBAT evaluate the battles of Lexington and Concord.  -SWBAT compare points of view held by Patriots and Loyalist.  Time Frame:  Dates:  Essential Question:  What motivates people to act? | 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:  Minutemen, Loyalist, Patriots | Formative:  Bell Ringer pg. 120 (teacher edition)  Exit Slip  Guided Reading Activity: Lesson 3: A Call to Arms  Interactive Graphic Organizer-Taking Notes: Summarizing, Continental Congress  Geography and History Activity- A Call to Arms  Biography: Patrick Henry  Reading Essentials and Study Guide for American History- Lesson 3: A Call to Arms  Chart Skills- Pg. 121  Geography Connection- Pg. 123  Summative:  Self Check Quiz (online)  Lesson Review 3  Writing Skills:  Students will write about why more volunteers joined the militias after Lexington and Concord- Pg. 124  Students write a journal entry from the point of view of a Loyalist or Patriot- Pg. 125 | Online  Video: Boston Tea Party and the Intolerable Acts  Lecture Slide: Patrick Henry  Interactive Image: The Militia, Minutemen, and Army of the Revolutionary War  Interactive Map: Battles of Lexington and Concord April 1775  Interactive Image: The North Bridge  Interactive Image: The Battle of Bunker Hill  Interactive Chart: Choosing Sides  Interactive Graphic Organizer: Continental Congress  Game: A Call to Arms Concentration Game |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson 4: Declaring Independence  Clarifying Objective:  SWBAT evaluate the reaction of the colonies to the rejection of the Olive Branch Petition.  -SWBAT summarize the steps taken that led to the writing of the Declaration of Independence.  -SWBAT understand the four parts of the Declaration of Independence.  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:  Petition, Preamble | Formative:  Bell Ringer pg. 128(teacher edition)  Exit Slip  Guided Reading Activity- Lesson 4: Declaring Independence  Interactive Graphic Organizer- Taking Notes: Organizing, Declaration of Independence  Reading Essentials and Study Guide for American History- Lesson 4: Declaring Independence  Geography Connection- Pg. 129  Summative:  Self Check Quiz (online)  Lesson Review 4 | Online  Video: Declaration of Independence  Slide Show: The Committee of Five  Lecture Slide: Second Continental Congress  Primary Source: George Washington to George William Fairfax, May 31, 1775  Biography: Thomas Paine  Interactive Image: The Lee Resolution  Primary Source: Reaction to the Declaration  Interactive Graphic Organizer: Declaration of Independence  Interactive Map: The Siege of Boston 1775-1776  Interactive Image: The Declaration of Independence (document itself)  Old Textbook: The Halifax Resolves Pg. 119 |