|  |  |  |
| --- | --- | --- |
| **Columbus County Schools** *Social Studies Curriculum Guide* | | |
| **SUBJECT:** | **GRADE LEVEL:** 8 | **GRADING PERIOD:** |
| Chapters: 10 | 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 10 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: The Jeffersonian Era  Clarifying Objective(s):  -SWBAT compare and contrast the election of 1800 with modern elections.  -SWBAT describe how John Marshall affected the powers of the Supreme Court and the federal government.  - SWBAT identify and evaluate how government changes.  -SWBAT locate the Louisiana Purchase on a map and discuss the importance of the purchase.  -SWBAT determine cause and effect in how the Haitian Revolution affected the United States.  -SWBAT analyze primary sources to learn more about the Lewis and Clark expedition.  -SWBAT identify points of view about the Louisiana Purchase, Native Americans rights, and the War of 1812.  -SWBAT analyze visual and primary sources to understand the war with Tripoli.  -SWBAT explain why the United States was not prepared for war with Britain.  -SWBAT identify the War Hawks.  -SWBAT describe and analyze the events of the War of 1812.  -SWBAT explain the origins of “the Stars Spangle Banner”  Time Frame:1st 9 weeks  Dates:   Essential Question:  Why does conflict develop?  How do governments change?  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, Similar, Principle, React, Restriction, Underestimate, Goal  (*Content Vocabulary*)  Customs Duty, Jurisdiction, Secede, Authority, Purchase, Tribute, Neutral Rights, Embargo, Nationalism, Frigate, | Formative:  Lesson 1 Review pg. 271  Lesson 2 review pg. 277  Lesson 3 Review pg. 284  Lesson 4 Review pg. 289  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  Summative:  Chapter 10 Assessment pg. 291-292  Chapter 10 Activities pg. 290  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. 265B (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: A New Party in Power  Clarifying Objective:  SWBAT compare and contrast the election of 1800 with modern elections.  -SWBAT describe how john Marshall affected the powers of the Supreme Court and the federal government.  - SWBAT identify and evaluate how government changes.  Time Frame:  1st nine weeks  Dates:  Essential Question:  How do governments 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, Similar, Principle  Content Vocabulary:  Custom Duty, Jurisdiction | Formative:  Bell Ringer pg. 268 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 1: A New Party in Power  Interactive Graphic Organizer- Taking Notes: Analyzing, Reducing the Role of Government  Biography: Thomas Jefferson  Reading Essentials and Study Guide for American History- Lesson 1: A New Party in Power  Summative:  Self Check Quiz (online)  Lesson Review 1  Writing Skills: Students write a narrative in which they imagine themselves as a modern-day politician who is trying to follow in Jefferson’s footsteps as a frugal politician. Pg. 269 | Online  Video: A New Party in Power: President Thomas Jefferson  Interactive Map: The Election of 1800  Slide Show: Monticello  Lecture Slide: Thomas Jefferson  Interactive Graphic Organizer: Reducing the Role of Government  Lecture Slide: Supreme Court Decisions  21st Century Skills Activity: A New Party in Power |
| Lesson 2: The Louisiana Purchase  Clarifying Objective:  SWBAT locate the Louisiana Purchase on a map and discuss the importance of the purchase.  -SWBAT determine cause and effect in how the Haitian Revolution affected the United States.  -SWBAT analyze primary sources to learn more about the Lewis and Clark expedition.  Time Frame:  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, Authority, Purchase,  Content Vocabulary:  Secede | Formative:  Bell Ringer pg. 272 (teacher edition)  Exit Slip  Guided Reading Activity-Lesson 2: The Louisiana Purchase  Interactive Graphic Organizer- Taking Notes: Describing, Lewis and Clark and Zebulon Pike  Geography and History Activity- The Louisiana Purchase  Biography- Sacagawea  Reading Essentials and Study Guide for American History- Lesson 2: The Louisiana Purchase  Geography Connection- Pg. 276  Summative:  Self Check Quiz (online)  Lesson Review 2  Writing Skills- Students write a short paragraph making prediction of the effect of the Louisiana Purchase on the United States. Pg. 274 | Online  Video: Jefferson’s Vision of America  Interactive Map: America 1800-1816  Biography: Toussaint L’Ouverture  Lecture Slide: The Louisiana Purchase  Biography: The Shoshone Indians  Lecture Slide: Lewis and Clark  Interactive Image: Zebulon Pike  Interactive Chart: Alexander Hamilton and Aaron Burr  Geography and History Activity: The Louisiana Purchase  Interactive Graphic Organizer: Lewis and Clark and Zebulon Pike  Slide Show: The Lewis and Clark Expedition |
| Lesson 3: A Time of Conflict  Clarifying Objective:  SWBAT identify points of view about the Louisiana Purchase, Native Americans rights, and the War of 1812.  -SWBAT analyze visual and primary sources to understand the war with Tripoli.  -SWBAT explain why the United States was not prepared for war with Britain.  -SWBAT identify the War Hawks.  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, React, Restriction  Content Vocabulary:  Tribute, Neutral Rights, Embargo, Nationalism | Formative:  Bell Ringer pg. 278 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 3: A Time of Conflict  Interactive Graphic Organizer- Taking Notes: Analyzing, Taking Action  Primary Source Activity- A Time of Conflict  Reading Essentials and Study Guide for American History- Lesson 3: A Time of Conflict  Economic Skills- Pg. 281  Summative:  Self Check Quiz (online)  Lesson Review 3  Writing Skills:  Students write a narrative from the point of view of an American soldier forced to serve in the British navy. Pg. 280  Students write a letter agreeing or disagreeing with the position of the War Hawks. Pg. 284 | Online  Video: Tecumseh  Interactive Image: Stephen Decatur  Interactive Image: The Chesapeake-Leopard Affair  Interactive Whiteboard Activity: The War of 1812  Lecture Slide: Tecumseh  Interactive Image: the Battle of Tippecanoe  Interactive Graphic Organizer: Taking Action  Primary Source Activity: A Time of Conflict  Game: Vocabulary Terms: A Time of Conflict, Identification Game Debating War with Britain(<http://www.learnnc.org/lp/editions/nchist-newnation/4555>)War of 1812(<http://civics.sites.unc.edu/files/2012/04/Warof1812.pdf>) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson 4: Declaring Independence  Clarifying Objective:  -SWBAT describe and analyze the events of the War of 1812.  -SWBAT explain the origins of “the Stars Spangle Banner”  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, Underestimate, Goal  Content Vocabulary:  Frigate | Formative:  Bell Ringer pg. 285 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 4: The War of 1812  Interactive Graphic Organizer- Taking Notes: Describing, Battle Outcomes  Reading Essentials and Study Guide for American History- Lesson 4: The War of 1812  Geography Connection- Pg. 287  Summative:  Self Check Quiz (online)  Lesson Review 4  Writing Skills- Students write a narrative from the point of view of a Federalist who opposed the war. Pg. 289 | Online  Video: History of United States Symbols: American Flag  Biography: William Henry Harrison  Biography: Dolley Madison  Interactive Image: The Battle of New Orleans  Interactive Whiteboard Activity: Dates in History  Lecture Slide: The War of 1812  Interactive Graphic Organizer: Battle Outcomes  Interactive Map: The War of 1812  Dolley Madison  (<http://www.learnnc.org/lp/editions/nchist-newnation/5302>) |