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| **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** |

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| Chapter 10 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: The Jeffersonian EraClarifying 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 weeksDates: Essential Question: Why does conflict develop?How do governments change?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, 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. 271Lesson 2 review pg. 277Lesson 3 Review pg. 284Lesson 4 Review pg. 289Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)Summative: Chapter 10 Assessment pg. 291-292Chapter 10 Activities pg. 290End 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 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: A New Party in PowerClarifying 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 weeksDates:Essential Question: How do governments change? | 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, Similar, Principle Content Vocabulary:Custom Duty, Jurisdiction | Formative:Bell Ringer pg. 268 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 1: A New Party in PowerInteractive Graphic Organizer- Taking Notes: Analyzing, Reducing the Role of GovernmentBiography: Thomas JeffersonReading Essentials and Study Guide for American History- Lesson 1: A New Party in PowerSummative: 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 | OnlineVideo: A New Party in Power: President Thomas JeffersonInteractive Map: The Election of 1800Slide Show: MonticelloLecture Slide: Thomas JeffersonInteractive Graphic Organizer: Reducing the Role of GovernmentLecture Slide: Supreme Court Decisions21st Century Skills Activity: A New Party in Power |
| Lesson 2: The Louisiana PurchaseClarifying 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 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, Authority, Purchase, Content Vocabulary:Secede  | Formative:Bell Ringer pg. 272 (teacher edition)  Exit SlipGuided Reading Activity-Lesson 2: The Louisiana PurchaseInteractive Graphic Organizer- Taking Notes: Describing, Lewis and Clark and Zebulon PikeGeography and History Activity- The Louisiana PurchaseBiography- SacagaweaReading Essentials and Study Guide for American History- Lesson 2: The Louisiana PurchaseGeography Connection- Pg. 276Summative: Self Check Quiz (online)Lesson Review 2Writing Skills- Students write a short paragraph making prediction of the effect of the Louisiana Purchase on the United States. Pg. 274 | OnlineVideo: Jefferson’s Vision of AmericaInteractive Map: America 1800-1816Biography: Toussaint L’OuvertureLecture Slide: The Louisiana PurchaseBiography: The Shoshone IndiansLecture Slide: Lewis and Clark Interactive Image: Zebulon PikeInteractive Chart: Alexander Hamilton and Aaron BurrGeography and History Activity: The Louisiana PurchaseInteractive Graphic Organizer: Lewis and Clark and Zebulon PikeSlide Show: The Lewis and Clark Expedition |
| Lesson 3: A Time of ConflictClarifying 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 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, React, RestrictionContent Vocabulary:Tribute, Neutral Rights, Embargo, Nationalism  | Formative:Bell Ringer pg. 278 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 3: A Time of ConflictInteractive Graphic Organizer- Taking Notes: Analyzing, Taking ActionPrimary Source Activity- A Time of ConflictReading Essentials and Study Guide for American History- Lesson 3: A Time of ConflictEconomic Skills- Pg. 281Summative: Self Check Quiz (online)Lesson Review 3Writing Skills:Students write a narrative from the point of view of an American soldier forced to serve in the British navy. Pg. 280Students write a letter agreeing or disagreeing with the position of the War Hawks. Pg. 284 | OnlineVideo: TecumsehInteractive Image: Stephen DecaturInteractive Image: The Chesapeake-Leopard AffairInteractive Whiteboard Activity: The War of 1812Lecture Slide: TecumsehInteractive Image: the Battle of TippecanoeInteractive Graphic Organizer: Taking ActionPrimary Source Activity: A Time of ConflictGame: Vocabulary Terms: A Time of Conflict, Identification GameDebating 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>) |

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| Lesson 4: Declaring IndependenceClarifying 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 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, Underestimate, GoalContent Vocabulary:Frigate | Formative:Bell Ringer pg. 285 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 4: The War of 1812Interactive Graphic Organizer- Taking Notes: Describing, Battle OutcomesReading Essentials and Study Guide for American History- Lesson 4: The War of 1812Geography Connection- Pg. 287Summative: 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 | OnlineVideo: History of United States Symbols: American FlagBiography: William Henry HarrisonBiography: Dolley MadisonInteractive Image: The Battle of New OrleansInteractive Whiteboard Activity: Dates in HistoryLecture Slide: The War of 1812Interactive Graphic Organizer: Battle OutcomesInteractive Map: The War of 1812Dolley Madison(<http://www.learnnc.org/lp/editions/nchist-newnation/5302>) |