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| **Columbus County Schools** *Social Studies Curriculum Guide* |
| **SUBJECT:**  | **GRADE LEVEL:** 8 | **GRADING PERIOD:**  |
| Chapters: 14 | Time Frame:**Dates:**  | **Unit:**  |
| 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 14 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: North and SouthClarifying Objective(s):-SWBAT identify and evaluate how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s. -SWBAT understand cause and effect relationships between immigration and its impact on cities and industry in the North. -SWBAT analyze and compare the economies of the North and South. -SWBAT analyze and describe the living conditions of enslaved African Americans in the South and the unique culture they developed. Time Frame:1st 9 weeksDates: Essential Question:How does technology change the way people live? How do people adapt to their environment?Why do people make economic choices? | 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*)Clipper Ship, Telegraph, Morse Code, Innovation, Transform, Trade Union, Strike, Prejudice, Discrimination, Famine, Nativist, Community, License, Productivity, Domestic Slave, Trade, Process, Consequences, Yeoman, Overseer, Spiritual, Slave Codes, Underground Railroad, Literacy | Formative: Lesson 1 Review pg. 381Lesson 2 review pg. 386Lesson 3 Review pg. 390Lesson 4 Review pg. 397Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)Summative: Chapter 14 Assessment pg. 399-400Chapter 14 Activities- pg 398End 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. 373B (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: The Industrial NorthClarifying Objective: SWBAT identify and evaluate how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s. -SWBAT analyze and compare the economies of the North and South. Time Frame:1st nine weeksDates:Essential Question: How does technology 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, ComplexContent Vocabulary:Telegraph, Morse Code, Innovation, Transform | Formative:Bell Ringer pg. 324 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 1: The Industrial NorthInteractive Graphic Organizer- Taking Notes: Determining Cause and Effect, Development of IndustrializationReading Essentials and Study Guide for American History-Lesson 1: The Industrial North Geography Connection- Pg. 379Summative: Self Check Quiz (online)Lesson Review 1 Writing Skills- Students write paragraphs explaining the effects of farming innovations on the settlement of the Midwest. Pg. 380 | OnlineVideo: Life at the Beginning of the 20th Century: CommunicationInteractive Image: The SteamboatBiography: Donald McKayInteractive Whiteboard Activity: Morse CodeBiography: John DeereLecture Slide: Agricultural InnovationsInteractive Graphic Organizer: Development of IndustrializationLecture Slide: Travel InnovationsInteractive Map: Major Railroads 1860  |
| Lesson 2: People of the North Clarifying Objective:SWBAT identify the steps in the process of statehood for Florida.-SWBAT identify points of view in the War for Independence in Texas. Time Frame:Dates:Essential Question:How do people adapt to their environment? | 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:Trade Union, Strike, Prejudice, Discrimination, Famine, Nativist, Community, License | Formative:Bell Ringer pg. 382 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 2: People of the NorthInteractive Graphic Organizer- Taking Notes: Identifying, Growth of CitiesGeography and History Activity- People of the NorthReading Essentials and Study Guide for American History- Lesson 2: People of the North Graph Skills- pg. 385, 386Summative:Lesson Review 2Writing Skills- Students respond to the question: How did your family end up in the city in which you live? Pg. 385 | OnlineVideo: Labor Struggle – They Dared Not Stop WorkingLecture Slide: Working ConditionsSlide Show: Lewis Hine and Child LaborPrimary Source: Life as a Lowell GirlLecture Slide: Port Cities: TradeInteractive Circle Graph: U.S. Immigration in the Mid-1800sInteractive Line Graph: Immigrants as a Percentage of the PopulationGeography and History Activity: People of the NorthInteractive Graphic Organizer: Growth of Cities  |
| Lesson 3: Southern Cotton Kingdom Clarifying Objective:SWBAT analyze and compare the economies of the North and South Time Frame:Dates:Essential Question:Why do people make economic choices? | 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:Productivity, Domestic Slave, Trade, Process, Consequences, | Formative:Bell Ringer pg. 387 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 3: Southern Cotton KingdomInteractive Graphic Organizer- Taking Notes: Determining Cause and Effect, Cotton Production and Industrial GrowthReading Essentials and Study Guide for American History- Lesson 3: Southern Cotton Kingdom Geography Connection- Pg. 388Economic Skills- Pg. 389Summative: Self Check Quiz (online)Lesson Review 3Writing Skills- Students imagine they are Gregg or Anderson as they write a letter to other Southern leaders argue why the South should develop industry. Pg. 390  | OnlineVideo: The South and Regional Economics of the United StatesLecture Slide: The Cotton GinInteractive Image: The Cotton GinInteractive Graph: Cotton ProductionInteractive Map: Cotton Production 1820-1860Biography: Elias HoweInteractive Graphic Organizer: Cotton Production and Industrial GrowthInteractive Map: Major Railroads 1860  |
| Lesson 4: People of the SouthClarifying Objective:SWBAT analyze and describe the living conditions of enslaved African Americans in the South and the unique culture they developed Time Frame:Dates:Essential Question:How do people adapt to their environment? | 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:Yeoman, Overseer, Spiritual, Slave Codes, Underground Railroad, Literacy | Formative:Bell Ringer pg. 391 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 4: People of the SouthInteractive Graphic Organizer- Taking Notes: Describing, Working on a PlantationPrimary Source Activity: People of the SouthBiography: Harriet TubmanReading Essentials and Study Guide for American History- Lesson 4: People of the South Graph Skills- Pg. 392Summative: Self Check Quiz (online)Lesson Review 4Writing Skills- Students explain how the Nat Turner Rebellion and the Underground Railroad were both factors that led to the Civil War. Pg. 396 | OnlineVideo: Secrets of the Underground RailroadInteractive Image: Plantation Living QuartersInteractive Whiteboard Activity: Life on a PlantationSlide Show: Songs of FreedomInteractive Image: Slave CodesInteractive Chart: U.S. Population, 1860Primary Source: American Slavery As It IsPrimary Source: Harriet JacobsInteractive Image: Underground Railroad RoutesLecture Slide: Southern CitiesPrimary Source Activity: People of the SouthInteractive Graphic Organizer: Working on a Plantation  |