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| **Columbus County Schools** *Social Studies Curriculum Guide* | | |
| **SUBJECT:** | **GRADE LEVEL:** 8 | **GRADING PERIOD:** |
| Chapters: 15 | 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 15 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: The Spirit of Reform  Clarifying Objective(s):  -SWBAT explain how the Second Great Awakening led to an interest in social reform.  -SWBAT identify and analyze major reform movement and who led them.  -SWBAT identify transcendentalist authors and describe their work.  -SWBAT trace the development of the abolitionist movement.  -SWBAT identify abolitionist leaders and their actions.  -SWBAT contrast the argument for and against abolition.  -SWBAT analyze the impact of the Seneca Falls Convention on the women’s reform movement.  -SWBAT identify and analyze changes in education for women.  -SWBAT evaluate the result of how women’s rights in marriage, family, and careers expanded.  Time Frame:1st 9 weeks  Dates:  Essential Question:  How do societies change?  What motivates people to act?  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*)  Revival, Utopia, Temperance, Normal School, Civil Disobedience, Lecture, Abolitionist, Route, Suffrage, Coeducation, Capable, Ministry | Formative:  Lesson 1 Review pg. 407  Lesson 2 review pg. 414  Lesson 3 Review pg. 419  Interactive Worksheets (printable)  Reading Essentials and Study Guide  American Literature: Frederick Douglass pg. 420-421  Self Check Quiz (online)  Summative:  Chapter 15 Assessment pg. 423-424  Chapter 14 Activities- pg 422  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. 401B (teacher edition) | ***Online***  Chapter Summary  Vocabulary Builder  What Do you Know?  Geography and History activity  Online self check quiz (lesson 1-3)  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: Social Reform  Clarifying Objective:  SWBAT explain how the Second Great Awakening led to an interest in social reform.  -SWBAT identify and analyze major reform movement and who led them.  -SWBAT identify transcendentalist authors and describe their work.  Time Frame:  1st nine weeks  Dates:  Essential Question:  Why do societies 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  Content Vocabulary:  Revival, Utopia, Temperance, Normal School, Civil Disobedience, Lecture | Formative:  Bell Ringer pg. 404 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 1: Social Reform  Interactive Graphic Organizer- Taking Notes: Indentifying, Reformers' Contributions  Geography and History Activity- Social Reform  Reading Essentials and Study Guide for American History- Lesson 1: Social Reform  Summative:  Self Check Quiz (online)  Lesson Review 1  Writing Skills- Students write paragraphs explaining how religious revivals led to reforms. Pg. 405 | Online  Video: Romanticism in Art and Literature  Interactive Image: Political Cartoon: Temperance  Primary Source: Lyman Beecher  Biography: The American School for the Deaf  Lecture Slide: Six Major Transcendentalists  Geography and History Activity: Social Reform  Interactive Graphic Organizer: Reformers’ Contributions  Biography: Dorothea Dix |
| Lesson 2: The Abolitionist  Clarifying Objective:  -SWBAT trace the development of the abolitionist movement.  -SWBAT identify abolitionist leaders and their actions.  -SWBAT contrast the argument for and against abolition.  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:  Abolitionist, Route | Formative:  Bell Ringer pg. 408 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 2: The Abolitionists  Interactive Graphic Organizer- Taking Notes: Identifying, Abolitionists  Interactive Map: Liberia  Reading Essentials and Study Guide for American History- Lesson 2: The Abolitionists  Geography Connection- pg. 409  Summative:  Lesson Review 2  Writing Skills- Students study a painting and write a description about it. Pg. 411 | Online  Video: Uncle Tom’s Cabin  Interactive Graph: Slavery in the United States  Interactive Graphic Organizer: Abolitionists  Interactive Image: Freedom’s Journal  Interactive Whiteboard Activity: The Life of Frederick Douglass  Biography: Sojourner Truth  Interactive Map: United States 1820-1860  Lecture Slide: Prominent Abolitionists  Biography: Elijah Lovejoy |
| Lesson 3: The Women’s Movement  Clarifying Objective:  SWBAT analyze the impact of the Seneca Falls Convention on the women’s reform movement.  -SWBAT identify and analyze changes in education for women.  -SWBAT evaluate the result of how women’s rights in marriage, family, and careers expanded.  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:  Suffrage, Coeducation, Capable, Ministry | Formative:  Bell Ringer pg. 415 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 3: The Women’s Movement  Interactive Graphic Organizer- Taking Notes: Summarizing, Individual Contributions to Women's Rights  Interactive Time Line: Opportunity and Achievement for Women  21st Century Skills Activity: The Women’s Movement  Primary Source Activity: The Women’s Movement  Reading Essentials and Study Guide for American History- Lesson 3: The Women’s Movement  Infographic- pg. 416  Summative:  Self Check Quiz (online)  Lesson Review  Writing Skills-  Students write a one-paragraph essay about the women’s Rights Convention. Pg. 417 | Online  Video: Elizabeth Cady Stanton and Susan B. Anthony  Biography: Mary Lyon  Lecture Slide: Women’s Education  Interactive Graphic Organizer: Individual Contributions to Women’s Rights  Biography: Maria Mitchell |
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