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| **Columbus County Schools** *Social Studies Curriculum Guide* | | |
| **SUBJECT:** | **GRADE LEVEL:** 8 | **GRADING PERIOD:** |
| Chapters: 16 | 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 16 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: Towards Civil War  Clarifying Objective(s):  -SWBAT determine the cause s that led to the division of the nation.  -SWBAT discuss and evaluate the political compromises that were made because of slavery.  -SWBAT draw conclusions about the Kansas- Nebraska Act.  -SWBAT analyze the new political party and its role in government.  -SWBAT identify and evaluate the importance of the Dred Scott v. Sandford decision.  -SWBAT evaluate the importance of the election of 1860.  -SWBAT analyze the significance of the attack on Fort Sumter.  -SWBAT analyze and compare arguments about whether or not the South had the right to secede.  Time Frame:1st 9 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  (*Content Vocabulary*)  Fugitive, Secede, Border Ruffain, Civil War, Regulate, Network, Arsenal, Martyr, Rigid, Secession, State Rights’, Reject, Justify | Formative:  Lesson 1 Review pg. 432  Lesson 2 review pg. 438  Lesson 3 Review pg. 443  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  What do You Think? Pg. 444-445  Summative:  Chapter 16 Assessment pg. 447-448  Chapter 16 Activities- pg 446  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. 425B (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: The Search for Compromise  Clarifying Objective:  -SWBAT determine the cause s that led to the division of the nation.  -SWBAT discuss and evaluate the political compromises that were made because of slavery.  -SWBAT draw conclusions about the Kansas- Nebraska Act.  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  Content Vocabulary:  Fugitive, Secede, Border Ruffain, Civil War, Regulate, Network | Formative:  Bell Ringer pg. 428 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 1: The Search for Compromise  Interactive Graphic Organizer- Taking Notes: Describing, The Kansas-Nebraska Act  Interactive Image: The Underground Railroad  Geography and History Activity: Toward Civil War - The Search for Compromise  Reading Essentials and Study Guide for American History- Lesson 1: The Search for Compromise  Geography Connection- Pg. 429,431  Summative:  Self Check Quiz (online)  Lesson Review 1  Writing Skills- Students write letters expressing differing points of view about senator Henry Clay’s suggested compromise. Pg. 430 | Online  Video: An Economic Panic and the Missouri Compromise  Interactive Map: New Territories of the United States in 1848  Interactive Image: The Free-Soil Party  Interactive Image: The Fugitive Slave Act of 1850  Lecture Slide: The Compromise of 1850  Interactive Map: The Compromise of 1850  Interactive Image: The Underground Railroad  Primary Source: Stephen Douglas  Lecture Slide: The Kansas-Nebraska Act  Lecture Slide: Bleeding Kansas  Political Cartoon: Charles Sumner  Interactive Graphic Organizer: The Kansas-Nebraska Act |
| Lesson 2: Challenges to Slavery  Clarifying Objective:  SWBAT analyze the new political party and its role in government.  -SWBAT identify and evaluate the importance of the Dred Scott v. Sandford decision.  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:  Arsenal, Martyr, Rigid | Formative:  Bell Ringer pg. 433 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 2: Challenges to Slavery  Interactive Graphic Organizer- Taking Notes: Describing, Party Platforms  Primary Source Activity: Challenges to Slavery  Biography: Abraham Lincoln  Reading Essentials and Study Guide for American History- Lesson 2: Challenges to Slavery  Infographic- Pg. 434  Summative:  Lesson Review 2  Writing Skills- Students write a summary of the events that occurred at Harpers Ferry, Virginia. Pg. 437 | Online  Video: Senate Campaign  Lecture Slide: Political Parties in 1856  Interactive Map: The Election of 1856  Interactive Image: *Dred Scott* v. *Sandford*  Primary Source: John Brown  Primary Source Activity: Challenges to Slavery  Interactive Graphic Organizer: Party Platforms  Lecture Slide: Lincoln-Douglas Debates  Lecture Slide: *Dred Scott* v. *Sandford* |
| Lesson 3: Secession and War  Clarifying Objective:  SWBAT evaluate the importance of the election of 1860.  -SWBAT analyze the significance of the attack on Fort Sumter.  -SWBAT analyze and compare arguments about whether or not the South had the right to secede.  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:  Secession, State Rights’, Reject, Justify | Formative:  Bell Ringer pg. 439 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 3: Secession and War  Interactive Graphic Organizer- Taking Notes: Sequencing, Secession and War  21st Century Skills Activity: Secession and War  Reading Essentials and Study Guide for American History- Lesson 3: Secession and War  Geography Connection- Pg. 441  Summative:  Self Check Quiz (online)  Lesson Review 3  Writing Skills-  Students write a paragraph comparing and contrasting the candidates of the 1858 Illinois Senate election- Lincoln and Douglas. Pg. 439 | Online  Video: Lincoln’s Campaign for President  Lecture Slide: The Election of 1860  Interactive Image: Supporting Separation  Biography: Jefferson Davis  Political Cartoon: Secessionists Leaving the Union  Interactive Map: Seceding States 1860-1861  Interactive Whiteboard Activity: Time Line of Events Toward Civil War  Interactive Graphic Organizer: Secession and War |