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| **Columbus County Schools** *Social Studies Curriculum Guide* | | |
| **SUBJECT:** | **GRADE LEVEL:** 8 | **GRADING PERIOD:** |
| Chapters: 18 | 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 18 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: The Reconstruction Era  Clarifying Objective(s):  -SWBAT compare and contrast plans for Reconstruction.  -SWBAT evaluate the effectiveness of the Freedmen’s Bureau  -SWBAT analyze black codes and the federal government’s response to them.  -SWBAT evaluate Radical Reconstruction.  -SWBAT identify important individuals and groups that played a role in Reconstruction.  -SWBAT describe and analyze what life was like for African Americans in the South during Reconstruction.  -SWBAT analyze the significance of the election of 1876 and the end of Reconstruction.  Time Frame:1st 9 weeks  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, Contrast  (*Content Vocabulary*)  Reconstruction, Amnesty, Radical, Black Codes, Override, Impeach, Exclude, Suspend, Scalawag, Corruption, Integrate, Sharecropping, Credit, Academy, Poll Tax, Literacy Test, Grandfather Clause, Segregation, Lynching, Commission, Outcome | Formative:  Lesson 1 Review pg. 497  Lesson 2 review pg. 503  Lesson 3 Review pg. 507  Lesson 4 Review pg. 513  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  Summative:  Chapter 18 Assessment pg. 515-516  Chapter 18 Activities- pg 514  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. 491B (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: Planning Reconstruction  Clarifying Objective:  SWBAT compare and contrast plans for Reconstruction.  -SWBAT evaluate the effectiveness of the Freedmen’s Bureau  -SWBAT identify important individuals and groups that played a role in Reconstruction.  Time Frame:  1st nine weeks  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:  Reconstruction, Amnesty, Radical | Formative:  Bell Ringer pg. 494 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 1: Planning Reconstruction  Interactive Graphic Organizer- Taking Notes: Summarizing, Reconstruction Plans  Primary Source Activity: Planning Reconstruction  Reading Essentials and Study Guide for American History- Lesson 1: Planning Reconstruction  Summative:  Self Check Quiz (online)  Lesson Review 1  Writing Skills- Students write a an essay about how Lincoln’s assassination changed the course of history. Pg. 497 | Online  Video: Reconstructing the Southern States  Slide Show: Reconstruction in the South  Lecture Slide: Freedmen’s Bureau  Slide Show: Lincoln’s Funeral  Primary Source Activity: Planning Reconstruction  Interactive Graphic Organizer: Reconstruction Plans |
| Lesson 2: The Radicals Take Control  Clarifying Objective:  SWBAT analyze black codes and the federal government’s response to them.  -SWBAT evaluate Radical Reconstruction.  -SWBAT identify important individuals and groups that played a role in Reconstruction.  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:  Black Codes, Override, Impeach, Exclude, Suspend | Formative:  Bell Ringer pg. 498 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 2: The Radicals Take Control  Interactive Graphic Organizer- Taking Notes: Determining Cause and Effect, The Fourteenth and Fifteenth Amendments  Reading Essentials and Study Guide for American History- Lesson 2: The Radicals Take Control  Geography Connection- pg. 501  Summative:  Lesson Review 2  Writing Skills- Students write a short essay explaining the importance of “due process” and “equal protection.” Pg. 500 | Online  Video: The Aftermath of War  Lecture Slide: Black Codes  Interactive Chart: Radical Republicans  Lecture Slide: The Reconstruction Acts  Interactive Graphic Organizer: The Fourteenth and Fifteenth Amendments  Slide Show: The Memphis Riots  Interactive Map: Reconstruction Military Districts |
| Lesson 3: The South During Reconstruction  Clarifying Objective:  SWBAT describe and analyze what life was like for African Americans in the South during Reconstruction.  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:  Scalawag, Corruption, Integrate, Sharecropping, Credit, Academy | Formative:  Bell Ringer pg. 504(teacher edition)  Exit Slip  Guided Reading Activity- Lesson 3: The South During Reconstruction  Interactive Graphic Organizer- Taking Notes: Classifying, Improvements in Education  21st Century Skills Activity: The South During Reconstruction  Reading Essentials and Study Guide for American History- Lesson 3: The South During Reconstruction  Summative:  Self Check Quiz (online)  Lesson Review 3  Writing Skills-  Students write a short essay explaining the differences between scalawags and the carpetbaggers. Pg. 505 | Online  Video: The South During Reconstruction: African Americans Gains and Losses during Reconstruction  Interactive Bar Graph: African Americans in Congress  Lecture Slide: Carpetbaggers and Scalawags  Interactive Bar Graph: Literacy Rates  Interactive Graphic Organizer: Improvements in Education  21st Century Skills Activity: The South During Reconstruction |
| Lesson 4: The Post- Reconstruction Era  Clarifying Objective:  SWBAT analyze the significance of the election of 1876 and the end of Reconstruction.  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:  Poll Tax, Literacy Test, Grandfather Clause, Segregation, Lynching, Commission, Outcome | Formative:  Bell Ringer pg. 474 (teacher edition)  Exit Slip  Guided Reading Activity: Lesson 4: The Post-Reconstruction Era  Interactive Graphic Organizer: Taking Notes: Summarizing, The New South  Geography and History Activity: The Post-Reconstruction Era  Reading Essentials and Study Guide for American History: Lesson 4: The Post-Reconstruction Era  Infographic- Pg. 509  Economic Skills- Pg. 510  Summative:  Self Check Quiz (online)  Lesson Review 4  Writing Skills- Students write a narrative speech that Frederick Douglas may have given in response to the event that occurred during Reconstruction. Pg. 513 | Online  Video: President Rutherford B. Hayes, Southern Manufacturing, and Booker T. Washington  Slide Show: Industry in the New South  Interactive Map: Election of 1876  Lecture Slide: The New South’s Rural Economy  Primary Source: Sharecropping  Interactive Image: Disenfranchisement  Lecture Slide: Voting Restrictions for African American  Geography and History Activity: The Post-Reconstruction Era  Interactive Graphic Organizer: The New South |
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