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| **Columbus County Schools** *Social Studies Curriculum Guide* |
| **SUBJECT:**  | **GRADE LEVEL:** 8 | **GRADING PERIOD:**  |
| Chapters: 19 | 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 19 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: Opening the WestClarifying Objective(s):-SWBAT explain the impact of mining on the creation of states. -SWBAT discuss the railroads and their importance of the mining industry. -SWBAT summarize how ranchers got their cattle to market. -SWBAT discuss the life of a cowhand and a rancher in the great Plains. -SWBAT describe what brought more settlers to the Great Plains.-SWBAT analyze why native Americans were threatened by settlement in the Great Plain.-SWBAT determine the cause and effect of the conflict between the Native Americans and white settlers. -SWBAT asses how the National Grange and the Farmers’ Alliance worked to help farmers.-SWBAT explain the ideas of the Populist Party. Time Frame:1st 9 weeksDates: Essential Question:Why do people make economic choices?How does geography influence the way people live?Why does conflict develop?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, Contrast(*Content Vocabulary*)Subsidy, Transcontinental, Time Zone, Sum, Extract, Long Drive, Vaquero, Homestead, Sodbuster, Dry Farming, Locate, Factor, Nomadic, Reservation, Ensure, Initiate, National Grange, Cooperative, Populism, Currency, Mutual | Formative: Lesson 1 Review pg. 525Lesson 2 review pg. 531Lesson 3 Review pg. 538Lesson 4 Review pg. 543Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)Summative: Chapter 18 Assessment pg. 545-546Chapter 18 Activities- pg 544End 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. 517 B (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: Mining and Railroads in the WestClarifying Objective: -SWBAT explain the impact of mining on the creation of states. -SWBAT discuss the railroads and their importance of the mining industry. Time Frame:1st nine weeksDates: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:Transcontinental, Time Zone, Sum, Extract | Formative:Bell Ringer pg. 520 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 1: Mining and Railroads in the WestInteractive Graphic Organizer- Taking Notes: Determining Cause and Effect, Mining BoomsGeography and History Activity: Mining and the WestReading Essentials and Study Guide for American History- Lesson 1: Mining and Railroads in the WestGraph Skills-Pg. 521Geography Connection- Pg. 522 Summative: Self Check Quiz (online)Lesson Review 1 Writing Skills- Student groups write a skit about the completion ceremony of the transcontinental railroad. Pg. 524 | OnlineVideo: The Frontier Fills with People as the West Opens to Economics ActivityLecture Slide: Boomtowns in the WestInteractive Image: Railroad LaborInteractive Image: Promontory SummitInteractive Image: Steam LocomotivesInteractive Image: Railroad AdvancesInteractive Graphic Organizer: Mining BoomsInteractive Map: Mining and the West 1848-1890Geography and History Activity: Mining and Railroads in the WestInteractive Image: The Golden SpikeSlide Show: Virginia City  |
| Lesson 2: Rancher and FarmersClarifying Objective:SWBAT summarize how ranchers got their cattle to market. -SWBAT discuss the life of a cowhand and a rancher in the great Plains. -SWBAT describe what brought more settlers to the Great Plains.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, Content Vocabulary:Long Drive, Vaquero, Homestead, Sodbuster, Dry Farming, Locate, Factor | Formative:Bell Ringer pg. 526 (teacher edition)  Exit SlipGuided Reading Activity-Lesson 2: Ranchers and FarmersInteractive Graphic Organizer- Taking Notes: Listing, People Settle on the Great PlainsEconomics and History Activity: Ranchers and FarmersGame: Ranchers and Farmers Crossword PuzzleReading Essentials and Study Guide for American History- Lesson 2: Ranchers and Farmers Geography Connection- pg. 529Summative:Lesson Review 2Writing Skills- Students write several paragraphs explaining why the climate in the plains was challenging. Pg. 529 | OnlineVideo: Farmers Move WestPrimary Source: African American CowboysPrimary Source: The ExodustersInteractive Image: Sod HousesSlide Show: Land RushesGame: Ranchers and Farmers Crossword PuzzleEconomics and History Activity: Ranchers and FarmersInteractive Map: Railroads and Cattle Trails 1870s-1880sInteractive Graphic Organizer: People Settle on the Great PlainsLecture Slide: Challenges Facing Settlers  |
| Lesson 3: Native American StrugglesClarifying Objective:SWBAT analyze why native Americans were threatened by settlement in the Great Plain.-SWBAT determine the cause and effect of the conflict between the Native Americans and white settlers. 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, ComplexContent Vocabulary:Nomadic, Reservation, Ensure, Initiate | Formative:Bell Ringer pg. 532(teacher edition)  Exit SlipGuided Reading Activity- Lesson 3: Native American StrugglesInteractive Graphic Organizer- Taking Notes: Listing, Government ActionsReading Essentials and Study Guide for American History- Lesson 3: Native American Struggles Graph Skills- Pg 534Geography Connection- Pg. 536 Summative: Self Check Quiz (online)Lesson Review 3Writing Skills- Students write a letter to the editor of a newspaper arguing for or against Native Americans living on a reservation. Pg. 534 | OnlineVideo: Settlers Challenge the Native American Way of LifeInteractive Map: Battles and Reservations 1860-1890Interactive Chart: The Decline of the American BuffaloLecture Slide: Clashes between Native American and White SettlersGame: Native American Struggles True/FalsePrimary Source Activity: Native American StrugglesBiography: Sitting BullBiography: GeronimoInteractive Graphic Organizer: Government ActionsBiography: George Armstrong CusterInteractive Image: TepeesVideo: Western Expansion and the Indian Wars  |
| Lesson 4: The Post- Reconstruction EraClarifying Objective:SWBAT asses how the National Grange and the Farmers’ Alliance worked to help farmers.-SWBAT explain the ideas of the Populist Party. Time Frame:Dates: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, ComplexContent Vocabulary:National Grange, Cooperative, Populism, Currency, Mutual | Formative:Bell Ringer pg. 539(teacher edition)  Exit SlipGuided Reading Activity- Lesson 4: Farmers-A New Political ForceInteractive Graphic Organizer- Taking Notes: Indentifying21st Century Skills Activity: A New Political ForceGame: William Jennings Bryan and William McKinley Column GameReading Essentials and Study Guide for American History- Lesson 4: Farmers-A New Political Force Infographic- Pg. 541,542Summative: Self Check Quiz (online)Lesson Review 4Writing Skills- Students create a list of idea promoted by the Populist that would have an impact in the future. Pg. 541Students write a description of the Populist Party and its beliefs. Pg. 541 | OnlineVideo: The Farmers AllianceInteractive Image: Wheat ThreshersLecture Slide: Farmers UniteLecture Slide: Populist PartyInteractive Image: Free SilverGame: William Jennings Bryan and William McKinley Column Game21st Century Skills Activity: A New Political ForceInteractive Map: Election of 1896Interactive Graphic Organizer- National Grange: Successes and Failures  |
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