|  |  |  |
| --- | --- | --- |
| **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** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Chapter 19 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: Opening the West  Clarifying 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 weeks  Dates:  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 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*)  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. 525  Lesson 2 review pg. 531  Lesson 3 Review pg. 538  Lesson 4 Review pg. 543  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  Summative:  Chapter 18 Assessment pg. 545-546  Chapter 18 Activities- pg 544  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. 517 B (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: Mining and Railroads in the West  Clarifying 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 weeks  Dates:  Essential Question:  Why do people make economic choices? | 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:  Transcontinental, Time Zone, Sum, Extract | Formative:  Bell Ringer pg. 520 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 1: Mining and Railroads in the West  Interactive Graphic Organizer- Taking Notes: Determining Cause and Effect, Mining Booms  Geography and History Activity: Mining and the West  Reading Essentials and Study Guide for American History- Lesson 1: Mining and Railroads in the West  Graph Skills-Pg. 521  Geography 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 | Online  Video: The Frontier Fills with People as the West Opens to Economics Activity  Lecture Slide: Boomtowns in the West  Interactive Image: Railroad Labor  Interactive Image: Promontory Summit  Interactive Image: Steam Locomotives  Interactive Image: Railroad Advances  Interactive Graphic Organizer: Mining Booms  Interactive Map: Mining and the West 1848-1890  Geography and History Activity: Mining and Railroads in the West  Interactive Image: The Golden Spike  Slide Show: Virginia City |
| Lesson 2: Rancher and Farmers  Clarifying 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 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:  Long Drive, Vaquero, Homestead, Sodbuster, Dry Farming, Locate, Factor | Formative:  Bell Ringer pg. 526 (teacher edition)  Exit Slip  Guided Reading Activity-Lesson 2: Ranchers and Farmers  Interactive Graphic Organizer- Taking Notes: Listing, People Settle on the Great Plains  Economics and History Activity: Ranchers and Farmers  Game: Ranchers and Farmers Crossword Puzzle  Reading Essentials and Study Guide for American History- Lesson 2: Ranchers and Farmers  Geography Connection- pg. 529  Summative:  Lesson Review 2  Writing Skills- Students write several paragraphs explaining why the climate in the plains was challenging. Pg. 529 | Online  Video: Farmers Move West  Primary Source: African American Cowboys  Primary Source: The Exodusters  Interactive Image: Sod Houses  Slide Show: Land Rushes  Game: Ranchers and Farmers Crossword Puzzle  Economics and History Activity: Ranchers and Farmers  Interactive Map: Railroads and Cattle Trails 1870s-1880s  Interactive Graphic Organizer: People Settle on the Great Plains  Lecture Slide: Challenges Facing Settlers |
| Lesson 3: Native American Struggles  Clarifying 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 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:  Nomadic, Reservation, Ensure, Initiate | Formative:  Bell Ringer pg. 532(teacher edition)  Exit Slip  Guided Reading Activity- Lesson 3: Native American Struggles  Interactive Graphic Organizer- Taking Notes: Listing, Government Actions  Reading Essentials and Study Guide for American History- Lesson 3: Native American Struggles  Graph Skills- Pg 534  Geography Connection- Pg. 536  Summative:  Self Check Quiz (online)  Lesson Review 3  Writing Skills-  Students write a letter to the editor of a newspaper arguing for or against Native Americans living on a reservation. Pg. 534 | Online  Video: Settlers Challenge the Native American Way of Life  Interactive Map: Battles and Reservations 1860-1890  Interactive Chart: The Decline of the American Buffalo  Lecture Slide: Clashes between Native American and White Settlers  Game: Native American Struggles True/False  Primary Source Activity: Native American Struggles  Biography: Sitting Bull  Biography: Geronimo  Interactive Graphic Organizer: Government Actions  Biography: George Armstrong Custer  Interactive Image: Tepees  Video: Western Expansion and the Indian Wars |
| Lesson 4: The Post- Reconstruction Era  Clarifying 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 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:  National Grange, Cooperative, Populism, Currency, Mutual | Formative:  Bell Ringer pg. 539(teacher edition)  Exit Slip  Guided Reading Activity- Lesson 4: Farmers-A New Political Force  Interactive Graphic Organizer- Taking Notes: Indentifying  21st Century Skills Activity: A New Political Force  Game: William Jennings Bryan and William McKinley Column Game  Reading Essentials and Study Guide for American History- Lesson 4: Farmers-A New Political Force  Infographic- Pg. 541,542  Summative:  Self Check Quiz (online)  Lesson Review 4  Writing Skills- Students create a list of idea promoted by the Populist that would have an impact in the future. Pg. 541  Students write a description of the Populist Party and its beliefs. Pg. 541 | Online  Video: The Farmers Alliance  Interactive Image: Wheat Threshers  Lecture Slide: Farmers Unite  Lecture Slide: Populist Party  Interactive Image: Free Silver  Game: William Jennings Bryan and William McKinley Column Game  21st Century Skills Activity: A New Political Force  Interactive Map: Election of 1896  Interactive Graphic Organizer- National Grange: Successes and Failures |
|  |  |  |  |  |