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| **Columbus County Schools** *Social Studies Curriculum Guide* | | |
| **SUBJECT:** | **GRADE LEVEL:** 8 | **GRADING PERIOD:** |
| Chapters: 3 | Time Frame:  **Dates:1st 9 weeks** | **Unit: 1 The First Americans** |
| 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 3 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: Colonial America  Clarifying Objective(s):  -SWBAT analyze historical and political maps  -SWBAT analyze and sequence information about early Colonial America.  - SWBAT demonstrate connections between events.  -SWBAT analyze and evaluate primary source readings.  -SWBAT- evaluate and use appropriate resources to obtain factual information  -SWBAT identify and locate on a map the original thirteen colonies.  -SWBAT compare and contrast the New England, Middle, and Southern colonies.  -SWBAT identify point of view of the leaders of the colonies and explain their impact on the colony.  -SWBAT analyze the contributions of key groups to colonial society.  Time Frame:1st 9 weeks  Dates: 8/27/13-9/3/13  Essential Question:  How does geography influence the way people live?  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*)  Charter, Joint-stock Company, Headright, Burgess, Dissent, Persecute, Tolerance, Patroon, Pacifist, Indentured Servant, Debtor | Formative:  Lesson 1 Review pg. 63  Lesson 2 review pg. 68  Lesson 3 Review pg. 72  Lesson 4 Review pg. 77  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  Summative:  Chapter 3 Assessment pg. 78-80  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. 57B (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: Roanoke and Jamestown  Clarifying Objective:  SWBAT analyze and evaluate primary source readings.  SWBAT demonstrate connections between events.  SWBAT identify point of view of the leaders of the colonies and explain their impact on the colony.  SWBAT analyze the contributions of key groups to colonial society.  Time Frame:  1st nine weeks  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:  Charter, Joint-stock company, Headright, Burgess | Formative:  Bell Ringer pg. 60 (teacher edition)  Exit Slip  Geography and History Activity: Roanoke and Jamestown  Interactive Graphic Organizer: Taking Notes: Identifying Reasons Early People Migrated  Guided Reading Activity- Lesson 1: Roanoke and Jamestown  Reading Essentials and Study Guide for American History- Lesson 1: Roanoke and Jamestown  Summative:  Self Check Quiz (online)  Lesson Review 1 | Online  Video: Life in Jamestown  Interactive Chart :The Mystery of the Lost Colony  Biography: John White  Biography : Pocahontas  Interactive Graphic Organizer : The Golden Crop  Interactive Graphic Organizer: Hardships for Jamestown Settlers  Lecture Slide: Jamestown’s Success  British migration to Roanoke: Push and pull factors  (<http://www.learnnc.org/lp/pages/2021>)  The Search for the Lost Colony  (<http://www.learnnc.org/lp/pages/1835>)  Analyzing Primary Sources: John White and the “lost colonist”  (<http://www.learnnc.org/lp/pages/1986>) |
| Lesson 2: New England Colonies  Clarifying Objective:  SWBAT analyze and sequence information about early Colonial America.  SWBAT identify point of view of the leaders of the colonies and explain their impact on the colony.  SWBAT analyze the contributions of key groups to colonial society.  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:  Dissent, Persecute, Tolerance | Formative:  Bell Ringer pg. 64 (teacher edition)  Exit Slip  Guided Reading Activity Lesson 2:The New England Colonies  Interactive Graphic Organizer- Taking Notes: Describing, Describing Cooperation and Conflict  Reading Essentials and Study Guide for American History- Lesson 2:The New England Colonies  Geography Connection: pg. 67  Summative:  Self Check Quiz (online)  Lesson Review 2  Writing Skills- Students research and write paragraphs about important documents similar to the Mayflower Compact. Pg. 57D | Online  Video: Bitter Conflict Grows Between New England Colonists and Native Americans  Interactive Map: The New England Colonies  Lecture Slide: New Colonies  Primary Source: Anne Hutchinson  Primary Source Activity: The New England Colonies  Interactive Image: The Mayflower  Slideshow: Plymouth Colony  Interactive Graphic Organizer: Cooperation and Conflict  Biography: Anne Hutchinson  Interactive Whiteboard Activity: New England Colonies |
| Lesson 3: The Middle Colonies  Clarifying Objective:  SWBAT analyze and sequence information about early Colonial America  SWBAT compare and contrast the New England, Middle, and Southern colonies.  SWBAT identify point of view of the leaders of the colonies and explain their impact on the colony.  SWBAT analyze the contributions of key groups to colonial society.  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:  Patroon, Pacifist | Formative:  Bell Ringer pg. 69(teacher edition)  Exit Slip  Guided Reading Activity- Lesson 3: The Middle Colonies  Interactive Graphic Organizer- Taking Notes: Identifying, The New York and Pennsylvania Colonies  Geography and History Activity: The Middle Colonies  Reading Essentials and Study Guide for American History - Lesson 3: The Middle Colonies  Geography Connection: pg. 71  Summative:  Self Check Quiz (online)  Lesson Review 3  Writing Skills- Students write a paragraph/ essay reflecting what they have learned about New York’s ethnic heritage. pg. 57E | Online  Video: New Jersey, The Middle Colonies  Lecture Slide: The Middle Colonies  Interactive Map: The Middle Colonies  Interactive Graphic Organizer: The New York and Pennsylvania Colonies  Interactive Whiteboard Activity:   Middle Colonies  Interactive Image: The Middle Colonies  Biography: Peter Stuyvesant  Primary Source: Excerpt from New Amsterdam’s Citizens to Peter Stuyvesant  Game: The Middle Colonies Vocabulary Game |

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| Lesson 4: The Southern Colonies  Clarifying Objective:  SWBAT analyze and sequence information about early Colonial America  SWBAT compare and contrast the New England, Middle, and Southern colonies.  SWBAT identify point of view of the leaders of the colonies and explain their impact on the colony.  SWBAT analyze the contributions of key groups to colonial society.  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:  Indentured Servant, Constitution, Debtor | Formative:  Bell Ringer pg. 73(teacher edition)  Exit Slip  Guided Reading Activity- Lesson 4:The Southern Colonies  Interactive Graphic Organizer: Taking Notes: Determining Cause and Effect, Causes and Effects of Bacon's Rebellion  Economics of History Activity: The Southern Colonies  Reading Essentials and Study Guide for American History :Lesson 4:The Southern Colonies  Geography Connection: pg. 76  Graph Skill pg. 74  Summative:  Self Check Quiz (online)  Lesson Review 4  Writing Skills- Students write a short narrative from the perspective of each group who played a role in Bacon’s Rebellion. Pg. 57F | Online  Video: The Caribbean Connection  Lecture Slide: The Southern Colonies  Interactive Map: The Southern Colonies  Primary Source: Nathaniel Bacon  Interactive Image: Indigo  Interactive Image: Plantation  Interactive Chart : Enslaved People in the Colonies 1650-1710  Game: The Southern Colonies Identification Game "The present state of North Carolina": Making decisions(<http://www.learnnc.org/lp/pages/5376>)A proprietary colony: Exploring the Charter of Carolina(<http://www.learnnc.org/lp/pages/4228>)A Royal Colony(<http://www.learnnc.org/lp/editions/nchist-colonial/1973>)A visit to colonial North Carolina(<http://www.learnnc.org/lp/pages/3220>) |