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| **Columbus County Schools** *Social Studies Curriculum Guide* |
| **SUBJECT:**  | **GRADE LEVEL:** 8 | **GRADING PERIOD:**  |
| Chapters: 4 | 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 4 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: Life in the American ColoniesClarifying Objective(s):-SWBAT compare the economic diversity of the three regions of the thirteen colonies. -SWBAT draw conclusions about the role geography played in the colonies’ economic development.- SWBAT identify and analyze the triangular trade route that includes the Middle Passage and the trade of enslaved Africans. -SWBAT describe life for a plantation owner, his family, and enslaved Africans in the Southern Colonies.-SWBAT identify the values and beliefs that the colonist had about the government. -SWBAT explain the principle of limited government and representative government.-SWBAT identify the traditional beliefs and values associated with life in the colonies. -SWBAT analyze Britain’s economic policies and reactions of the colonist. -SWBAT identify the causes and significant events of the French and Indian War. Time Frame:1st 9 weeksDates: Essential Question:How does geography influence the way people live?How do new ideas change the way people live?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, Complex(*Content Vocabulary*)Subsistence Farming, Cash Crops, Diversity, Triangular Trade, Slave Code, Representative Government, Mercantilism, Export, Import, Immigration, Epidemic, Apprentice, Civic Virtue, Militia, Iroquois Confederacy, Alliance  | Formative: Lesson 1 Review pg. 89Lesson 2 review pg. 95Lesson 3 Review pg. 100Lesson 4 Review pg. 105Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)American Literature- Olaudah Equiano pg. 90-91Summative: Chapter 4 Assessment pg. 106- 108End 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. 81B (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: Colonial EconomyClarifying Objective: SWBAT compare the economic diversity of the three regions of the thirteen colonies.SWBAT draw conclusions about the role geography played in the colonies’ economic development.SWBAT identify and analyze the triangular trade route that includes the Middle Passage and the trade of enslaved Africans. SWBAT describe life for a plantation owner, his family, and enslaved Africans in the Southern Colonies.Time Frame:1st nine weeksDates: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:Subsistence Farming, Cash Crop, Diversity, Triangular Trade, Slave Code | Formative:Bell Ringer pg. 84 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 1: Colonial EconomyInteractive Graphic Organizer- Taking Notes: Describing, The Triangular Trade RouteEconomics of History Activity: Colonial EconomyReading Essentials and Study Guide for American History- Lesson 1: Colonial EconomySummative: Self Check Quiz (online)Lesson Review 1  | OnlineVideo: New York’s Early HistoryInteractive Map: Triangular TradeInteractive Map: Colonial Economy, c. 1750Interactive Image: Colonial PhiladelphiaInteractive Chart: The Africa Slave TradeInteractive Chart : The African Slave Trade 1450-1870Interactive Graphic Organizer: The Triangular Trade RoutePrimary Source: Life on a Colonial PlantationLecture Slide: Economies of the Colonies A slave auction at Wilmington(<http://www.learnnc.org/lp/editions/nchist-newnation/4382>) |
| Lesson 2: Colonial Government Clarifying Objective:SWBAT identify the values and beliefs that the colonist had about the government. -SWBAT explain the principle of limited government and representative government.-SWBAT analyze Britain’s economic policies and reactions of the colonist. Time Frame:Dates:Essential Question:How do new ideas change 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:Representative Government, Mercantilism, Export, Import | Formative:Bell Ringer pg. 92 (teacher edition)  Exit SlipGuided Reading Activity - Lesson 2: Colonial GovernmentInteractive Graphic Organizer Taking Notes: Explaining,  Protected Rights and Representative GovernmentPrimary Source Activity : Life in the American Colonies, The Magna CartaReading Essentials and Study Guide for American History : Lesson 2: Colonial GovernmentSummative: Self Check Quiz (online)Lesson Review 2Writing Skills- Students argue the advantages and disadvantages of limited voting rights in colonial government. Pg. 81D | OnlineVideo: Society, Community and Justice in the Northern ColoniesLecture Slides: MercantilismMaps: MercantilismInteractive Image: The House of BurgessesInteractive Graphic Organizer: Protected Rights and Representative GovernmentGame: Early Colonial Government Crossword Puzzle |
| Lesson 3: Culture and SocietyClarifying Objective:SWBAT identify the traditional beliefs and values associated with life in the colonies.. Time Frame:Dates:Essential Question:How do new ideas change 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, ComplexContent Vocabulary:Immigration, Epidemic, Apprentice, Civic Virtue | Formative:Bell Ringer pg. 96(teacher edition)  Exit SlipGuided Reading Activity- Lesson 3: Culture and SocietyInteractive Graphic Organizer- Taking Notes: Determining Cause and EffectReading Essentials and Study Guide for American History- Lesson 3: Culture and SocietySummative: Self Check Quiz (online)Lesson Review 3 | OnlineVideo: The Great AwakeningInteractive Image: SmallpoxLecture Slide: The Great AwakeningSlide Show: Colonial ChildrenSlide Show: The Inventions of Benjamin FranklinInteractive Graphic Organizer: The Great Awakening and the EnlightenmentPrimary Source: The New-York Weekly JournalGame: Culture and Society - Periods of Change Sorting Game"Land and Work in Carolina" teaching strategies”(<http://www.learnnc.org/lp/pages/5213>)A visit to Colonial North Carolina(<http://www.learnnc.org/lp/pages/3220>)Conflict in North Carolina(<http://www.learnnc.org/lp/editions/docsouth-csr/7786>)Immigrant Experience in Colonial North Carolina(<http://www.learnnc.org/lp/pages/6587>) |

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| Lesson 4: Rivalry in North AmericaClarifying Objective:SWBAT analyze Britain’s economic policies and reactions of the colonist. SWBAT identify the causes and significant events of the French and Indian War. 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:Militia, Iroquois Confederacy, Alliance | Formative:Bell Ringer pg. 101(teacher edition)  Exit SlipGuided Reading Activity-Lesson 4: Rivalry in North AmericaInteractive Graphic Organizer-Taking Notes: Summarizing, Native American RelationsGeography and History Activity- Life in the American Colonies - Rivalry in North AmericaReading Essentials and Study Guide for American History- Lesson 4: Rivalry in North AmericaGeography Connection- Pg. 104Summative: Self Check Quiz (online)Lesson Review 4  | OnlineVideo: The Proclamation of 1763Interactive Map: The French and Indian War 1754-1763Lecture Slide: George WashingtonInteractive Graphic Organizer: Native American RelationsInteractive Image: Washington and the French and Indian WarInteractive Image: Political Cartoon: Unite or DieInteractive Image: The Battle of Quebec |