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| **Columbus County Schools** *Social Studies Curriculum Guide* |
| **SUBJECT:**  | **GRADE LEVEL:** 8 | **GRADING PERIOD:**  |
| Chapters: 5 | 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 5 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: The Spirit of IndependenceClarifying Objective(s):-SWBAT explain the Proclamation of 1763. -SWBAT analyze how Britain began to enact harsher trade laws and taxes.- SWBAT understand cause and effect relationships as they relate to the reaction of the colonist. -SWBAT identify those individuals and groups that began to rebel against British policy.-SWBAT draw conclusions about tension between the colonist and the British that led to the Boston Massacre. -SWBAT analyze the role propaganda played in the colonies.-SWBAT identify the Founders and recognize their contribution. -SWBAT evaluate the battles of Lexington and Concord. -SWBAT compare points of view held by Patriots and Loyalist.-SWBAT evaluate the reaction of the colonies to the rejection of the Olive Branch Petition. -SWBAT summarize the steps taken that led to the writing of the Declaration of Independence. -SWBAT understand the four parts of the Declaration of Independence. Time Frame:1st 9 weeksDates: Essential Question: Why does conflict develop?What motivates people to 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, Occupy, Encounter, Prohibit (*Content Vocabulary*)Revenue, Writ of Assistance, Resolution, Effigy, Boycott, Repeal, Rebellion, Propaganda, Committee of Correspondence, Minutemen, Loyalist, Patriots, Petition, Preamble,  | Formative: Lesson 1 Review pg. 115Lesson 2 review pg. 119Lesson 3 Review pg. 125Lesson 4 Review pg. 133Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)What Do You Think?- pg. 126-127The Declaration of Independence with Questions pg. 137-140Summative: Chapter 4 Assessment pg. 134-136End 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. 109B (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: No Taxation without RepresentationClarifying Objective: SWBAT explain the Proclamation of 1763. -SWBAT analyze how Britain began to enact harsher trade laws and taxes.- SWBAT understand cause and effect relationships as they relate to the reaction of the colonist. -SWBAT identify those individuals and groups that began to rebel against British policy.Time Frame:1st nine weeksDates: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, Complex, Occupy, Encounter, Prohibit Content Vocabulary:Revenue, Writ of Assistance, ResolutionEffigy, Boycott, Repeal | Formative:Bell Ringer pg. 112 (teacher edition)  Exit SlipGuided Reading Activity-Lesson 1: No Taxation without RepresentationInteractive Graphic Organizer-Taking Notes: Identifying, British Policies 21st Century Skills Activity No Taxation without RepresentationReading Essentials and Study Guide for American History- Lesson 1: No Taxation without RepresentationGeography Connections-pg. 113Economic Skills- Pg. 114Summative: Self Check Quiz (online)Lesson Review 1 Writing Skills: pg. 109C: Students write a short paragraph that explains why the British enacted the Proclamation of 1763 (pg.112)Student write a letter from the point of view of a Boston Colonist. (Pg. 115) | OnlineVideo: British Tyranny in BostonInteractive Map: The Proclamation of 1763Interactive Graph: The Growing DebtInteractive Whiteboard Activity: Taxation without RepresentationInteractive Graphic Organizer: British PoliciesLecture Slide: British Tax LawsThe Proclamation Line of 1763(<http://www.learnnc.org/lp/multimedia/8824>)The Edenton “Tea Party”(<http://www.learnnc.org/lp/editions/nchist-revolution/4234>)Old Textbook- NC4- NC5 |
| Lesson 2: Uniting the Colonist Clarifying Objective:SWBAT draw conclusions about tension between the colonist and the British that led to the Boston Massacre. -SWBAT analyze the role propaganda played in the colonies.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, Complex, Occupy, Encounter, Prohibit Content Vocabulary:Rebellion, Propaganda, Committee of Correspondence  | Formative:Bell Ringer pg. 116 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 2: Uniting the ColonistsInteractive Graphic Organizer- Taking Notes: Describing, Intolerable ActsPrimary Source Activity: Uniting the ColonistsReading Essentials and Study Guide for American History- Lesson 2: Uniting the ColonistsSummative: Self Check Quiz (online)Lesson Review 2 | OnlineVideo: The Boston Massacre and Escalating Anger in the ColoniesBiography: Crispus AttucksPrimary Source: The Boston Tea PartyLecture Slide: Coercive ActsInteractive Graphic Organizer: Intolerable ActsTaxes, Trade, Resistance(<http://www.learnnc.org/lp/editions/nchist-revolution/4277>)The Stamp Act Crisis in North Carolina(<http://www.learnnc.org/lp/editions/nchist-revolution/4258>)  |
| Lesson 3: A Call to ArmsClarifying Objective:SWBAT identify the Founders and recognize their contribution. -SWBAT evaluate the battles of Lexington and Concord. -SWBAT compare points of view held by Patriots and Loyalist.Time Frame:Dates:Essential Question:What motivates people to act? | 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:Minutemen, Loyalist, Patriots  | Formative:Bell Ringer pg. 120 (teacher edition)  Exit SlipGuided Reading Activity: Lesson 3: A Call to ArmsInteractive Graphic Organizer-Taking Notes: Summarizing, Continental CongressGeography and History Activity- A Call to ArmsBiography: Patrick HenryReading Essentials and Study Guide for American History- Lesson 3: A Call to ArmsChart Skills- Pg. 121 Geography Connection- Pg. 123Summative: Self Check Quiz (online)Lesson Review 3Writing Skills:Students will write about why more volunteers joined the militias after Lexington and Concord- Pg. 124Students write a journal entry from the point of view of a Loyalist or Patriot- Pg. 125 | OnlineVideo: Boston Tea Party and the Intolerable ActsLecture Slide: Patrick HenryInteractive Image: The Militia, Minutemen, and Army of the Revolutionary WarInteractive Map: Battles of Lexington and Concord April 1775Interactive Image: The North BridgeInteractive Image: The Battle of Bunker HillInteractive Chart: Choosing SidesInteractive Graphic Organizer: Continental CongressGame: A Call to Arms Concentration Game |

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| Lesson 4: Declaring IndependenceClarifying Objective:SWBAT evaluate the reaction of the colonies to the rejection of the Olive Branch Petition. -SWBAT summarize the steps taken that led to the writing of the Declaration of Independence. -SWBAT understand the four parts of the Declaration of Independence. 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:Petition, Preamble | Formative:Bell Ringer pg. 128(teacher edition)  Exit SlipGuided Reading Activity- Lesson 4: Declaring IndependenceInteractive Graphic Organizer- Taking Notes: Organizing, Declaration of IndependenceReading Essentials and Study Guide for American History- Lesson 4: Declaring IndependenceGeography Connection- Pg. 129Summative: Self Check Quiz (online)Lesson Review 4  | OnlineVideo: Declaration of IndependenceSlide Show: The Committee of FiveLecture Slide: Second Continental CongressPrimary Source: George Washington to George William Fairfax, May 31, 1775Biography: Thomas PaineInteractive Image: The Lee ResolutionPrimary Source: Reaction to the DeclarationInteractive Graphic Organizer: Declaration of IndependenceInteractive Map: The Siege of Boston 1775-1776Interactive Image: The Declaration of Independence (document itself)Old Textbook: The Halifax Resolves Pg. 119 |