

Randolph County Schools 8th Grade Social Studies Unit Planning

Eighth grade social studies will focus on the development of the USA through the scope of NC. While the content does not change, the emphasis shifts from emphasizing and recalling specific facts to understanding concepts and recognizing patterns in American history.

Unit	Unit Title	NCOS Clarifying Objective	Conceptual Lens	Pacing
1	Birth of a Nation (1492-1799)	8.H.2.1, 8.H.2.2, 8.H.2.3, 8.H.3.3, 8.H.1.3, 8.H.3.4, 8.H.1.5 8.G.1.2, 8.E.1.1, 8.C.1.3, 8.C&G.1.1, 8.C&G.1.2, 8.C&G.2.1	Transformation	7 Weeks
2	Government & Citizenship (1775-2012)	8.H.1.2, 8.H.1.3, 8.H.2.3, 8.H.3.3, 8.H.3.4, 8.G.1.2, 8.E.1.1 8.C.1.3, 8.C&G.1.1, 8.C&G.1.2, 8.C&G.1.3, 8.C&G.2.1 8.C&G.2.2, 8.C&G.2.3	Compromise	3 Weeks
3	Growing Pains (1800-1850)	8.H.1.1, 8.H.2.1, 8.H.2.3, 8.H.3.3, 8.H.3.4 8.C&G.1.2, 8.C&G.1.3, 8.C&G.2.1, 8.E.1.1 8.C.1.1	Expansion	4 Weeks
4	A Nation in Crisis (1850-1865)	8.G.1.1, 8.G.1.2, 8.G.1.3, 8.C.1.1, 8.C.1.2, 8.C.1.3, 8.H.1.1, 8.H. 1.2, 8.H.1.3, 8.H.1.4, 8.H.1.5, 8.H.2.1, 8.H.2.2, 8.H.2.3, 8.H.3.1, 8.H.3.2, 8.H.3.4, 8.E.1.1, 8.E.1.2, 8.C&G.1.1-1.4, 8.C&G.2.1-2.3	Turmoil	5 Weeks
5	Expanding a Nation (1865-1900)	8.G.1.1, 8.G.1.2, 8.G.1.3, 8.C&G.1.2, 8.C&G.1.3, 8.C&G.2.1, 8.C&G.2.3, 8.E.1.1, 8.H.1.5, 8.H.2.2, 8.H.2.3, 8.H.3.3	Revolution	8 Weeks
6	Becoming a World Power (1900-1945)	8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.1.5, 8.H.2.1, 8.H.2.2, 8.H. 3.2, 8.H.3.3, 3.4, 8.E.1.1, 8.E.1.2, 8.E.1.3, 8.C&G.1.1, 8.C&G.1.3, 8.C&G.1.4, 8.C&G.2.1, 8.C&G.2.2, 8.C&G.2.3, 8.C.1.1, 8.C.1.3, 8.G.1.1, 1.2, 1.3, 8.G.1.3, .	Imperialism	5 Weeks
7	A Global Society (1945-2012)	8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.1.5, 8.H.2.1, 8.H.2.2, 8.H. 2.3, 8.H.3.3, 8.C&G.1.1, 8.C&G.1.2, 8.C&G.1.3, 8.C&G.1.4, 8.C&G.2.1, 8.C&G.2.2, 8.C&G.2.3, 8.C&G.3.2, 8.C&G.3.3, 8.C&G. 3.4, 8.C.1.1, 8.C.1.2, 8.C.1.3, 8.C.2.1, 8.C.2.2, 8.C.2.3, 8.C.3.1, 8.C.3.2, 8.C.3.3, 8.C.3.4, 8.E.1.1, 8.E.1.2, 8.E.1.3, 8.G.1.1	Globalization	4 Weeks

Randolph County Schools 8th Grade Social Studies Unit Planning

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Birth of a Nation (1492-1790)
Time:	7 Weeks
Unit Overview	As European nations conquered their own continent, their desire for new territories, new riches, and new trade routes increased. This led to the establishment of colonies throughout the American continents. Colonists were forced to adapt to a new landscape and forge relations with Native Americans to survive the New World. Colonization attempts by some were met with greater success than those of others. Great Britain established colonies throughout North America and maintained economic and cultural ties to the new colonies while also offering protection from Native Americans. In time, differences in views between American colonists and British monarchs led to conflicts. Eventually this conflict would develop into a revolution that would transform a group of colonies into a nation.
Conceptual Lens	Transformation
Essential Standards and Clarifying Objectives	<p>8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights, and citizenship and immigration policies) on the development of NC and the US.</p> <p>8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators,...) influenced the outcome of key conflicts in NC and the US.</p> <p>8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of NC and the US.</p> <p>8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times.</p> <p>8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in NC and the US.</p> <p>8.G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from NC and the US.</p> <p>8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline.</p> <p>8.C.1.3 8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare)</p> <p>8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).</p> <p>8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office, and lobbying).</p>
Knowledge Indicators	<p>I can read historical documents and summarize key points to demonstrate comprehension.</p> <p>I can explain how geography, population trends, and culture shaped societies and regions.</p> <p>I can use maps to validate historical facts and to draw conclusions about social and economical issues.</p> <p>I can understand the effects of disease on populations, societies, and regional development.</p> <p>I can explain how differences in leadership influence political decisions for people and nations.</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Birth of a Nation (1492-1790)
History	Leadership, Cooperation, Conflict, Change
Geography	Regions, Quality of Life, Settlement Patterns
Civics & Gov.	Freedom, Democratic Ideals, Social Injustice
Econ. & PFL	Conflict, Trade, Needs and Wants
Culture	Cultural Beliefs, Values and Beliefs, Society
Generalizations	Democratic ideals may be shaped by revolution. Needs and wants may influence settlement patterns. Oppressed cultural values and beliefs may lead to conflict.
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Democratic ideals may be shaped by revolution.</p> <ol style="list-style-type: none"> 1. What were some of the democratic ideals that arose from the American Revolution? (F) 2. How does transformation build a national identity? (C) 3. When is revolution justifiable? (P) <p>Settlement patterns may be determined by economic needs and wants.</p> <ol style="list-style-type: none"> 1. What were some of the goods exchanged during the Colombian Exchange/ Rev. period? (F) 2. How did the production of new goods transform the nation economically and culturally? (C) 3. Is the advancement of a society by any means possible justifiable? (P) <p>Oppressed cultural values and beliefs may lead to conflict.</p> <ol style="list-style-type: none"> 1. What were the leading causes of the Revolutionary War? (F) 2. How can a nation of diverse cultures bond together to develop society? (C) 3. Should minorities assimilate or fight to retain individual cultural beliefs? (P)

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Birth of a Nation (1492-1790)
Essential Questions	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> 1. What factors led to western exploration including economic, cultural, and imperialistic? 2. What factors led colonists to become dissatisfied with British rule and what actions were taken? 3. What factors created regional development of economic systems within the US? 4. What factors led to the American Revolution?
Critical Content	<ol style="list-style-type: none"> 1. What were the motives for European exploration? 2. Were the benefits gained from exploration worth the costs? 3. What was the Colombian Exchange? 4. How did the Colombian Exchange affect Native and European cultures? 5. What were the outcomes of colonization attempts in NC? 6. How did geographic factors of NC influence colonization attempts? 7. What geographic factors were important to consider when determining the location of colonies? 8. What was the Lost Colony? 9. What factors were important for people who were creating colonies in America? 10. How did the geography of America influence settlement patterns? 11. How did American colonists adapt and use the land for their benefit? 12. How did regional differences create diverse economies in the American colonies? 13. What were some of the political factors which led to American migration? 14. How did the success of the Jamestown settlement lead to success in settling NC? 15. How did conflicts between the Lord's Proprietors and colonists foreshadow events of the Revolutionary War? 16. What were some of the problems with the government created by the Lord's Proprietors? 17. How did NC colonists use revolution to address social injustice? 18. What is the impact of immigration on the state of NC? 19. How did religious differences lead to conflict in NC? 20. How were Natives affected by conflicts between the French and English and the English and Americans? 21. How did differences between Loyalists and Patriots threaten American independence? 22. How did the desire for wealth create conflict between American colonists and British officials? 23. What were some of the major conflicts of the American Revolution? 24. What were the outcomes of the Revolutionary War? 25. What were some of the documents from the period leading up to and during the American Revolution? 26. How did discussion, debate, and compromise shape the ideals of the American way of life?

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Birth of a Nation (1492-1790)
Tier 2 Vocabulary	voyage, expedition, exchange, agriculture, colony, settlement, import, export, immigrant, monarchs, goods
Tier 3 Vocabulary	<p>1400--Indian Cultures (NC)</p> <p>1492--Colombian Exchange--Columbus, Exchange, Specific Goods</p> <p>1587--Lost Colony (Walter Raleigh, Queen Elizabeth, John White, V. Dare, Manteo, Wanchese)</p> <p>1607--Jamestown (Pocahontas, John Smith, Chesapeake Bay, John Rolfe, tobacco)</p> <p>1620--Plymouth (Pilgrims, Religious reasons, Indian Relations)</p> <p>1646--Mass. Bay Colony</p> <p>1600--English Colonies (New England, Middle, South) naval stores, cash crop,</p> <p>1700--NC Immigrants (Scotch Irish, Germans, Moravians, Quakers, Highland Scots)</p> <p>1751--The Great Wagon Road</p> <p>1763--French Indian War, G. Washington, Treaty of Paris, Ft. Dobbs)</p> <p>1764--Major Taxes, Acts (Stamp, Tea, Townshend, Intolerable, Coercive), Committee of Correspondence</p> <p>1770--Alamance (Tryon, Regulators, Tories)</p> <p>1770--Boston Massacre (Loyalists, Patriots, Whigs, Tories)</p> <p>1773--Boston Tea Party, Edenton Tea Party 1774--Continental Congress</p> <p>1775--Mecklenburg Resolves 1776--Halifax Resolves 1776--Declaration of Independence (Ben Franklin, Thomas Jefferson, Olive Branch..)</p> <p>Major US Battles 1775--Lexington & Concord, Bunker Hill 1776--Trenton 1777--Saratoga, 1781--Yorktown, Valley Forge</p> <p>Major NC Battles-- Moores Creek, Guilford Courthouse, Cowpens, Ramsour's Mill</p> <p>1777--Articles of Confederation</p> <p>1786--Shay's Rebellion</p> <p>1787--Constitutional Convention (Madison, Antifederalist, Federalists, Bill of Rights)</p> <p>1789--George Washington, Presidency</p> <p>1794--Whiskey Rebellion</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Birth of a Nation (1492-1790)
Key Skills	<ol style="list-style-type: none">1. Use maps and graphing data to draw conclusions about the causes and effects of religious, political, military, actions of various European nations between the 14th and 17th centuries.2. Use various types of technology to research and present historical information orally, virtually and in on paper.3. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.4. Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.5. Interpret data presented in time lines to identify patterns of historical change and continuity.6. Prepare and present an organized debate, persuasive argument, case brief, justification statement, historical abstract or critical analysis.7. Use Power note taking strategies to synthesize information and gain knowledge.

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Birth of a Nation (1492-1790)
Performance Tasks	<p><u>Tasks for Colombian Exchange</u></p> <p>The world would not be the same had Europeans and Natives not exchanged goods and ideas. Read article about the Colombian Exchange and construct a chart which shows the items exchanged between colonists and Natives. Create a diagram that contains a map featuring the New and Old Worlds and illustrate the exchange of goods and cultural beliefs between both societies. Analyze which group got the better deal by examining the goods and ideas exchanged between both groups. Choose a position and write a paper explaining why you feel the side you have chosen got a better deal in the Columbian Exchange.</p> <p><u>Task for American Colonization</u></p> <p>As a group of European settlers coming to America, create a charter (plan) for a colony in the New World. Include in your plan where you will settle, your reason for wanting to leave, what your colony will do to survive (hunt, produce, create), a basic leadership plan or political system, religious beliefs, and a plan to divide responsibilities and settle differences amongst the settlers of your colony.</p> <p><u>Task for American Revolution</u></p> <p>Winning the Revolutionary War transformed our nation from a collection of English colonies ruled by a monarch into a unified democratic government. Imagine a world in which the patriots had not won the Revolutionary War. The people that we consider our founding fathers would have likely faced criminal charges for their actions. Assume the role of one of the founding fathers and justify your actions by preparing a speech that you would read to the king of England defending your actions.</p> <p><u>Task for Unit One</u></p> <p>Many of the conflicts that occurred throughout this unit were the result of a desire for wealth. Use your notes or your text book and evaluate how the desire for wealth caused conflict. Write a paper and give three specific examples of how the desire for wealth created conflict. Include key details such as names, dates, and circumstances surrounding the conflict. Be sure to tie each one back to the desire for wealth.</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Government and Citizenship (1775-2012)
Time:	3 Weeks
Unit Overview	After American colonists conquered the British and achieved independence, the next task at hand was creating a strong government that would effectively rule over citizens. Colonists with opposing viewpoints found it necessary to work together, and through discussions, debate, and compromise were able to establish a functioning democratic government and Constitution. The founding fathers also recognized that while the government had power, the rights of the individuals who were being governed were just as important. Additionally, the founding fathers had enough foresight to realize that as society progresses, the need to reexamine the Constitution may arise and modifications may be needed in order to continue to effectively govern the citizens of the United States. It would be the work of these founding fathers to lay the foundations for what would become the responsibilities of American government and citizenship.
Conceptual Lens	Compromise
Essential Standards and Clarifying Objectives	<p>8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.</p> <p>8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.H.1.5 Analyze the relationship between historical context and decision-making.</p> <p>8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of NC and the US.</p> <p>8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in NC and the US.</p> <p>8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.</p> <p>8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic sectors such as American Indians, African Americans, and European immigrants).</p> <p>8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).</p> <p>8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from NC and the US.</p> <p>8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).</p> <p>8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in NC and the US.</p>
Knowledge Indicators	<p>I can read historical documents and summarize key points to demonstrate comprehension.</p> <p>I can analyze opposing viewpoints and draw conclusions to formulate opinions about historical topics.</p> <p>I can understand how opposing viewpoints create discussion and result in compromise and change.</p> <p>I can understand the components of government and the roles that each serves in governing our nation.</p> <p>I can explain how differences in leadership influence political decisions for people and nations.</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Government and Citizenship (1775-2012)
History	National Identity
Geography	
Civics & Gov.	Democratic Government, Central Authority, Liberties
Econ. & PFL	
Culture	Individual Rights, Values, Beliefs, Diversity, Leadership
Generalizations	Democratic governments must balance central authority with maintaining individual rights. National Identity is often the result of conflict and cooperation. The values, beliefs, and diversity of people can lead to change in politics and leadership.
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Democratic governments must balance central authority with maintaining individual rights.</p> <ol style="list-style-type: none"> 1. What are the rights given to Americans by the Bill of Rights? (F) 2. How are individual rights protected and challenged in a democracy? (C) 3. At what point is national security more important than individual liberties? (P) <p>National Identity is often the result of conflict and cooperation.</p> <ol style="list-style-type: none"> 1. What were the views of the Federalists and Anti-Federalists? (F) 2. How did compromise result in the structure of our government and our nation? (C) 3. Should governmental powers extend beyond what is included in the Constitution?(P) <p>The values, beliefs, and diversity of people can lead to change in politics and leadership.</p> <ol style="list-style-type: none"> 1. Which Constitutional Amendments were the result of changes in societal beliefs? (F) 2. How can a nation of diverse cultures bond together to change society? (C) 3. Is equality more important than popular opinion (majority rules)? (P)

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Government and Citizenship (1775-2012)
Essential Questions	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> 1. How did compromises between Federalists and Anti-Federalists create the American government? 2. What are specific roles of the three branches of government and how do checks and balances prevent abuses of power? 3. How does the Constitution lay out the framework for the power of our government? How are individual rights protected? 4. How have specific (landmark) court cases had an impact on American society?
Critical Content	<ol style="list-style-type: none"> 1. How did the differences in opinion about the scope and role of government create political parties? 2. What were the major differences between the Federalists and the Anti-Federalists? 3. Who were some of the major leaders of the Federalists and the Anti-Federalists? 4. How did Federalists and Anti-Federalists use propaganda to propel their views? 5. What are the Articles of Confederation and how did weaknesses create conflict? 6. Who were the major political figures involved in the creation of the Constitution? 7. How did compromise influence the design of the American Constitution? 8. What were the two biggest compromises to come out of Federalist/Anti-Federalist debates? 9. What were the motives behind the division of Congress into two houses? 10. How did the $\frac{3}{5}$ compromise pacify Southerners but foreshadow tensions regarding slavery? 11. What are some of the main points outlined in the US Constitution? 12. What rights are guaranteed to American citizens by the Bill of Rights? 13. How do the Bill of Rights protect American citizens in legal situations? 14. What are the main branches of the US government? 15. What are the roles of the branches of government in the United States? 16. How do the branches of the government work together to pass legislation? 17. What are the stances of the candidates for President on the major issues affecting the nation? 18. What is the electoral college and why is it important in choosing an American President? 19. How and when did suffrage develop for different groups of Americans throughout history. 20. How have the decisions of the Judicial Branch had an impact on the lives of Americans? 21. What are some of the major trials that have affected modern America? 22. How are judicial decisions reflective of changes in American culture?

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Government and Citizenship (1775-2012)
Tier 2 Vocabulary	Veto, Vote, Pardon, Ratify, Compromise, Responsibility, Amend, Debate
Tier 3 Vocabulary	Legislative Executive Judicial Congress House of Representatives Senate Supreme Court Checks and Balance Constitutional Convention Electoral college Great Compromise 3/5 Compromise James Madison Impeach Federal system Laws /bills Double jeopardy Anti-federalists Federalists Democracy Citizenship Bill of Rights Amendments Federalism Articles of Confederation Shays' Rebellion Constitution

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Government and Citizenship (1775-2012)
Key Skills	<ol style="list-style-type: none">1. Use maps and graphing data to examine regional diversity and how it was reflected by support of the Federalists and the Anti-Federalists.2. Examine primary source documents to analyze conflicting viewpoints from the Federalists and the Anti-Federalists to understand why each felt their viewpoints were in the best interest of creating the American government.3. Use various types of technology to research the three branches of government and examine how checks and balances limits power and protects citizens.4. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.5. Analyze real world scenarios and apply principles from the Bill of Rights in determining the legality of actions taken by authoritative figures.6. Prepare and present an organized essay in which students make an argument and support their opinion with concrete examples.7. Use Cornell note/PowerNote taking strategies to synthesize information and gain knowledge.

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Government and Citizenship (1775-2012)
Performance Tasks	<p><u>Tasks for Constitution and the Bill of Rights</u></p> <p>Give scenarios illustrating violations to the Bill of Rights. Students must use the Constitution and Bill of Rights to support decisions and make judgments on what rights are violated and how. After reviewing the teacher created examples students will create their own. This will culminate by asking students to prepare a position paper and have students choose one amendment from the Bill of Rights and argue why that amendment is the most important amendment in the Bill of Rights.</p> <p>Analyze primary sources from Federalists and Anti-Federalists to gain an understanding of why Federalists supported a strong central government and why Anti-Federalists feared big government. Students will then decide which group their beliefs align most closely with and will create a propaganda piece to convince others that their beliefs are best for the developing American nation.</p> <p><u>Tasks for Branches of Government</u></p> <p>Students will examine various court cases from American history and will analyze the impact that judicial decisions have had in shaping modern America. Students will break into groups of four and will research a specific case and prepare a short “People’s Court” skit in which they briefly summarize the events of the case and create dialogue regarding the case.</p> <p><u>Tasks for Political Parties</u></p> <p>Trace the progression of political parties from the 1800’s to present, showing changes in platforms, over time as well as assimilation of some parties into new parties.</p> <p>Students will create a chart that illustrates when and how each group of electorates received the right to vote. (Women, landless farmers, African- Americans, Native Americans, etc.)</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Growing Pains (1790-1850)
Time:	4 Weeks
Unit Overview	At the turn of the century America had gone from a collection of thirteen colonies owned by a European nation to a fully functioning nation with an established government. During this time two political groups fought for control of power of the American government. America would face a second war with Great Britain which would solidify our position as an emerging world power. President Thomas Jefferson would make a decision that doubled the size of the nation. Southern expansion would lead to conflict with Mexico resulting in the addition of more property in the western part of the continent. The discovery of gold would drive wealth-seeking Americans to California proclaiming Manifest Destiny as they reason for taking lands owned by other groups. As the nation seemed to rapidly expand, North Carolina did not fare so well. For the first part of the century the state lagged behind the North and even other southern states as the lack of deep water ports, transportation corridors, and the plantation systems of neighboring states limited growth opportunities. Not everything was bleak. During this time NC recognized that reforms in education, transportation, and other issues would help the state achieve greater economic success. As with any change, the nation would find that with progress comes growing pains.
Conceptual Lens	Expansion
Essential Standards and Clarifying Objectives	<p>8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.</p> <p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.H.2.1 Explain the impact of economic, political, social, and military conflicts on the development of NC and the US.</p> <p>8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of NC and the US.</p> <p>8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in NC and the US.</p> <p>8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.</p> <p>8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States.</p> <p>8.C&G. 1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).</p> <p>8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States.</p> <p>8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.</p> <p>8.C.1 Understand how different cultures influenced North Carolina and the United States.</p>
Knowledge Indicators	<p>I can evaluate arguments from primary and secondary sources to understand historical perspectives.</p> <p>I can analyze opposing viewpoints and draw conclusions to formulate opinions about historical topics.</p> <p>I can create maps and graphs to explain growth patterns of the United States during the 19</p> <p>I can evaluate the impact of domestic policy and evaluate the impact it has on the standard of living.</p> <p>I can explain how differences in leadership influence political decisions for people and nations.</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Growing Pains (1790-1850)
History	
Geography	Regions, Quality of Life, Settlement Patterns
Civics & Gov.	Foreign Policy, Domestic Policy, National Leadership
Econ. & PFL	Natural Resources
Culture	Cultural Beliefs, Values, Beliefs, Social Systems
Generalizations	<p>The quest for natural resources may lead to migration as people seek opportunities to increase their standard of living.</p> <p>Cultural differences (values, beliefs, social systems) amongst people within a nation create tensions.</p> <p>National leadership may influence foreign and domestic policy.</p>
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>The quest for natural resources may lead to migration as people seek to increase standard of living.</p> <ol style="list-style-type: none"> 1. How did the US acquire the Louisiana Territory, Texas, and western states? (F) 2. How might migration have an impact geography and cultural relations? (C) 3. At what point is too far when a society or individual seeks a higher standard of living? (P) <p>Cultural differences (values, beliefs, social systems) within a nation may create tension.</p> <ol style="list-style-type: none"> 1. What was the Trail of Tears? (F) 2. How did the desire for wealth affect cultural relations within the American society? (C) 3. Should society embrace cultural differences or require assimilation? (P) <p>Political leadership may influence foreign and domestic policy.</p> <ol style="list-style-type: none"> 1. What factors led to internal improvements in North Carolina and the USA? (F) 2. In what ways can economic results shape and influence governmental policies? (C) 3. Do political alliances stifle or advance democratic ideas? (P)

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Growing Pains (1790-1850)
Essential Questions	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> 1. What were motives for westward expansion in America? 2. How were relations between Natives and Caucasians as whites pushed westward? 3. How did political leadership impact societal and political change within America and North Carolina? 4. How did societal movements cause change and reform within the state and nation?
Critical Content	<ol style="list-style-type: none"> 1. How did the Whiskey Rebellion test the development of the nation? 2. What were some of the major accomplishments of the Washington Presidency? 3. What were the fundamental differences between Federalist opinions and Jeffersonian Republicans? 4. Why did the United States decide to buy the Louisiana Territory from France? 5. What events led to the War of 1812? 6. How did the War of 1812 affect the nation? 7. What is the story behind the writing of the Star Spangled Banner? 8. How did sectional differences within North Carolina affect the development of the state? 9. Why did the lack of improvements within NC result in a mass exodus? 10. How did the election of 1824 test the Constitution? 11. Who were the Whigs and what happened to their political party? 12. What were the motives behind Jackson's plan to relocate Native Americans? 13. What were the conditions like for Native Americans who were relocated by US soldiers? 14. What were the motives behind the annexation of Texas? 15. How did the conflict with Mexico impact the geography of the United States? 16. What was Manifest Destiny? 17. How did the California gold rush impact migration? 18. How did reform policies improve conditions within the state? 19. Why were the construction of railroads a priority for the state of NC and for the US?

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Growing Pains (1790-1850)
Tier 2 Vocabulary	individualism, pioneer, economy, reform, expansion, internal improvements, annexation, ratify, immigrate, relocate, sectionalism, sovereignty, embargo, impressment, nationalism, compromise, doctrine
Tier 3 Vocabulary	<p>1800--Thomas Jefferson Presidency</p> <p>1803--Reed's Gold Mine</p> <p>1803--LA Purchase (Lewis & Clark, Sacagawea, Napoleon, France, New Orleans,</p> <p>1804--Lewis and Clark (New Orleans, Ft. Clatsop</p> <p>Democratic Republicans v. Federalist NC Political Parties</p> <p>1812--War of 1812 James Madison, Dolley Madison, Andrew Jackson, Treaty of Ghent, Star Spangled Banner, Burning of DC, Tippicanoe, Tecumsuh, Non-Intercourse Act, trade restrictions, impressment English support of N. Americans End of the Federalists, naval war, embargo, War Hawks</p> <p>1800--Industry Begins in North (Mill Life, Factories, Interchangeable Parts, Mass Production, Technology, RR, Immigration)</p> <p>1800--Great Revival</p> <p>1800-- Early NC agrarian v. industrial East v. West New NC Counties, census (people leave NC) Suffrage, cash, crops</p> <p>1815--Murphey Plan(Archibald Murphey, Internal Improvements, transportation, plank roads, education, illiteracy, Moorehead</p> <p>1835--NC Railroad (Wilmington to Weldon)</p> <p>1835--Constitution Reform in NC</p> <p>1820--Missouri Compromise</p> <p>1823--The Monroe Doctrine (James Monroe, foreign policy)</p> <p>1824--Election (Adams vs. Jackson) (Jacksonian Era, Old Hickory, cabinet, Democratic Party, Whig Party) 1830-- Indian Removal Act of 1830 (Trail of Tears, Andrew Jackson, John Marshall, Supreme Court), Cherokee and Creek, Treaties and Reservations</p> <p>1830--Manifest Destiny</p> <p>1836--Texas Revolution (Alamo, D. Crockett, S. Houston, Jim Bowie, San Jacinto)</p> <p>1846--Mexican American War(Gadsen Purchase, Treaty of Guadalupe Hidalgo, Manifest Destiny)</p> <p>1846--Oregon Treaty</p> <p>1849--California Gold Rush (Donner Party, 49er's, prospectors)</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Growing Pains (1790-1850)
Key Skills	<ol style="list-style-type: none">1. Use maps and graphing data to examine regional diversity and how it was reflected by support of the Federalists and the Anti-Federalists, to show battles of the War of 1812, and to show expansion of the US.2. Examine primary source documents to analyze conflicting viewpoints from the Federalists and the Anti-Federalists to understand why each felt their viewpoints were in the best interest of creating the American government.3. Use maps to route pathways take by explorers and settlers during the 1800s.4. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.5. Analyze real world scenarios and apply principles from the Bill of Rights in determining the legality of actions taken by authoritative figures.6. Use Cornell note/PowerNote taking strategies to synthesize information and gain knowledge.

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Growing Pains (1790-1850)
Performance Tasks	<p><u>Tasks for Trail of Tears</u></p> <p>Construct a map that traces the route of the Trail of Tears and explain how geography may have been a factor in the decision to take that route.</p> <p>Plan a debate in which you consider the following viewpoints on Native American relocation: Jackson Marshall, southern farmer, Native American. Be sure that your argument contains specific examples of how relocation will positively or negatively affect each individual involved. What motives may this person have for relocation? What would be this person's main points in arguing against relocation?</p> <p><u>Tasks for Westward Expansion (LA, TX, OR, Manifest Destiny)</u></p> <p>Construct a map that traces the LA Purchase, TX annexation, and westward expansion. Analyze the impact that natural resources may have played in determining where settlement occurred.</p> <p>Assume the role of one of the following people and plan a westward migration trip: miner going to California, farmer going to the Oregon Country, fur trapper going to the Rockies, Include in your plan a map that details the route you will take, the location of your settlement, how you will make a living, and how you get necessary supplies. You must also create a five-entry diary (each entry must have three sentences) in which you tell of sights and experiences that you face on your journey. You will use the website http://www.teacherlink.org/content/social/instructional/pioneer/assign.html to find information about what your character faced.</p> <p><u>Task for Reformers</u></p> <p>Create poster that details the life of an American reformer from the early 1800s. The person may be a political figure who led the nation or state, a person who led a societal change (Dorthea Dix), or a group of people (Shakers) who led a movement.</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Nation in Crisis (1850-1865)
Time:	5 Weeks
Unit Overview	The United States of America grew rapidly after the Louisiana Purchase, the annexation of Texas, Mexican Cession, and the California Gold Rush. As the nation gained new territory an old problem dating back to the time of the Constitution resurfaced and threatened to destroy the nation. Slavery had been called a peculiar institution and had been debated during the Constitutional Convention. Southerners directly benefited from forced labor on their plantations and farms. Northerners protested against the cruelty associated with slavery but profited indirectly as they bought Southern cotton to use in their Northern factories to make textiles. People forced into slavery began to protest and rebel against their captors. Fearing the loss of their livelihood, Southerners sought stronger punishments and harsher laws to protect their property. As tensions between Northerners and Southerners escalated acts of violence occurred. Unable to reach a decision, the Southern states decided that leaving the Union was the best course of action. Following the struggle of the Civil War, politicians were left with the daunting task of rebuilding a nation while addressing how to help those who had formerly been held as slaves. This period would truly test the endurance of America as we became a nation in crisis.
Conceptual Lens	Turmoil
Essential Standards and Clarifying Objectives	<p>8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.</p> <p>8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives.</p> <p>8.H.2.1 Explain the impact of economic, political, social, and military conflicts on the development of NC and the US.</p> <p>8.H.2.2 Summarize how leadership and citizen actions influenced the outcome of key conflicts in NC and the US.</p> <p>8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of NC and the US.</p> <p>8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in NC and the US.</p> <p>8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the US.</p> <p>8.C&G. 1.1 Summarize democratic ideals expressed in local, state, and national government.</p> <p>8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States.</p> <p>8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.</p> <p>8.C.1 Understand how different cultures influenced North Carolina and the United States. 8.G.1.1, 8.G.1.2, 8.G.1.3, 8.C.1.1, 8.C.1.2, 8.C.1.3</p> <p>8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline.</p>
Knowledge Indicators	<p>I can construct and analyze charts, graphs, and graphics to explain factors of the Civil War.</p> <p>I can analyze opposing viewpoints and draw conclusions to formulate opinions about historical topics.</p> <p>I can understand how opposing viewpoints create discussion and result in compromise and change.</p> <p>I can understand how geography and leadership influenced the outcome of key conflicts.</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Nation in Crisis (1850-1865)
History	Leadership, Cooperation, Conflict, Change
Geography	Regions, Quality of Life, Settlement Patterns
Civics & Gov.	Freedom, Democratic Ideals, Social Injustice
Econ. & PFL	Conflict, Trade, Needs and Wants
Culture	Cultural Beliefs, Values and Beliefs, Society
Generalizations	<ol style="list-style-type: none"> 1. Economic factors may promote labor systems in which workers are taken advantage of for personal gain. 2. People may use revolution as a means to change instances of mistreatment and social injustice. 3. War can be a useful tool in achieving political and social change.
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <ol style="list-style-type: none"> 1. Economic factors may promote labor systems in which workers are exploited for personal gain. <ol style="list-style-type: none"> 1. How did the agrarian society of the South promote slavery? (F) 2. How did economic and labor conditions create cultural identities in US regions? (C) 3. Can the economic benefits of slavery be used to justify its existence? (P) 2. People may use revolution as a means to change instances of mistreatment and social injustice. <ol style="list-style-type: none"> 1. What was the significance of the raids of John Brown and Nat Turner? (F) 2. How might conflict advance social equality? (C) 3. Can the use of violence to achieve change ever justified? (P) 3. War can be a useful tool in achieving political and social change. <ol style="list-style-type: none"> 1. What were the political outcomes of the Civil War? (F) 2. In what ways did the Civil War have an impact on Southern culture and economy? (C) 3. Are human casualties and economic turmoil worth the benefits of waging war? (P)

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Nation in Crisis (1850-1865)
Essential Questions	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> 1. What were the circumstances and conditions for slavery in the United States? 2. How did slaves and abolitionists use the Underground Railroad and revolution to fight slavery? 3. What were the circumstances which led to the Civil War? 4. What were some of the major conflicts and battle plans during the Civil War? 5. How did differences in Reconstruction plans create tension and conflict?
Critical Content	<ol style="list-style-type: none"> 1. What were the geographic differences between the North and the South? 2. What were the factors that contributed to the use of slaves in the South? 3. How were slaves acquired and what did their daily lives look like? 4. What were some of the major conflicts tied to slavery that occurred in the US? 5. Why did slaves and abolitionists rebel and how successful were their efforts? 6. How did slave states in the South use politics to protect slavery? 7. What were the factors that led to Southern secession? 8. Which states belonged to the CSA and which states belonged to the USA? 9. What were the advantages of the CSA and the USA at the outbreak of the Civil War? 10. How did military strategy and leadership influence the outcome of the war? 11. What were the major battles of the Civil War and where were they fought? 12. How did economic and populations factors contribute to the Southern loss of the war? 13. Why did Lincoln issue the Emancipation Proclamation? 14. What were the differences in the plans for Reconstruction? 15. How did the assassination of Abraham Lincoln create conflict in politics? 16. Why was Andrew Johnson impeached? 17. What were the requirements for former CSA states to be readmitted into the union? 18. What were some of the changes that NC made to the state Constitution during this period? 19. What do the 13, 14, and 15 amendments to the US Constitution state? 20. How did the allowance of rights for African Americans create tensions with Southerners? 21. What were Jim Crow laws and Black Codes and how did they suppress African Americans? 22. What effects did racism and mistreatment have on migratory patterns of former slaves? 23. What were carpetbaggers and scalawags?

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Nation in Crisis (1850-1865)
Tier 2 Vocabulary	Plantation Life, Overseer, Master, Slave, Middle Passage, Resistance, Freed Slaves, Ag. Advancements (cotton gin, etc.), Slave Codes, discrimination, abolish, enslaved, secede, arsenal, referendum, revolt, casualty, driver, overseer, impeach, emancipate, discriminate, diversity, compromise, racism
Tier 3 Vocabulary	<p>1820--Missouri Compromise 1831--Nat Turner 1843--Frederick Douglas 1844--William Lloyd Garrison 1850--Fugitive Slave Act 1851--Sojourner Truth 1852--Uncle Tom's Cabin, Harriet Beecher Stowe 1854--Harriet Tubman, Underground Railroad 1859--John Brown, Harper's Ferry 1850--Fugitive Slave Act Nullification Crisis 1861-1865 Civil War Advantages & Disadvantages of USA/CSA Union and Leaders, Abraham Lincoln, Grant, Sherman Confederacy and Leaders Robert E. Lee, Jefferson Davis, Stonewall Jackson Emancipation Proclamation, 13th Amendment Strategies--Anaconda Plan Major Battles--Gettysburg, Chancellorsville, Sumter, Manassas, Antietam, Gettysburg, Vicksburg, Shiloh, Appomatox, Bentonville, Ft. Fisher Life on the Homefront, Lifeline of Confederacy, Burning of the South African American soldiers, Reconstruction Plans 1863--Lincoln's Gettysburg Address 1865--Johnson vs. Radical Republicans (Military Control, suffrage, Civil Rights for Former Slaves, 14 KKK (rise and actions) 1868--NC Constitution Ratified 1870--Kirk-Holden War, John Stephens</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Nation in Crisis (1850-1865)
Key Skills	<ol style="list-style-type: none">1. Use maps and graphing data to examine regional diversity and how it was it was a major factor in slavery and a driving force in causing the Civil War.2. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.3. Use various types of technology to research major conflicts of the Civil War and design a powerpoint presentation to present key details and facts to classmates.4. Engage in debate to understand the rationale for the secession of the southern states.5. Analyze real the Gettysburg Address using the close reading technique in order to understand the importance and the relevance of the document in the context of history and the value today.6. Use Cornell note/PowerNote taking strategies to synthesize information and gain knowledge.

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Nation in Crisis (1850-1865)
Performance Tasks	<p><u>Tasks for the American Civil War</u></p> <p>Create a chart explaining advantages and disadvantages of the South and the North (before secession) and justify the South's decision to secede. Items you should include: states rights debate, economic differences, social differences, geographic differences, and any other rationale which would support Southern secession.</p> <p>Design a powerpoint which focuses on one major battle of the Civil War. Students will present the relevant dates of the battle, important commanders from both sides, a brief summation of the events in the battle, and how the battle influenced future battles or events regarding the war.</p> <p>Use a map to locate Confederate, Union, and border states and explain how industry influenced the outcome of the war.</p> <p><u>Tasks for Reconstruction</u></p> <p>Analyze the two plans for Reconstruction and predict how the outcome of the nation would have been different if the Lincoln Johnson plan had been followed.</p> <p>Design a Reconstruction plan in which both sides of the US (North and South) have their political, social, and economic needs addressed. Remember to examine both perspectives and supply a rationale to justify decisions that you make.</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Expanding a Nation (1870-1900)
Time:	8 Weeks
Unit Overview	<p>Following the Civil War, America worked to rebuild itself. Though agriculture continued, the South began to expand economically by building textile mills to process and manufacture their own cotton and tobacco products to become less dependent on Northern industry and reap their own financial benefits. The North continued to process textiles but also began to expand into areas of business including steel, railroad construction, and oil processing. The western portion of the United States was still under development but thousands flocked West in search of their own prosperity through mining, herding, and farming. As people left farms to take on jobs in these industries, the landscape of the US began to change. People began to move to towns and cities, and mill villages sprang up. Cities grew into major metropolitan areas creating a variety of businesses which offered many goods and public services. Relations with the Native Americans continued to deteriorate as many resisted assimilation and struggled to retain lands that had been promised in previous treaties. During this period of economic and financial growth many people became rich--sometimes at the expense of other people. These triumphs and setbacks would be a part of the American process of expanding a nation.</p>
Conceptual Lens	Revolution
Essential Standards and Clarifying Objectives	<p>8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of NC and the US.</p> <p>8.H.3.2 Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).</p> <p>8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in NC and the US.</p> <p>8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the US.</p> <p>8.G.1.1 Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas.....</p> <p>8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States.</p> <p>8.G.1.3 Explain how human and environmental interaction affected quality of life and settlement patterns in NC and the US.</p> <p>8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments.</p> <p>8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.</p> <p>8.C.1 Understand how different cultures influenced North Carolina and the United States.</p> <p>8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic sectors such as American Indians, African Americans, and European immigrants).</p> <p>8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline.</p>
Knowledge Indicators	<p>I can read historical documents and summarize key points to demonstrate comprehension.</p> <p>I can analyze how advances in technology created opportunities for growth and change.</p> <p>I can understand how location and place create economic opportunities and challenges.</p> <p>I can explain how conflict and cooperation caused the US to prosper economically.</p> <p>I can explain how economic opportunity influenced growth patterns and migration.</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Expanding a Nation (1870-1900)
History	Conflict, National Identity
Geography	Boundary, Globalization
Civics & Gov.	National Identity, Governmental Systems
Econ. & PFL	Scarcity, Resources, Markets
Culture	Society, Values & Beliefs, Quality of Life
Generalizations	The desire for growth may create economic opportunities and promote movement . Science and technology impact civilization growth by altering economic systems . Revolution may lead to changes in quality of life .
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>The desire for growth may create economic opportunities and promote movement.</p> <ol style="list-style-type: none"> 1. How did the railroads encourage growth in the American west? (F) 2. How do the allocation of natural resources influence settlement patterns? (C) 3. Should government intervene in moving people to where there is an abundance of resources? (P) <p>Science and technology may impact civilization growth by altering economic systems.</p> <ol style="list-style-type: none"> 1. How did the economy of cities and towns change during the Industrial era? (F) 2. How did capitalism promote opportunities for businesses to take advantage of workers? (C) 3. Should government be allowed to intervene in private business matters? (P) <p>Revolution may lead to changes in quality of life.</p> <ol style="list-style-type: none"> 1. How did society change during the Industrial Revolution? (F) 2. How did capitalism cause the standard of living to improve for some and fall for others? (C) 3. Is the loss of human life worth the changes in life that people experience due to revolution?

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Expanding a Nation (1870-1900)
Essential Questions	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> 1. What factors led to growth (geographically and economically) in the United States? 2. How did innovation and growth create problems with Native Americans in the West? 3. How did technology increase the standard of living and create economic prosperity? 4. How did tensions between different groups of people create conflict and civic action?
Critical Content	<ol style="list-style-type: none"> 1. How did the discovery of natural resources in the western US influence settlement patterns? 2. How did the Transcontinental Railroad affect settlement in the western United States? 3. What immigrant groups were responsible for helping to complete the railroads of the western US? 4. What were the affects of Caucasian settlement in the western US on Native populations? 5. How did Native Americans interact with the US government during this period? 6. What labor systems drove the southern economy after the collapse of slavery? 7. How did natural resources affect the creation of towns and cities in the south? 8. What were mill villages and why were local economies often driven by mills? 9. How did industrialization lead to urbanization? 10. What were some of the positive and negative aspects of city living in the late 1800s? 11. Why did immigration increase in the period following the Civil War? 12. How were immigrants treated during the late 1800s? 13. What were some of the industries which arose during this period in the northern United States? 14. In what ways were workers exploited in the late 1800's? 15. What were some of the effects of labor reforms and what was the impact on workers and businesses? 16. How did various social reforms arise and what were progress was made? 17. Who were robber barons and what were their accomplishments in American business? 18. In what ways did the government step in to ensure fair and safe business practices? 19. What was the affect of the Spanish American War and how did it increase the size of the US? 20. What were the Wilmington Race riots and how did they shift population demographics in Wilmington? 21. What significant impact did Plessy v. Ferguson have on the South and the United States?

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Expanding a Nation (1870-1900)
Tier 2 Vocabulary	imperialism, steel industry, muckraker, tycoon, segregation, assimilation, immigrant
Tier 3 Vocabulary	<p>Sitting Bull General Custer Geronimo Crazy Horse Little Big Horn Nez Perce Wounded Knee Massacre mill village Transcontinental Railroad Promontory Point golden spike Ellis Island Andrew Carnagie JD Rockerfeller robber baron Upton Sinclair The Jungle Thomas Edison Alexander Graham Bell coup de tat</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Expanding a Nation (1870-1900)
Key Skills	<ol style="list-style-type: none">1. Use maps and graphing data to draw conclusions about the causes and effects of political and military actions of the US and European nations between the 14th and 17th centuries.2. Use various types of technology to research and present historical information orally, virtually and in on paper.3. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.4. Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.5. Interpret data presented in time lines in order to identify patterns of historical change and continuity.6. Prepare and present an organized debate, persuasive argument, case brief, justification statement, historical abstract or critical analysis.7. Use Cornell note taking strategies to synthesize information and gain knowledge.

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Expanding a Nation (1870-1900)
Performance Tasks	<p><u>Invention Essay</u></p> <p>Put students into small groups and give them a list of inventions that were created during this period. Have students debate with each other importance of the inventions and to generate a list ranking the top five inventions with a brief explanation of their ranking. After sharing the rankings have students to individually write an account of an invention (1876-1898) from the prospective of someone who has used it for the first time. Student should explain the significance of the invention and the impact it will have on lives of Americans.</p> <p><u>Reading of The Jungle</u></p> <p>Students will read an excerpt from The Jungle and then write a response paper from the aspect of a slaughterhouse worker. Students will describe working conditions, rights of workers, and how they feel about their jobs.</p> <p><u>Immigration Activity</u></p> <p>Students will better understand challenges immigrants face in trying to assimilate to a new country by filling out a job application in French.</p> <p><u>Two Voice Poem</u></p> <p>Read passages from the texts describing working conditions for factory workers during the 1800s. After reading this, dig deeper by using the LearnNC website and read some of the primary sources describing working conditions in the factories during this era. Also use primary source photographs to give students an idea of what was happening in these industries. After examining these resources, pair students together and have them write a two voice poem with one perspective being that of a worker and the other being the owner or manager of the factory. Students should reference key details such as hours worked, unsafe conditions, limited pay, and fear of being replaced by cheaper labor.</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Becoming a World Power (1900-1945)
Time:	5 Weeks
Unit Overview	At the conclusion of the 19th century, America had expanded both geographically and economically. New territory had been gained in the Spanish American War. During this period the nation emerged as a world power and assumed a role as a policeman for the world. This newfound power led strengthened created stronger alliances with some nations while creating tensions with others propelling the US into not one but two World Wars. Technology continued to advance in transportation and soon railways would give way to automobiles and airplanes as primary sources of transportation. During this time societal changes in the US occurred as a result of voting rights, cultural shifts, advances in technology, and the rise of the automobile. Women demanded rights and joined men in the workplace in large numbers as a result of world conflicts.
Conceptual Lens	Imperialism
Essential Standards and Clarifying Objectives	<p>8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.</p> <p>8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.H.1.5 Analyze the relationship between historical context and decision-making.</p> <p>8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of NC and the US.</p> <p>8.H.3.2 Explain how changes brought about by technology and other innovations affected individuals and groups in NC and the US.</p> <p>8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the US.</p> <p>8.G.1.1 Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas.....</p> <p>8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States.</p> <p>8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government.</p> <p>8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States.</p> <p>8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments.</p> <p>8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States.</p> <p>8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights, education, housing and employment).</p> <p>8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.</p> <p>8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States .</p> <p>8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline.</p> <p>8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).</p>
Knowledge Indicators	<p>I can explain how active citizen campaigns resulted in change (voting, war efforts, Prohibition, Depression).</p> <p>I can analyze how standard of living is impacted by periods of economic growth and decline.</p> <p>I can evaluate the positive and negative impacts that technology and innovation have on society.</p> <p>I can explain how conflict and cooperation caused the US to prosper economically.</p> <p>I can explain how changes in political leadership can may result in increased government services.</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Becoming a World Power (1900-1945)
History	Conflict, National Identity
Geography	Boundary, Globalization
Civics & Gov.	National Identity, Governmental Systems
Econ. & PFL	Scarcity, Resources, Markets
Culture	Society, Values & Beliefs, Quality of Life
Generalizations	<p>Quality of life may be impacted by scarcity, resources, and markets. A society's values and beliefs may shape national identity. Conflicts may create alliances which change global relationships, governmental systems, geographical boundaries, and civil rights.</p>
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Quality of life may be impacted by scarcity, resources, and markets.</p> <ol style="list-style-type: none"> 1. What were some of the problems that created the Great Depression? (F) 2. How did the Great Depression impact America? (C) 3. At what point should a government intervene in business to prevent economic collapse? (P) <p>A society's values and beliefs may shape national identity.</p> <ol style="list-style-type: none"> 1. How was the concept of democracy used a motivation for war? (F) 2. How were citizen's rights impacted by societal change between 1915-1930? (C) 3. At what point should the rights of minorities be reflected by societal change? (P) <p>Conflicts may create alliances which change global relationships, government systems, political boundaries, and civil rights.</p> <ol style="list-style-type: none"> 1. What were some of the problems that led up to US involvement in both World Wars? (F) 2. How did the outcomes of both wars affect the US and the rest of the world? (C) 3. Was the US justified to use the atomic bomb as a means of ending World War II? (P)

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Becoming a World Power (1900-1945)
Essential Questions	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> 1. What factors that led to the US into world conflicts (including economic, cultural, and imperialism)? 2. What political and cultural changes occurred for women, African Americans, and Native Americans? 3. How did the innovation and technology change America during the early twentieth century? 4. What factors that led to the start and end of the Great Depression?
Critical Content	<ol style="list-style-type: none"> 1. How did society change due to advances in technology? 2. How did innovation allow Henry Ford to prosper? 3. How did the development of the automobile influence migration and affect transportation? 4. Who were the Wright Brothers and what was their contribution to transportation? 5. What was the policy of isolationism and was it successful? 6. How did policing the world propel the US into multiple conflicts? 7. How did society change following World War I? 8. What were some of the concerns of women and what were the results of their lobbying efforts? 9. When did Native Americans receive the right to vote? 10. What were the circumstances which led to Prohibition? 11. How did Prohibition lead to conflict amongst Americans and contribute to the rise of the mob? 12. How did NASCAR evolve from prohibition? 13. What was the Great Migration and what were the experiences of African Americans who moved? 14. How did the Jazz Age have an impact on literature, music, and the American culture? 15. How did consumerism impact the standard of living in the United States during the Roaring Twenties? 16. What factors led to the Stock Market Crash of 1929? 17. How did a combination of factors result in the Great Depression? 18. What was the Dust Bowl and how did it effect the national economy? 19. What were the differences in the courses of action by President's Hoover and FDR? 20. What were the New Deal programs and how did they alleviate the Great Depression? 21. What factors influenced the decision of the US to enter World War II? 22. How did propaganda play a role in American life during World War II? 23. How did World War II create new opportunities for women while men were fighting overseas? 24. Who were the major alliances during World War II and where were the major battles fought? 25. What factors led to the US decision to drop the atomic bomb in Japan to end WWII? 26. How did tensions amongst the allies set the stage for the Cold War?

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Becoming a World Power (1900-1945)
Tier 2 Vocabulary	conflict, welfare, propaganda, poverty, unemployment, alliance, ally, boom, crisis, amendment
Tier 3 Vocabulary	<p>Henry Ford, Wright Brothers, Germany, League of Nations, Woodrow Wilson, Lusitania, Zimmerman Telegram, Trench warfare, Central Powers, Allied Powers</p> <p>Prohibition, Al Capone, Speak Easies, Radio, Flappers, Jazz Age, Harlem Renaissance</p> <p>Prohibition, Women's Suffrage</p> <p>Hoovervilles, shantytowns, Stock Market Crash, Dust Bowl</p> <p>SS Act, Tennessee Valley Authority, F.D.R.</p> <p>Holocaust, Pacific & European theaters, Communism, Fascism, Socialism, Hitler, Churchill, Stalin, Mussolini, FDR</p> <p>Allied, Axis Powers, Concentration Camps, death camps, interment camps</p> <p>Truman, Nuclear Weapons, genocide, Hiroshima, Nagasaki, Tuskegee Airmen</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Becoming a World Power (1900-1945)
Key Skills	<ol style="list-style-type: none">1. Use maps and graphing data to draw conclusions about the causes and effects of political and military actions of the US and European nations between the 14th and 17th centuries.2. Use various types of technology to research and present historical information orally, virtually and in on paper.3. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.4. Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.5. Interpret data presented in time lines in order to identify patterns of historical change and continuity.6. Prepare and present an organized debate, persuasive argument, case brief, justification statement, historical abstract or critical analysis.7. Use Cornell note taking strategies to synthesize information and gain knowledge.

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	Becoming a World Power (1900-1945)
Performance Tasks	<p><u>1900s Technology Advancements</u></p> <p>Create a cause and affect chart using important advances made during the period including the automobile, washing machines, the airplane, etc. Identify the change that you think has had the biggest impact on modern America and defend your position.</p> <p><u>1920s Skit</u></p> <p>In groups produce a skit that reflects the lifestyles of the 1920s i.e., flapper, mobster, prohibitionist, suffragette, African Americans, etc. Be sure that your skit includes key terms from the period and that it conveys to the audience the details surrounding the events or people and why they were/are relevant to American history.</p> <p><u>Great Depression</u></p> <p>FDR created a series of alphabet programs designed to lessen the burden created by the Great Depression. Some of the programs included Social Security, the TVA, the CCC, the FDIC, etc. With a group research one of these programs and create a skit which shows why the programs are needed, what the program does, and who the program helps.</p> <p><u>WWII</u></p> <p>After defeating the Germans, the US focused attention on Japan. President Truman was given the task of deciding whether to continue a land campaign or to use new technology to force the Japanese into defeat faster. In doing so, thousands of lives were ended and millions of dollars worth of land and property were destroyed. Assume the role of President Truman and prepare a radio address to the American public justifying your reasons for using the atomic bomb.</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Global Society (1945-Present)
Time:	4 Weeks
Unit Overview	<p>Following World War II, Europe lay in ruins and Japan had been destroyed. This gave the US and the USSR the opportunity to emerge as dominating superpowers with a direct role in world affairs. Because of differences between economic systems, political systems, and social policies the USSR and the USA became enemies and engaged in a period known as the Cold War. The US aligned itself with NATO including the majority of Western European countries and the USSR aligned itself with Eastern European countries to form the Warsaw Pact. Advances continued to be made in consumer goods and in technology which allowed many Americans the opportunity to own appliances and technology that made their lives simpler. Advances in technology also promoted global expansion and increased US interest in foreign nations. As this happened the US found itself engaged in major conflicts that were questioned by those at home. Minority groups began to find their own voices in society and fought for rights and equality. During this time the US also experienced its first major terrorists attacks which had an affect on laws and American privacy. As technology and industry shifted the United States was forced to embrace the emergence of new trading partners as it continued to hold it's dominance in a global society.</p>
Conceptual Lens	Globalization
Essential Standards and Clarifying Objectives	<p>8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues. 8.H.1.3 Use primary and secondary sources to interpret various historical perspectives. 8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of NC and the US. 8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the US. 8.G.1.3 8.G.1.3 Explain how human and environmental interaction affected quality of life and settlement patterns in NC and the US. 8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government. 8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States. 8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments. 8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States. 8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights, education, housing and employment). 8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history. 8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States . 8.E.1.2 Use economic indicators o evaluate the growth and stability of the economy of North Carolina and the United States. 8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).</p>
Knowledge Indicators	<p>I can explain how active citizen campaigns resulted in change (Civil Rights movement, Hispanic Rights, ERA, etc.). I can explain how financial decisions influence quality of life positively and negatively. I can analyze the motives for US involvement in overseas conflicts and the effects of those conflicts on the United States. I can analyze Supreme Court decisions and the impact that those decisions have on rights and freedoms. I can explain how changes in political leadership affect foreign and domestic policy.</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Global Society 1945-Present
History	Conflict, National Identity
Geography	Boundary, Globalization
Civics & Gov.	National Identity, Governmental Systems
Econ. & PFL	Scarcity, Resources, Markets
Culture	Society, Values & Beliefs, Quality of Life
Generalizations	Differences in governmental and political systems may affect domestic and foreign policies . Values and beliefs regarding ethnicity and diversity may change individual rights and society . Alliances may lead to conflict affecting human rights and world relations .
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Differences in governmental and political systems may affect domestic and foreign policies.</p> <ol style="list-style-type: none"> 1. Why did the US use war with some nations and diplomacy with others? (F) 2. How does leadership affect the freedom? (C) 3. Should a government intervene in business and to try to “fix” business issues? (P) <p>Values and beliefs regarding ethnicity and diversity may change individual rights and society.</p> <ol style="list-style-type: none"> 1. What were the factors leading to the end of segregation? (F) 2. How do changes in individual rights impact a society’s identity? (C) 3. At what point should the rights of minorities be reflected by societal change? (P) <p>Alliances may lead to conflict affecting human rights and world relations.</p> <ol style="list-style-type: none"> 1. What were the motives for US involvement in Korea, Vietnam, Iraq, and Afghanistan? (F) 2. How did the outcomes of both wars affect the US and the rest of the world? (C) 3. Is the US ever justified in fighting wars when it is not directly attacked? (P)

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Global Society (1945-Present)
Essential Questions	<p><i>Students will know:</i></p> <ol style="list-style-type: none">1. What factors created a global economy and what are the benefits and drawbacks associated with globalism?2. What factors led to changes in rights amongst minority groups?3. What factors led to the start of various conflicts including Korea, Vietnam, the Gulf War, the Iraq war, and the war in Afghanistan?

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Global Society (1945-Present)
Critical Content	<ol style="list-style-type: none"> 1. How did the end of WWII create a new “war” between the USSR and the USA? 2. What were some of the key events that occurred during the Cold War? 3. How did McCarthyism affect American society and American businesses? 4. What were the key factors which led to US involvement in the Korean War? 5. What were the outcomes of the Korean War? 6. Why did the US experience a post war boom in the economy? 7. How did consumerism continue to affect the lives of Americans? 8. What were the origins of the Civil Rights movement and who were some of the key figures? 9. How did Jim Crow laws oppress African Americans in the South? 10. In what ways did African Americans use protests to address social injustices? 11. How did the Greensboro sit in fit within the scope of the Civil Rights Movement? 12. What were some of the political, scientific, and social accomplishments of the 1960s? 13. How did the other groups (Natives, women, Hispanics) fight for rights during the 1960s? 14. Why did the counter-culture movement arise during this period and what were its goals? 15. What were the accomplishments of Kennedy and Johnson’s “Great Society”? 16. How did the US become involved in the Vietnam conflict? 17. What were the circumstances surrounding the Watergate scandal of the 1970s? 18. What factors led to the oil crisis of the 1970s? 19. What were Reaganomics and how did they impact the US in the 1980s? 20. Why did the US choose to become involved in military conflicts with Iraq? 21. How did the events of September 11, 2001 affect political and social rights? 22. What were some of the key events that led to the worldwide recession in 2008? 23. What were the motives for US involvement in bailing out the auto and banking industries? 24. What are the positive and negative implications of the Universal Health Care Act (aka Obamacare)? 25. How has technology and social media changed politics and citizen campaigns? 26. What are some of the major political and human rights issues affecting society today?

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Global Society (1945-Present)
Tier 2 Vocabulary	conflict, welfare, propaganda, poverty, unemployment, alliance, ally, boom, crisis, amendment
Tier 3 Vocabulary	<p>1945--Cold War Iron Curtain, Arms Race, Nuclear Holocaust Castro, Red Scare, McCarthy, Cuban Missile Crisis, Yalta & Potsdam</p> <p>1957--Space Race Sputnik, Apollo, Neil Armstrong,</p> <p>Consumerism Separate But Equal Discrimination, Civil Rights, MLK, Malcolm X, Rosa Parks, GSO 5, boycott, demonstration, sit-ins, segregation, desegregation, busing, Little Rock 9, Black Panthers, poverty, Jackie Robinson</p> <p>1954--Brown v. Board of Education 1955--Montgomery Bus Boycott 1958--Lumbee v. KKK in Maxton, KKK and White Supremacy 1963--March on Washington John F. Kennedy, LBJ</p> <p>1972--Women's Lib, ERA, 1963-1970--Vietnam War Ho Chi Minh, Domino Theory, Socialism, JFK, L. Johnson, Nixon, NC military bases, draft, LBJ</p> <p>1972--Watergate (Richard Nixon, Gerald Ford, Impeach) 1973--Gas Crisis Oil Embargo, OPEC, 1979--GSO Massacre (Klan v. Black)</p> <p>RTP 1980--Ronald Reagan, Conservative Republicans, Jesse Helms, Jim Hunt, AIDS, Gorbachev 1990--Persian Gulf War, Middle East, Desert Shield, Storm, NAFTA (Clinton) Industry Overseas Growth and decline in the Piedmont (textiles, banking, furniture, etc) Tech Boom</p> <p>2000--9/11, Terrorism, Afghan, WMD, Hussein, Middle East, Immigration in NC, Globalization, Bush, Obama</p> <p>2008 - Global recession 2013 - Contemporary America</p>

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Global Society (1945-Present)
Key Skills	<ol style="list-style-type: none">1. Use maps and graphing data to draw conclusions about the causes and effects of political and military actions of the US and foreign nations during the 202. Use various types of books and technology to research and present historical information orally, virtually, and on paper.3. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.4. Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.5. Interpret data presented in time lines to identify patterns of historical change and continuity.6. Prepare and present an organized debate, persuasive argument, case brief, justification statement, historical abstract or critical analysis.7. Use Cornell note taking strategies to synthesize information and gain knowledge.

Randolph County Schools 8th Grade Social Studies Unit Planning

Randolph County Schools 8th Grade Social Studies Unit Planning

Unit Title	A Global Society (1945-Present)
Performance Tasks	<p>Task for Cold War</p> <p>During the Cold War, propaganda was created at an alarming rate to instill fear and promote nationalism. Evaluate pieces of propaganda to look for the underlying messages that are being conveyed. After examining the pieces of propaganda, create your own propaganda poster which conveys themes similar to those that were present in the pieces you examined.</p> <p>Task for Civil Rights</p> <p>MLK and Malcolm X were two prominent African American civil rights leaders from the 1950s and 1960s. Though there were similarities, their approaches were very different. Read the two excerpts from speeches and create a Venn diagram that shows commonalities and differences between the two viewpoints. Upon completing the Venn diagram examine the two sides to determine with which philosophy you most agree today. If you were an African American during the 1950s-1960s would your viewpoint be the same? Write a paragraph explaining your position.</p> <p>Court Cases Revisited</p> <p>During the second half of the twentieth century the Supreme Court made several decisions that continue to be felt in our society today. Miranda v. Arizona, Roe v. Wade, etc. continue to be foundations for many of the laws that we have in our society. Choose one of the cases and explain why the decision that was reached in the case continues to be important today. Construct a chart that shows the positive aspects of the decision as well as the negative aspects of the decision. We will discuss this in a Socratic seminar discussion.</p> <p>Modern Society</p> <p>Students will fold a piece of standard notebook paper in half. Choose an issue facing modern America today (immigration, legalizing marijuana, gay marriage, national healthcare, abortion, welfare) and write a position paper arguing your support for or against the issue on the top portion. On the bottom portion students will write an opposing point of view for the same issue to show their understanding of complex issues.</p>