

**NORTH CAROLINA: PEOPLE, PLACES, AND PROGRESS  
LESSON PLAN**

**Chapter 7: The Antebellum Era  
Section 1: The State That Moved Like a Turtle**

**Essential Standards: Eighth Grade Social Studies**

**8.H.2 Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.**

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 North Carolina and the United States.

8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.

**8.C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.**

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).

**MATERIALS and TECHNOLOGY:**

\_\_\_ Student Textbook, pages 228-231 (Introduction) and 232-237

\_\_\_ Teacher Wraparound Edition, pages T228-T231 (Introduction) and T232-T237

\_\_\_ Student Activity Workbook, pages 42 (Key Terms) and 43

\_\_\_ Correlation to State Standards (see Teacher Tool Kit)

**Teacher Tech Website**

- \_\_\_ Assessment (Chapter Test)
- \_\_\_ Celebrating African American History
- \_\_\_ Document-Based Learning
- \_\_\_ Focused Reading, 7.1
- \_\_\_ Graphic Organizers
- \_\_\_ Hyperlinks (List those that you use.)

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- \_\_\_ Internet Activity
  - \_\_\_ Lesson Plans, 7.1
  - \_\_\_ Maps
  - \_\_\_ PowerPoint Presentation
  - \_\_\_ PowerPoint Quick Notes
  - \_\_\_ Puzzles
  - \_\_\_ Rubrics
  - \_\_\_ Scavenger Hunt

**MATERIALS and TECHNOLOGY, Continued:**

- \_\_\_ Smart Reading
- \_\_\_ Strategy 15: Interpreting a Political Cartoon, pages 69-73
- \_\_\_ U.S. History Test Prep
- \_\_\_ Visual Aids (List those you might use.)
- \_\_\_ 33: Analyzing Political Cartoons
- \_\_\_ 34: Examining a Political Cartoon

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- \_\_\_ Wrap-Up Game

**[www.mystatehistory.com](http://www.mystatehistory.com)**

- \_\_\_ Online Textbook
- \_\_\_ Focused Reading
- \_\_\_ Quick Notes
- \_\_\_ Puzzle (Interactive)
- \_\_\_ Puzzle (PDF)
- \_\_\_ Internet Activity
- \_\_\_ Self-check Quiz
- \_\_\_ Audio Textbook (by section)

**SUGGESTED TWE ACTIVITIES:** (List those that you use.)

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**OTHER:** (List other activities that you use to teach this section.)

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## DAILY LESSON PLANS

**Day 1**

*In Class:*

*Homework:*

**Day 2**

*In Class:*

*Homework:*

**Day 3**

*In Class:*

*Homework:*

**Day 4**

*In Class:*

*Homework:*

**Day 5**

*In Class:*

*Homework:*

**ASSESSMENT:**

- Reviewing the Section, Student Textbook, page 237
- Chapter Review, Student Textbook, pages 270-271
- Chapter Test
- Rubrics, Teacher Tech Website