

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

**Chapter 7: The Antebellum Era
Section 3: North Carolina Awakens**

Essential Standards: Eighth Grade Social Studies

- 8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.**
- 8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.
- 8.H.2 Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.**
- 8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.
- 8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.**
- 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 (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).
- 8.C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.**
- 8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).
- 8.C&G.2 Understand the role that citizen participation plays in societal change.**
- 8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to 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.

MATERIALS and TECHNOLOGY:

- ___ Student Textbook, pages 242-247
- ___ Teacher Wraparound Edition, pages T242-T247
- ___ Student Activity Workbook, pages 45 and 46
- ___ Correlation to State Standards (see Teacher Tool Kit)

Teacher Tech Website

- ___ Assessment (Chapter Test)
- ___ Celebrating African American History
- ___ Document-Based Learning
- ___ Focused Reading, 7.3
- ___ Graphic Organizers
- ___ Hyperlinks (List those that you use.)

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- ___ Internet Activity
 - ___ Lesson Plans, 7.3
 - ___ 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.)
 - ___ 9: The Vote on the 1835 Amendments
 - ___ 33: Analyzing Political Cartoons
 - ___ 34: Examining a Political Cartoon
- _____
- _____
- ___ Wrap-Up Game

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- ___ 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.)

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

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 245
- Chapter Review, Student Textbook, pages 270-271
- Chapter Test
- Rubrics, Teacher Tech Website