

Clairmont Press

**North Carolina
Essential Standards: Eighth Grade Social Studies**

**SE = Student Edition
TWE = Teacher Wraparound Edition
WB = Workbook**

Words and phrases followed by a colon and page numbers indicate words and phrases specified in the Unpacked Standards.

HISTORY

Essential Standard:

8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.

Concept(s): Historical Thinking, Historical Narratives, Historical Inquiry, Historical Context

Clarifying Objectives

8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.

SE American Revolution timeline: 191

TWE American Revolution timeline: T191

WB American Revolution: 39

charts

SE 39, 113

TWE T3, T14, T86, T130, T135, T166, T168, T190, T200, T211, T218, T220-T221, T234-T235, T251

WB 4, 17, 22, 25, 33, 44, 46, 54, 56, 59, 72, 79

graphs

SE 345, 457, 559

TWE T159, T190, T349, T361, T402, T423

WB 64

historical narratives

SE 149, 187, 227, 307, 345, 377, 415

TWE T119, T127, T134, T137-T138, T140, T143, T155, T161, T164, T168, T195, T235, T278, T293, T328, T391

WB 25, 31, 32, 34, 45, 51, 52, 60, 65, 70, 73, 75, 80, 82, 84, 92

8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.

SE 113, 227, 271, 307, 415

TWE T143, T193, T242

WB 24, 26, 29, 38, 53, 75

8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

SE 113, 227, 271, 307, 345

TWE T143, T277

WB 23, 24, 26, 29, 38, 53, 75

8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).

TWE T146, T191, T336

WB 31, 40

8.H.1.5 Analyze the relationship between historical context and decision-making.

SE Declaration of World War I: 406-408

TWE Emancipation Proclamation: T320
Declaration of World War I: T406

Essential Standard:

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

Concept(s): Conflict, Compromise, Negotiation, Leadership, Civil Action, Debate, Cooperation, Regions

Clarifying Objectives

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.

SE Great Depression: 428-431, 434-443, 446
Jim Crow laws: 387, 464
migration patterns: 240, 390-394

TWE T290, T328
Great Depression: T427, T429, T430-T431, T451, T549
migration patterns: T240, T535, T537

WB Great Depression: 79, 80, 83
Jim Crow laws: 71
migration patterns: 93

war

SE 165-166, 171, 188-189, 196-213, 236-237, 279-281, 284, 299, 308-309, 314-315, 320-330, 369, 372-373, 378, 406-411, 413, 416-417, 420, 437, 447-453, 458, 463, 472, 487, 495, 417, 473, 483, 536, 471, 473, 538-539

TWE T165-T166, T171, T174, T198-T199, T201, T206-210, T212, T236-237, T279-T280, T284, T309, T320-T327, T329, T372-T373, T406-T409, T411, T446-T453, T458

WB 31, 55, 57, 58, 61, 74, 75, 81, 82, 83, 98

slavery

SE 160, 175, 221, 262-268, 273, 290-294, 296-298, 300-305, 309, 313, 315, 318-319, 327-328, 330-331

TWE T260, T263, T275, T300, T301, T302, T313

WB 48, 54, 56

states' rights

SE 233, 299-300

TWE T299-T300

WB 40, 56

citizenship and immigration policies

SE 62, 283, 348, 535-537, 554

WB 98

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

SE boycott: 170, 481
protest: 194-195, 480-483
compromise: 220-221, 225, 298, 301-302, 313, 315
CORE: 481

TWE boycott: T170, T195
protest: T184, T193, T194, T366
compromise: T220, T298, T302

WB compromise: 56

Founding Fathers

SE 78, 80, 210, 214-215, 224, 290

TWE T78, T214-T215

Regulators

SE 179, 183-185, 193-194, 201-202, 217-218, 222

TWE T182, T184-T185, T191, T211

WB 34

Greensboro Four

SE 480-483

TWE T481-T483, T555

WB 88

Wilmington Race Riots, 1898

SE 369, 372

WB 67

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.

- SE debates over slavery: 221, 298, 300-305, 312-317
 debates over the budget: 552-555
 New Deal programs: 434-435, 439-443
 Greensboro sit-ins: 480-483
 Great Compromise: 220, 225
 Three-Fifths Compromise: 221
 Missouri Compromise: 298, 301, 313
 support of the U.S. Constitution: 221-223
- TWE debates over slavery: T298, T301-T304
 New Deal programs: T434-T435, T437, T440-441, T443, T464
 Greensboro sit-ins: T555
 Great Compromise: T220
 Missouri Compromise: T298, T302
 support of the U.S. Constitution: T222
- WB debates over slavery: 54, 56
 Greensboro sit-ins: 88
 support of the U.S. Constitution: 40

Essential Standard:

8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.

Concept(s): Chance, Individuals, Migration, Technology, Innovation, Continuity

Clarifying Objectives

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).

- SE 154-155, 163-167, 173-176
 changing demographics: 535-537
- TWE T155, T163, T164, T66-T167, T174-T176
 changing demographics: T536
- WB 93, 98

westward movement

- SE 192-193, 240, 245, 272-273, 277-278, 282-285, 302-303
- TWE T236, T273, T274, T276, T281, T285
- WB 52, 54

African slavery

SE 175, 259-261

TWE T260

WB 54

Trail of Tears

SE 257-259, 281-282

TWE T257, T259, T282

Great Migration

SE 411, 464

TWE T411

Ellis and Angel Island

TWE T348

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).

SE 534-535, 544-545, 551
cotton gin: 291-292, 295
railroads: 250-251, 288, 322, 324, 334, 350-353, 358-359
Wright Brothers airplane: 388-389
Dismal Swamp Canal: 157, 260, 263
Research Triangle Park: 23, 42, 469, 509, 528, 534, 545, 557
computers and internet: 506, 509, 511, 534, 542, 551

TWE T506, T511, T533-T535, T542
cotton gin: T291-T292
railroads: T229, T250-T252, T288-T289, T302, T322, T350-T352
Wright Brothers airplane: T9, T381, T388-T389
Research Triangle Park: T59, T509
computers and internet: T543

WB railroads: 47, 63

transportation (See also railroads above.)

SE 286-288, 422-428, 431, 436-437, 463, 467, 469, 477, 557

TWE T240-T241, T273, T286-T287, T348, T362, T381, T388-T389, T396, T421, T425, T469, T509, T557

WB 47, 63, 78

communication networks

SE 288, 362-363, 424, 467, 476, 533, 534

TWE T288, T348, T362, T424, T476, T534

business practices

SE 351-355, 357-359, 362-363, 383, 391-392, 408, 421-426, 429-431, 449, 501-503, 506-511, 526-527, 531-535, 541-545, 550-552

TWE T357-T359, T383, T391-T392, T425, T430, T468, T469-T471, T502-T503, T508-T509, T512, T518, T527, T544, T551

WB 65, 86, 94

8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.

SE Cameron Morrison: 422
John White: 116, 126, 143-146
Penelope Barker: 195
Henry Berry Lowery: 338-339, 515
Terry Sanford: 451, 458-459, 462-463, 465-466
Jim Hunt: 98, 497-498
Jesse Helms: 496-497
James K. Polk: 240, 282, 284, 315
governors: 98, 201, 211, 225, 243, 248, 317, 327, 329-332, 336-337, 384-385, 427-431, 442, 463, 495, 497, 551
congressional leaders: 234, 342, 346, 367, 385, 407, 462, 490, 554
presidents: 214-215, 221, 234-236, 245, 378, 434, 484, 538
civil rights leaders: 479-484, 486, 555
citizens: 109
Regulators: 179, 183-185, 193, 194, 201-202, 217-218, 222
abolitionists: 293-294, 297, 303, 313-314
Greensboro Four: 380-383
women of the Edenton Tea Party: 195

TWE Cameron Morrison: T422
John White: T130, T143, T145
Penelope Barker: T195
Henry Berry Lowery: T338-T339
Ella Baker: T481

Terry Sanford: T459
Jim Hunt: T497-T498
Jesse Helms: T496-T497
James K. Polk: T276, T282, T284, T315
governors: T201, T384-T385, T428, T463, T497
congressional leaders: T234, T235, T372
presidents: T88, T234-T235, T245, T276-T279, T299, T316, T434, T438, T447
civil rights leaders: T481, T484, T498, T555
citizens: T109
Regulators: T182, T184-T185
abolitionists: T291, T294, T296-T297, T313
Greensboro Four: T381-T383
women of the Edenton Tea Party: T195

WB Jim Hunt: 92
Jesse Helms: 92
Regulators: 34
civil rights leaders: 89
Greensboro Four: 88
women of the Edenton Tea Party: 37

8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.

SE 532, 549, 552-553, 556, 233, 377, 415, 489, 525

TWE T167, T184, T191, T243, T297, T311, T336, T337, T371, T409

WB 87

GEOGRAPHY AND ENVIRONMENTAL LITERACY

Essential Standard:

8.G.1 Understand the geographic factors that influenced North Carolina and the United States.

Concept(s): Location, Movement, Region, Physical Characteristics, Human Characteristics, Quality of Life, Settlement Patterns

Clarifying Objectives

8.G.1.1 Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.

SE various regions of North Carolina: 5-30
location relative to other states and nations: 4, 560, 572, 575
Appalachian Mountain chain: 25, 27, 192-194, 216, 218

Diamond Shoals: 7
mountain ranges: 24-30
weather: 31-37, 521-522, 530
waterways: 5-7, 10-13, 19, 25, 29, 122, 140, 235, 240, 258, 277, 280, 287
Fugitive Slave Act: 301-302, 315
Indian Removal Act; 281-282
Chinese Exclusion Act: 348
immigration quotas: 348

TWE various regions of North Carolina: T3, T10, T11, T15-T18, T21, T23-T29
Appalachian Mountain chain: T27, T29
Diamond Shoals: T310
mountain ranges: T27-T28
weather: T31-T37
waterways: T6, T10, T19, T29, T136, T156-T157, T278
Fugitive Slave Act: T301
Chinese Exclusion Act: T348
immigration quotas: T348

WB various regions of North Carolina: 6, 8
location relative to other states and nations: 30
waterways: 7
migration: 93, 98
Fugitive Slave Act: 54

8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).

physical features

SE 5-30, 276-278, 436-437, 521

TWE T11, T16-T18, T24-T26, T436-T437, T477, T515, T520-T521

WB 3, 6, 7, 8

culture

SE 5-30, 295, 312, 374-375, 416-417, 432-433, 444-445

TWE T21, T25, T29, T54, T374-T375, T417, T432-T433, T444-T445, T504-T505, T515, T517, T519, T546-T547

WB 4

political organization

SE 5-30, 243-244

TWE T14, T243, T248

WB 5, 30

ethnic make-up

SE 17, 535-537

TWE T16, T202, T536, T537

8.G.1.3 Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).

environmental disasters

SE 18, 35-37, 136-137, 238, 520-522

TWE T16, T18, T21, T272, T403, T438, T520-T522

WB 95

infrastructure development

SE 251, 286, 422-423, 431, 436-438, 477, 503, 557

TWE T241, T286-T287, T347, T422, T424, T438, T478, T557

WB 78

coastal restoration

SE 521

alternative sources of energy

SE 551

ECONOMICS AND FINANCIAL LITERACY

Essential Standard:

8.E.1 Understand the economic activities of North Carolina and the United States.

Concept(s): Resources, Conflict, Cooperation, Competition, Growth, Decline, Stability, Choice, Quality of life

Clarifying Objectives

8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions)

SE Rip van Winkle years: 238, 314, 364
Economic boom of the 1920s: 420-426
Great Depression: 416-417, 428-431, 434-435, 438-443, 446
North Carolina gold rush: 253-256
California gold rush: 247, 285

TWE Rip van Winkle years: T238
Economic boom of the 1920s: T420, T426
Great Depression: T427, T429-T431, T451, T549
North Carolina gold rush: T55, T254-T255, T285
California gold rush: T285

WB Rip van Winkle years: 44-45
Great Depression: 79, 80, 83

economic depressions

SE 416-417, 428-431, 434-435, 438-443, 446

TWE T240, T427, T429-T431, T451, T549

WB 79, 80, 83

economic recessions

SE 62, 240-241, 549-553

TWE T62, T240, T549, T556

8.E.1.2 Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.

GDP

SE 63, 550

TWE T63, T550

WB 12

inflation

SE 63-64

TWE T63-T64

WB 9

unemployment

SE 64, 430, 435, 443, 550-552, 554

TWE T62, T435

WB 12, 14

8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).

SE credit report: 70-71
investments: 68-69

TWE budget: T66, T67
investments: T67-T69

credit

SE 70-71, 365

TWE T70, T365, T401

WB 13

savings

SE 67

TWE T67-T68

WB

investing

SE 67-69

TWE T68-T69, T419

WB 13

borrowing

SE 70-71, 365, 401

TWE T365, T401

WB

giving

SE 67

TWE T67

WB

CIVICS AND GOVERNMENT

Essential Standard:

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

Concept(s): Democratic Ideals, Government, Power, Rights, Freedom, Values and Beliefs

Clarifying Objectives

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).

SE 77-80

TWE T80

WB 16, 46

limited government

SE 82, 201, 204, 222, 495-498, 552-556

TWE T201, T204, T552, T554

popular sovereignty

SE 79-80, 82

TWE T80

separation of powers

SE 75, 81, 111, 200-201, 220

TWE T200, T220

republicanism

SE 75, 81, 111

TWE T81

federalism

SE 82

TWE T82

individual rights

SE 83, 222

TWE T219, T222

WB 17

8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971)

SE 244

WB 46

Mecklenburg Resolves

SE 197, 199

TWE T297

WB 36

Halifax Resolves

SE 199, 204, 214

TWE T199

WB 36

Declaration of Independence

SE 79, 81, 199-200, 214-215

TWE T75, T79, T199, T265

WB 38

Articles of Confederation

SE 218-219

TWE T202

Bill of Rights

SE 83, 214-215, 222

TWE T222, T233

WB 17

U.S. Constitution

SE 82-83, 214-215, 219-223

TWE T75, T79, T82-T84, T86, T221, T233, T332-T333

WB 18

N.C. Constitution of 1776

SE 200-201, 204-205

TWE T95, T200-T201

N.C. Constitution of 1868

SE 332-333

TWE T95, T311, T333

WB 59

N.C. Constitution of 1971

SE 95, 99

TWE T493

WB 18

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).

SE regional perspectives: 243-244, 290, 295, 305, 315, 463, 495-496
liberal and conservative: 462, 495-498, 552-556

TWE regional perspectives: T312-T313, T315, T317, T329, T351, T463
liberal and conservative: T496-T498, T552-T555

Federalists and Antifederalists

SE 215, 221-223, 233-234

TWE T204, T221, T233-T234

WB 40

education

SE 241, 249, 333, 341, 355, 361, 384-385, 387, 393, 453, 462-466, 475, 478, 486, 498, 528, 551

TWE T98, T101, T241, T249, T361, T385, T387, T394, T464-T465, T551

WB 70, 85

immigration

SE 348, 535-537

TWE T348, T536-T537

health care

SE 452, 503, 532, 551, 554

TWE T60, T98, T101, T251, T452

8C&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)

enslaved people

SE 264-267, 301-302, 304

TWE T262-T269, T279

WB 53, 54, 56

women

SE 294, 346-347, 396, 410, 450, 496

TWE T381, T410

WB 53

wage earners

SE 340, 354-355, 366, 387, 391, 398, 425-426, 430, 441-442, 449-450, 508, 531, 533, 550

TWE T354-T355, T366, T387, T391, T393, T398-T399, T408, T425-T426, T428, T442, T468, T508, T531-T533

landless farmers

SE 343, 365-366, 385, 401, 425, 427, 430, 439, 442

TWE T343, T365

American Indians

SE 244, 257-259, 281-282

TWE T258, T265

African Americans

SE 228-229, 244, 269, 332-333, 335, 337, 340-342, 364-365, 372, 387, 390-394, 450, 479-484, 486, 498

TWE T361, T372, T390, T384, T393, T439

WB 60, 88

other ethnic groups

SE 246-247, 368, 535-537

TWE T368

Essential Standard:

8.C&G.2 Understand the role that citizen participation plays in societal change.

Concept(s): Change, Citizenship, Rights, Political Action

Clarifying Objectives

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).

TWE T106, T109

WB 19, 99, 100

picketing

TWE T381

boycotts

SE 170, 481

TWE T170, T195, T481

sit-ins

SE 480-483

TWE T481-T483, T555

WB 88

voting

SE 81, 106-107, 333, 484, 553-554

TWE T107, T427

WB 46, 59

marches

SE 555

holding elected office

SE 109

TWE T97

WB 46, 59

lobbying

SE 109

TWE T109

WB

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)

SE prohibition: 386, 410-411

TWE prohibition: T386, T411, T421

WB 99, 100

voting rights

SE 78, 106-107, 478, 484, 553, 555

TWE T107, T381, T384-T385, T427, T484, T498, T553

WB 46, 59, 71

access to education, housing, and employment

SE 252, 341, 394, 464-466, 478-480

TWE T464-T466, T478-T480

WB 70, 71

8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.

SE 464-465, 479-484, 486, 496, 554-555

TWE T464, T466, T478-T480, T482-T486, T496

WB 70, 88, 89, 99

CULTURE

Essential Standard:

8.C.1 Understand how different cultures influenced North Carolina and the United States.

Concept(s): Cultural Expansion, Values and Beliefs, Cultural Practices, Traditions, Diversity

Clarifying Objectives

8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations).

SE Africans: 268
Europeans: 173-176, 178-181
American Indians (before contact): 118-124
American Indians' influence on Africans and Europeans: 125-134

TWE Africans:
Europeans: T135, T139-T141, T164
American Indians (before contact): T120-T125
American Indians' influence on Africans and Europeans: T125-T126, T143

WB American Indians (before contact): 22

Columbian Exchange

SE 135

TWE T135, T147, T275

slavery

SE 268

WB 54

decline of the American Indian populations

SE 135, 176, 257-259

TWE T128, T258

8.C.1.2 Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latino, Hmong, African, and American Indian).

SE Scotland: 173, 176, 178, 194, 198, 202, 207, 224, 462, 504
Dominican Republic: 536-537
Germany: 174, 177-179, 189, 254, 408, 409, 547
Laos: 536-637

TWE Scotland: T130-T131
Dominican Republic:
Germany: T176, T189

Moravians

SE 175, 179-181, 190, 201, 252, 363, 477

TWE T175-T176, T179-T181, T199, T550

WB 28, 33

Scots-Irish

SE 173, 178, 194, 202, 207, 224, 462, 504

TWE T173, T176, T178

WB 33

Highland Scots

SE 176, 198, 202

TWE T176, T198, T231

WB 33

Latino

SE 536-537

TWE T536

Hmong

SE 536-537

African

SE 268

American Indian

SE 118-124, 129-134

TWE T120-T124, T126-T134, T176

WB 22, 23

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 minorities such as American Indians, African Americans, and European immigrants).

SE Cherokee: 110-111, 121, 132-134, 140, 171, 173, 176, 257-259, 433
Algonquin: 126
Quakers: 160, 164-166, 173-175, 179, 184, 201, 252, 296, 313
Highland Scots: 176, 198, 202
Scots-Irish: 173, 178, 194, 202, 207, 224, 462, 504
Hmong: 536-537
Chinese: 368

TWE Cherokee: T110-T111, T128, T131-T133, T171, T257-T259
Algonquin: T126
Quakers: T160, T164, T174, T296
Highland Scots: T176, T198, T231
Scots-Irish: T173, T176, T178
Hmong: 536-537
Chinese: 368

women

SE 95, 294, 297, 318-319, 326-327, 346-347, 410, 450, 490, 498

TWE T95, T189, T195, T215, T252, T294, T318-T319, T327, T347, T354, T435, T450, T493

WB 53

religious groups

SE 160, 163-166, 173-175, 179, 180-181, 184, 190, 201, 252, 296, 313, 341, 360, 370

TWE T160, T163-T164, T175, T178, T230, T341, T360, T370, T454-T455

WB 28, 33

American Indians

SE 114-115, 118-135, 140, 143-146, 165-166, 171, 173, 176, 203, 218, 244, 257-259, 280-282

TWE T120-T124, T129, T131, T133, T166, T171, T281

WB 22

African Americans

SE 175, 228-229, 291-292, 294, 297, 304, 318-319, 340-343, 356, 362, 371-372, 390-394, 409, 411, 421, 428, 448, 450, 453, 464-466, 470, 478, 480-487, 491, 498, 522, 547, 555

TWE T228-T229, T294, T318-T319, T332, T340, T342-T343, T401, T409, T450, T487, T491

WB 53, 60, 88, 89

European immigrants

SE 160, 163-164, 173-176, 178-181, 254-256, 260-269, 370

TWE T163, T166

WB 28, 33