

8th Grade Pacing Annotated Guide
United States History
Holt McDougal text

Review: Geography Review

NC Standards / Objectives: 8.G.1.2

8/21 – 23 – Teacher/student introductions

- Explain classroom rules / syllabus / class expectations
- 5 Themes of Geography / 5 Strands of Social Studies / Map skills pre-assessment
- Review the information from the pre-test
- Map skill activity / assessment on map skills. Opportunity for either Kahoot or Socrative.
- **All Year Long:** Every other Friday students will be assigned to find a current news event that may range from local news, to international news. Over the weekend students will research the current news event and write a one page summary / position paper on the article. The article summary/position paper will be due in class the following Tuesday. The summary should focus on answering the 5 W's plus how. The position piece of the assignment should focus on the importance or relevance of the article (the "so what"). Students will turn this in using a paper copy.

Unit I: World History Review

NC Standards / Objectives: 8.H.3.1; 8.H.3.3; 8.C.1.1; 8.C.1.2; 8.C.1.3

Weeks 8/26 – 9/6

Review of chapters 1 & 2: Early Americans; African Empire influence; Ancient Greece & Rome; Middle Ages & Renaissance; European Exploration and Settlement in the America's. (Pgs. 6 – 62)

- Week 1: Students will be placed in assigned groups of 2-3 students and assigned a topic from the two chapters.
- Students will create presentations on the assigned topic to present to the class.
- Week 2: The students will present their work to the class. Each presentation will have a minimum of 3 takeaway points the class needs to make note of. Presentations will be assessed with a rubric provided to the students.
- After all presentations, students will be assessed specifically on the takeaway points via a quiz or writing piece.
- Culminating activity: view America: The Story of Us: Rebels video, students choose 2 questions from the sheet to answer for a grade.

Unit II: American Colonies through the American Revolution

NC Standards / Objectives: 8.H.1.2; 8.H.1.3; 8.H.3.1; 8H.3.3; 8.C&G.1.1; 8.C&G.1.2; 8.C&G.1.3; 8.C&G.1.4; 8.C.1.1; 8.C.1.2; and 8.C.1.3

Weeks 9/9 – 10/4

Chapters 3 & 4 from the text: This unit will encompass the settling of the American colonies, the French and Indian War, and culminating with the American Revolution.

(Pgs. 72 – 140)

- Week 1: Students pre-read the sections on the three colonial regions, before 3 brief PPT lessons on the different regions.
- Students will be assessed via a colonial map quiz and a quiz on the different aspects of the regions and colonies.
- Students (with a partner) will be assigned a colonial region to illustrate the life in the respective colonial region. Final product will be a travel brochure of the region, to be assessed with a rubric.
- Week 2: Sections from the textbook: Conflicts in the Colonies and the Revolution Begins
- Students complete the reading from the two sections of text, and vocabulary/geography lessons pertaining to that section.
- Students study the many acts the British tried to impose upon the colonists to raise taxes or keep them in line.
- Students then choose one of the acts and create a small advertisement to promote or show their distaste for the act. Advertisements will be assessed per rubric.
- ** As practice for Model UN students will use the same act, they created an advertisement for and write a position paper regarding the Act imposed on them by the British. This will be assessed using a writing rubric, but will probably not count as an actual grade since it is more for introduction and practice.
- Week 3 & 4: Declaring Independence through Achieving Independence in the American Colonies.
- Students pre-read Ch. 4, sections 2 – 4 from the text. Reading quiz from the text.
- PPT presentation on the Revolutionary War
- Primary Sources: Students view and analyze several Revolutionary War maps and political cartoons.
- + Cross-curricular note: Students will be working with Librarian on how to read primary sources for content and analysis.
- Dissect and analyze the Declaration of Independence following the model in the teachingchannel.org video. <https://www.teachingchannel.org/video/teaching-declaration-of-independence>
- Visit to Guilford Courthouse Battle site. Students tour the battlefield and complete the tour activity sheet. <https://www.nps.gov/teachers/classrooms/guilford-courthouse-national-military-park-extra-credit-activity.htm>
- Revolutionary War Test.

- Culminating activity to view *America: The Story of Us: Revolution* video, students choose 2 questions from the sheet to answer for a grade.

Unit III: Articles of Confederation vs. U.S. Constitution

NC Standards / Objectives: 8.H.1.2; 8.H.1.3; 8.H.3.1; 8H.3.3; 8.C&G.1.1; 8.C&G.1.2; 8.C&G.1.3; and 8.C&G.1.4

Weeks 10/7 – 10/25

Chapters 5 & 6 from the text: This unit will cover the Articles of Confederation through the creating, drafting, and ratification of the U.S. Constitution. (Pgs. 152 – 226)

- Week 1: Students read sections 1 - 4 from Ch. 5 in the text.
- Students work in pairs with pieces of text from both the Articles of Confederation and the U.S. Constitution to write it in today's language, and suggest possible changes to reflect present day culture or ideals.
- Two reading quizzes throughout the week.
- ** Model UN. Model UN partners should be assigned their topics from BMHS and begin completing a graphic organizer to build their background knowledge of the country they are assigned.
- Week 2: Class is split in half, and then students work in groups of two to create argument points for the class debate of Articles of Confederation vs. the U.S. Constitution
- Each two-person team will turn in a copy of their arguments for a grade.
- Ch. 6, section 1 and 2 students read before class, and follow guided notes to a PPT on Understanding the Constitution and The Bill of Rights.
- Reading quiz on both sections.
- Week 3: Class is divided up into 10 groups; each group randomly selects an amendment from the Bill of Rights. The group then has to devise a way to illustrate or act out the amendment without saying what the amendment is. Students will be graded for their level of creativity and cleverness of their presentation.
- Guest speaker – A North Carolina Supreme Court Justice to speak to the class about the rights and responsibilities of a U.S. citizen (or if the Justice has a specific topic they wish to speak to the class about). The students will also research the role of a NC Supreme Court Justice, and prepare a minimum of 5 questions to ask the speaker. Called the afternoon of June 6th, spoke to secretary, waiting to hear back from the Justices secretary for possible dates of availability.
- Unit test on Articles of Confederation and U.S. Constitution
- ** Model UN. Model UN partners then take the information from the country graphic organizer to create a written summary about their assigned country. The summary will be held to a one to one and a half pages to get students used to compiling their data into a clear concise format.

Unit IV: The New Republic

NC Standards / Objectives: 8.H.1.2; 8.H.1.3; 8.H.2.1; 8.H.2.2; 8.H.3.1; 8.H.3.3; 8.G.1.1; 8.G.1.2; 8.C&G.1.1; 8.C&G.1.2; 8.C&G.1.3; 8.C&G.1.4; 8.C.1.1; and 8.C.1.3

Weeks 10/28 – 11/8 (End of First Trimester)

Chapters 7, 8, 9, 10, & 11 from the text. This unit will cover from Washington's presidency through the California Gold Rush. (Pgs. 234 – 370)

- Weeks 1 & 2: Students work with an assigned partner to create a presentation on any one of the 16+ different topics from the five chapters.
- Presentations can be PPT, poster, website, skit, or a position paper that they present to the class. Appropriate rubrics will be provided for the different forms of presentations.
- Students will have approximately 3-4 class periods to work on their projects, with check-in dates to ensure work is being completed and for any questions from the students.
- ** Model UN. If we have the topics for the competition debate, students will be assigned to write a position paper rough draft on one of the topics assigned. The students will then peer edit the rough drafts and create a final draft to be turned in for a grade.
- At the same time the students are preparing their projects, they are also completing several geography activity sheets or vocabulary lessons.
- Remainder of Week 2: The students will present their work to the class. Each presentation will have a minimum of 3 takeaway points the class needs to make note of. Presentations will be assessed with a rubric provided to the students. Student's notes on the presentations will be checked for a completion grade.
- Students will be quizzed on the takeaway points from each presentation.
- Culminating activity: view America: The Story of Us: Westward video, students choose 2 questions from the sheet to answer for a grade.

Unit V: The Nation Expands

NC Standards / Objectives: 8.H.1.2; 8.H.1.3; 8.H.3.1; 8.H.3.2; 8.H.3.3; 8.H.3.4; 8.G.1.1; 8.G.1.2; 8.E.1.1; 8.C&G.1.1; 8.C&G.1.2; 8.C&G.1.3; 8.C&G.1.4; 8.C.1.1; and 8.C.1.3

Weeks 11/11 – 22

The Nation Expands: Chapters 12, 13, & 14

- Week 1 Chapter 12, The North (pgs. 384 – 406) & Chapter 13, The South (pgs. 414 – 430)
- Both chapters will be covered with PPT and cloze notes. The focus of the unit is to show and have the students pull out the differences between the two regions economically and culturally. Students will create a Venn diagram of

the two regions. The assessment will be a quiz based on the Venn diagram. Cloze notes will receive a completion grade.

- ** Model UN. If we have the topics for the competition debate, students will be assigned to write a position paper rough draft on one of the topics assigned. The students will then peer edit the rough drafts and create a final draft to be turned in for a grade.
- Week 2 Chapter 14, New Improvements in America (pgs. 438 – 468)
- Read and discuss the chapter with guided notes. The focus will be on making connections from the past to the present. Guided notes will be checked for accuracy and completion. Assessment will be a short essay / position paper on whether we have made any improvement in some of the areas from the chapter from the past to the present. The paper will be assigned on 11/19 with a rough draft due by 11/22. On 11/22 students will peer edit their rough draft. The final draft will be due on 12/2 after Thanksgiving Break.
- Possible Guilford College Underground Railroad Tour to be set up around the end of week one.

Thanksgiving Break 11/25 – 11/29

Unit VI: The Nation Breaks Apart

NC Standards / Objectives: 8.H.1.2; 8.H.1.3; 8.H.3.1; 8.H.3.2; 8.H.3.3; 8.H.3.4; 8.G.1.1; 8.G.1.2; 8.E.1.1; 8.C&G.1.1; 8.C&G.1.2; 8.C&G.1.3; 8.C&G.1.4; 8.C.1.1; and 8.C.1.3

Weeks 12/2 – 20

The Nation Breaks Apart: Chapters 15, 16, & 17

- Week 1 Ch. 15, A Divided Nation (pgs. 476 – 498)
- This chapter will be covered using the Jigsaw reading strategy. Each expert group will be assigned a section from the chapter to then go back and teach their home group. Each student will have a graphic organizer to fill in as part of the expert group, and a graphic organizer to be used and filled in for the home group. The graphic organizer will be checked for a completion grade. Students will be assessed with an open note quiz at the end.
- ** Model UN. Students will be assigned two countries that neighbor their assigned country to research and write a summary/position paper on both of the topics. This position paper will be a condensed version of the papers they complete for their assigned country. This is to develop an understanding of their countries neighbor and region. This will be check for evidence of relevancy and completion.
- Week 2 Ch. 16, The Civil War (pgs. 510 – 544)
- Students will complete a Digital Interactive Notebook (DINB) on the Civil War, using either Chrome books or iPads. Students will access and store the DINB using Google Classroom. Students will work on it in class and some at

home. The slides to the DINB will be checked for completion and accuracy, along with two Civil War quizzes.

- Culminating activity: view America: The Story of Us: Civil War video, students choose 2 questions from the sheet to answer for a grade.
- Week 3 Ch. 17, Reconstruction (pgs. 552 – 572)
- This chapter will be covered with the use of PPT and cloze notes from the text.
- Unit test on all three chapters before Christmas Break.

Christmas Break 12/23 – 1/3

Unit VII: A Growing America & The Beginning of Modern America

NC Standards / Objectives: 8.H.1.2; 8.H.1.3; 8.H.3.1; 8.H.3.2; 8.H.3.3; 8.H.3.4; 8.G.1.1; 8.G.1.2; 8.E.1.1; 8.C&G.1.1; 8.C&G.1.2; 8.C&G.1.3; 8.C&G.1.4; 8.C.1.1; and 8.C.1.3

1/6 – 1/24

Americans Move West, Ch. 18; The Industrial Age, Ch. 19; Immigrants and Urban Life, Ch. 20; The Progressive Spirit of Reform, Ch. 21; and America as a World Power Ch. 22

- Week 1 Each student is assigned a specific topic, event, or individual from the five chapters. Students will create a summary / explanation and illustration or visual representation of the assigned topic. Each presentation will have a minimum of three takeaway points. Summary/explanation and the illustration will be assessed per the rubric.
- View America: The Story of Us: Heartland video, students choose 2 questions from the sheet to answer for a grade.
- ** Model UN. Students will practice in class the procedures for Model UN in class to help build their confidence and familiarity with the format.
- Week 2 Students will present their topics in the form of a Gallery Walk. Students will present their project to the class. Students not presenting will rotate around the room to visit, take notes, and learn from each Gallery display.
- Model UN. Students will practice in class the procedures for Model UN in class to help build their confidence and familiarity with the format.
- View America: The Story of Us: Cities video, students choose 2 questions from the sheet to answer for a grade.
- Week 3 Finish the Gallery Walk for any presentations not completed in the previous week. Quiz on takeaway points by the end of the week.

Unit VIII: World War I through World War II

NC Standards / Objectives: 8.H.1.2; 8.H.1.3; 8.H.3.1; 8.H.3.2; 8.H.3.3; 8.H.3.4; 8.G.1.1; 8.G.1.2; 8.E.1.1; 8.C&G.1.1; 8.C&G.1.2; 8.C&G.1.3; 8.C&G.1.4; 8.C.1.1; and 8.C.1.3

1/27 – 3/18

WW I, Ch. 23; The Roaring Twenties, Ch. 24; The Great Depression, Ch. 25; and WW II, Ch. 26

- Week 1 (1/27 – 2/6) Students will be assigned the WW I DINB. Students will have time to work on the DINB in class and at home. There will be at least two short quizzes on the WW I content. The DINB will be graded for both completion and accuracy.
- ** Model UN. Students will take a position on the Roaring Twenties and write a position paper on that topic. This is just for practice.
- Week 2 (2/7 – 2/21) Chapters 24 & 25 will be covered through reading and class discussion and guided notes to go along with the text. This will be achieved through a combination of teacher led lessons and student centered sessions. The goal of this lesson is to analyze the stark contrast between these two eras.
- ** Model UN. Students will take a position on the Great Depression and write a position paper on that topic. This is just for practice
- View America: The Story of Us: Boom and Bust videos, and students choose 2 questions from the sheet for each video to answer for a grade.

Model UN Week 2/24 – 28

- Students have been preparing for the Model UN debate at BMHS all year up to this point.
- ** Monday through Wednesday, (2/24 – 26) students will be working on creating position papers and resolution papers in class. Students will also have an opportunity to practice going over the procedures for Model UN in class to help build student's confidence.
- ** Thursday 2/27, students travel to BMHS to compete with other schools in Model UN.
- ** Friday 2/28, we will debrief the Model UN competition and the work they did to prepare for it. Students will write down their top three or four pros and con's regarding the whole process.

- Week 3 (3/2 – 3/18) Students will be assigned the WW II DINB. Students will have time to work on the DINB in class and at home. There will be at least two short quizzes on the WW II content. The DINB will be graded for both completion and accuracy.
- View America: The Story of Us: WW II video, and students choose 2 questions from the sheet to answer for a grade.

- Unit 8 test on WW I through WW II.

Unit IX: Postwar America

NC Standards / Objectives: 8.H.1.2; 8.H.1.3; 8.H.3.1; 8.H.3.2; 8.H.3.3; 8.H.3.4; 8.G.1.1; 8.G.1.2; 8.E.1.1; 8.C&G.1.1; 8.C&G.1.2; 8.C&G.1.3; 8.C&G.1.4; 8.C&G.2.1; 8.C&G.2.2; 8.C&G.2.3; 8.C.1.1; and 8.C.1.3

3/19 – 5/1

Spring Break 4/9 – 4/17
8th Grade D.C. Trip 4/27 – 4/29

Early Years of the Cold War, Ch. 27; The Civil Rights Movement, Ch. 28; and The Vietnam War Years

- Students work in small groups to read and complete guided notes with questions for each chapter. Groups will be self-paced, with check-in dates along the way to ensure work is being completed. Guided notes and questions will be checked for completion and accuracy. Each chapter will have two quizzes and students can either opt out of one quiz or have their lowest quiz score dropped. There will be a final unit exam or assessment.
- Possible trip to the International Civil Rights Center in Greensboro, dates will be set up by January or February. More info. to follow.
- View America: The Story of Us: Superpower the video, and students choose 2 questions from the sheet to answer for a grade.

Unit X: Modern America

NC Standards / Objectives: 8.H.1.2; 8.H.1.3; 8.H.3.1; 8.H.3.2; 8.H.3.3; 8.H.3.4; 8.G.1.1; 8.G.1.2; 8.E.1.1; 8.C&G.1.1; 8.C&G.1.2; 8.C&G.1.3; 8.C&G.1.4; 8.C&G.2.1; 8.C&G.2.2; 8.C&G.2.3; 8.C.1.1; and 8.C.1.3

5/4 – 5/27

Searching for Order, Ch. 30 and America Looks to the Future, Ch. 31

- Week 1 On 5/1 students are given an individual assignment to find one adult to interview and ask them what was the most significant event in their (the adult) lifetime. Students will be provided with some guiding questions to ask the potential adult. Students will have all of the week 5/4 – 5/8 to conduct their interviews and compile their information into a short presentation for the class. The majority of this project will be done outside of class hours. Students will be assessed on the written piece of their project, not the actual presentation.

- Within the first week, students will also receive instruction on Chapters 30 and 31 with either PPT or cloze notes or through reading with the aid of guided notes.
- Both chapters will have a quiz for assessment.
- Week 2 & 3 Students will present their interviews to the class, while the students in the audience will make note of two points they found interesting in each presentation.