

NORTH CAROLINA UNPACKING DOCUMENT FOR GRADE 8

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCDPI leadership, and members of the NCDPI Social Studies team. These documents are intended to supplement the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

This document will provide:

- **Inquiry Strand:** the State Board of Education approved indicators for inquiry
- **Standard:** the State Board of Education approved standard(s) for a strand
- **Objective:** the State Board of Education approved objectives for teaching and learning
- **Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- **Students will Understand:** understandings that students should be able to arrive at as a result of the instruction
- **Students will Know:** information the student should know
- **Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- **Example Formative Assessments:** possible tasks that can be used to gauge student understanding of the objective

The example topics and example formative assessments provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the understanding that PSUs retain local control to determine curriculum

The example topics and example formative assessments provided with each objective are:

- Not meant to be an exhaustive list
- Not meant to be content that must be taught all at once
- Not a checklist for basic recall or memorization
- Not a checklist for assessment for each objective
- Not intended to reflect summative assessment items

The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies

Standards: [View the Glossary of Instructional Terms](#)

Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction; these skills should also be combined into an inquiry project at least once during the year or semester.

Inquiry 6-8

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 8 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
Compelling Questions	I.1.1 Construct a compelling question through a disciplinary lens individually and with peers
Supporting Questions	I.1.2 Construct supporting questions based upon disciplinary concepts
Gathering and Evaluating Sources	I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies. I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection
Developing Claims and Using Evidence	I.1.5 Identify evidence that draws information from multiple perspectives I.1.6 Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources
Communicating Ideas	I.1.7 Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail I.1.8 Construct responses to supporting and opposing perspectives supported by evidence I.1.9 Determine the credibility of disciplinary arguments of peers
Taking Informed Action	I.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues I.1.11 Use a range of civic approaches to address problems being investigated

The time period and focus for this course is from the colonial era through the present day.

Unpacking the Behavioral Science Objectives

Standard 8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation

Overarching Concepts: Group Behavior, Development, Nation

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.B.1.1 Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation</p>	<p>Students must be able to demonstrate their knowledge and understanding of how interactions between various regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the United States.</p>	<p>A state or nation may change based on the diverse ideas, traditions, and relationships of various regional, social, or ethnic cultures</p> <p>Diverse cultures are valuable to the development of a state and nation</p>	<p>Information about various groups' culture</p> <p>Geographic regions and country origins of immigrants to North Carolina and the United States</p> <p>Examples of cultural diffusion and cultural relationships present in North Carolina and the United States</p>	<p>Example Groups that contributed to NC & US development</p> <ul style="list-style-type: none"> ● American Indians in North Carolina <ul style="list-style-type: none"> ○ The Eastern Band of Cherokee Indians ○ Haliwa-Saponi ○ Lumbee Tribe ○ Meherrin ○ Sappony ○ Coharie ○ Occaneechi Band of the Saponi Nation ○ Waccamaw Siouan ● Asia and Pacific Islanders ● American Indians ● Moravians ● Scotch-Irish ● Quakers ● LatinX Americans ● Asian Americans ● African Americans ● Puritans ● Catholics ● Sikh 	<p>Students compile a timeline throughout the course of the year that documents significant interactions/events that involve a regional, social, ethnic, or racial group and its relationships with others. For each interaction/event, students indicate if there was a positive, neutral, or negative impact on their relationship with others and how that interaction impacted North Carolina or the United States.</p> <p>Students compare and contrast communication styles of various regional, social, ethnic, and racial groups to understand how such communication has contributed to the development of North</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.B.1.2 Explain how cultural values, practices, and the interactions of various Indigenous, religious, and racial groups have influenced the development of North Carolina and the nation</p>	<p>Students must be able to demonstrate knowledge and understanding of how the values and beliefs of various groups have influenced North Carolina and the United States, paying specific attention to race, religion, and Indigenous peoples.</p>	<p>Values, beliefs, and practices of various cultures influence the development of a state or nation</p> <p>Values, beliefs, and traditions of the past influence the present and future cultural norms of a state or nation</p> <p>A state and nation's identity is influenced by the values and beliefs of diverse groups that reside in that nation</p>	<p>Cultural values</p> <p>Indigenous</p> <p>Various examples of cultural practices, values, and belief systems that Indigenous, religious, and racial groups contributed to the development of North Carolina and the United States</p> <p>The various cultural practices, values, and belief systems of the American Indians before contact with other cultural groups</p> <p>How the cultural practices, values, and belief systems of American Indians influenced the way of life of Africans and Europeans</p>	<ul style="list-style-type: none"> ● Hindu ● Mormons ● Jewish Americans ● Muslim Americans <p>Contact between European explorers, Africans, and American Indians</p> <p>Contact between Christian missionaries & American Indians</p> <p>Contact between Chinese Railroad Workers, American Industrialists, and American Indians</p> <p>Contact between American settlers in the American West and Southwest and Indigenous peoples of Mexico and the Southwest</p> <p>Examples of cultural values/practices</p> <ul style="list-style-type: none"> ● Pacifism ● Equality ● Freedom ● Religious freedom ● Private property vs. shared ownership ● Individualism 	<p>Carolina and the nation.</p> <p>Students create an Ignite presentation to explain how the immigrant culture of the Highlands of Scotland influenced the settlers around the Appalachian mountains.</p> <p>Students create a LinkedIn-style profile or a more traditional resume for the Quakers (or other group) to explain how they influenced the United States and North Carolina. The profile/resume should include the following sections: 1) <i>Background</i>: when the group settled in North Carolina, what areas they settled in, what brought them to the area; 2) <i>About</i>: significant individuals that are part of this group, events that the Quakers were involved in; 3) <i>Accomplishments</i>:</p>

				<ul style="list-style-type: none"> • Collectivism 	<p>key contributions that the Quakers made to the development of the state/local community;</p> <p>4) <i>Recommendations:</i> Which groups or individuals would “recommend” the Quakers due to the positive impacts the Quakers had on their lives?</p>
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Unpacking the Civics and Government Objectives

Standard 8.C&G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation
Overarching Concepts: Democratic Principles, Government Structure, Government Policies

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.C&G.1.1 Summarize the democratic ideals outlined in the founding documents of the state and national government</p>	<p>Students must be able to demonstrate the ability to capture the essence of democratic ideals within the founding documents of state and national government.</p>	<p>The political and social behaviors of a state or nation are governed by its values and beliefs stated in the founding documents</p> <p>Democratic ideals are often reflected in state and national founding documents</p>	<p>Democratic ideals</p> <p>How democratic ideals are reflected in local, state, and national governments</p> <p>The democratic principles of American government</p>	<p>Democratic ideals</p> <ul style="list-style-type: none"> • Limited government • Popular sovereignty • Separation of powers • Republicanism • Federalism • Individual rights • Civil rights • Equality • Rule of law <p>Founding documents</p> <ul style="list-style-type: none"> • United States Constitution • North Carolina Constitutions of 1776, 1868, and 1971 	<p>Students watch a video or read about the preamble of the United States’ Constitution and summarize the democratic ideals with a storyboard or series of political cartoons.</p> <p>Students review the Articles of Confederation using a Jigsaw activity. Each group identifies which of the democratic ideals are included in their article and provide a visual summary of what that ideal was</p>

				<ul style="list-style-type: none"> • Declaration of Independence • Mecklenburg Resolves • Halifax Resolves • North Carolina Charters • Tribal Constitutions • Mayflower Compact • Articles of Confederation • Bill of Rights 	designed to do as part of the document.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
8.C&G.1.2 Compare how state and local governments conform and conflict with the democratic ideals of the nation	<p>Students must be able to discuss the similarities and differences of how decisions at the state level may or may not conform or conflict with democratic ideals of the nation.</p> <p>Students must be able to discuss the similarities and differences of how decisions at the local level may or may not conform or conflict with democratic ideals of the nation.</p>	<p>State and local government decisions are often made in compliance to the ideals and principles found in the founding documents of a nation</p> <p>Conflict may arise when state and local decisions do not align to the political ideals of a nation</p>	<p>Democratic ideals</p> <p>Various decisions made at the state and local level</p> <p>The concept and intent of democratic principles</p>	<p>Democratic ideals</p> <ul style="list-style-type: none"> • Limited government • Popular sovereignty • Separation of powers • Republicanism • Federalism • Individual rights • Civil rights • Equality • Rule of law <p>Founding documents</p> <ul style="list-style-type: none"> • United States Constitution • North Carolina Constitutions of 1776, 1868, and 1971 • Declaration of Independence 	<p>Students are provided with summaries of well-known federal court cases and the decisions made at the state-level before they progressed to the supreme court. Students explore how the cases upheld or did not uphold the democratic ideals of the nation.</p> <p>Students use diagrams, written expressions, or artistic expressions to compare the Reconstruction amendments and Jim Crow laws. In comparing these topics, the students compare how each conformed or</p>

				<ul style="list-style-type: none"> ● Mecklenburg Resolves ● Halifax Resolves ● Constitutions of Indigenous Tribes ● Articles of Confederation ● Mayflower Compact ● North Carolina Charters <p>Decisions that conform/conflict with democratic ideals</p> <ul style="list-style-type: none"> ● State upholding 1898 Wilmington Coup ● Eugenics ● 13th, 14th, 15th amendments ● 19th amendment ● Redlining ● Swann v. Charlotte Mecklenburg Board of Education ● Sundown towns ● Brown v. Board of Education ● Indian Removal Act of 1835 ● Jim Crow laws ● District of Columbia Emancipated Compensation Act 	<p>conflicted with the democratic ideals of the nation.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment

<p>8.C&G.1.3 Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals</p>	<p>Students must be able to evaluate the extent to which policies, laws, and government structures, at the state and national level, conform or conflict with the democratic ideals of America.</p>	<p>Government structures may or may not be designed to uphold and reflect the founding ideals of a nation</p> <p>Conflict may arise when policies and laws do not align to the political ideals of a nation</p> <p>Freedom, equality, and justice may not be attainable or equitable for everyone when the laws, policies, and the actions of government do not align with its founding democratic ideals</p>	<p>Democratic ideals</p> <p>Various policies, laws, and government structures that reflect American democratic ideals</p> <p>Various policies, laws, and government structures that conflict with American democratic ideals</p>	<p>Indian Removal Act</p> <p>Great Society</p> <p>Dawes Act</p> <p>GI Bill</p> <p>Compromise of 1877</p> <p>State & Federal recognition of American Indians</p> <p>Plessy v. Ferguson</p> <p>The New Deal</p> <p>The Fair Deal</p> <p>Farmers Home Administration</p> <p>Jim Crow Laws</p> <p>Eugenics Board of North Carolina</p> <p>Redlining</p> <p>Affirmative Action</p> <p>Chattel Slavery/Peonage</p> <p>Gerrymandering</p> <p>Homestead Act</p> <p>Patriot Act</p>	<p>Students write a paragraph to evaluate the extent to which the state's emergency response plans have aligned with America's ideals of limited government.</p> <p>Students answer the writing prompt: <i>As a means of providing for national security, should the federal government have unlimited authority to monitor your social media activity, have access to your e-mail accounts, library records, and other personal information? Do these government authorities conform or conflict with democratic ideals of the founding fathers of limited government?</i></p> <p>Students answer the writing prompt: <i>Should the state government be able to restrict what types of businesses can operate if public safety is at risk (e.g., in the case of a natural disaster, public health concerns, during war, etc.)? Explain why or</i></p>
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				Chinese Exclusion Act Affordable Care Act	<i>why not and give examples of why this should or should not be allowed under our state and national constitutions.</i>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
8.C&G.1.4 Compare different perspectives on the role of state, national, and tribal governments	Students must be able to discuss the similarities and differences of state, national, and tribal governments.	Differing viewpoints on the scope and power of state, national, and tribal governments can lead to ideological debates and conflict Conflict may arise when people interpret the role of state, national, and tribal governments differently	The similarities between state, national, and tribal government roles The differences between state, national, and tribal government roles Debates over the scope and power of the tribal, state, and national governments are on-going Examples of issues surrounding the scope and power of different levels of government (historically and modern day)	Perspectives on presidential executive orders and the use of executive orders Incidents where North Carolina governor activated state troops (supporters & opponents) Tribal reservation politics Bureau of Indian Affairs Federalists/ Anti-Federalists Federal/state/tribal government role <ul style="list-style-type: none"> ● Decisions about slavery ● Taxation ● Education ● Economic Decisions <ul style="list-style-type: none"> ○ Creation/ elimination of national bank ○ Bank bailouts ● Immigration 	Students create a Venn Diagram concerning a topic, such as healthcare or education. One circle shows the federal government's role in that topic and the other circle shows the state government's role in that topic. Where the circles intersect, students identify grey areas where the roles of state and federal governments are not clearly defined. To create a triple Venn Diagram, the teacher may use Tribal government. Students answer the writing prompt: <i>Tribal governments have sovereignty to rule themselves. Compare the role of the tribal government to the role of the state government.</i>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.C&G.1.5 Compare access to democratic rights and freedoms of various Indigenous, religious, racial, gender, ability, and identity groups in North Carolina and the nation</p>	<p>Students must be able to discuss the similarities and differences various groups have to access rights and freedoms, paying specific attention to Indigenous, religious, racial, gender, ability, and identity groups in North Carolina and the nation.</p>	<p>Access to democratic rights and freedoms among a nation's citizens may change over time as a result of conflict and compromise</p> <p>Citizenship in a democratic society should afford its members equal access to certain rights, liberties, and protections under the law</p>	<p>Various examples of democratic rights</p> <p>The various groups who have struggled for access to democratic rights and freedoms and why they were denied access</p> <p>Ways in which democratic rights were denied</p> <p>Examples of various groups that were denied rights based on race, religion, ethnicity, gender, ableness, physical location, cultural beliefs, and socio-economic status</p>	<ul style="list-style-type: none"> • Legal age for and laws (e.g., voting, getting married, etc.) <p>American Indians in North Carolina</p> <ul style="list-style-type: none"> • The Eastern Band of Cherokee Indians • Haliwa-Saponi • Lumbee Tribe • Meherrin • Sappony • Coharie • Occaneechi Band of the Saponi Nation • Waccamaw • Siouan <p>Enslaved people</p> <p>Suffrage</p> <p>13th, 14th, and 15th amendments</p> <p>Immigrants</p> <p>Title IX</p> <p>Americans with Disabilities Act</p> <ul style="list-style-type: none"> • Title II • Title III 	<p><i>Explain your answer citing examples.</i></p> <p>Students read and investigate a variety of sources related to the Women's Suffrage Movement. Students identify and compare the arguments used for giving women the right to vote. Students then compare and contrast those arguments to other suffrage movements. Students create a diagram to highlight the similarities and differences.</p> <p>Students create one timeline representing native tribal access to voting rights and another timeline that represents women's access to voting rights. The students use the timelines to circle or highlight periods in history in a way that shows the comparison of access to democratic rights and freedoms.</p>

				Individuals with Disabilities Education Act	Students create a chart comparing how the 13th, 14th, and 15th amendments provided access to democratic rights and freedoms differently for various groups (e.g., Indigenous, religious, racial, gender, ability, identity, etc.).
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Unpacking the Civics and Government Objectives

Standard 8.C&G.2 Evaluate the effectiveness of societal reforms

Overarching Concepts: n/a

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
8.C&G.2.1 Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation	Students must be able to demonstrate the ability to create a summary or abstract (not retell) of strategies and societal reforms specifically used to address discrimination and oppression in North Carolina and the United States.	Strategies to reform society may take many different forms in a democratic society Oppression and discrimination may change over time as a result of reform efforts	Examples of groups and organizations used to address discrimination and oppression in North Carolina and the United States Examples of citizen actions and their outcomes in relation to events that addressed discrimination and oppression in North Carolina and the United States	Strategies/approaches to affect change <ul style="list-style-type: none"> ● Picketing ● Boycotts ● Lawsuits ● Sit-ins ● Voting ● Marches ● Holding elected office ● Lobbying ● Armed resistance ● Hunger strike ● Advertising ● Social media campaigns ● Walk-outs ● Organizing 	Students research the Civil Rights Act of 1964 and create a storyboard summarizing the issues addressed by the act as well as how the act addressed discrimination and oppression. The teacher gives students five newspaper articles from the 1900s about the suffrage movement that addresses or connects in some way to strategies or societal reforms used to

				Societal reforms <ul style="list-style-type: none"> • Temperance Movement • Mental health/healthcare • Prison reform • Immigration rights • DACA/Dreamers • Sovereign rights of Indigenous tribes • Abolitionism • Voting • Labor conditions • Integration of public accommodations • American Indian Movement • Asian American Movement 	address discrimination or oppression. The students read each article and create a newspaper headline summarizing each article.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
8.C&G.2.2 Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation	Students must be able to evaluate the extent to which various reform efforts impacted individuals, policies, and institutions in North Carolina and the nation.	Access to democratic rights and freedoms may change over time as a result of political, social, or economic reform efforts Various reform efforts may or may not be effective in changing laws and policies that benefit everyone	Various examples of reforms in North Carolina and the United States Criteria to evaluate the effectiveness of various approaches used to effect change whether the actions produced desired outcomes such as change in laws and/or access to opportunities otherwise denied	Effectiveness of reforms <ul style="list-style-type: none"> • Desegregation • Women’s suffrage • Mental health • Labor reform • FDR’s New Deal • Civil Rights Movements • American Indian Movement • Asian American Movement • Child labor • Criminal justice • Education 	Students choose to investigate one reform attempt and assess its impact. The students evaluate if the reform attempt was successful for change and outline what moves were made to make change. Students then examine the effectiveness and impact of the reform. Students analyze a set of sources related to

				<ul style="list-style-type: none"> • Temperance • Farm workers movement • Equal Rights Amendment Movement 	<p>the strategies and reforms used to address a political or social issue within North Carolina. After their analyses, students make a judgement about these reforms answering: <i>Did the reform(s) create positive change, no change, or negative change?</i> Students are asked to provide evidence from the sources to support their evaluation.</p>
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Unpacking the Economics Objectives

Standard 8.E.1 Understand the economic development of North Carolina and the nation

Overarching Concepts: Economic Development, Nation

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.E.1.1 Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation</p>	<p>Students must be able to demonstrate how economic growth and decline impacts why people live where they do and how they live within North Carolina and the United States.</p>	<p>Economic growth or decline can impact the personal and business decisions of people and the communities in which they live</p> <p>An individual's quality of life may be impacted by economic growth and decline within a state or nation</p>	<p>The various times North Carolina and the United States experienced periods of economic growth and decline</p> <p>Examples of how individuals are impacted by economic growth and decline</p> <p>Examples of how businesses are impacted by economic growth and decline</p>	<p>Rip Van Winkle State</p> <p>Economic boom of the 1920s</p> <p>Credit</p> <p>Buying on margin</p> <p>Speculation</p> <p>Great Depression</p> <p>Gold rushes</p>	<p>Students research and create a presentation on one of the current growing industries in North Carolina (e.g., Biotech, Financial, Information Technology, etc.), outlining how and why it is growing in this area. Students describe how it is impacting individuals, groups, communities, and businesses.</p>

				Dust Bowl War manufacturing Post World War II economic boom Industrial boom and decline (textiles) Data farms and research complexes Dot-Com bubble Economic panics of 1800s Stock market crashes Recession 2007-2008	Students read articles related to the decline of an industry in North Carolina (e.g., furniture, fishing, farming, etc.). Students create a chart recording the positive and negative impacts this decline had on individuals and communities across the state. For each positive or negative identified, students make clear connections to the decline of the specific industry that demonstrates understanding of the cause-and-effect relationship at play.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
8.E.1.2 Explain how industry and trade impact the economy and people of North Carolina and the nation	Students must be able to demonstrate understanding of the causes and effects industry and trade have on both the economies and people of North Carolina and the United States.	<p>Overuse of scarce resources through trade and industry may lead to economic instability, recession, or depression within a state or nation</p> <p>Industry and trade within a state or nation may impact the goods people have access to within a community</p>	<p>Examples of types of industry important to North Carolina economy</p> <p>Examples of types of industry important to United States economy</p> <p>Examples of how trade impacts the economies of North Carolina and United States</p> <p>Examples of the types of</p>	Impacts of trade <ul style="list-style-type: none"> ● Outsourcing ● Creation of new industries ● Closing of existing industries ● New kinds of employment ● Unemployment ● Investment in a community ● Increased revenue in community 	<p>Students create a cause-and-effect chart demonstrating the impacts trade had on North Carolina (e.g., furniture industry, agricultural trading, textile mills, RTP, etc.).</p> <p>Students create an advertisement for a specific industry highlighting how the industry impacted</p>

			goods and services traded to and from North Carolina and United States	<p>Fishing</p> <p>Shipping</p> <p>Agriculture/cash crops</p> <p>Timber</p> <p>Naval stores</p> <p>Triangular trade</p> <p>Plantation system</p> <p>Railroads</p> <p>Textile mills</p> <p>Furniture industry</p> <p>Tobacco industry</p> <p>Imports and exports</p> <p>Rural electrification</p> <p>Military in North Carolina</p> <p>Research Triangle Park/Biotechnology</p> <p>North Carolina's Global TransPark</p> <p>Tech companies</p> <ul style="list-style-type: none"> ● Google ● Facebook ● Apple 	North Carolina or the nation.
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				<p>Distribution hubs</p> <ul style="list-style-type: none"> ● Amazon ● Wayfair ● Walmart ● Coca Cola ● Publix ● Lenovo ● Polo/Ralph Lauren <p>Banking industry</p> <p>Paved roads expansion and interstate highways</p> <p>Industrialization</p> <p>Tourism industry</p> <p>The North American Free Trade Agreement</p> <p>Henry Clay's American System</p> <p>Intercontinental Railroad</p> <p>Filmmaking</p>	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
8.E.1.3 Distinguish the role women, Indigenous groups, and racial minorities played in contributing to the economic	Students must be able to differentiate the significance of the role various people had in contributing to economic equity, equality, and mobility in North	Women, racial minorities, and Indigenous groups often play a key role in demanding and contributing to economic equity, equality, and mobility within a state or nation	<p>Examples of women who contributed to economic prosperity</p> <p>Examples of racial minorities who contributed economic prosperity</p> <p>Examples of American</p>	<p>American Indian farming and agriculture practices</p> <p>Cult of Domesticity</p> <p>Republican Motherhood</p> <p>Indentured Servants</p>	Students read about a minority North Carolina entrepreneur whose business created economic prosperity. Students analyze the reading to find evidence of how that business has led to economic

<p>prosperity of North Carolina in terms of equity, equality, and mobility</p>	<p>Carolina, paying specific attention to women, Indigenous groups, and racial minorities.</p> <p>Students must be able to demonstrate knowledge of the ways in which the economic contributions of various people and groups benefited North Carolina, even if they did not always benefit the individuals or groups that made the contributions.</p>	<p>Cooperation and collaboration among various groups may lead to more equity, equality, and mobility within a state or nation</p>	<p>Indians who contributed to economic prosperity</p>	<p>Enslaved People</p> <p>Free Blacks</p> <p>Sharecropping/tenant farming</p> <p>Black Wall Street/Hayti</p> <p>Great Migration</p> <p>American Indian Fur Trade</p> <p>Women Homesteaders</p> <p>Rosie the Riveter</p> <p>New Deal Programs</p> <p>Women in the workforce</p> <p>Entrepreneurs/ entrepreneurship</p> <p>Reservation gaming</p> <p>Farming/agriculture</p>	<p>prosperity and mobility.</p> <p>The teacher gives students 3-5 primary source documents regarding the role women, Indigenous groups, and racial minorities have played in contributing to the economic prosperity of North Carolina. Students identify evidence of those contributions in each document.</p> <p>Students analyze written and visual documents of women workers in various industries of North Carolina. Students determine important evidence in each document that addresses the following questions: 1) How did women contribute to economic prosperity in North Carolina? 2) In what ways did economic mobility occur as a result? 3) Did their contributions help move women towards equality?</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.E.1.4 Exemplify ways personal financial decision-making influences the economy</p>	<p>Students must be able to use material presented to them to come up with new examples of ways personal financial decision making influences the economy.</p>	<p>Individual decisions on spending and saving can influence the economic growth of a state or nation</p> <p>A state or nation's economic growth or decline can be related to the personal financial decisions of its citizens</p>	<p>How to save and invest wisely to achieve future goals</p> <p>The use of credit and borrowing</p> <p>The benefits of charitable giving</p> <p>How to create and implement a plan to improve short and long term quality of life</p>	<p>Savings</p> <p>Spending</p> <p>Taxes</p> <p>Credit</p> <p>Borrowing</p> <p>Investing</p> <p>Giving</p> <p>Budgeting</p>	<p>The teacher gives students 3-5 scenarios of financial decisions people have made.</p> <p>Students create their own scenarios of financial decision-making. The students must tell how the economic decision impacts the economy.</p> <p>Students complete a "chain reaction" graphic organizer or a cause-and-effect chart explaining the connection between personal financial decisions and economic impacts. The teacher can differentiate this activity by allowing some students to fill in their graphic organizer on their own, identifying both the decisions and the impacts. Other students can be given examples of personal financial decisions and generate economic impacts.</p>

Unpacking the Geography Objectives

Standard 8.G.1 Understand geographic factors that influence the development of North Carolina and the nation

Overarching Concepts: Geographic Factors, Development, North Carolina, Nation

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.G.1.1 Summarize the human and physical characteristics of North Carolina and the nation</p>	<p>Students must be able to demonstrate the ability to create a summary or abstract (not retell) about human and physical characteristics of North Carolina and the United States.</p>	<p>Geographic regions may differ based on physical characteristics</p> <p>The physical and human characteristics of a state or nation can be identified by the types of regions they possess</p> <p>The physical and human characteristics of a place may influence the development of a state or nation</p>	<p>How to describe the various regions of North Carolina and the United States in terms of physical environment (both natural and man-made)</p> <p>How to describe North Carolina and the United States in terms of their location relative to other states and nations</p> <p>The characteristics that define a particular region in North Carolina and the United States</p> <p>Examples of sustainable resources</p>	<p>Types of regions</p> <ul style="list-style-type: none"> ● Functional (man-made) ● Formal (climate, physical features) <ul style="list-style-type: none"> ○ Coastal Plain ○ Piedmont ○ Mountains ○ Tidewater ● Vernacular (regional identities/perceptual regions) <p>Physical characteristics</p> <ul style="list-style-type: none"> ● Natural resources <ul style="list-style-type: none"> ○ Rivers ○ Timber ○ Minerals ● Ocean ● Mountains ● Plains ● Deserts ● Woodlands <p>Human Characteristics</p> <ul style="list-style-type: none"> ● Buildings ● Roads ● Railroads ● Parks ● Nature reserves ● Hiking trails ● Renewable energy <ul style="list-style-type: none"> ○ Solar panels 	<p>Students annotate a topographical map of North Carolina in a way that summarizes three human characteristics and three physical characteristics of each region.</p> <p>Students are given a topographical map presenting different resources in the United States focused on renewable energy. After reading the documents, students summarize the potential renewable energy usage with a 60-second Public Service Announcement. <i>Note: This can be an electronic, written, or oral presentation.</i></p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.G.1.2 Explain how location, resources, and human geography influenced the development of North Carolina and the nation</p>	<p>Students must be able to demonstrate how the development of North Carolina and the United States have been impacted by location, resources, and human geography.</p>	<p>The physical characteristics of a place may contribute to the social, cultural, or economic development of a state or nation</p> <p>The physical characteristics of a place may present challenges to the social, cultural, and economic development of a state or nation</p>	<p>How physical geography impacts the development of North Carolina and the United States</p> <p>How human geography impacts the development of North Carolina and the United States</p>	<ul style="list-style-type: none"> ○ Hydroelectric dams ○ Wind turbines <p>Location/resources</p> <ul style="list-style-type: none"> ● Settlement patterns of East vs. West North Carolina ● Fertile farmland ● Impact of natural disasters <ul style="list-style-type: none"> ○ Hurricanes ○ Tornadoes ○ Flooding ○ Drought ○ Beach erosion ● Tourism business <ul style="list-style-type: none"> ○ Minerals ○ Timber ○ Furniture industry in North Carolina <p>Human geography</p> <ul style="list-style-type: none"> ● Buildings ● Roads/highways ● Railroads ● Windmills ● Man-made lakes/water sources ● Research Triangle Park ● North Carolina's Global TransPark 	<p>Teachers put students in groups to research visual imagery showing how the human geography of North Carolina has been influenced by tourism. Groups are asked to explain how human geography impacts tourism and influences the development of our state by creating a TikTok-style video.</p> <p>Students create a visual graphic that explains how the physical geography and location impacted the rise of textile mills in the Southern United States or North Carolina.</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
8.G.1.3 Explain how location and human geography presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation	<p>Students must be able to demonstrate understanding of how the movement of people, goods, and ideas have been impacted by physical and human geography.</p> <p>Students must be able to demonstrate understanding of why opportunity and challenge are reasons for the movement of people, goods, and ideas in North Carolina and the United States.</p>	<p>The physical characteristics of a place may contribute to the movement of people, goods, and ideas of a state or nation</p> <p>The physical characteristics of a place may present challenges for the movement of people, goods, and ideas of state or nation</p>	<p>Specific geographic challenges or opportunities for the movement of people, goods, and ideas in North Carolina</p> <p>Specific geographic challenges or opportunities for the movement of people, goods, and ideas in the United States</p>	<ul style="list-style-type: none"> Charlotte area banking hub <p>Opportunities</p> <ul style="list-style-type: none"> Fresh water rivers Fertile farmland Gold exploration Navigation and transportation Railroads Industrialization Farming and tobacco Logging in rivers Textile industry Military base Outer Banks Gas pipelines Migration <p>Challenges</p> <ul style="list-style-type: none"> Mountain territories Desert Redlining Climate Graveyard of the Atlantic Outer Banks Gentrification Migration 	<p>Students answer the writing prompt: <i>How do location and human geography work together to create opportunities that draw new industries (Apple, Google, medical, etc.) to the research triangle area?</i></p> <p>Students create an annotated map (e.g., Google My Map, Padlet Map, Google Slide, etc.) documenting the challenges the Outer Banks of North Carolina have posed to the movement of people and goods throughout North Carolina history. Teachers use this assessment multiple times throughout the course.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
8.G.1.4 Explain the reasons for and	Students must be able to demonstrate	People may choose to migrate to a state or	Reasons why people migrate (both forced and	Forced <ul style="list-style-type: none"> Triangular 	Students create a pro/con list that could

<p>effects of forced and voluntary migration on various groups in North Carolina and the nation</p>	<p>the causes of forced and voluntary migration in North Carolina.</p> <p>Students must be able to demonstrate the effects of forced and voluntary migration in North Carolina.</p>	<p>nation to gain access to water, better climate, fertile soil, or other natural resources</p> <p>Migration may result in new ideas, culture and a workforce for a state or nation</p> <p>The migration of people to an area may result in changes to both the physical and human characteristics of a place or region</p>	<p>voluntary) to and within the United States</p> <p>Effects of migration (both forced and voluntary) to and within the United States</p> <p>Policies, practices, and laws that limit or impact individuals and/or groups from immigrating to or migrating within the United States</p>	<p>Trade/Slave Trade</p> <ul style="list-style-type: none"> ● Peonage ● Trail of Tears ● Indentured servitude ● American Internment Camps ● Refugee camps ● Reservations ● Dust Bowl <p>Voluntary</p> <ul style="list-style-type: none"> ● Colonial charters ● Colonization ● Great Wagon Road ● Proclamation of 1763 ● Religious freedom ● North Carolina & California Gold Rush ● Underground Railroad ● Urbanization ● Industrialization ● Urban migration ● Ellis/Angel Island ● Great Migration ● Indentured Servitude ● Agricultural opportunities ● Migrant farming <p>Effects of Migration</p> <ul style="list-style-type: none"> ● Population shifts ● Cultural diffusion ● Nativism 	<p>have been created by an African American living in rural North Carolina. The pro/con list should reflect an African American's thoughts on trying to decide whether or not to move to the North in 1925. Students detail the economic, political, and cultural reasons for each pro and con.</p> <p>Students are given data charts reflecting migration to North Carolina. Students explain the push and pull factors that have influenced those migration patterns.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
8.G.1.5 Explain how geographic expansion impacted the development of North Carolina and the nation	Students must be able to demonstrate they understand how political, economic, and social development in North Carolina has been impacted by geographic expansion.	<p>Geographic expansion of a state or nation may lead to unintended consequences</p> <p>When a state or nation expands, individuals, and groups may be presented with new challenges and opportunities that can impact development</p>	<p>Various ways geographic expansion has impacted the development of North Carolina and the United States</p> <p>Specific examples of the United States acquiring new territory</p>	<ul style="list-style-type: none"> • Shifts in employment <p>Geographic Expansion</p> <ul style="list-style-type: none"> • Louisiana Purchase • Mexican Cession • Westward Expansion • Annexation of Alaska and Hawaii • Gadsden Purchase • Annexation of Texas • Cuba, Puerto Rico, Guam, Philippines <p>Impacts of Expansion</p> <ul style="list-style-type: none"> • Roads • City growth • Businesses & industry • Railroads • Land grants • Pollution • Ecosystems • Loss of native lands • Access to natural resources 	<p>Students create an Ignite presentation to explain how geographic expansion of the United States led to improvements in transportation and industry.</p> <p>Students are given a worksheet listing 10-15 examples of geographic expansions in both the United States and North Carolina. The students complete the worksheet by filling in how each expansion impacted the development of the nation or state.</p>

Unpacking the History Objectives

Standard 8.H.1 Understand the role of conflict and cooperation in the development of North Carolina and the nation

Overarching Concepts: Conflict, Cooperation, Development, North Carolina, Nation

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation</p>	<p>Students must be able to demonstrate they understand the causes and effects of conflict in North Carolina and the United States.</p>	<p>Political, economic, geographic, and cultural conditions in a state or nation can create conflict and war</p> <p>Political, economic, geographic, and cultural conditions in a state or nation can be shaped by conflict and war</p>	<p>North Carolina’s role in selected local, state, national, and global conflicts</p> <p>The role and implications of the United States’ involvement in or isolation from global conflicts and the reasons for involvement or isolation</p> <p>The causes of various types of conflicts (military economic, political, and social ideologies)</p>	<p>Causes/effects of conflicts</p> <ul style="list-style-type: none"> ● Population redistribution ● States rights ● Slavery ● Land expansion ● Land disputes ● Annexation ● Federalism ● Taxation without representation ● Congressional representation ● Political balance in congress ● Break-up of the plantation system ● Nativism ● Disenfranchisement ● Civil rights ● Civil rights legislation ● Secession ● Wage & labor disputes <p>Examples of conflicts</p> <ul style="list-style-type: none"> ● Bacon/Culpeper Rebellion ● Lord’s proprietors ● Federalist/ Anti-Federalists ● National Bank ● Labor unions ● Internment camps 	<p>Given an event or conflict (national or state), students complete a graphic organizer depicting the cause(s) and effect(s) of that event or conflict.</p> <p>Students create a flowchart to trace the issues at the heart of the Cold War. The flowchart should address the causes and effects of those issues.</p> <p>Students create a series of TikTok-style video clips that highlight the causes, events, and effects of Culpeper’s Rebellion. Students’ explanations may be verbal, on-screen text over their video, or a dance motion set to music that fits the idea and/or emotion related to the details.</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.H.1.2 Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation</p>	<p>Students must be able to demonstrate the ability to create a summary or abstract (not retell) about how debate, negotiation, compromise, and cooperation have been used over time in North Carolina and the United States.</p>	<p>Democracies may engage in debate, compromise, and negotiations to solve problems and issues that exist in a state or nation</p> <p>Competing values and beliefs can play an important role in sparking debates and compromise that can create new policies and laws within a state or nation</p>	<p>Examples of historical and contemporary economic, political, and cultural debates that have taken place in North Carolina and the United States</p> <p>Various compromises that have taken place in North Carolina and the United States</p>	<ul style="list-style-type: none"> ● Domestic and international wars ● Indian removal ● Suffrage ● Taxation of colonies ● Mercantilism ● War of 1812 (trade, embargo) ● Economic impacts of war ● Great Depression <p>Great Compromise</p> <p>Anti-Federalist/ Federalist</p> <p>Articles of Confederation vs. Constitution</p> <p>Freesoilers vs. proslavery</p> <p>Missouri Compromise</p> <p>Compromise of 1850</p> <p>North Carolina debate on secession</p> <p>Presidential vs. congressional reconstruction</p> <p>Labor unions & negotiations</p>	<p>Students read debates between the Federalists and the Anti-Federalists. Students summarize the beliefs and arguments of both the Federalists and the Anti-Federalists with a newspaper headline.</p> <p>The teacher shows students a short video clip on the Compromise of 1850. After watching the video, students summarize the main idea of the video clip.</p>

				<p>Women’s suffrage debate</p> <p>Cuban missile crisis</p> <p>Isolation vs. neutrality</p> <p>Civil rights legislation</p> <p>Globalization</p>	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.H.1.3 Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time</p>	<p>Students must be able to demonstrate they understand how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit individuals over time.</p>	<p>Discriminatory behavior can lead to exploitation and suppression of individual rights</p> <p>Slavery and segregation allow dominant groups in power to control and limit the rights of others within a nation or state</p> <p>Individuals and groups that have power in a society may have an interest in limiting the distribution of that power</p>	<p>The causes of slavery, segregation, voter suppression, reconcentration, and other discriminatory practices</p> <p>The effects of slavery, segregation, voter suppression, reconcentration, and other discriminatory practices on individuals</p>	<p>Grandfather clause</p> <p>Poll tax</p> <p>Literacy test</p> <p>De jure segregation</p> <p>De facto segregation</p> <p>American internment camps</p> <p>Trail of Tears</p> <p>Black codes</p> <p>Slave codes</p> <p>Reservation system</p> <p>Redlining</p> <p>Relocation acts</p> <p>Broken and unfulfilled treaties with American</p>	<p>Students create a front page news story of an injustice they have learned about. The story should explain the details related to the injustice issue (causes) as well as any responses (effects) to it, naming key people, groups, and actions.</p> <p>Students are put in groups. Each group is given primary source documents on the internment of Japanese-Americans during WWII. Each group creates a cause-and-effect diagram showing the causes and effects of the internment camps. Students present their diagrams to the class.</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.H.1.4 Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation</p>	<p>Students must be able to demonstrate their understanding of how responses to inequities, injustices, discrimination, prejudice, and bias have shaped North Carolina and the United States.</p>	<p>The actions people use as strategies of resistance and resilience to injustice may help shape a state or nation</p> <p>Individuals and groups may resist injustice and demand equal treatment which can lead to reforms that can transform a nation</p>	<p>Examples of specific individual and group actions of resistance to injustice in North Carolina and the United States</p> <p>Examples of inequities, injustice, and discrimination faced by individuals and groups in North Carolina and the United States</p> <p>Examples of how groups and individuals have showed resilience in the face of injustice</p>	<p>Indian Tribes</p> <p>Eugenics</p> <p>Unequal distribution of wealth and wages</p> <p>Employment policies</p> <p>Recovery</p> <ul style="list-style-type: none"> ● Reconstruction ● New Deal ● Post - 9/11 ● Response to natural disasters ● Economic stimulus <p>Resistance</p> <ul style="list-style-type: none"> ● Civil disobedience ● Rallies/marches ● Strikes ● Walkouts ● Sit-ins ● Boycotts ● Voter registration drives & voting ● Communicating with local, state, and U.S. elected officials ● Petitions ● Letter writing & social media campaigns <p>Resilience</p>	<p>Students are given primary source documents on the development of Princeville, North Carolina. After reading the documents, students write a brief paragraph with the following points included: 1) How the people of Princeville have exhibited resistance to injustice, discrimination, and prejudice; and 2) How the people of Princeville have exhibited resilience to injustice, discrimination, and prejudice.</p> <p>Students fill out a cause-and-effect chart focused on a topic related to the objective (e.g., environmental</p>

				<ul style="list-style-type: none"> • Responses to natural disasters • Holocaust survivors • Surviving the Great Depression • Battle of Hayes Pond • American patriotic sentiment after 9/11 • Responses to Wilmington Coup • Responses to destruction of Black Wall Street in Tulsa and Hayti in North Carolina • American Indian maintenance of culture despite efforts of assimilation 	<p>movements, civil rights movements, suffrage movements, etc.). The chart should ask students to fill out information that: 1) Addresses causes of inequities and injustices in a state/nation; 2) Shows acts of resistance as a cause shaping North Carolina/United States; 3) Shows ways resilience has helped shape the state/nation; and 4) Addresses how individuals and groups have been able to recover from the discriminatory practices that once existed in a state/nation.</p>
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Unpacking the History Objectives

Standard 8.H.2 Understand how innovation and change have impacted the development of North Carolina and the nation

Overarching Concepts: Innovation, Change, Development

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
8.H.2.1 Explain how innovation and technology have contributed to change in North Carolina and the nation	Students must be able to demonstrate that they understand how innovative ideas and technological inventions have influenced change in North Carolina	<p>Technology and innovation can lead to societal changes</p> <p>Technology and innovation can have a positive impact and unintended consequences</p>	<p>Examples of technological advances in United States and North Carolina history</p> <p>Examples of inventions unique to North Carolina</p> <p>The positive and negative impacts of innovation on</p>	<p>Aviation/ First Flight</p> <p>Cotton gin</p> <p>Dams and water wheels, and waterpower</p> <p>Plank roads in North Carolina</p>	Students record themselves giving a news report about the completion of the Fayetteville-Western Plank Road system in Bethania, North Carolina. Students' news stories should

	and the United States.		individuals and groups in regions of North Carolina and the United States	<p>Erie Canal</p> <p>Steam engine and railroad</p> <p>Dismal Swamp Canal</p> <p>Model T</p> <p>Interstate highway system</p> <p>Telegraph</p> <p>Telephone</p> <p>Radio</p> <p>Television</p> <p>Internet</p> <p>Social media</p> <p>Smartphones</p> <p>Assembly line</p> <p>Mass production</p> <p>Ironclads</p> <p>Blockade runners</p> <p>Rifles</p> <p>"Smart" weapons</p>	<p>include the causes of the plank road system, the positive and negative impacts of the plank road system, and how the plank road system impacted growth in North Carolina.</p> <p>Students complete a graphic organizer depicting various types of innovations in transportation. The graphic should detail the following: 1) What each innovation was designed to do; 2) How each innovation contributed to the benefit of transportation and travel; 3) How each innovation improved transportation in the nation; and 4) How each innovation improved transportation in North Carolina.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>8.H.2.2 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation</p>	<p>Students must be able to demonstrate they understand the various ways in which different individuals and groups in North Carolina and in the United States influenced and facilitated change.</p>	<p>Individuals and groups can be powerful forces for societal change</p> <p>The desire for societal reform can motivate individuals and groups to act and bring about change</p>	<p>Examples of people in the history of North Carolina and the United States that influenced change or innovation</p> <p>Examples of groups in the history of North Carolina and the United States that influenced change or innovation</p> <p>How individuals and groups have influenced change or innovation in North Carolina and the United States</p>	<p>Atomic weapons</p> <p>Groups</p> <ul style="list-style-type: none"> ● Quakers ● Moravians ● Regulators ● Sons of Liberty ● Edenton Tea Party ● Founding Fathers ● Radical Republicans ● Abolitionists ● War Hawks of 1812 ● Muckrakers ● Progressives & Populists ● Flappers ● Labor unions ● NAACP ● Greensboro Four ● Farm Workers Alliance <p>Individuals</p> <ul style="list-style-type: none"> ● Penelope Baker ● Hugh Williamson ● Dorthea Dix ● Calvin Wiley ● Archibald Murphy ● Upton Sinclair ● Harvey Milk ● Duke, Reynolds, Hanes (Tobacco) ● Ella Baker ● Vernon Johns ● Martin Luther King Jr. 	<p>Students answer the writing prompt: <i>How did the Radical Republicans impact political involvement and changes following the Civil War (e.g., Freedmen's Bureau, Education, Legislation, Civil Rights, etc.)?</i> Students identify at least two impacts.</p> <p>From a teacher-provided list, students select and research an individual or group that had a significant impact on the nation or community. Students create a superhero or superhero team based on their selected individual or group. The description of the superhero or superhero team could include: 1) an origin story including the impact of their background; 2) an image (drawing or electronic) of the superhero, including a rationale for the colors and symbols in their</p>

				<ul style="list-style-type: none"> • John Lewis • Congressional leaders • Presidents • Civil Rights leaders • Cesar Chavez • Dolores Huerta • Fred Korematsu 	appearance; 3) a description of powers and weaknesses in relation to their accomplishments; 4) an archvillain related to what the individual/group were fighting against; and 5) a short story or comic of the hero's latest adventure depicting their impact on a historical time of change.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
8.H.2.3 Explain how the experiences and achievements of women, minorities, Indigenous, and marginalized groups have contributed to the development of North Carolina and the nation over time	Students must be able to demonstrate understanding of how the lived experiences and achievements of various groups influenced the development of the United States and North Carolina, paying specific attention to women, various Indigenous, religious, and racial groups.	<p>Indigenous and marginalized groups often contribute to the political, economic, and cultural development of a state or nation despite limited opportunities for social mobility</p> <p>Individual and group experiences can drive the outcome of events, conflicts, and decisions</p> <p>The experiences and achievements of people with different cultural backgrounds may foster change and</p>	<p>The ways in which different individuals and groups may have influenced the outcome of conflicts</p> <p>Examples of leadership and individual/group action in North Carolina and the United States</p> <p>Examples of achievements of various women, Indigenous, and minority groups</p> <p>Ways diverse women, Indigenous, religious, and racial groups have made contributions to North Carolina and the United</p>	<p>Individuals</p> <ul style="list-style-type: none"> • Susan B. Anthony • Sojourner Truth • Abigail Adams • Elizabeth Cady Stanton • Eleanor Roosevelt • Greensboro Four • Ella Baker • Septima Clark • Karen Korematsu • Daisy Bates • Fannie Lou Hamer • A. Philip Randolph • Cesar Chavez • Dolores Huerta • Harvey Milk <p>Groups</p> <ul style="list-style-type: none"> • American Indians in United States 	<p>Students write a Public Service Announcement (PSA). The PSA should tell the public the following about the person or group: 1) <i>Experience(s)</i> of the person or group within the state or nation; 2) <i>Significance(s)</i> of the person or group in the state or nation; and 3) <i>Achievement(s)</i> of the person or group and how that achievement contributed to the development of the state or nation.</p> <p>Students are assigned a person who contributed</p>

		<p>innovation that can improve a nation</p>	<p>States</p>	<ul style="list-style-type: none"> ● Immigrants ● North Carolina Farm Workers ● American Indians in North Carolina <ul style="list-style-type: none"> ○ The Eastern Band of Cherokee Indians ○ Haliwa-Saponi ○ Lumbee Tribe ○ Meherrin ○ Sappony ○ Coharie ○ Occaneechi Band of the Saponi Nation ○ Waccamaw Siouan 	<p>to the development of North Carolina or the United States. Students create a short one-page resume that lists all the ways the person impacted North Carolina or the United States.</p>
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