

Social Studies Course Guide

Eighth Grade

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Teaching Social Studies

Essential Standards

The North Carolina Department of Public Instruction (NCDPI) maintains the North Carolina Essential Standards for the Core Social Studies courses. In addition, the NCDPI has developed an unpacking document for each course and a glossary for all Social Studies courses. These documents may be found in the table below:

Essential Standards	Unpacking Document
Sixth Grade	Sixth Grade
Seventh Grade	Seventh Grade
Eighth Grade	Eighth Grade
K-12 Social Studies Glossary	

Inquiry Strand

The North Carolina Essential Standards for Social Studies are built on an Inquiry approach. All Social Studies instruction is built around leading students to ask good questions, seek information that helps them answer those questions, and make age-appropriate evaluations of various answers and claims from multiple perspectives.

This development of critical thinking skills is accomplished through the Inquiry Strand. The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically, and each represents a different social studies lens through which students should access the content.



How To Use This Guide

This guide is designed to contain everything you need to successfully teach Social Studies in Cumberland County Schools. Additional details to support your instruction can be found in the CCS Instructional Framework. This guide provides a Pacing, with standards and timing for each Unit of Study. Within the detailed view of each Unit of Study can be found the text of the required state Learning Objectives, Inquiry-based I Can statements, a Recommended Instructional Plan, Suggested Topics for the unit, and, in many cases, additional resources.

Pacing

The Pacing is organized into WEEKS. It is important to note that a week is considered to be the instructional days available between Monday and Friday. Should a calendar week include one or more holidays or other disruptions, the week still begins on the first instructional day and ends on the last instructional day of that calendar week. Therefore, a “week” in the pacing is at most FIVE DAYS, and occasionally as few as THREE, or, in the event of inclement weather, perhaps fewer.

Units of Study

The NCDPI has designed our courses to be Social Studies courses with a focus on understanding students’ contemporary world. While we use the lessons of the past for this purpose, they are not history survey courses. As such, topics within each Unit of Study should be chosen to illuminate contemporary issues, rather than to provide a full telling of historical events. To this end, and to support an Inquiry focus, each week is organized around one or more Compelling Question, with student activities and teacher lessons suggested or linked for each week.



Teaching Social Studies

The Inquiry Strand for grades 6-8. While students will show varying degrees of sophistication, the expectation is that every skill is practiced at every grade level.

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.



How To Use This Guide

Learning Plans

Student learning in Social Studies is organized around Learning Plans. Learning Plans are intended to be Inquiry-driven, student-facing documents that can be provided to students in any learning environment. They are intended to be digital documents, distributed, collected, and graded through Canvas. Successful completion of a Learning Plan demonstrates mastery of the standards indicated for the Learning Plan and can be tracked as evidence of student learning. They are not intended to be the sole source of instruction during the week or unit, but rather serve as a skeletal framework around which all the lessons can be built.

Two links are provided for each Learning Plan: a Teacher Edition, which includes comments to support the use of the Plan, and a Student Edition which does not contain these comments. The Student Edition link is usually a “force copy” link which will create a copy on the user’s Google Drive.

Assessment

Assessment under this curriculum is through Learning Plan completion, especially the activity/activities under the final section, “Answering the Compelling Question.” Multiple choice assessments have limited applicability under the 2021 NCES for Social Studies.



First Quarter Pacing

Unit of Study	Standards	Weeks
<u>Unit 0: Geography of North Carolina and the United States & Inquiry 101</u>	8.B.1.1, 8.B.1.2 8.E.1.2 8.G.1.1, 8.G.1.2, 8.G.1.3 8.G.1.5	1-2 (2 weeks)
<u>Unit 1: Colonization & Settlement</u>	8.B.1.1, 8.B.1.2 8.C&G.1.4, 8.C&G.1.5 8.E.1.3 8.G.1.1, 8.G.1.2, 8.G.1.4, 8.G.1.5 8.H.1.3	3-5 (3 weeks)
<u>Unit 2: Revolution & the New Nation</u>	8.B.1.2 8.C&G.1.1, 8.C&G.1.2, 8.C&G.1.5 8.E.1.3, 8.E.1.4 8.H.1.2 8.H.2.2, 8.H.2.3	6-8 (3 weeks)

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Second Quarter Pacing

Unit of Study	Standards	Weeks
Unit 3: Expansion & Reform	8.C&G.1.5 8.C&G.2.1, 8.C&G.2.2 8.E.1.1, 8.E.1.2, 8.E.1.4 8.G.1.1, 8.G.1.2, 8.G.1.4, 8.G.1.5 8.H.1.3 8.H.2.3	9-12 (4 weeks)
Unit 4: Civil War & Reconstruction	8.B.1.1, 8.B.1.2 8.C&G.1.2, 8.C&G.1.3, 8.C&G.1.5 8.C&G.2.1, 8.C&G.2.2 8.E.1.1, 8.E.1.2, 8.E.1.3 8.G.1.2, 8.G.1.3 8.H.1.1, 8.H.1.2, 8.H.1.3 8.H.2.2, 8.H.2.3	13-16 (4 weeks)

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Third Quarter Pacing

Unit of Study	Standards	Weeks
<u>Unit 5: Industrialization & Immigration</u>	8.B.1.1, 8.B.1.2 8.C&G.2.2 8.E.1.1, 8.E.1.2, 8.E.1.3 8.G.1.2, 8.G.1.3, 8.G.1.5 8.H.1.2, 8.H.1.4 8.H.2.1, 8.H.2.2, 8.H.2.3	17-18 (2 weeks)
<u>Unit 6: World War I and the Great Depression</u>	8.B.1.1, 8.B.1.2 8.C&G.1.2, 8.C&G.1.3, 8.C&G.1.4, 8.C&G.1.5 8.C&G.2.1, 8.C&G.2.2 8.E.1.1, 8.E.1.2, 8.E.1.3, 8.E.1.4 8.G.1.2, 8.G.1.4 8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4 8.H.2.1, 8.H.2.2, 8.H.2.3	19-20 (2 weeks)
<u>Unit 7: World War II</u>	8.B.1.1 8.C&G.1.2, 8.C&G.1.3, 8.C&G.1.5 8.E.1.2, 8.E.1.3, 8.E.1.4 8.G.1.2, 8.G.1.4 8.H.1.1, 8.H.1.2 8.H.2.1, 8.H.2.2, 8.H.2.3	21-23 (3 weeks)
<u>Unit 8: Cold War</u>	8.B.1.1 8.C&G.1.2, 8.C&G.1.3, 8.C&G.1.4, 8.C&G.1.5 8.C&G.2.1, 8.C&G.2.2 8.E.1.1, 8.E.1.2, 8.E.1.4 8.G.1.2 8.H.1.1, 8.H.1.2 8.H.2.1, 8.H.2.2, 8.H.2.3	24-26 (3 weeks)

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Fourth Quarter Pacing

Unit of Study	Standards	Weeks
<u>Unit 9: Civil Rights</u>	8.B.1.1, 8.B.1.2 8.C&G.1.1, 8.C&G.1.3, 8.C&G.1.5 8.C&G.2.1, 8.C&G.2.2 8.G.1.3 8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4 8.H.2.2, 8.H.2.3	27-29 (3 weeks)
<u>Unit 10: Contemporary America</u>	8.B.1.1, 8.B.1.2 8.C&G.1.3 8.E.1.1, 8.E.1.2, 8.E.1.4 8.G.1.2 8.H.1.1, 8.H.1.4 8.H.2.1, 8.H.2.2, 8.H.2.3	30-32 (3 weeks)
<u>Year-end Assessment</u>		33-35 (3 weeks)
<u>Additional Resources</u>		

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Unit 0: Geography of North Carolina and the United States & Inquiry 101

Weeks 1-2 (2 weeks)

NCES Objectives:

- 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.
- 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.
- 8.E.1.2** Explain how industry and trade impact the economy and people of North Carolina and the nation.
- 8.G.1.1** Summarize the human and physical characteristics of North Carolina and the nation.
- 8.G.1.2** Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.
- 8.G.1.3** Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.
- 8.G.1.5** Explain how geographic expansion has impacted the development of North Carolina and the nation.



Unit 0: Geography of North Carolina and the United States & Inquiry 101

Weeks 1-2 (2 weeks)

Instructional Plan:

Week 1: Is Social Studies Important?

Student Activities:

SHEG "[Lunchroom Fight](#)"
[Learning Plan 8.0 \(Teacher Edition\)](#)

Teacher Resources:

- Ice-breaker and community building activities
- Code of Conduct
- Canvas orientation
- EVERFI registration for "Future Smart" and "306: Continuing the Story"
- [Nearpod SEL Lessons](#)

Week 2: What makes North Carolina unique?

SQ:

- *What are some human and physical characteristics of North Carolina and the United States?*
- *What are the regions of North Carolina?*
- *What peoples have influenced the development of North Carolina?*

Student Activities:

Teacher Resources:

- Primary and Secondary Sources
- [Sourcing](#), [Corroboration](#), and [Contextualizing](#)
- [Evaluating Sources](#)
- Analysis v. Summary
- Source analysis framework (AP PARTS, etc.)
- Content framework (SPICE, PERSIA, etc.)
- Geography of NC and the US



Unit 0: Geography of North Carolina and the United States & Inquiry 101

Weeks 1-2 (2 weeks)

I Can Statements:

I can identify the different regions of North Carolina/United States

I can summarize the human and physical characteristics of North Carolina and the United States.

Suggested topics:

- North Carolina Geography and Economy
 - Tidewater
 - Coastal Plains
 - Piedmont
 - Mountains
 - Economic resources for each region (tourism, agricultural products (inc. Christmas trees), etc)
- United States Geography
- Primary and Secondary Sources
 - APPARTS
 - Bias
 - Perspectives

Resources:

- [Engaging Students with Primary Sources](#)
- [Analyzing a Written Document Worksheet](#)
- [C3teachers.org](https://www.c3teachers.org)
- EVERFI [registration and training videos](#)



Unit 1: Colonization and Settlement

Weeks 3-5 (3 weeks)

NCES Objectives:

- 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.
- 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.
- 8.C&G.1.4** Compare different perspectives on the role of state, national, and tribal governments.
- 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.
- 8.E.1.3** Distinguish the role women, indigenious groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.
- 8.G.1.1** Summarize the human and physical characteristics of North Carolina and the nation.
- 8.G.1.2** Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.
- 8.G.1.4** Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.
- 8.G.1.5** Explain how geographic expansion has impacted the development of North Carolina and the nation.
- 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.



Unit 1: Colonization and Settlement

Weeks 3-5 (3 weeks)

Instructional Plan:

Week 3: How did the English and the Wampanoag move from contact to cooperation to conflict?

Student Activities:
Learning Plan 8.1 ([Teacher Edition](#))
[Rescue of John Smith](#) LIA

Teacher-led Activities:

- [English and Wampanoag](#) C3 Inquiry

Week 4: Why did people from Europe and Africa come to North Carolina?

Supporting Questions:

- *What were the main motivations for colonization?*
- *Why did European nations feel entitled to the materials/resources in North Carolina and the Americas?*
- *How did the agricultural knowledge of African men and women influence the development of the colonies and North Carolina?*

Student Activities:
[SQ8.2b3 Sources](#)
[SQ8.2b3 Graphic Organizer](#)

Teacher-led Activities:

- [Supporting Question 8.2b3 plan](#)

Week 5: How did patterns of settlement create our nation?

Student Activities:

Teacher-led Activities:

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Unit 1: Colonization and Settlement

Weeks 3-5 (3 weeks)

I Can Statements:

I can gather information from primary sources to explain early interactions between Native Americans and English colonists.

I can use evidence to make an argument about the reasons for the European exploration of North America.

I can draw conclusions about cultural influence using primary sources, data, and archaeological evidence.

Suggested topics:

- Exploration
- Motives for colonization
 - Problems that came with colonization
- Colonization
 - Jamestown
 - Roanoke (Lost Colony)
 - Geography
 - National Regions
 - New England
 - Middle
 - Southern
 - Tidewater
 - Piedmont
 - Mountains
 - Native Americans
 - Trans-Atlantic Slave trade
 - Influence of African culture
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Resources:

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Unit 2: Revolution and the New Nation

Weeks 6-8 (3 weeks)

NCES Objectives:

- 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.
- 8.C&G.1.1** Summarize the democratic ideals outlined in the founding documents of the state and national government.
- 8.C&G.1.2** Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.
- 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.
- 8.E.1.3** Distinguish the role women, indigenous groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.
- 8.E.1.4** Exemplify ways personal financial decision making influences the economy.
- 8.H.1.2** Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.
- 8.H.2.2** Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.
- 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.



Unit 2: Revolution and the New Nation

Weeks 6-8 (3 weeks)

Instructional Plan:

Week 6: Was the American Revolution avoidable?

Student Activities:
Learning Plan 8.2 ([Teacher Edition](#))
[Declaration of Independence LIA](#)

Teacher-led Activities:

- [American Revolution](#) C3 Inquiry

Week 7: Is compromise always fair?

Supporting questions:

- *What were the issues in establishing the new government?*
- *What group(s) had voice in the early US and North Carolina governments?*
- *How did the rights and freedoms granted to people of color differ between Northern and Southern states?*

Student Activities:
[SQ8.3b2 Sources](#)
[SQ8.3b2 Graphic Organizer](#)
[SQ8.3b2 CCSGO](#)

Teacher-led Activities:

- [Great Compromise](#) C3 Inquiry
- [SQ8.3b2 Teacher Instructions](#)
- Identify democratic ideals within the Declaration and Constitution

Week 8: How do tensions between freedom and authority shape American history?

Student Activities:

Teacher-led Activities:

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Unit 2: Revolution and the New Nation

Weeks 6-8 (3 weeks)

I Can Statements:

I can analyze various sources to determine how and at what cost conflict can be avoided.

I can compare the claims of Federalists and Antifederalists to make a judgement about their relevance.

I can use evidence from various sources to make an argument about the extent to which various groups had access to freedom in North Carolina after the Revolutionary War.

Suggested topics:

- Road to Revolution
 - Taxation without representation
 - Struggles with war and finances
 - Colonial life
- Native American lifestyle
- Life of a slave
- Declaring Democracy
 - What did the Patriots want?
 - Struggles with establishing democracy
 - Who has a say in government?
- Constitutional Convention

Resources:

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Unit 3: Expansion & Reform

Weeks 9-12 (4 weeks)

NCES Objectives:

- 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.
- 8.C&G.2.1** Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.
- 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.
- 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.
- 8.E.1.2** Explain how industry and trade impact the economy and people of North Carolina and the nation.
- 8.E.1.4** Exemplify ways personal financial decision making influences the economy.
- 8.G.1.1** Summarize the human and physical characteristics of North Carolina and the nation.
- 8.G.1.2** Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.
- 8.G.1.4** Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.
- 8.G.1.5** Explain how geographic expansion has impacted the development of North Carolina and the nation.
- 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.
- 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.



Unit 3: Expansion & Reform

Weeks 9-12 (4 weeks)

Instructional Plan:

Week 9: Was American Expansion justified?

Student Activities:
Learning Plan 8.3 ([Teacher Edition](#))

Teacher-led Activities:

- LP8.3 is derived from the [American Expansion](#) C3 Inquiry
- [Manifest Destiny Motivations](#)

Week 10: How did reform movements develop before the Civil War?

Supporting Questions:

- *How effective were the attempts made by African Americans to resist enslavement?*

Student Activities:
SQ8.4b1 [Sources](#) with [Questions](#)
SQ8.4b1 [Graphic Organizer](#)
SQ8.4b1 [Formative Task](#)

Teacher-led Activities:

- [SQ4.2a Teacher Instructions](#)

Week 11: How do regional differences shape America?

Student Activities:
[MissionUS: A Cheyenne Odyssey](#)

Teacher-led Activities:

- [A Museum in New Orleans Tells the Story of Jews in the South](#)

Week 12: How do growing differences and tensions lead to the Civil War?

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Unit 3: Expansion & Reform

Weeks 9-12 (4 weeks)

I Can Statements:

I can evaluate historical evidence to make a judgement about the justifications for American expansion.

I can evaluate historical evidence to make a judgement about the success of African American attempts to resist slavery.

Suggested topics:

- Motivation for expansion
 - Gold Rush
 - [Homestead Act](#)
- Innovations
 - Telegraph
- Industrial Revolution
 - Transcontinental railroad
 - Textile mills
- War of 1812
- Jacksonian Democracy
 - Manifest Destiny
 - Laissez Faire
 - Trail of Tears
- Women's Movement
 - Seneca Falls Convention
- Abolitionism
- Resistance to Slavery by Enslaved Persons

Resources:

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Unit 4: Civil War & Reconstruction

Weeks 13-16 (4 weeks)

NCES Objectives:

- 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.
- 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.
- 8.C&G.1.1** Summarize the democratic ideals outlined in the founding documents of the state and national government.
- 8.C&G.1.2** Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.
- 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.
- 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.
- 8.C&G.2.1** Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.
- 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.
- 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.
- 8.E.1.2** Explain how industry and trade impact the economy and people of North Carolina and the nation.
- 8.G.1.2** Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.
- 8.G.1.3** Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.
- 8.H.1.1** Explain the causes and effects of conflict in North Carolina and the nation.
- 8.H.1.2** Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.
- 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.
- 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.
- 8.H.2.2** Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.



Unit 4: Civil War & Reconstruction

Weeks 13-16 (4 weeks)

Instructional Plan:

Week 13: What caused the Civil War? Can words lead to war?

Student Activities:

Teacher-led Activities:

- [Uncle Tom's Cabin](#) C3 Inquiry -- omitting SQ 1.

Week 14: What was the Civil War?

Supporting Questions:

- *Why did the South secede?*
- *Why did both sides feel they would win?*
- *Why was the North victorious in war?*
- *How did the South respond to the results of the war?*

Student Activities:

[Gettysburg Address](#)

Teacher-led Activities:

- [The Lowry Band](#)



Unit 4: Civil War & Reconstruction

Weeks 13-16 (4 weeks)

Instructional Plan:

Week 15: Is Freedom free?

Student Activities:
Learning Plan 8.4 ([Teacher Edition](#))

Teacher-led Activities:

- LP8.5b is derived from the US History Module, "[Freedom](#)."
- [Battle of Maxton Field](#)

Week 16: Was Reconstruction successful?

Supporting Questions:

- *Why were the men of the Pea Island lifesaving station honored as heroes 100 years later?*
- *Why did Reconstruction end?*
- *Should African- Americans have more strongly resisted the government's decision to abandon the drive for equality?*

Student Activities:
[SQ8.5c1 Sources](#)
[SQ8.5c1 Graphic Organizer](#)
[SQ8.5c1 Formative Task](#)

Teacher-led Activities:

- [SQ8.5c1 Teacher Instructions](#)



Unit 4: Civil War & Reconstruction

Weeks 13-16 (4 weeks)

I Can Statements:

I can evaluate historical evidence to make a judgement about the justifications for American expansion.

I can evaluate historical evidence to make a judgement about the success of African American attempts to resist slavery.

I can evaluate historical evidence to make a judgement about the success of African American attempts to resist slavery.

Suggested topics:

- Sectionalism
- Events Leading to the Civil War
 - Election of Abraham Lincoln
 - Harriet Beecher Stowe "Uncle Tom's Cabin"
 - Dred Scott Case
 - Secession
- War
 - Advantages and Disadvantages
 - Start, Climax, Ending
 - Outcome (Cause and Effect)
 - Impact on the homefront
- Reconstruction
 - Plans for Reconstruction
 - Assassination of Lincoln and effects
 - Rights for African Americans
 - Legislation and Racism
 - Economic Structure of the South

Resources:

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Unit 5: Industrialization and Immigration

Weeks 17-18 (2 weeks)

NCES Objectives:

- 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.
- 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.
- 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.
- 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.
- 8.E.1.2** Explain how industry and trade impact the economy and people of North Carolina and the nation.
- 8.E.1.3** Distinguish the role women, indingenious groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.
- 8.G.1.2** Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.
- 8.G.1.3** Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.
- 8.G.1.4** Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.
- 8.G.1.5** Explain how geographic expansion has impacted the development of North Carolina and the nation.
- 8.H.1.2** Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.
- 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.
- 8.H.2.1** Explain how innovation and technology have contributed to change in North Carolina and the nation.
- 8.H.2.2** Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.
- 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.



Unit 5: Industrialization and Immigration

Weeks 17-18 (2 weeks)

Instructional Plan:

Week 17: Is greed good?

Student Activities:
Learning Plan 8.5a ([Teacher Edition](#))

Teacher-led Activities:

-

Week 18: Is America the “Promised Land” for both groups within the United State and the world’s immigrants?

Supporting Questions:

- *Was the “Wilmington Race Riot” a riot or a massacre?*

Student Activities:
[Immigration Pamphlet](#)
Learning Plan 8.5b ([Teacher Edition](#))
[SQ8.5b4 Sources](#)
[SQ8.5b4 Graphic Organizer](#)
[SQ8.5b4 Formative Task](#)

Teacher-led Activities:

- [Promised Land](#) C3 Inquiry.
- [SQ8.5b4 Teacher Instructions](#)



Unit 5: Industrialization and Immigration

Weeks 17-18 (2 weeks)

I Can Statements:

I can back my opinion of the Gilded Age with evidence from primary sources and financial data.

I can apply what I have learned about immigration to understand the modern debate around immigration policy.

I can evaluate historical evidence to make a judgement about the best way to identify the Wilmington Race Riot.

Suggested topics:

- Technological Improvements and Innovation
 - Communication
 - Transportation
 - Industry
- Impacts of Industrialization
 - Advancement change the labor needs
 - Industrialization created opportunities for advancements for African Americans
 - Impacts on quality of life
 - Immigration
 - Challenges immigrants face
 - Influence of Immigrants on the US and NC
 - Economic growth and its impact
- Shifting opportunities for minority groups
 - Growth of Black communities
 - Jim Crow
 - Resistance (Green Books, etc.)

Resources:

-



Unit 6: World War I and the Great Depression

Weeks 19-20 (2 weeks)

NCES Objectives:

- 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.
- 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.
- 8.C&G.1.2** Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.
- 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.
- 8.C&G.1.4** Compare different perspectives on the role of state, national, and tribal governments.
- 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.
- 8.C&G.2.1** Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.
- 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.
- 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.
- 8.E.1.2** Explain how industry and trade impact the economy and people of North Carolina and the nation.
- 8.E.1.3** Distinguish the role women, indigenous groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.
- 8.E.1.4** Exemplify ways personal financial decision making influences the economy.
- 8.G.1.2** Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.
- 8.G.1.4** Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.



Unit 6: World War I and the Great Depression

Weeks 19-20 (2 weeks)

- 8.H.1.1** Explain the causes and effects of conflict in North Carolina and the nation.
- 8.H.1.2** Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.
- 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.
- 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.
- 8.H.2.1** Explain how innovation and technology have contributed to change in North Carolina and the nation.
- 8.H.2.2** Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.
- 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.



Unit 6: World War I and the Great Depression

Weeks 19-20 (2 weeks)

Instructional Plan:

Week 19: Was it possible for the US to maintain neutrality in World War I?

Supporting Questions:

- *What caused many African Americans to leave the South and move to the North in the early 1900s?*

Student Activities:

[SQ8.6a1 Sources](#)

[SQ8.6a1 Graphic Organizer](#)

[SQ8.6a1 Formative Task](#)

[Wilson's War Message](#)

Teacher-led Activities:

- [SQ8.6a1 Teacher Instructions](#)

Week 20: Was the New Deal a good deal?

Student Activities:

[Outlining the New Deal](#)

Learning Plan 8.6b ([Teacher Edition](#))

Teacher-led Activities:

- LP8.6 is derived from the [New Deal](#) C3 Inquiry

I Can Statements:

I can argue for and against US neutrality in WWI using historical evidence to support my opinion.

I can draw conclusions about African American migration in the early 20th century using primary sources.

I can construct an argument by evaluating and using evidence from multiple sources in order to answer “Was the New Deal a Good Deal”?



Unit 6: World War I and the Great Depression

Weeks 19-20 (2 weeks)

Suggested topics:

- Isolationism and Neutrality
- Espionage and Sedition Acts
- U.S. Joins WWI
 - German unrestricted submarine warfare
 - Zimmerman Telegram
- Homefront during WWI
 - War Bonds
 - Mobilizing the military
 - Women and African Americans join the workforce
 - Conservation efforts
 - Propaganda
- Harlem Hellfighters
- Red Cross, U.S. Army Nurse Corps., Navy Nurse Corps, and “Hello Girls”
- Wilson’s 14 Points vs Treaty of Versailles
- The Great Migration
- Roaring Twenties
 - Traditional vs Modern Values
 - Prohibition
 - Flappers
 - Harlem Renaissance
 - Red Scare
 - Scopes Trial
 - Palmer Raids
 - Sacco and Vanzetti
- Causes of The Great Depression
 - Stock Market Crash
 - Bank Runs
 - Smoot and Hawley Tariff
- Social Effects
 - Hooverilles
 - Hoboes
- The Dust Bowl
- FDR and New Deal Agencies

Resources:

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Unit 7: World War II

Weeks 21-23 (3 weeks)

NCES Objectives:

- 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.
- 8.C&G.1.2** Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.
- 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.
- 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.
- 8.E.1.2** Explain how industry and trade impact the economy and people of North Carolina and the nation.
- 8.E.1.3** Distinguish the role women, indingenious groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.
- 8.E.1.4** Exemplify ways personal financial decision making influences the economy.
- 8.G.1.2** Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.
- 8.G.1.4** Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.
- 8.H.1.1** Explain the causes and effects of conflict in North Carolina and the nation.
- 8.H.1.2** Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.
- 8.H.2.1** Explain how innovation and technology have contributed to change in North Carolina and the nation.
- 8.H.2.2** Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.
- 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.



Unit 7: World War II

Weeks 21-23 (3 weeks)

Instructional Plan:

Week 21: What role should the US play in world diplomacy?

Supporting Questions:

- *How did unequal pay for African American women lead to labor strikes at RJ Reynolds in Winston Salem?*

Student Activities:

- SQ8.7a1 [Sources](#)
 - [SQ8.7a1 Graphic Organizer](#)
- [“Day of Infamy” Speech](#)

Teacher-led Activities:

- [SQ8.7a1 Teacher Instructions](#)

Week 22: Should freedom be sacrificed in the name of national security?

Student Activities:

Learning Plan 8.7 ([Teacher Edition](#))

Teacher-led Activities:

- [Japanese American Internment](#) C3 Inquiry

Week 23: Was World War II a victory for democracy?

Student Activities:

Teacher-led Activities:

-



Unit 7: World War II

Weeks 21-23 (3 weeks)

I Can Statements:

I can use evidence to make an argument about US foreign policy prior to World War II.

I can draw conclusions about the causes of labor strikes using primary sources.

I can construct an argument in response to the question “Should freedom be sacrificed in the name of national security?” by evaluating and using evidence from multiple sources.

I can identify the central idea of a primary source.



Unit 7: World War II

Weeks 21-23 (3 weeks)

Suggested topics:

- American Neutrality
- Lend-Lease Act
- Atlantic Charter
- Pearl Harbor
 - Infamy Speech
- Bataan Death March
- WWII Homefront
 - Investment
 - Production
 - Conservation
 - Propaganda
 - Mobilizing the military
- Japanese Internment Camps
 - 442nd Nisei Regiment
- Allied Invasion in the European Theater
 - D-Day
 - Battles
 - End of the War
- War in the Pacific
 - Philippines
 - Island hopping
 - Kamikazes
 - Battles
 - Manhattan Project
 - Atomic Bombs
- The Holocaust
 - Liberation
- WACS, WASP, and WAVE
- Tuskegee Airmen
- Navajo Code Talkers

Resources:

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Unit 8: Cold War

Weeks 24-26 (3 weeks)

NCES Objectives:

- 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.
- 8.C&G.1.1** Summarize the democratic ideals outlined in the founding documents of the state and national government.
- 8.C&G.1.2** Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.
- 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.
- 8.C&G.1.4** Compare different perspectives on the role of state, national, and tribal governments.
- 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.
- 8.C&G.2.1** Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.
- 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.
- 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.
- 8.E.1.2** Explain how industry and trade impact the economy and people of North Carolina and the nation.
- 8.E.1.4** Exemplify ways personal financial decision making influences the economy.
- 8.G.1.2** Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.
- 8.H.1.1** Explain the causes and effects of conflict in North Carolina and the nation.
- 8.H.1.2** Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.
- 8.H.2.1** Explain how innovation and technology have contributed to change in North Carolina and the nation.
- 8.H.2.2** Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.
- 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.



Unit 8: Cold War

Weeks 24-26 (3 weeks)

Instructional Plan:

Week 24: How did the Cold War impact US society, culture, and politics?

Student Activities:

[Kennedy Speech to Congress](#)

Teacher-led Activities:

-

Week 25: Is protest patriotic?

Student Activities:

Learning Plan 8.8 ([Teacher Edition](#))

Teacher-led Activities:

- Learning Plan 8.8 is based on the [Patriotism](#) C3 Inquiry

Week 26: Who “won” the Cold War?

Student Activities:

Teacher-led Activities:

-



Unit 8: Cold War

Weeks 24-26 (3 weeks)

I Can Statements:

I can evaluate historical evidence to make a judgement about the impact of the Cold War on US society, culture, and politics.

I can argue for and against a position on “Is protest patriotic?” supporting my position with evidence.

Suggested topics:

- Iron Curtain
- Truman Doctrine
- Marshall Plan
- Berlin Blockade and Airlift
- NATO & Warsaw Pact
- Korean War
- McCarthyism & HUAC
- Arms Race
- Space Race
- Bay of Pigs
- Cuban Missile Crisis
- Vietnam War
- SALT I & II
- Fall of the Berlin Wall
- Tiananmen Square Massacre
- End of the Cold War

Resources:

-



Unit 9: Civil Rights

Weeks 27-29 (3 weeks)

NCES Objectives:

- 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.
- 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.
- 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.
- 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.
- 8.C&G.2.1** Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.
- 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.
- 8.G.1.3** Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.
- 8.H.1.1** Explain the causes and effects of conflict in North Carolina and the nation.
- 8.H.1.2** Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.
- 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.
- 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.
- 8.H.2.2** Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.
- 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.



Unit 9: Civil Rights

Weeks 27-29 (3 weeks)

Instructional Plan:

Week 27: Was school desegregation successful?

Supporting Question:

What were the costs of school integration for African Americans?

Student Activities:

[Civil Rights Invitation](#)

[Civil Rights Report Card](#)

Teacher-led Activities:

- [School Desegregation](#) C3 Inquiry
- Consider the activities for **Taking Informed Action** included in the Inquiry.

Week 28: Did the Civil Rights Movement end racism?

Student Activities:

[“The Other America”](#)

Teacher-led Activities:

- [I Have a Dream Instructional Sequence](#)

Week 29: How else were freedoms extended or limited?

Supporting Questions:

- *How did individual state laws in the South limit civil rights for African Americans?*
- *What other groups sought rights during the 60s and 70s?*

Student Activities:

Teacher-led Activities:

-



Unit 9: Civil Rights

Weeks 27-29 (3 weeks)

I Can Statements:

I can construct an argument about school desegregation using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.

I can form a well-reasoned argument about civil rights and democratic freedoms in a republic.

Suggested topics:

- Jim Crow laws
- Social issues that limited rights & freedoms
- Impact of social issues in the US
- Social issues of NC
- Methods used to bring about social change
- Evaluation of the effectiveness of those methods
- Comparison to civil rights issues in contemporary US

Resources:

-



Unit 10: Contemporary America

Weeks 30-32 (3 weeks)

NCES Objectives:

- 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.
- 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.
- 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.
- 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.
- 8.E.1.2** Explain how industry and trade impact the economy and people of North Carolina and the nation.
- 8.E.1.4** Exemplify ways personal financial decision making influences the economy.
- 8.G.1.2** Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.
- 8.G.1.2**
- 8.H.1.1** Explain the causes and effects of conflict in North Carolina and the nation.
- 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.
- 8.H.2.1** Explain how innovation and technology have contributed to change in North Carolina and the nation.
- 8.H.2.2** Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.
- 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.



Unit 10: Contemporary America

Weeks 30-32 (3 weeks)

Week 30: What role should the US play in world affairs?

Student Activities:

[Pres. Trump's Address to the UN](#)

Teacher-led Activities:

-

Week 31: How has technology changed American life and culture?

Supporting Questions:

- *What pieces of the American puzzle are being created by African Americans today?*

Student Activities:

[Pres. Obama's Remarks on the Economy](#)

- [SQ8.10b1 Sources](#)
- [SQ8.10b1 Graphic Organizer](#)
- [SQ8.10b1 Formative Task](#)

Teacher-led Activities:

- [SQ8.10b1 Teacher Instructions](#)

Week 32: How have tensions between freedom and authority shaped American history?

Student Activities:

Teacher-led Activities:

-

I Can Statements:

I can evaluate historical evidence to make a judgement about the justifications for American expansion.

I can evaluate historical evidence to make a judgement about the success of African American attempts to resist slavery.

I can evaluate historical evidence to make a judgement about the success of African American attempts to resist slavery.



Unit 10: Contemporary America

Weeks 30-32 (3 weeks)

Suggested topics:

- Terrorism
 - "9/11"
 - World Trade Center
 - Al-Qaida
 - Taliban
 - Osama Bin Laden
 - Islamic Extremist
 - Homeland Security
 - Patriot Act
 - Foreign vs Domestic
 - No Fly List
- Globalization
 - NAFTA
 - Outsourcing
 - G8 Summit
- Environmental Issues
 - Global Warming
- Technology- Cost and Benefits
 - Social media
 - Facebook
 - Twitter
 - Tiktok
 - Instagram
 - Webex
 - Zoom
- Personal Financial Issues
- Post Covid-19

Resources:

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Year-end Assessment

For an Inquiry-based course, multiple choice tests are of limited usefulness in assessing standards mastery. Teachers are encouraged to develop open-ended performance assessments, whether written exams or other creative demonstrations of learning. Suggested questions that capture the broad scope of the content from this curriculum are provided below.

Strand	Objective	Suggested Assessment Question
Behavioral Science		How have different groups contributed to the development of North Carolina?
Civics & Government		How well has North Carolina upheld the democratic ideals of America?
		What's the best way to achieve reform?
Economics		What causes economic growth?
Geography		Why have people entered and left North Carolina?
History		How has conflict and compromise shaped North Carolina history?
		How has innovation changed North Carolina?



Social Studies Resources

Use the links below to access additional information and resources.

DOCUMENT TITLE & LINK	DESCRIPTION
ANCHOR A North Carolina History Online Resource	Formerly known as NCPedia, this is an online history of North Carolina, maintained by the NC State Library.
C3 Teachers	The source for all Inquiry Design Material supports, including a growing database of Inquiries
CarolinaK12	A database of 8th grade Social Studies lessons and resources.
GoOpenNC	A database of 8th grade Social Studies lessons and resources
Eighth Grade Digital Resource	A CCS copy of a DPI-created resource of questions and sources for developing Inquiries
UC-Berkeley History-Social Science Project	Lessons developed for California state Social Studies standards, but with strong connections to the Inquiry skills of our North Carolina standards.
Mission US	A series of interactive games that teach specific issues in US history. Content is created by a New York PBS station and is both high quality and free.
EVERFI	A free source for online courses in economics, financial literacy, and cultural literacy.
Google My Maps	A great tool for students to build content-rich geographic representations of information. (Link connects to a GoOpen lesson for setting up and using MyMaps)
Writing Alignment	“Flow Chart” for helping students find and use evidence from sources to create arguments.

