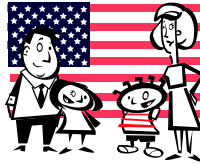


Kids Voting Correlates to the North Carolina Standard Course of Study

EIGHTH GRADE SOCIAL STUDIES

North Carolina: Creation and Development of the State



NC Standard Course of Study Competency Goals	Objectives	Kids Voting Classroom Activities: 6-8
<p>Goal 2: The learner will trace the causes and effects of the Revolutionary War, and assess the impact of major events, problems, and personalities during the Constitutional Period in North Carolina and the new nation.</p>	<p>2.05 Describe the impact of documents such as the Mecklenburg Resolves, the Halifax Resolves, the Albany Plan of Union, the Declaration of Independence, the State Constitution of 1776, the Articles of Confederation, the United States Constitution, and the Bill of Rights on the formation of the state and national governments.</p>	<p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • The “Right” Way 2.05 • A Declaration 2.05 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Suffrage Sequence Cards 2.05 • Who Has The Power? 2.05 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • The Decision-Making Chart 2.05
<p>Goal 3: The learner will identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the 19th century.</p>	<p>3.03 Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs.</p> <p>3.08 Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, and the California Gold Rush, and technological advances on North Carolina.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Solutions 3.03, 3.08 • Rate the Candidates 3.03, 3.08 • Registration Simulation 3.03 • Polling Places 3.03 • Voting Simulation 3.03 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Suffrage Sequence Cards 3.03, 3.08 • Who Has The Power? 3.03 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • The Decision-Making Chart 3.03
<p>Goal 4: The learner will examine the causes, course, and character of Civil War and Reconstruction, and their impact on North Carolina and the nation.</p>	<p>4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.</p>	<p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Suffrage Sequence Cards 4.05

NC Standard Course of Study Competency Goals	Objectives	Kids Voting Classroom Activities: 6–8
<p>Goal 5: The learner will evaluate the impact of political, economic, social, and technological changes on life in North Carolina from 1870 to 1930.</p>	<p>5.02 Examine the changing role of educational, religious, and social institutions in the state and analyze their impact.</p> <p>5.03 Describe the social, economic, and political impact of migration on North Carolina.</p> <p>5.04 Identify technological advances, and evaluate their influence on the quality of life in North Carolina.</p> <p>5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.</p> <p>5.06 Describe North Carolina's reaction to the increasing United States involvement in world affairs including participation in World War I, and evaluate the impact on the state's economy.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Rate the Candidates 5.02, 5.03, 5.05, 5.06 • Watching the Returns 5.02, 5.03, 5.05, 5.06 • Election Accountability 5.03, 5.05, 5.06 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Political History Interviews 5.03, 5.05, 5.06 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Suffrage Sequence Cards 5.02, 5.03, 5.05 • Historical Debate – Women’s Suffrage 5.03, 5.04, 5.05 • The Long Journey 5.03, 5.04, 5.05 • Part of the Franchise 5.03, 5.04, 5.05 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • The Decision-Making Chart 5.03, 5.04, 5.05
<p>Goal 6: The learner will analyze the immediate and long-term effects of the Great Depression and World War II on North Carolina.</p>	<p>6.04 Assess the impact of World War II on the economic, political, social, and military roles of different groups in North Carolina including women and minorities.</p>	<p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Political History Interviews 6.04
<p>Goal 7: The learner will analyze changes in North Carolina during the postwar period to the 1970s.</p>	<p>7.02 Evaluate the importance of social changes to different groups in North Carolina.</p> <p>7.04 Compare and contrast the various political viewpoints surrounding issues of the post World War II era.</p> <p>7.05 Evaluate the major changes and events that have affected the roles of local, state, and national governments.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Poll on Apathy 7.02, 7.05 • Apathy Cartoons 7.02, 7.05 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Political History Interview 7.02, 7.05 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Suffrage Sequence Cards 7.02, 7.05 • Historical Debate – Women’s Suffrage 7.02, 7.05 • The Long Journey 7.02, 7.05

NC Standard Course of Study Competency Goals	Objectives	Kids Voting Classroom Activities: 6–8
		<ul style="list-style-type: none"> • 1965 Alabama Literacy Test 7.02, 7.04, 7.05 • Part of the Franchise 7.02, 7.05 • Who Has The Power? 7.02, 7.04, 7.05 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • The Decision-Making Chart 7.02, 7.05 • Literature: <u>Fight On! Mary Church Terrell’s Battle for Integration</u> 7.02, 7.05
<p>Goal 8: The learner will evaluate the impact of demographic, economic, technological, social, and political developments in North Carolina since the 1970s.</p>	<p>8.01 Describe the changing demographics in North Carolina and analyze their significance for North Carolina's society and economy.</p> <p>8.03 Describe the impact of state and national issues on the political climate of North Carolina.</p> <p>8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Poll on Apathy 8.01, 8.04 • Apathy Cartoons 8.01, 8.04 • Solutions 8.01, 8.03, 8.04 • Rate the Candidates 8.03, 8.04 • Registration Simulation 8.03, 8.04 • Polling Places 8.03, 8.04 • Our National Symbol 8.03 • Voting Simulation 8.03, 8.04 • Watching the Returns 8.03, 8.04 • Election Accountability 8.03, 8.04 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Political History Interviews 8.01, 8.03, 8.04 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Suffrage Sequence Cards 8.03, 8.04 • Historical Debate – Women’s Suffrage 8.03, 8.04 • The Long Journey 8.01, 8.03, 8.04 • 1965 Alabama Literacy Test 8.01, 8.03, 8.04 • Part of the Franchise 8.01, 8.03, 8.04 • Who Has The Power? 8.01, 8.03, 8.04 • Literature Connection: <u>A Time for Courage: The Suffragette Diary of Kathleen Bowen</u> 8.01, 8.03, 8.04 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • The Decision-Making Chart 8.01, 8.03, 8.04 • Debate the Issue 8.04 • Literature: <u>Fight On! Mary Church</u>

NC Standard Course of Study Competency Goals	Objectives	Kids Voting Classroom Activities: 6–8
		<u>Terrell’s Battle for Integration</u> 8.03, 8.04
<p>Goal 9: The learner will explore examples of and opportunities for active citizenship, past and present, at the local and state levels.</p>	<p>9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.</p> <p>9.02 Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.</p> <p>9.03 Describe opportunities for and benefits of civic participation.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Poll on Apathy 9.01, 9.03 • Apathy Cartoons 9.01, 9.03 • Solutions 9.01, 9.03 • Rate the Candidates 9.01 • Registration Simulation 9.01, 9.02, 9.03 • Polling Places 9.03 • Voting Simulation 9.03 • Watching the Returns 9.01 • Election Accountability 9.01, 9.03 • Literature: <u>Landslide! A Kid’s Guide to the U.S. Elections</u> 9.03 • Culminating Activity: I Go To The Polls 9.01, 9.03 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • A Body of Information 9.01, 9.03 • Political History Interviews 9.02 • Citizen’s Jeopardy 9.01, 9.03 • If Elected... 9.01, 9.03 • Literature: <u>Government: How Local, State, and Federal Government Works</u> 9.01, 9.02, 9.03 • Culminating Activity: Democracy, Taking a Stand 9.01, 9.02, 9.03 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Suffrage Sequence Cards 9.02, 9.03 • Vote Quotes 9.02, 9.03 • Historical Debate – Women’s Suffrage 9.02, 9.03 • The Long Journey 9.02, 9.03 • 1965 Alabama Literacy Test 9.02 • Part of the Franchise 9.02, 9.03 • Who Has The Power? 9.01, 9.03 • Voting Barriers 9.01, 9.02, 9.03 • Culminating Activity: Use It Or Lose It! 9.01, 9.02, 9.03 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • The Decision-Making Chart 9.01, 9.03 • Judging Propaganda 9.01

NC Standard Course of Study Competency Goals	Objectives	Kids Voting Classroom Activities: 6-8
		<ul style="list-style-type: none"> • Newspaper Scavenger Hunt 9.01 • Complaints and the Solution 9.01, 9.03 • You Can Vote 9.03 • It's Official 9.01, 9.02, 9.03 • Targeting Problems in My Community 9.01 • "How're We Doin'?" 9.01 • Literature: <u>Fight On! Mary Church Terrell's Battle for Integration</u> 9.02, 9.03 • Culminating Activity: Toward a More Perfect Community 9.01, 9.03

Eighth Grade - Social Studies

Author: Kim Corns, Social Studies Coordinator/K-12 Global Studies, Charlotte-Mecklenburg Schools (2008)