

# 2 Causes of the Civil War

Content Area: **Social Studies**  
Course(s): **Social Studies 7 - History**  
Time Period: **October**  
Length: **4**  
Status: **Published**

## Unit Overview:

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This unit will examine the series of events related to slavery and state's rights in early American History that continued to divide the north and the south and ultimately led to the American Civil War.

## Essential Questions:

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1. How would you prioritize the causes and events that led to the Civil War?

## Enduring Understandings:

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There is rarely a single, obvious cause to a complex historical event and disagreements and differences in the cultures and economies of a nation can lead to civil war.

## Standards/Indicators/Student Learning Objectives (SLOs):

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SOC.6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
SOC.6.1.8.HistoryCC.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

## Lesson Titles:

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1. Causes of the Civil War Presentation Activity
2. Causes of the Civil War Rank Order Analysis/Argument
3. Group Timeline Activity

## Career Readiness, Life Literacies, & Key Skills:

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CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

## **Inter-Disciplinary Connections:**

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LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

## **Equity Considerations**

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### **Amistad Mandate**

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Topic: Revolt Aboard the Amistad

Materials Used: Edpuzzle Video About the Amistad Revolt

Addresses the Following Component of the Mandate:

- Amistad

### **Holocaust Mandate**

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N/A

## **LGBTQ and Disabilities Mandate**

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N/A

## **Climate Change**

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N/A

## **Asian American Pacific Islander Mandate**

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N/A

## **Summative Assessment:**

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- Benchmark
- Group Timeline Assessment
- Unit Assessment

## **Benchmark**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials:**

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Causes of the Civil War PPT Presentation

Textbook "The American Journey"

Causes of the Civil War Video

Excerpts from Ken Burn's "Civil War" Video Series

Achieve 3000

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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1. Causes of the Civil War PPT presentation activities (various activities embedded within the presentation) (Blooms: Remembering, Understanding, Applying, Analyzing)
2. Causes of the Civil War Rank Order Analysis and ways to end the hostilities between the north and south (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating)
3. Causes of the Civil War Group Timeline Activity (Blooms: Remembering, Understanding, Applying, Analyzing, Creating)
4. Causes of the Civil War review/test (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)
5. Causes of the Civil War unit self-assessment/reflection (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating)
6. Academic Enrichment
7. Organizational Management
8. Peer Mentoring

## **Formative Assessment:**

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- Anticipatory Set
- Closure
- Warm-Up

## **Modifications**

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## **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning

- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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Google Classroom

Kahoot

Quizlet

Blooket

Socrative

Edpuzzle

TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.CS1

Understand and use technology systems.

## **Computer Science and Design Thinking Standards**

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CS.6-8.8.2.8.ITH.2

Compare how technologies have influenced society over time.