Unit 03: A Nation Divided

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 9**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Within this unit, students will be exploring how the division between North and South grew prior to the Civil War. A constant antagonism for this division can be found in beliefs about slavery and the need to address whether slavery would spread with the expansion of the country. Furthermore, students will examine different attempts to reconcile tension with compromises that would benefit both North and South.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
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.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
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.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g.,

	headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
SOC.6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
SOC.6.1.8.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
SOC.6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
SOC.6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
SOC.6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.

Essential Questions

- Why did tensions between the North and South continue to escalate prior to the Civil War?
- How did creating compromises to address the issue of slavery both alleviate and escalate tensions

between North and South?
- How did the issue of slavery affect the nation prior to the Civil War?

Application of Knowledge and Skills...

Students will know that...

- 1. Tension between the North and the South over the issue of slavery had been a constant issue for the first eighty years of America's history, until the Civil War resolved the issue.
- 2. The Mexican-American War occurred between 1846-1848 and had significant popular support in America.
- 3. The Compromise of 1850 allowed the notion of popular sovereignty to decide if slavery should be extended into former Mexican territory.
- 4. The Dred Scott Decision of 1857 stated that slaves could be brought into free territory, which greatly angered Northerners.
- 5. John Brown, a Northerner, attempted to start a slave rebellion in Virginia in October 1859.
- 6. Abraham Lincoln's election in November 1860 led seven Southern States to secede from the rest of the country.
- 7. The Civil War began when Southerners attacked the US military base Fort Sumter, located in South Carolina.
- 8. Common Core Focus: The sequence of events leading up to the Civil War.

Students will be able to...

- a. Compare and contrast Northern and Southern points of view in regard to slavery.
- b. Explain the majority opinion of the Mexican-American War.
- c. Describe how the Compromise of 1850 attempted to resolve Northern and Southern debate on whether slavery should be extended to the West.
- d. Summarize how the Dred Scott decision violated the principles of the Compromise of 1850.
- e. Trace the connection between John Brown's Raid, Lincoln's election in 1860, and the subsequent attack on Fort Sumter.
- f. Explain why the attack on Fort Sumter began the Civil War.
- g. Common Core Focus: Informatively explain significant causes leading up to the Civil War.

Assessments

- Unit Test Summative: Written Test Test on the events and issues that divided America in the decade prior to the Civil War. Specific emphasis on having students displaying knowledge of unit by taking a

stance on controversial topics. 6.1.8.A.4.a 6.1.8.A.4.b 6.1.8.B.4.a 6.1.8.B.5.a 6.1.8.D.4.b 6.1.8.D.4.c 6.1.8.D.5.a 6.1.8.D.5.c WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.3 WHST.6-8.4 WHST.6-8.8 WHST.6-8.9

- 1850 Newspaper Diagnostic: Other visual assessments Students will create a newspaper cover page based on information they have learned in the previous units. The newspaper will reflect divisions and varying perspectives in American society in 1850. 6.1.8.B.5.a RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.7 RH.6-8.8 WHST.6-8.1 WHST.6-8.2 WHST.6-8.4 WHST.6-8.7

- Analyzing Events Formative: Expository Essay Write a paragraph explaining how the South justified the attack on Fort Sumter, citing the John Brown Raid and Lincoln's election as evidence of the dissolving relationship between the North and South. 6.1.8.D.5.a 6.1.8.D.5.c WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.5 WHST.6-8.9 WHST.6-8.10

- Comprehension Question Formative: Other written assessments In what ways did the the Compromise of 1850 favor the the North and the South? In your opinion, were the compromises equal and fair for both sides? 6.1.8.B.4.a 6.1.8.B.5.a RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.6 RH.6-8.7 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.4 WHST.6-8.9

- Critical Thinking Formative: Other written assessments In what ways did the Dred Scott ruling further divide the North and South? 6.1.8.D.4.b 6.1.8.D.5.a 6.1.8.D.5.c RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.6 RH.6-8.8 RH.6-8.9 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.9.

- Political Cartoons Formative: Other written assessments Students will analyze and reflect upon American sentiments of the Mexican-American War by interpreting political cartoons of that time. 6.1.8.A.4.a 6.1.8.A.4.b RH.6-8.1 RH.6-8.2 RH.6-8.7 RH.6-8.8 RH.6-8.9

Activities

- Create a newspaper front page reflective of themes in previous units; some possible ideas include: an article on problems of the Industrial Revolution, artwork reflective of the Hudson River School, an advertisement for a new invention, or an article on the growing tension between the states because of slavery
- Students will look at late 1840s political cartoons of the Mexican-American War; first, they will interpret the cartoons as a class, then they will look at other cartoons and write their own interpretations
- Instruct the students on the different parts of the Compromise of 1850, then, the students will categorize the different clauses as concessions to the North or to the South
- Role play the Dred Scott case for the class; assign the students different roles to act out and then, present the Supreme Court ruling as a short skit for the remainder of the class to observe
- Role play the trial of John Brown for the class; assign the students different roles to act out and then, present the trial as a short skit for the remainder class to observe
- Watch the attack of Fort Sumter as recalled through pictures and diary entries in "The Civil War" by Ken Burns
- Use Maps101 blank outline maps to create a propaganda map of the western U.S. from the perspective of an 1800's Northerner (see specified link) http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3300%3Amaps-as-propaganda-grades-6-8&cid=164%3A6-8&Itemid=11

http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3300%3Amaps-as-propaganda-grades-6-8&cid=164%3A6-8&Itemid=11

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Read a speech made by Southern Senator John C. Calhoun in 1850, which outlined the reasons why Southern states were antagonized by repeated Northern attacks on slavery; lead the students in analyzing cause and effect by identifying the key phrases which suggest cause and effect
- Watch "The Civil War" by Ken Burns and write a reflection on Mary Chestnut's diary entry on the night the Civil War began
- As necessary give students completed study guides
- Modify tests and quizzes as required or in certain situations as appropriate

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: tension, slavery, Civil War, compromise, popular sovereignty, territory, secede

Content specific modifications to extend learning for gifted students may include:

- Compare speeches made by Southern Senator John C. Calhoun and Northern Senator Daniel Webster; challenge the students to impartially evaluate their arguments and decide whether a prohibition on the extension of slavery was, in effect, an attack on all forms of slavery (challenge activity)
- Watch "The Civil War" by Ken Burns and write a reflection on Mary Chestnut's diary entry on the night the Civil War began
- Before watching "The Civil War" by Ken Burns, write what emotions a person would likely experience the night that the Civil War began; after watching the video segment, compare the speculative reflection to Mary Chestnut's actual diary entry on the night the Civil War began (challenge activity)
- As necessary give students completed study guides
- Modify tests and quizzes as required or in certain situations as appropriate

Integrated/Cross-Disciplinary Instruction

In writing an expository essay about the causes for the attack on Fort Sumter, students should be using proper cause and effect vocabulary. After writing their expository essay, the students may use the peer-editing process during their language arts class in order to improve their writing, before submitting a final draft of the assignment.

Resources

- America: History of our Nation textbook - Prentice Hall, (c)2007
- America: History of our Nation teacher's edition - Prentice Hall, (c)2007
- "The Civil War" documentary - by Ken Burns, PBS, (c)1990
- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.