Unit 08: Antebellum America

Content Area: **Social Studies**
Course(s): **US History 1**
Time Period: **Semester 2**
Length: **2-3 Weeks**
Status: **Published**

Standards

	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
	Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
	Resources impact what is produced and employment opportunities.
6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
	Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
	To better understand the historical perspective, one must consider historical context.
6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
	Complex interacting factors influence people's perspective.
6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the

	claims used to justify the arguments.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
	Civics, Government, and Human Rights: Participation and Deliberation
	Civic participation and deliberation are essential characteristics of productive citizenship.
	Civics, Government, and Human Rights: Human and Civil Rights
	Governments around the world support universal human rights to varying degrees.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Enduring Understandings

1. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

A. Substantial numbers of new international migrants—who often lived in ethnic communities and retained their religious, language, and customs—entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants' cultural influence and political and economic power.

B. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism.

C. States' rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good.

2. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of

1860, followed by the secession of southern states.

A. National leaders made a variety of proposals to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce sectional conflict.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. Is conflict inevitable?

2. To what extent did the growth in nationalism throughout the 1820s and 1830s become the sectionalism of the 1840s and 1850s?

3. How could the Founding Fathers be considered the "Fathers" of the Civil War?

4. In what ways was the following statement true: "The South grew, but it did not develop."?

Knowledge and Skills

1. To what degree did different regions of America have separate historical narratives of the United States, different experiences with the Federal government, and conflicting market economies?

Population demographics: North, South, West

Representation in Congress

Economic diversity

2. How was the Compromise of 1850 both a resolution and an instigation of future sectional conflicts over slavery?

Wilmot Proviso

Treaty of Guadalupe Hidalgo

California State Constitution

"Great Triumvirate" (Henry Clay, John C. Calhoun, & Daniel Webster)

Stephen Douglas

Popular Sovereignty (Lewis Cass)

Fugitive Slave Act

3. How did individuals, groups, and regions defend their stance on slavery and racial equality?

Arrest of Anthony Burns

James Henry Hammond, George Fitzhugh, etc.

Uncle Tom's Cabin

Harriet Beecher Stowe

4. Why did the Kansas-Nebraska reignite political and social conflicts over slavery and the role of the Federal government?

Kansas-Nebraska Act

"Bleeding Kansas"

New England Emigrant Aid Company

William Seward

Pottawatomie Creek Massacre

John Brown

Charles Sumner

5. What events and trends contributed to the failure and fragmentation of national political institutions in the 1850s?

Free Soil Movement

American Party

Millard Filmore

Franklin Pierce

Republican Party

John C Fremont

James Buchanan

Northern Democrats

Southern Democrats

6. How did the Dred Scott Decision permanently change the state of slavery and racial equality in America?

Dred Scott

Scott v Sandford

Roger B. Taney

Benjamin Curtis

7. How did Abraham Lincoln's cultivate his beliefs about the institution of slavery and the role of African Americans in American society?

Abraham Lincoln

Peoria Speech

Lincoln-Douglas Debates

Freeport Doctrine

Cooper Union Speech

8. Why did the election of 1860 mark the end of American unity and portend the onset of civil war?

Election of 1860

Democratic Party National Convention

Abraham Lincoln, Stephen Douglas, John C. Breckinridge, John Bell

9. To what extent did southerners call for secession from the Federal government of the United States?

   Fire-Eaters (Robert Rhett, William Lowndes Yancy, Louis Wigfall, etc.)

   Conservative Democrats (Jefferson Davis, Alexander Stevens, Samuel Houston, etc.)

   Charleston Secession Convention

   Crittenden Compromise

   Confederate States of America Constitution

10. How did the Union respond to southern secessionists and the events surrounding the attack on Ft. Sumter?

    Attack on Ft. Sumter

Resources

- Textbooks:
  - The Americans by George Danzer
    - Chapter 10
  - American Yawp - Stanford University

    Who Built America

    Openstax - Rice University

  - By the People: A History of the United States by James W. Fraser
    - Chapter 13
- Primary Source Documents
  - Abraham Lincoln, "Lyceum Address" (1838)
  - Abraham Lincoln, "June 26, 1857 Speech" (1857)
  - Abraham Lincoln, "A House Divided Speech" (1860)
  - Declaration of Immediate Causes (1860)
  - Abraham Lincoln, "First Inaugural Inaddress" (1861)
- Video Clips
  - Ft. Sumter and the Civil War (https://www.youtube.com/watch?v=cv-pTU99RcY)

Additional Resources from WH databases, and articles connected to the content, including primary readings,

historiography, and secondary sources.

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

PBS from Indentured Servants to Racial Slavery

Dissent in America

slavevoyages.org

Give Me Liberty, Foner

American History, Brinkley

Amsco Review Book

Upfront Magazine

SHEG

Lies My Teacher Told Me

Facing History

Bill of Rights Institute

American Colonies, Alan Taylor

Myth America (secondary source)

History Channel Video clips/articles

12 Years a Slave movie

Presidents series

For the Record (primary source)

Montclair State slave law database

I Think History resources

American Revolution Reader, Bronsman

The Portrait of America, secondary source

A March of Liberty - History of the Supreme Court

Founding Brothers

Voices of Freedom Vols 1-2

Amend - Amazon series

Retracing the Past Vols 1-2

Generations

American Indian Museum

Smithsonian

National Archives

AI (Gemini, Copilot, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Transfer Goals

Students will be able to independently assess the influence of the complex forces that balance compromise with conflict, as well as return to generational understandings of responsibility for conflict.

Students will be able to independently apply the lessons learned from discriminatory and exclusionary practices to the modern day issues Americans face today.

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit