Unit 3: Regionalism, Slavery and the Civil War

Content Area: **Social Studies**
Course(s): **Social Studies 8 Honors**
Time Period: **JanFeb**
Length: **36 Days**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Social Studies Grade 8H

Unit 3: Regionalism, Slavery and the Civil War

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

Unit three examines the geographic and economic differences between the northern and southern states, the institution of slavery, and the era of the Civil War. Unit three is divided into seven modules.

Module 13 – The North

Module 14 – The South

Module 15 – Slavery in the United States

Module 16 – Reform Movements in the United States

Module 17 – A Divided Nation

Module 18 – The Civil War

Module 19 - Reconstruction

Enduring Understanding

-The Industrial Revolution and growth of factories changed the way people made goods, worked, and lived, in the United States.

-New forms of transportation improved business, travel, and communication in the United States.

-Advances in technology led to new inventions that continued to change daily life and work.

-The invention of the cotton gin made the South a one-crop economy and increased the demand for slave labor.

-Southern society centered around agriculture.

-Enslaved people faced cruel treatment and difficult lives, which led them to resist the slave system and sometimes rebel.

-Europeans forced millions of African slaves to work in their colonies.

-The slave system in the south produced harsh living conditions and occasional rebellions.

-In the mid-1800s debate over slavery increased as abolitionists organized to challenge slavery in the United States.

-The acquisition of new lands and antislavery writings intensified the debate over slavery.

-The population of the United States grew rapidly in the early 1800s with the arrival of millions of immigrants.

-New movements in art and literature influenced many Americans in the early 1800s.

-Reform movements in the early 1800s affected religion, education, and society.

-The movement to end slavery was the most prominent and divisive effort of reform in the United States in the mid-1800s.

-Reformers sought to improve women's rights in American society.

-Antislavery literature and the annexation of new lands intensified the debate over slavery.

-The Kansas-Nebraska Act heightened tensions in the conflict over slavery.

-The split over the issue of slavery intensified due to political division and judicial decisions.

-The United States broke apart due to the growing conflict over slavery.

-The Civil War began in 1861, first in Virginia, then expanding into the western states.

-Many Americans lives were affected by the war, when concluded with Union victory in 1865.

-The nation faced many problems in rebuilding the Union.

-The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction.

-As Reconstruction ended, African Americas faced new hurdles and the South attempted to rebuild.

Essential Questions

Essential Questions are:

- Questions that lie at the heart of a subject or a curriculum;
- Questions that promotes inquiry and the discovery of a subject.

How did the Industrial Revolution help shape life in the North?

How important was slavery for the economy and society of the south?

How did slavery shape life in the United States?

How successful were reformers at improving living conditions for Americans in the early 1800s?

Could the Civil War have been avoided?

How did the Civil War transform the nation?

To what extent did Reconstruction achieve its goals?

Exit Skills

Determine the relationship between geography, climate, economy, and how this created regional differences between the northern and southern states.

Examine the realities of the American system of slavery from the experiences of slaves, slave owners, and abolitionists.

Trace the sequence of events that escalated to the Civil War, then concluded with the Reconstruction period.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.8.A	Civics, Government, and Human Rights
SOC.6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SOC.6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
SOC.6.1.8.B	Geography, People, and the Environment
SOC.6.1.8.B	Geography, People, and the Environment
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.C.5.a	Assess the human and material costs of the Civil War in the North and South.
SOC.6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
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.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
SOC.6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
SOC.6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Interdisciplinary Connections

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.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.3	(See note; not applicable as a separate requirement)
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.

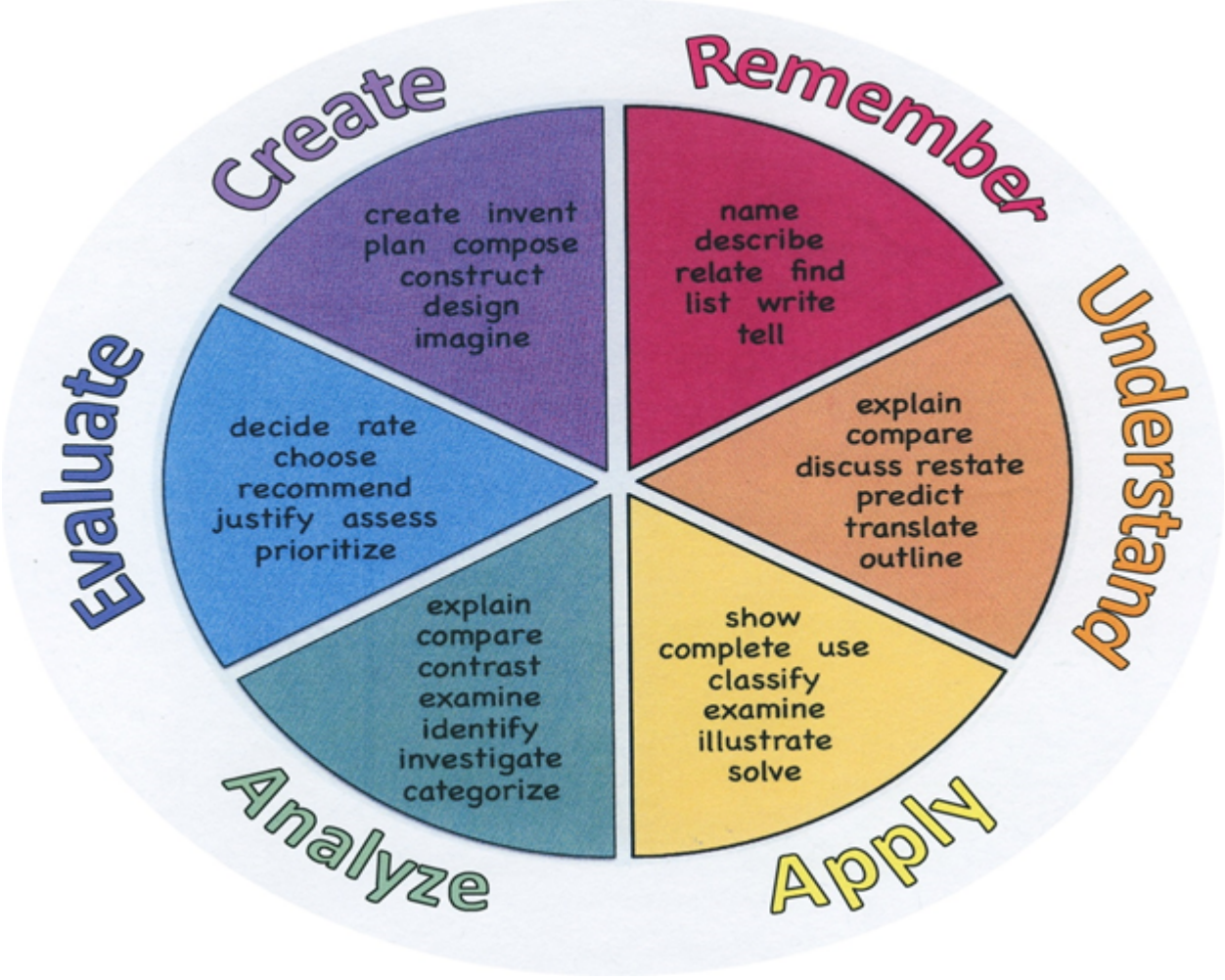
Learning Objectives

- Determine the effects of mechanization on free workers and slaves.
- Analyze the relationship between the growth of the railroad and the expansion of the American nation.
- Diagram the positive and negative results of the 'cotton boom'.
- Evaluate the impact of slavery on the southern economy.
- Explain how Africans were brought to America and the culture they established once here.
- Measure the success of slave resistance and rebellions.
- Assess the actions and impact of various abolitionists.
- Interpret popular art from the mid-1800s and what we can learn about the culture of the nation at that time.
- Evaluate the effect of literature on the national debate over slavery.
- Outline the sequence of compromises and events that escalated tensions over slavery.
- Explain why the southern states chose to secede.
- Determine the part that each major battle had in the Union strategy for victory in the Civil War.
- Critique the Emancipation Proclamation and its effect on slavery in the United States.
- Interpret the dual meaning of the 'Reconstruction' period.
- Summarize the effect of the post war amendments to the Constitution.
- Judge the realities of reconstruction for former slaves living in the southern states.
- Examine Plessy v Ferguson as an example of judicial power and its effect on future segregation.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce

Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Rank Rate Support Test	Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

- Cause and effect chart of European war on American manufacturing.
- Write an editorial condemning early factories and their effect on the craftsman.
- Chart the effect of growing transportation networks on settlement in the nation.
- Choose a transformative technology: steam engine, telegraph, cotton gin, and describe the changes it brought to the lives of Americans.
- Design a museum installation that commemorates the life and experience of American slaves.
- Describe the Middle Passage economics and experience for those to traveled it.
- Explore aspects of slave culture and its diverse origins.
- Read pieces of abolitionist literature and describe the effect it had on the American public.
- Create a chart citing prominent abolitionists and describing their contribution to the cause.
- Create and infographic describing equality movements that were inspired by the fight for abolition.
- Create a timeline that traces the increasing conflicts and compromises as the ending with the Civil War.
- Trace the ramifications of the Dred Scott decision on various types of segregation in America for the next century.
- Create a poster that describes how party politics in 1860 contributed to secession.
- Draw an annotated map describing how particular battles contributed to the Union strategy in the Civil War.
- Write a reaction to the Emancipation Proclamation from various points of view.
- Chart the impact of the 13, 14, and 15th amendments at the time and today.
- Explain the pros and cons of allowing southern officials back to the congress quickly.

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence for this unit include:

- Think-Pair-Share on the students belief what the Emancipation Proclamation had on America (formative assessment)
- Analyze and Describe the 13, 14, and 15th Amendment and the impact the amendments had on the North/South (formative assessment)
- Create a poster to describe party politics in the 1860s (alternative assessment)
- Unit test (summative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks

- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

United States History – HMH Social Studies Text Book and supplemental materials

Ancillary Resources

Internet based research

Teacher created supplemental materials

Maps/ charts/ posters/ diagrams/ infographics

Video clips

Channel 1 subscription

Document Based Question resources with original source documents

Junior Scholastic Monthly Magazine

Artistic supplies: paper, colored pencil, scissors, etc.

Technology Infusion

SMART Board/ projectors/ TV

Internet connected Chromebook computer/ laptop

Video clip sources including but not limited to Channel 1, Discovery Education, PBS, History Channel, YouTube

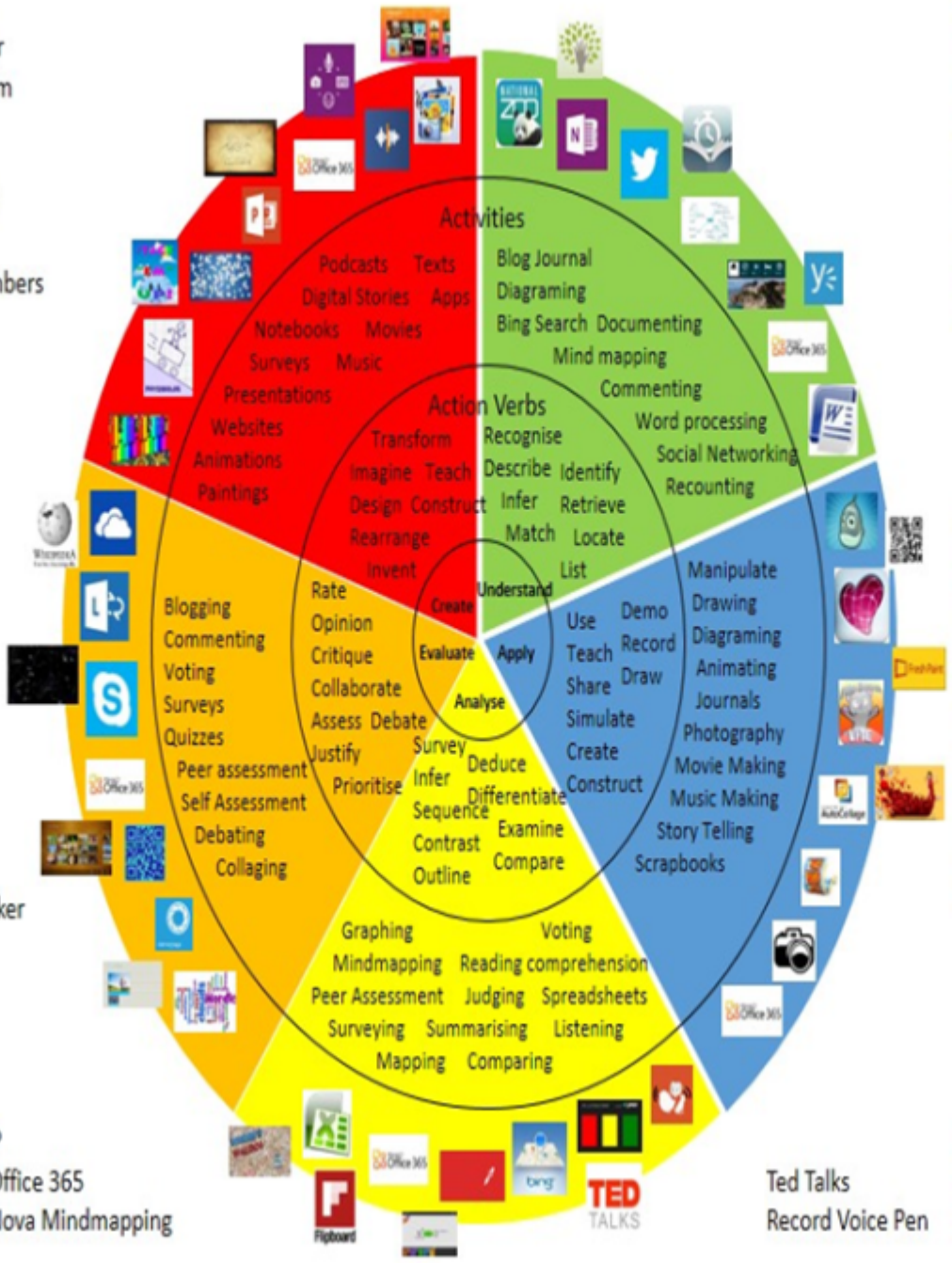
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming:

	All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Different Differentiations that will be employed in this include:

- Allowing students to work in small groups assignments to complete (graphic organizers, projects, and assessments)
- Allow work to be submitted online and allow extra time to complete assignments
- Different Summative Assessments (Projects, Google Forms, Open Ended, Essays)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Different Special Education Learning adaptations that will be employed in the unit include:

- Using online website, teachers use assistive technology for audio presentation for Unit 3
- Using HMH workbook for each section to help identify main ideas for each section
- Playing Kahoot at the end of each unit as the primary resource for a study guide
-

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content

- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Different English Language Learning strategies that can be used for this Unit include:

- Create documents through different Google programs to translate documents to specific languages (worksheets, graphic organizers, notes)
- HMH Spanish/English Workbook to identify main points for each section
- Pair students up with same langauge speaker

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Different Intervention Strategies that will be employed in the unit include:

- Playing Kahoot at the end of each unit to summarize main ideas for that section
- Allowing students to work in groups that allows students to present their beliefs on the creation of the Emancipation Proclamation from various points of view
- Allow students to make corrections on Unit 3 assessment that allows students to identify main ideas

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Different Talented and Gifted adaptations that will be employed in the unit include:

- Choose a transformative technology: steam engine, telegraph, cotton gin, and create a

poster to describe the changes it brought to the lives of Americans.
- Design a museum installation that commemorates the life and experience of American slaves.
- Create a chart citing prominent abolitionists and describing their contribution to the cause.
- Create and infographic describing equality movements that were inspired by the fight for abolition.
- Write a reaction to the Emancipation Proclamation from various points of view.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson