Unit I: Antebellum America and Early War

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **5 weeks**
Length: **Length of unit**
Status: **Published**

Unit Overview

The students will understand the efforts at compromise which ultimately failed to prevent Civil War. In the process of examining compromise, students will also understand the political, economic and social causes of the American Civil War.

Transfer

Students will be able to independently use their learning to connect the regional differences in the United States today to the American Civil War era.

Meaning

Understandings

Students will understand that...

-failure to compromise ultimately led to the Civil War

-state's rights impacted the Southern psyche

-the Constitution failed to anticipate the divide over the issue of slavery

-each side had advantages and disadvantages which helped and hindered the war effort

Essential Questions

Students will keep considering...

-Why is compromise important?

-What is a civil war?

-How do individuals and ideologies impact the decision to go to war?

-How did regional differences contribute to alienization and ultimately conflict between the sections?

Application of Knowledge and Skill

Students will know...

Students will know...

secession as it related to a political bodies' relationship to a larger organization.

movements and events in American History as precursors to the secession of Southern states in 1860-61.

the actions of the pilgrims in 1620, the colonists in 1775, the Whiskey Rebellion of 1794, the Hartford convention of 1814 and the Nullification Crisis of 1828-30 to decision of seven southern states to secede from the union in 1860-61.

the right to secede by analyzing the Constitution of the United States.

the attempts at compromise between North and South in the 19th century (i.e. Missouri Compromise of 1850, Kansas-Nebraska Act).

the impact of Uncle Tom's Cabin to Cannibals All in both the North and the South.

the impact of the Dred Scott v. Sanford Supreme Court decision.

the impact of John Brown and his actions at Pottawatomie Creek and Harpers Ferry, VA.

the effects of slave revolt (Nat Turner, Denmark Vesey) on southern society.

the territories acquired from Mexico as a result of the Mexican-American War.

the causes of the Civil War, including, but not being limited to slavery, states' rights, sectionalism, failure to compromise, economic differences between North and South, the election of 1860, radical abolitionists, respect and preservation of the Union.

the positions of both the North and the South with respect to these causes.

that slavery and preservation of Union were the predominant reasons for war in 1861.

the North as a region of farms, industry, seaports, cities and immigrants.

the North as a region united under one republican government.

the 18 Northern States and 4 Border States.

the South as a region of cash crops, plantations, small farms and rural economies.

the confederation form of government chosen by the South to the North's republican form of government.

11 states of the Confederacy.

the territories of the West and the problems of governing a vast area with few cities, troops or citizens.

the efforts of the North and South in governing their regions during war time.

the Anaconda Plan, Total War, war of attrition, defensive war and guerilla warfare.

the advantages and disadvantages of the North and South.

the key factors which allowed the South to continue to fight for nearly four years.

the three components of Scott's Anaconda Plan.

the South's decision to fight a defensive war given the resources available to them.

the North's strategy ultimately evolved into total war.

Students will be skilled at...

Students will be skilled at...

Define secession as it related to a political bodies' relationship to a larger organization.

Identify movements and events in American History as precursors to the secession of Southern states in 1860-61.

Compare the actions of the pilgrims in 1620, the colonists in 1775, the Whiskey Rebellion of 1794, the Hartford convention of 1814 and the Nullification Crisis of 1828-30 to decision of seven southern states to

secede from the union in 1860-61.

Defend or support the right to secede by analyzing the Constitution of the United States.

Identify the attempts at compromise between North and South in the 19th century (i.e. Missouri Compromise of 1850, Kansas-Nebraska Act).

Compare the impact of Uncle Tom's Cabin to Cannibals All in both the North and the South.

Appraise the impact of the Bred Scott v. Sanford Supreme Court decision.

Explain the impact of John Brown and his actions at Pottawatomie Creek and Harpers Ferry, VA.

Describe the effects of slave revolt (Nat Turner, Denmark Vesey) on southern society.

Identify the territories acquired from Mexico as a result of the Mexican-American War.

Analyze the causes of the Civil War, including, but not being limited to slavery, states' rights, sectionalism, failure to compromise, economic differences between North and South, the election of 1860, radical abolitionists, respect and preservation of the Union.

Examine the positions of both the North and the South with respect to these causes.

Rank the various causes in order of importance.

Conclude that slavery and preservation of Union were the predominant reasons for war in 1861.

Identify the North as a region of farms, industry, seaports, cities and immigrants.

Define the North as a region united under one republican government.

Identify the 18 Northern States and 4 Border States.

Identify the South as a region of cash crops, plantations, small farms and rural economies.

Compare the confederation form of government chosen by the South to the North's republican form of government.

Identify the 11 states of the Confederacy.

Describe the territories of the West and the problems of governing a vast area with few cities, troops or citizens.

Appraise the efforts of the North and South in governing their regions during war time.

Identify Anaconda Plan, Total War, war of attrition, defensive war and guerilla warfare.

Compare a the advantages and disadvantages of the North and South.

Predict the key factors which allowed the South to continue to fight for nearly four years.

Describe the three components of Scott's Anaconda Plan.

Support the South's decision to fight a defensive war given the resources available to them.

Explain and justify why the North's strategy ultimately evolved into total war.

Academic Vocabulary

Antebellum

Compromise

secession

nullification

Wilmot Priviso

Crittendan Plan

Kansas-Nebraska Act

Radical abolitionists

Dred Scott v. Sanford

Underground Railroad

Uncle Tom's Cabin

Cannibals All

State's rights

Bleeding Kansas

Election of 1860

Mason Dixon Line

King Cotton

Corps

Anaconda Plan

infantry

calvary

artillery

strategic v. tactical

Fort Sumter

Bull Run

Shiloh

Learning Goal 1

Analyze geographical, political, and socio-economic factors which influenced the development of sectionalism in Antebellum America.

- Analyze geographical, political, and socio-economic factors which influenced the development of sectionalism in Antebellum America.

MA.S-ID	Interpreting Categorical and Quantitative Data
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
MA.S-IC	Making Inferences and Justifying Conclusions
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
SOC.6.1.12.A.4	Civics, Government, and Human Rights
SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
SOC.6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
SOC.6.1.12.D.3.c	Assess 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).
SOC.6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

SOC.6.1.12.CS4	Civil War and Reconstruction:The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.

Target 1

Describe the causes of the American Civil War.

- Describe the causes of the American Civil War.

SOC.6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
SOC.6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
SOC.6.1.12.CS4	Civil War and Reconstruction:The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Target 2

Chart the various attempts at compromise that were made to prevent conflict.

- Chart the various attempts at compromise that were made to prevent conflict.

SOC.6.1.12.A.2.c	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
SOC.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.6.1.12.D.3.c	Assess 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).
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
SOC.6.1.12.CS4	Civil War and Reconstruction:The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Target 3

Explain ways in which regional differences contributed to sectionalism in America.

- Explain ways in which regional differences contributed to sectionalism in America.

SOC.6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
SOC.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.6.1.12.D.3.c	Assess 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).

Learning Goal 2

Examine the advantages and disadvantages of the North and South prior to the onset of the conflict

- Examine the advantages and disadvantages of the North and South prior to the onset of the conflict

MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
MA.S-ID.B	Summarize, represent, and interpret data on two categorical and quantitative variables
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s),

	counterclaims, reasons, and evidence.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
SOC.6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
SOC.6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
SOC.6.1.12.CS4	Civil War and Reconstruction:The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12	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.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

Target 1

Describe how the political, economic and social differences between the North and South both aided and hindered their respective sides' war efforts.

- Explain ways in which regional differences contributed to sectionalism in America.

SOC.6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.D.3.c	Assess 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).
SOC.6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
SOC.6.1.12.CS4	Civil War and Reconstruction:The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Target 2

Critique the role of leadership, both political and military, in the prosecution of war between the North and the South.

- Critique the role of leadership, both political and military, in the prosecution of war between the North and the South.

SOC.6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

Learning Goal 3

Evaluate ways in which individuals and events affected the outcome of early Civil War battles

- Evaluate ways in which individuals and events affected the outcome of early Civil War battles

MA.S-ID	Interpreting Categorical and Quantitative Data
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create

	cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
SOC.6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
SOC.6.1.12.CS4	Civil War and Reconstruction:The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12	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.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.

Target 1

Explain how the decision making process impacted the results of battles such as Fort Sumter, Bull Run and Shiloh.

SOC.6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
SOC.6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.

Target 2

Compare and Contrast the leadership of Lincoln and Davis during the early war years.

- Compare and Contrast the leadership of Lincoln and Davis during the early war years.

SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
SOC.6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessments may include, but not be limited to problem based learning, projects, common assessments, and other activities. Common summative assessments will be devised by core content teachers and must include benchmark assessments.

21st Century Life and Careers

WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
WORK.9-12.9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

Formative Assessment and Performance Opportunities

Teacher Observation

Cooperative Learning groups

Learning Stations

Do Now

Exit Strategies

Student Self Assessment

Journals

All Write Activities

Student Polling

Quizzes (Written and Oral)

Differentiation/Enrichment

Differentiation:

IEP modifications and 504 accomodations

Enrichment:

College Prep

Primary Source Document analysis

Guest Speakers

Journal Writing

Unit Resources

May include, but not be limited to:

Travel Brain Simulation Program

Civil War Documentaries

Ken Burns Civil War

Online websites and resources

Civil War.Org

Social Studies Databases

Student Response Systems

Projector/Speaker Systems

Primary Source Documents

Document Cameras

Online Portfolios

Teacher Resource Kit