

# Unit 5: Life in the North and South ("North and South") Grade 8

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **4 weeks**  
Length: **February**  
Status: **Published**

## Unit Overview

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Students will be able to learn about life in the Antebellum North and South. Industry and life in the North as well as the Cotton Kingdom and life in the South will be examined.

## Transfer

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Students will be able to independently use their learning of life in the Antebellum North and South to better enrich their understanding of the various social backgrounds among people from different places in the United States. Understanding the ways of life of the North and South has developed continuously to the present day and has impacted social and political society during contemporary times. How the political landscape has shifted and how national symbols have become newsworthy and how that relates to this time period will be examined.

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## Meaning

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## Understandings

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Students will understand that...

- A flood of new inventions in the 1800s aided the growth of industry in the North. Railroads and clipper ships

increased both domestic and international commerce.

- Workers formed unions to battle poor conditions in northern factories. Nativists tried to keep immigrants out of the United States. The end of slavery in the North freed African-Americans there.

- The invention of the cotton gin in 1793 helped to make cotton the South's leading crop. The South's economy was dependent on agriculture, not industry.

- The "cottonocracy" that developed in the south strengthened the institution of slavery in that region. Some African-Americans resisted slavery.

## **Essential Questions**

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Students will keep considering...

- 1.) Can the causes of the Civil War be traced to sectional differences? Explain your answers.
- 2.) Are there still differences or issues between the North and South today that can be traced back to this time period? Explain your answers.

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- 1.) that new inventions changed manufacturing and farming in the North.
- 2.) the difficulties faced by the first railroads.
- 3.) railroads and clipper ships helped the northern economy.
- 4.) how to describe factory conditions in the 1840s.
- 5.) what factory workers hoped to accomplish by joining together.

- 6.) how to describe the new immigrants to the United States.
- 7.) how free African-Americans were treated in the North.
- 8.) how the cotton gin improved cotton production in the South.
- 9.) how the South became an agricultural economy.
- 10.) the ways in which the South was dependent on the North.

### **Students will be skilled at...**

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Students will be skilled at...

recalling simple names, dates, and facts

sequencing events and creating time lines

recognizing main ideas

using symbols and symbolizing in maps and documents

integrating math and language arts into Social Studies lessons

specifying and predicting the reasoning and outcomes of decisions

investigating primary sources

experimenting with hypothetical situations and what-ifs

Problem solving using contextual experiences related to the unit

decision-making and choosing the best course of action for contemporaries of the time period and relating such to the present

### **Academic Vocabulary**

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Telegraph, locomotive, clipper ship, trade union, strike, nativist, discrimination, "cottonocracy," slave codes,

extended family

## Learning Goal 1

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Students will be able to learn about, analyze and compare life in the North and South prior to the American Civil War.

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.6-8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
SOC.6.1.8.5	Civil War and Reconstruction (1850-1877)
SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
SOC.6.1.8.D	History, Culture, and Perspectives
SOC.6.1.8.D	History, Culture, and Perspectives
SOC.6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
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.CS5	Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.
SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in

the 21st century.

SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.8.CS.A	Civics, Government, and Human Rights
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS5	Collaboratively develop and practice strategies for managing and resolving conflict.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.6.3.8.CS10	Accept decisions that are made for the common good.

## Target 1

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Students will be able to Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation, especially in the North.

SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
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## Target 2

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Students will be able to analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
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## Target 3

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Students will be able to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. Students will also be able to explain the growing resistance to slavery.

SOC.6.1.8.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the
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Antebellum period.

SOC.6.1.8.D.4.c

Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

### **Target 4**

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Students will be able to describe sectional differences between the North and the South politically, economically and socially. Students will understand different views on slavery.

SOC.6.1.8.CS5

Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

### **Advanced Learning Goals**

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Students will be able to compare and contrast life in the North and South prior to the American Civil War.

### **Advanced Target 1**

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Students will describe the relationship between the North and the South politically, economically and socially.

### **Advanced Target 2**

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Students will analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

### **Advanced Target 3**

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Students will analyze the economy of the North and South with an emphasis on factories and the invention of the cotton gin.

### **Summative Assessment**

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All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternative assessments may include but are not limited to any combination of the following:

Common Assessment #3: Analysis of a Solomon Northrop passage describing a slave auction. "How does the source describe the institution of slavery?"

Reading Like A Historian: "Nat Turner" <http://sheg.stanford.edu/nat-turner>

Docs Teach: "Twelve Years A Slave" <http://docsteach.org/activities/17514/detail?mode=browse&menu=closed&era%5B%5D=expansion-and-reform&sortBy=title>

Reading Like A Historian: "Irish Immigration" <http://sheg.stanford.edu/irish-immigration>

Write a letter in a first-person narrative convincing someone of your perspective as a Northerner or Southerner.

Primary Sources:

- factory accounts
- spirituals
- essays

problem-based learning, projects or presentations, common paper/pencil assessments, primary source writing with essential questions

Common summative assessments will be devised by the 7th grade social studies teachers during common planning time.

## **21st Century Life & Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
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.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.

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.8.2.8	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.

## **Formative Assessment and Performance Opportunities**

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Lecture

Group work

Think-Pair-Share

Technology implementation

"Do-Nows"

Directed Reading

Graphic Organizers

Primary and secondary sources

Picture Prompts

Projects

Teacher observation

cooperative learning opportunities

guided practice

classroom centers

atlas/geography activities

essential question writing

## **Accommodations/Modifications**

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Graphic organizer analysis of Life in the North/South

Venn diagram comparing/contrasting North/South



Enrichment opportunities: Advanced classes will incorporate more Level 4 Knowledge Utilization processes. Advanced classes will have broader and more specific essential writing activities. These classes will also have to incorporate more decision-making, problem-solving, relating experiences, and investigation activities.

Differentiation: 504 and IEP modifications will be closely followed and modified to for the needs of specific students. Regular planning with Inclusion Instructors to best implement these specific practices will take place throughout the academic school year.

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-  
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

- guided notes
- modified assessments
- modified assignments
- student-generated research projects
- task-based assessments
- test corrections

## **Advanced Class Modifications**

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### **Unit Resources**

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guest speakers

interactive white board activities

Internet activities

supplemental textbooks/ teacher resources

social studies notes and hand-outs

videos and online videos for audio and visual learners

activity cards

American history websites

youtube

safari montage

helpful bulletin boards and posters

exit tickets

on-line project builder

## **NEWSCURRENTS (LGBTQ RESOURCES)**

### **Digital Resources**

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**1.) Digital Public Library of America** - <https://dp.la/> - link to DPLA home search engine for various lessons and sources on Life in the North and South including:

a.) [https://dp.la/item/a1db3b4af1e14ac2e7d23b83220a6a90?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DNorth%2Band%2BSouth](https://dp.la/item/a1db3b4af1e14ac2e7d23b83220a6a90?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DNorth%2Band%2BSouth) - Antebellum North and South (text)

b.) [https://dp.la/item/c0fb364e3b217d9e83a067865976c044?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DNorth%2Band%2BSouth](https://dp.la/item/c0fb364e3b217d9e83a067865976c044?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DNorth%2Band%2BSouth) - North and South 1789-1867 (text)

c.) [https://dp.la/item/f79d9238ca64515ecceb44c12ec7020b?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DNorth%2Band%2BSouth](https://dp.la/item/f79d9238ca64515ecceb44c12ec7020b?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DNorth%2Band%2BSouth) - North and South 1818-1865 (text)

**2.) Digital History website** - <http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtID=1> - link to various lessons and sources on Life in the North and South including

a.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=11&psid=3839](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3839) - Pre-Civil War Society (lessons-handout)

b.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtID=4> - Pre-Civil War Timeline (events)

c.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=275](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=275) - Cotton is King: Pro-Slavery Arguments (documents)

d.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=318](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=318) - revival of the slave issue (documents)

e.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=331](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=331) - The Growth of Southern Nationalism by John C. Calhoun (documents)

**3.) CK-12 Social Studies (Basic and Advanced Online Texts)** - <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/4.0/> - link to various lessons and sources on Life in the North and South including:

a.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/4.5/> - Irish Immigration (basic)

b.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/4.5/> - Irish Immigration (advanced)

c.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/4.2/> - Nat Turner's Rebellion (standard)

d.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/4.2/> - Nat Turner's Rebellion (advanced)

**4.) ABC-clio.com** - <http://americanhistory.abc-clio.com/> link to various "topics" of the curriculum including on Life in the North and South including:

a.) <http://americanhistory.abc-clio.com/Search/Display/270421?terms=LIfE+in+the+North+and+South+pre+civil+war> - A Nation Breaks Apart (reference articles)

b.) <http://americanhistory.abc-clio.com/Search/Display/1183587?terms=cotton+south> - Eli Whitney (reference article)

c.) <http://americanhistory.abc-clio.com/Topics/Display/1183895> - King Cotton (lesson overview)

d.) <http://americanhistory.abc-clio.com/Topics/Display/1183889> - mid-19th century immigration (lesson overview)

**5.) Reading Like A Historian** - <http://sheg.stanford.edu/expansion-slavery> - link to various lessons and sources on Life in the North and South including:

a.) <http://sheg.stanford.edu/nat-turner> - Nat Turner's Rebellion as a primary source (with essential questions)

b.) <http://sheg.stanford.edu/irish-immigration> - Irish Immigration as a primary source (with essential questions)

**6.) Docsteach** - <https://www.docsteach.org/> - link to various lessons and sources on Life in the North and South including:

a.) <https://www.docsteach.org/activities/teacher/twelve-years-a-slave> - Twelve Years A Slave

**7.) Beyond the Bubble** - <https://beyondthebubble.stanford.edu/assessments>

a.) <https://beyondthebubble.stanford.edu/assessments/slave-quarters> - Slave Quarters

**7.) NJ Amistad Commission Curriculum** (free resource which requires login) -  
<http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>