

# Unit 7: Causes of the Civil War ("Slavery Divides a Nation") Grade 8

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

## Unit Overview

---

The Missouri Compromise addressed slavery in the Louisiana Purchase. The issue was unresolved in lands that were part of the Mexican Cession. As a result, Abolitionists founded the Free-Soil party. The balance of power between North and South came to the forefront again when western territories applied for statehood. The Compromise of 1850 failed to completely satisfy either side. Tensions continued to build. Popular sovereignty did not solve the slavery issue in the new territories. Proslavery and anti-slavery forces clashed violently in Kansas. The Dred Scott case further divided the North and the South. During the 1858 Illinois Senate race, veteran politician Stephen Douglas and newcomer Abraham Lincoln debated the slavery issue. John Brown's raid drove the North and South farther apart. Seven southern states seceded from the Union after Abraham Lincoln was elected President. The Confederacy's attack on Fort Sumter marked the beginning of the Civil War.

## Transfer

---

Students will be able to independently use their learning to:

- Continue to work to end slavery in third world countries through involvement in Free the Slaves or other similar organizations.
  - Learn how to compromise problems, work out solutions and solve disputes.
  - Participate in debates on political issues
  - Vote
  - Join a political party
-

## **Meaning**

---

### **Understandings**

---

Students will understand that...

- the Civil War was caused by several events many years prior to the when first battle began.
- Slavery was a major cause of the Civil War.

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

### **Essential Questions**

---

Students will keep considering...

Was the Civil War avoidable (unnecessary)?

## **Application of Knowledge and Skill**

---

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

---

Students will know...

- 1.) Describe the purpose of the Missouri Compromise.
- 2.) Explain why conflict arose over the issue of slavery in the western territories.
- 3.) Identify why the Free-Soil party was founded.

- 4.) Explain why the slavery debate erupted again in 1850.
- 5.) Describe the impact of the Compromise of 1850.
- 6.) Summarize how *Uncle Tom's Cabin* affected attitudes toward slavery.
- 7.) Identify the goal of the Kansas-Nebraska Act.
- 8.) Explain why violence erupted in Kansas and in the Senate.
- 9.) Summarize the impact of the Dred Scott case on the nation.
- 10.) Explain why the Republican Party was founded.
- 11.) Explain the rapid emergence of Abraham Lincoln as a Republican leader.
- 12.) Describe the reaction to John Brown's raid on Harpers Ferry.
- 13.) Explain how the 1860 election reflected sectional divisions.
- 14.) Describe how the South reacted to the election results.
- 15.) Identify how the Civil War began in 1861.

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

---

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**

---

Missouri Compromise

Wilmot Proviso

Popular Sovereignty

Free-Soil Party

Secede

Fugitive

Civil War

Compromise of 1850

Fugitive Slave Act

*Uncle Tom's Cabin*

Kansas-Nebraska Act

Border Ruffians

Guerrilla Warfare

Lawsuit

*Dred Scott v. Sanford*

Republican Party

arsenal

treason

martyr

unamendable

impact

summarize

emergence

## Learning Goal 1

---

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.

### (NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8	Reading Informational Text
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.

LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.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).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.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.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.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.W.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.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.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.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.C	Spell correctly.
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.L.8.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.8.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.8.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.8.CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.8.CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.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.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.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.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.8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.8.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.8.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.8.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.8.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.8.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
LA.8.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.8.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.8.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.8.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.8.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.8.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.8.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.8.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.8.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.8.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.8.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.8.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.8.CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.8.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.



LA.8.CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.8.CCSS.ELA-Literacy.CCRA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.8.CCSS.ELA-Literacy.CCRA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.8.CCSS.ELA-Literacy.CCRA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LA.8.CCSS.ELA-Literacy.CCRA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.8.CCSS.ELA-Literacy.CCRA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.8.CCSS.ELA-Literacy.CCRA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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.6.3.8.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.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

## Target 1

Explain why conflict arose over the issue of slavery in the western territories.

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.6.3.8.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.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

## Target 2

Describe the impact of the Compromise of 1850.

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.6.3.8.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.CS7

Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

### Target 3

---

Explain why in the 1850's, violence in Kansas and the Dred Scott decision inflamed tensions over 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.

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.CS7

Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

### Target 4

---

Discuss Abraham Lincoln's emergence as a leader of the new Republican party, which was dedicated to halting the spread of 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.

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.CS7

Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

### Target 5

---

Describe how the South reacted to the results of the Election of 1860.

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.6.3.8.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.

## Advanced Learning Goals

---

Students will understand and evaluate the causes of the Civil War with an emphasis on slavery.

### Advanced Target 1

---

Describe the conflict that arose over the issue of slavery in the western territories.

- |                 |  |
|-----------------|--|
| 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.5.a | Prioritize the causes and events that led to the Civil War from different perspectives.  |

### Advanced Target 2

---

Describe the different attempts made to keep the US out of war, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act

- |                 |  |
|-----------------|--|
| SOC.6.1.8.5     | Civil War and Reconstruction (1850-1877)   |
| 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.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. |

### Advanced Target 3

---

Summarize why, in the 1850's, violence in Kansas and the Dred Scott decision inflamed tensions over slavery.

- |                 |  |
|-----------------|--|
| 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.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.
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 Target 4**

---

Discuss Abraham Lincoln's emergence as a leader of the new Republican party, which was dedicated to halting the spread of slavery.

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.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.

### **Advanced Target 5**

---

Explain the impact the election of 1860 had on the South.

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.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.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.

### **Summative Assessment**

---

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

Reading Like A Historian: John Brown and Abraham Lincoln SAG

Docs Teach: Fort Sumter

The DBQ Project: How Free were Free Blacks in the North?

Primary Source Documents: *Uncle Tom's Cabin*, Lincoln's 1st Inaugural Address, John Brown's speech, Lincoln/Douglas debates, Clay, Webster, Calhoun Speeches

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

Common summative assessments will be devised by the 8th grade social studies teachers during common planning time.

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

---

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.F.1	Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
PFL.9.1.8.F.2	Examine the implications of legal and ethical behaviors when making financial decisions.
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**

---

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

primary source examination

essential question writing

---

### **Accommodations/Modifications**

Graphic organizer analysis of 10 causes of the Civil War

Picture analysis with tiered questions

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**

---

### **Unit Resources**

---

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 REFERENCES)**

## Digital Resources

---

**1.) Digital Public Library of America** - <https://dp.la/> - link to DPLA home search engine for various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) [https://dp.la/item/848ca6ba83f06e0b77e66ed8a1df3326?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fq%3DJohn%2BBrown%26utf8%3D%25E2%259C%2593](https://dp.la/item/848ca6ba83f06e0b77e66ed8a1df3326?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fq%3DJohn%2BBrown%26utf8%3D%25E2%259C%2593) - John Brown (image)
- b.) [https://dp.la/item/a37c3ae931a1ce9f60b31db0a7d4c4fa?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26sort\\_by%3Dtitle%26sort\\_order%3Dasc%26q%3Dmissouri%2Bcompromise-Lincoln's%20Speech%20in%20Reply%20to%20Douglass](https://dp.la/item/a37c3ae931a1ce9f60b31db0a7d4c4fa?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26sort_by%3Dtitle%26sort_order%3Dasc%26q%3Dmissouri%2Bcompromise-Lincoln's%20Speech%20in%20Reply%20to%20Douglass) (text)
- c.) [https://dp.la/item/c937c5695ff599c6c56716bb78a80d0b?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dkansas%2Bnebraska%2Bact](https://dp.la/item/c937c5695ff599c6c56716bb78a80d0b?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dkansas%2Bnebraska%2Bact) - Kansas-Nebraska Act (text)
- d.) [https://dp.la/item/36abca34812f0207056f542f8b9a6c00?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dbleeding%2Bkansas](https://dp.la/item/36abca34812f0207056f542f8b9a6c00?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dbleeding%2Bkansas) - Bleeding Kansas (broadside image)
- e.) [https://dp.la/item/8f1a060e28affe6fb493a5c21091cc54?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2BAmerican%2BCivil%2BWar](https://dp.la/item/8f1a060e28affe6fb493a5c21091cc54?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2BAmerican%2BCivil%2BWar) - The Causes of the American Civil War (text)

**2.) Digital History website** - <http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtID=11> - link to various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=6&smtid=1> - Slavery (overview)
- b.) [www.digitalhistory.uh.edu/era.cfm?eraID=5&smtid=1](http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtid=1) - Pre Civil War Era (overview)
- c.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtID=6> - Music of the Era (music)
- d.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=3913](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3913) - John Brown's Final Address to the Court 1859 (documents)
- e.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=346](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=346) - A Republican Representative Describes the Mood in the Congress 1859 (documents)

**3.) CK-12 Social Studies (Basic and Advanced Online Texts)** - [http://www.ck12.org/history/#view\\_books](http://www.ck12.org/history/#view_books) link to various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:



- a.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/4.6/> - John Brown (basic)
- b.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/4.6/> - John Brown (advanced)
- c.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/5.1/> - Lincoln and Race (basic)
- d.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/5.1/> - Lincoln and Race (advanced)

**4.) ABC-clio.com** - <http://americanhistory.abc-clio.com/> link to various "topics" of the curriculum including on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <http://americanhistory.abc-clio.com/Topics/Display/1187627> - Sectionalism (lesson overview)
- b.) <http://americanhistory.abc-clio.com/Topics/Display/1187635> - Abolition (lesson overview)
- c.) <http://americanhistory.abc-clio.com/Topics/Display/1187641> - Compromises and Decisions (lesson overview)

**5.) Reading Like A Historian** - <http://sheg.stanford.edu/civil-war-reconstruction> - link to various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <http://sheg.stanford.edu/john-brown> - John Brown as a primary source (with essential questions)
- b.) <http://sheg.stanford.edu/lincoln> - Abraham Lincoln SAC as a primary source (with essential questions)

**6.) Docsteach** - <https://www.docsteach.org/> - link to various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <https://www.docsteach.org/activities/teacher/from-dred-scott-to-the-civil-rights-act-of-1875-eighteen-years-of-change> - From Dred Scott to the Civil Rights Act of 1875: Eighteen Years of Change
- b.) <https://www.docsteach.org/activities/teacher/what-else-was-happening-during-the-civil-war-era> - What Else Was Happening During the Civil War Era?

**7.) NJ Amistad Commission Curriculum** (free resource which requires login) -

<http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>;  
<http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction>