

# Unit 6: Antebellum America

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **1**  
Status: **Published**

## Unit 6: Antebellum America (1824-1860)

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### Essential Skills

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- Compare and Contrast: identifying similarities and differences between two or more like things
- Empathy: understanding and sharing the thoughts and feelings with people from the past
- Evaluate: taking a stance and supporting it with evidence
- Explain: breaking down a complex task into understandable terms and concepts
- Geographic Literacy: reading and interpreting maps to analyze and explain concepts
- Historical Reasoning: apply and recognize historical patterns in the modern world

### Standards

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SOC.6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and

Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

SOC.6.1.12.CivicsPR.4.a

Draw from multiple sources to explain 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.

## Learning Objectives

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- Describe educational reforms during the antebellum period
- Describe reasons why some Americans supported keeping slavery in the US
- Describe the Dred Scott decision
- Describe the efforts of African American reformers like Frederick Douglass and Sojourner Truth
- Describe the Fugitive Slave Act
- Describe the life and achievements of a historic woman in American history
- Describe the life of a slave in the South
- Describe why the Declaration of Sentiments was created
- Determine whether antebellum social reforms were effective in New Jersey
- Explain the causes and effects of the Kansas-Nebraska Act
- Explain the causes and effects of the US v. Amistad case
- Explain the creation and effect of the Underground Railroad
- Explain why John Brown was loved in the North and hated in the South
- Explain why there was strong sectionalism during the Antebellum period

## Essential Questions

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- How do you change someone else's thinking?
- When is it best to compromise, and how you should do it?

## Instructional Tasks/Activities

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- Causes of Civil War Research Project
- Checks for comprehension
- Ducksters
- Expansion of Slavery Map Analysis
- Guided Notes
- Make up previous work
- McGraw Hill textbook readings, Chapter 5
- McGraw Inquiry: Abolitionist Movement
- McGraw Inquiry: John Brown
- Modified DBQ from DBQ Online
- Oral check for previous lesson understanding

- Practice Test
- Primary Source Analysis: Frederick Douglass
- Primary Source Analysis: Rules of Highland Plantation
- Primary Source Analysis: Social Reform in New Jersey
- Slavery Statistics Analysis
- Video lesson review sheet
- Women's History Month Trading Card

## **Accommodations/Modifications/Differentiation**

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## **Resources**

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- Appropriately stimulating and educative multimedia (e.g., YouTube)
- DBQ Online
- Gimkit
- Internet research
- Primary Source Collection: Voices of Freedom: A Documentary History by Eric Foner, Vol. 1-2, 6th Edition, ISBN: 978039369612 (vol. 1) / 978039369629 (vol. 2)
- Primary Sources, as mentioned in the McGraw Hill textbook
- Reading level appropriate online text
- Teacher-made PowerPoints
- Textbook: McGraw Hill United States History ISBN: 978-0-07-902313-1

## **Assessment Procedure**

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- Test