

Unit 6: Antebellum America

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Unit 6: Antebellum America (1824-1860)

Standards

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

- 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 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

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

Instructional Tasks/Activities

Accommodations/Modifications/Differentiation

Accommodations/Modifications

Resources

Assessment Procedure
