

# Unit 4: A Nation Divided, the U.S. Civil War

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

## State Mandated Topics Addressed in this Unit

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Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
LGBT and Disabled Mandate	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.
History and Contributions of Asian American and Pacific Islanders	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

## Unit #4: A Nation Divided, the U.S. Civil War (1840-1865)

## Learning Objectives

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- Gain an understanding for the events, and people involved in leading up the U.S. Civil War.
- Gain an understanding for the events, battles, and people involved in the U.S. Civil War.
- Identify and explain the importance of the compromises leading up the U.S. Civil War.
- Understand and analyze some background information about the process of rebuilding and reincorporating the South in the U.S., called Reconstruction.

## Essential Skills

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- Analyze, explain and diagram the relationship between slavery, power, and membership in American politics.
- Analyze, explain, and identify the following compromises: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act.
- Chart the similarities and differences between the North and the South.
- Construct maps of the U.S. and identify which states were free or slave based on the following compromises: Missouri Compromise, Compromise of 1850, Kansas- Nebraska Act.
- Identify and explain events leading up to the U.S. Civil War and cite their impact in starting the war between the North and South.
- Identify and explain the effects of the U.S. Civil War on American history.
- Identify, explain, and analyze important battles of the U.S. Civil War.

## Standards

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SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
SOC.6.1.12.GeoPP.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.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
SOC.6.1.12.EconEM.2.b	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.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
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.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
SOC.6.1.12.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
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.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
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.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
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.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
SOC.6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
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.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
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.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
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.6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
SOC.6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

## Instructional Tasks/Activities

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- Complete a background reading on "Reconstruction," in order to prepare them for U.S. II.
- Complete a teacher-generated Final exam

- Complete a teacher-generated topics project on the U.S. Civil War
- Construct maps of the U.S. and identify which states would be free or slave based on the following compromises: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act.
- Create a chart in which they compare the North and the South. Then using that chart, they will write a response in which they compare/contrast the two.
- Create a diagram on the relationship between slavery, power, and membership in American politics.
- Create a PowerPoint presentation on an abolitionist such as Frederick Douglass or Harriet Beecher Stowe.
- Define a list of key terms including: Republican Party, Confederate States of America, Fort Sumter, Clara Barton, Jefferson Davis, Robert E. Lee, Ulysses S. Grant.
- Define a list of key terms including: sectionalism, Whig Party, American Anti-Slavery Society, William Lloyd Garrison, Abraham Lincoln, Frederick Douglass, Missouri Compromise, Fugitive Slave Act, Compromise of 1850, Kansas-Nebraska Act, abolition.
- Look at posters used to persuade men to fight in the U.S. Civil War. After looking at each poster, students should write down a couple of sentences explaining what persuasive techniques are used to get the soldiers to enlist.
- Read portions of Uncle Tom's Cabin and write an essay on its effects on the anti-slavery movement.
- Read the account of escaped slave Anthony Burns and answer the following questions: Where did Anthony Burns originally live as a slave? Why did the timing of his arrival in Boston as a fugitive work against his efforts to remain free? What two groups fought to prevent Burns's return to slavery? What was the court's decision concerning Anthony Burns? How did Anthony Burns finally win his freedom?
- Research important battles of the U.S. Civil War and then present the information to the class.
- Research the Compromise of 1850 and discuss how its tenets affected the United States right before the Civil War.
- Restage the debate between Abraham Lincoln and Steven Douglas.
- Select from a list of events leading up the U.S. Civil War and then pick out the events they think had the most impact in starting the war between the North and the South.
- Use an online collection of Civil War-era newspapers to compare the events following the firing on of Fort Sumter. Then answer the following questions: What opinions does the paper express? What is the reaction of the people to the events as reported in the paper? According to the paper, what was the major reason for going to war? How are the two newspapers similar? How are they different?
- Use teacher-generated notes to answer questions about various topics including: The First Presidency, Hamilton and Public Debt, Emergence of Political Parties, Jefferson Vision, Slavery, War of 1812, Monroe Doctrine, Industrializing America, Mid-19th Century Immigration, The Cotton Economy, Louisiana Purchase, Manifest Destiny, Settlement of the West, Native American Removal, War with Mexico
- View the film titled Glory, and then compare that to real history of the 54th Regiment of Massachusetts.
- View the PBS series "The Civil War."
- Write an essay on the effects of the Civil War on American history.

## Assessment Procedure

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- Classroom Total Participation Technique
- Classwork
- DBQ

- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher observation
- Teacher-generated Final Exam
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline

- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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Faster paced class where the focus is the development of college level study habits. Experience an increased number of quiz/test questions, which will be more in depth, stress independent preparation, and require more responsibility of the student. Unit assessments measure not only a student's recall of basic facts, but also their ability to think critically, analyze data, and use historical knowledge to help deepen their understanding of content. Students will use primary source documents to complete a document based question (DBQ).

- Longer, more detailed response, to questions asked by the teacher
- More rigorous Civil War Topics Project requirements
- Open ended teacher-generated discussion questions

## **Resources**

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- America: The Story of Us
- Glory
- Google Slides
- Google Docs
- McGraw Hill "United States History" textbook
- Primary source documents from DBQ online
- Primary source documents from from McGraw Hill "United States History" textbook
- The Internet