Grade 8 - Unit 6 - Civil War

Content Area: **Social Studies**
Course(s):
Time Period: **April**
Length: **10**
Status: **Published**

Rationale & Transfer Goals

Students will analyze the build up to the Civil War and how the government tried to keep the country together by maintaining an equal number of slave and free states in the Union, but the election of Lincoln upset the South and they feared they would lose the ability to own slaves, so the South eventually seceded from the Union.

The students will also have to complete various map skill activities which will help them to think analytically and critically. A comprehensive look at various primary source documents, such as political cartoons. There will also be a project that needs to be completed surrounding what life was like for slaves prior to the Civil War. The students will show mastery of the unit through a test that encompasses content knowledge, a primary source, a map, and an open ended question.

Targeted Standards

6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.
6.1.8.HistoryCC.5.d	Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Eventually the differences between the North and South will lead to the Civil War.

There were various political issues that divided the North and the South prior to the Civil War.

There was difficulty in reaching compromises on these issues on states being admitted to the Union as a free or slave state.

The provisions of the Missouri Compromise and the Compromise of 1850 helped maintain the balance of slave and free states and appeased

both the free North and slave South.

The significance of other key events leading up to the Civil War.

Slaves were property and not citizens thus not protected by the Constitution.

The Election of 1860 divided the nation and Lincoln's victory was the final straw for the south after that they feel their way of life is threatened

and secede from the Union.

That geography determines cultural values which politically divide the United States today.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

Could the Civil War have been avoided?

How did the Dred Scott decision impact the expansion of slavery?

How did the conflict during the 1850s help in the creation of political parties in the United States?

Important Vocabulary

sectionalism, secede, Fugitive Slave Act, Lincoln-Douglas Debates, Abraham Lincoln.

Content/Objectives

Content - What students will know

1. Vocabulary
2. Antislavery literature and the annexation of new lands intensified the debate over slavery.
3. The split over the issue of slavery intensified due to political division and judicial decisions.

Skills - What students will be able to do

1. Define Vocabulary
2. Identify how The addition of new land in the West renewed disputes over the expansion of slavery. Analyze how The Compromise of 1850 tried to solve the disputes over slavery. Explain how The Fugitive Slave Act caused more controversy. Discuss why Abolitionists used antislavery literature to promote opposition.
3. Compare how Political parties in the United States underwent change due to the movement to expand slavery. Illustrate how The Dred Scott decision created further division over the issue of slavery. Discuss how The Lincoln-Douglas debates brought much attention to the conflict over slavery.

Instructional Activites

Evidence (Assessments) - How we know students have learned

1. Section quizzes, completed warm ups and vocabulary sheet.
2. Completed assignments, section quiz, unit test, and class discussion.

Activities/Strategies - How we teach content and skills

1. Vocabulary sheet

2. Note taking, anti-slavery literature reading, Warm ups, Guided Reading activities, section quiz.

3. Note taking, Dred Scott analysis Warm ups, Guided Reading activities, section quiz, unit test..

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

1. Map skills

2. Discussion circles

3. Analytical Constructed Response

4. Note taking

5. Study Skills

6. Understanding Empathy skills

Instructional Activity

1. Various map skill activities that accompany the textbook.

2. Discussion on the Lincoln Douglass Debates and Dred Scott.

3. RACE response on the Lincoln Douglass Debates

4. The class will take notes on the unit and will use these notes to help them with their project and to study for the test. The whole purpose of note taking is to show the students that if they take good notes and study skills.

5. Various study techniques for the test and quizzes.

6. Various journals and discussions that will allow the students to grasp what empathy is.

Spiral Focus from Previous Unit

1-6. These skills were done since unit one and the students will continue to build off of them. Students will use their knowledge of the major differences between the North and South to analyze the problems between the regions grew so contemptuous that it leads to war.

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.2.IML.2: Represent data in a visual format to tell a story about the data

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Key Resources

Text book

Online textbook resources

Primary/informational texts for ACRs key events

Various videos on various compromises.

Interdisciplinary Connections - How does this content impact the following groups

8.NS.A.1: Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

Intersections of History

Black: Students will examine free Africans in the North and the enslaved Africans of the South, as well as their developing cultures.

Hispanic: Westward expansion of vaqueros and the transition of Spanish land to American territory added fuel to the discord between North and South and disrupted existing compromises.

Women: The roles and responsibilities of women varied greatly between the North and the South. This difference in culture continued to create a divide between the two regions.

LGBTQ: 1839 – Margaret Fuller begins hosting conversations about the “great questions” regarding their role and gender around Boston.

1845 – Margaret Fuller published the book, “The Great Lawsuit”, which asked women to claim themselves to be self-dependent.