

P.Cert. Ch. 21&22 : A dividing nation and the Civil War update11/2016

Content Area: **Social Studies**
Course(s):
Time Period: **January**
Length: **1 Week**
Status: **Published**

Unit Overview

The Civil war was the culmination of an increasingly divided nation.

Enduring Understandings

The division of the nation created the impetus for the Civil War.

Essential Questions

How did the division of the nation lead up to the Civil War?

Instructional Strategies & Learning Activities

Day 1

Procedure:

1. Review C19 Spoke Diagram WS about Life in the North and South using the C19 Presentation as a key in TCI online.
2. Students independently read C21 in their online textbooks.
3. Complete the C21 Reading Challenge.

Homework: finish C21 Reading Challenge

Day 2 & 3

Procedure:

1. Review C21 Reading Challenge (graded as a quiz).
2. View Leaders of the Civil War WS and discuss. (optional)
3. View *Images of the Civil War* DVD by the History Channel. Students take notes on the video of new information not learned previously.
4. Revise answers into sentences. Pair/share responses. Submit via Google Classroom.
5. View Civil War 150 on History.com and discuss.

Homework: none

Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.

Technology Integration

TCI.com

images of the Civil War/History.com

Civil War 150/History.com

Google classroom

Interdisciplinary Connections

LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including

vocabulary specific to domains related to history/social studies.

LA.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

LA.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

LA.WHST.6-8.5

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.

Differentiation

This is a short unit, differentiated as needed.

Modifications & Accommodations

Individual IEP's and 504's will be utilized.

Benchmark Assessments

Reading Challenge

notes

Formative Assessments

See lesson plans above.

Summative Assessments

See lesson plans above

Instructional Materials

- **Materials:** *History Alive* Text, C15 Reading Notes on TCI, Google Classroom, Surface Pro 2

Standards

- **NJ.6-8.RH. Reading Standards for Literacy in History/Social Studies**
- **6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).**
- **6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.**
- **NJ.SS.6.1.8. U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**
- **6.1.8.A. Civics, Government, and Human Rights**
- **6.1.8.A.2. Colonization and Settlement (1585-1763) - The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.**
- **6.1.8.A.2.c. Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.**
- **6.1.8.A.4. Expansion and Reform (1801-1861) - Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.**
- **6.1.8.A.4.a. Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.**
- **6.1.8.A.4.b. Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.**
- **6.1.8.B. Geography, People, and the Environment**
- **6.1.8.B.3. Revolution and the New Nation (1754-1820s) - Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.**
- **6.1.8.B.3.a. Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.**
- **6.1.8.B.4. Expansion and Reform (1801-1861) - Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.**
- **6.1.8.B.4.b. Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.**
- **6.1.8.C. Economics, Innovation, and Technology**
- **6.1.8.C.4. Expansion and Reform (1801-1861) - Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.**
- **6.1.8.C.4.c. Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.**
- **6.1.8.D. History, Culture, and Perspectives**
- **6.1.8.D.4. Expansion and Reform (1801-1861) - Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.**

- **6.1.8.D.4.a.** Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
- **6.1.8.D.4.b.** Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
- **6.1.8.D.5.** Civil War and Reconstruction (1850-1877) - 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.
- **6.1.8.D.5.a.** Prioritize the causes and events that led to the Civil War from different perspectives.
- **6-8.RH.1.** Cite specific textual evidence to support analysis of primary and secondary sources.
- **6-8.RH.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **6-8.RH.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **6-8.RH.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **6-8.RH.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **6-8.RH.8.** Distinguish among fact, opinion, and reasoned judgment in a text.
- **6-8.RH.9.** Analyze the relationship between a primary and secondary source on the same topic.
- **6-8.RH.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- **NJ.6-8.WHST.** Writing Standards for Literacy in History/Social Studies
 - **Text Types and Purposes**
 - **6-8.WHST.1.** Write arguments focused on discipline-specific content.
 - **6-8.WHST.1.c.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **6-8.WHST.1.d.** Establish and maintain a formal style.
 - **6-8.WHST.1.e.** Provide a concluding statement or section that follows from and supports the argument presented.
 - **6-8.WHST.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - **6-8.WHST.2.a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - **6-8.WHST.2.b.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - **6-8.WHST.2.c.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - **6-8.WHST.2.d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - **6-8.WHST.2.e.** Establish and maintain a formal style and objective tone.
 - **6-8.WHST.2.f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - **6-8.WHST.3.** (See note; not applicable as a separate requirement)
 - **6-8.WHST.3.a.** Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

- **6-8.WHST.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **6-8.WHST.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- **6-8.WHST.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.
- **6-8.WHST.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.
- **6-8.WHST.9.** Draw evidence from informational texts to support analysis reflection, and research.
- **6-8.WHST.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **NJ.SS.6.1.8.** U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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.