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| **Course** | Grade 8 Social Studies | **GaDOE Unit** | Unit 5: Civil War |
| **GSE Standard** | SS8H5 Analyze the impact of the Civil War on Georgia. a. Explain the importance of key issues and events that led to the Civil War; include slavery, states’ rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln’s election in 1860, and the debate over secession in Georgia |
| **Learning Targets** | Students will be able to explain the importance of the key issues and events and how they led to the Civil War. |
| **Essential Question** | How did government policies and key issues/events lead to the Civil War? |
| **Lesson Materials** | **Key Vocabulary, People Events** |
| Georgia Virtual Module <http://cms.gavirtualschool.org/Shared/SocialStudies/MSSocialStudies8_13/04_DividedNation/index.html>GPB Online Textbook<http://www.gpb.org/ga-digital-textbook/#/en/issue/622D4DA4490BDDAEB022BAC1CF47C3E3>Graphic Organizer (Already filled in)Slavery Videos<http://www.gpb.org/georgiastories/stories/growth_of_slavery><http://www.gpb.org/georgiastories/videos/african_roots>Alexander Stevens Speech/Library of Congress<https://www.loc.gov/resource/rbpe.24402000/?st=text> | DebateSlaverySecessionNullificationStates’ RightsDred Scott CaseElection of 1860Alexander StephensGeorgia PlatformCompromise of 1850 |
| **Assessment—Exit Ticket Questions** | **Student Exemplar Responses to the Exit Ticket may include:** |
| 1. Short Answer: Compare and Contrast the North and the South before the Civil War on a Venn Diagram.
2. The Missouri Compromise was the cause of which event?
3. The Georgia Platform
4. The Compromise of 1850
5. The entry of Kansas as a Free State
6. The passing of the Fugitive Slave Act
7. Why did high tariffs lead to the nullification crisis between the southern states and the United States Government?
 | 1. Short AnswerThe South: Agricultural, slavery as a necessary evil, wanted slavery to spread westThe North: Industrialized, abolitionists calling for an end to slavery, did not want slavery to spread west2. A3. ParagraphHigh tariffs benefitted the industrial north and hurt the profits for cotton in the south. States rights called to question. South Carolina threatened to secede. Union threatened to attack. Building tensions. |

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| **Teacher Notes**  |
| *The students will have learned about Westward expansion and slavery before the start of this unit.**After the unit, the students will study the events of the Civil War.* *This lesson will take more than one class period to complete.* SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia. The Civil War period is probably the most written about, researched, and discussed era in America’s history. The war’s causes and outcomes still affect Americans today. Georgia played an important role in the events that led up to the Civil War, during the war itself, and following the war during the Reconstruction period. Though Georgia was an ardent slave holding state, it was relatively slow in demanding secession. During the Compromise of 1850, the state’s most important politicians developed the Georgia Platform which accepted the compromise and remained loyal to the union. Even after Abraham Lincoln was elected, the state had a heated debate between those legislators who were for and those who were against leaving the Union. One of the most well-known opponents of secession was Alexander Stephens. Interestingly, Stephens became vice-president of the Confederate States after Georgia decided to leave the union with the rest of the Deep South. During the war, Georgia produced much of the manufactured equipment for the CSA. For a large portion of the war, Georgia remained relatively untouched by US forces. However, once Grant and Sherman set their sights on the state, it suffered tremendously during Sherman’s Atlanta Campaign and March to the Sea. After the war, Georgia’s economy was devastated and there was much suffering throughout the state. Early during Reconstruction, the freedmen received more liberties than they could have imagined during slavery. Organizations like the Freedmen’s’ Bureau assisted former slaves with food, education, and voting. In addition, some African Americans were elected into political office. Unfortunately, as Reconstruction continued, Southern whites began to reclaim power and took away many of the rights that the freedmen had gained. It would take almost 100 years for African Americans in Georgia, and the rest of the South, to regain the same rights. The intent of this standard is for students to be able to explain the importance of the key issues and events that led to the Civil War. They should be able to discuss some of the important events and key battles that happened during the Civil War. Finally, students should be able to analyze the impact that Reconstruction had on Georgia and the other Southern states. |

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| **Lesson Sequence** |
| **OPENING**Time: 8 – 12 minutes | **Scaffolding Suggestions** |
| Have the students view the [pictures](https://www.fultonschools.org/cms/lib/GA50000114/Centricity/domain/273/loc%20lesson%20plans/Events.docx) labeled Northern and Southern Economy.Ask the students to write whether they think a picture is from the north or the south and why? The reason must include examples from within the pictures.Class discussion of the differences between the North and South Economies before the Civil War and brief introduction of lesson while providing the students with a completed graphic organizer to quickly cover large amounts of information before moving into stations.  | Pre-Loading: Assigning Homework Reading from Gallopade for basic background refresher.Strategic Grouping for struggling students |
| **WORK PERIOD**Time: 25-30 minutes | **Scaffolding Suggestions** |
| Station AssignmentsStation 1: North and South Compare and Contrast Activity Venn DiagramsStudents will work in pairs to complete a Venn Diagram utilizing online sources such as GPB videos, slave narrative excerpts, Excerpts from abolitionists, and Maps.All resources are located on the padlet. The link is provided. Station 2: Events Annotated Timeline with Maps (Cause and Effect)Students will work together in their assigned groups to complete an annotated timeline with maps representing each of the government compromises and pictures of other events such as the Election of 1860. Station 3: Georgia on SecessionThe students will go to <https://www.loc.gov/resource/rbpe.24402000/?st=text>To examine the speech given by Alexander Stevens regarding secession. They will use the AVID strategy of marking up the text in a group reading setting. The students will pretend to be a newspaper reporter for either a northern state or a southern state. They will be asked to write an article regarding the secession debate utilizing the speech of Alexander Stevens as well as their knowledge gained from other sources. Station 4: Teacher Station- This station is designated for the teacher to assist any student or group of students who have questions or need assistance. It is also utilized for the teacher to monitor student progress and provide feedback for students while they are in the process of completing the station assignments.  | The largest scaffold is the teacher station.Vocabulary Cube ActivityNext is the utilization of the Georgia virtual modules. Utilizing these will give students extra support for any sections of the notes that they do not understand. |
| **CLOSING**Time: 15 – 20 minutes | **Scaffolding Suggestions** |
| The students will complete the Civil War Causes Anchor Chart. They will do this on chart paper that will be hung on the wall. Students will then review each chart as a class and make corrections where needed. Anchor Chart Questions Provided |  |
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