

Sectionalism and Causes of the Civil War

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. - Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. - Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries. - Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems. - Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. - Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets. - Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy. - Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. - Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. - His.1.6-8. Analyze connections among events and developments in broader historical contexts. - His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. - His.4.6-8. Analyze multiple factors that influenced the	Transfer	
	Students will be able to independently use their learning to independently use their learning to make informed decisions based upon chronological reasoning and historical perspective.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.	ESSENTIAL QUESTIONS What would cause a political, economic, and/or cultural division in a nation?
Acquisition		
Students will know...		Students will be skilled at... distinguishing powers and responsibilities

- perspectives of people during different historical eras. - His.5.6-8. Explain how and why perspectives of people have changed over time. - His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. - His.14.6-8. Explain multiple causes and effects of events and developments in the past. - His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.	- that there is a difference between states' rights and the rights of the federal government. - that there were many compromises made over the expansion of slavery (i.e. % Compromise, Northwest Ordinance, etc) - that the Missouri Compromise temporarily resolved the issue of whether new states would be slave states or free - that by the 1830's, the most pressing issue for reformers was slavery. - that Abolitionists... -founded African colonies for formerly enslaved people. -published antislavery newspapers and books. -established antislavery societies. -spoke publicly against slavery. -created the Underground Railroad. - that Southerners defended slavery by claiming that slavery was essential to the Southern economy, that the slaves were well-treated, and that the system of slavery provided for the needs of workers. - that the Second Great Awakening led to social and educational reforms in the north as well as the south. - that as part of the Compromise of 1850, the Fugitive Slave Act required all citizens to help catch runaways, yet many Northerners refused to cooperate. - that opponents of slavery from different political parties came together to form the new Republican Party. - that the Supreme Court's decision in the Dred Scott case dealt a severe blow to antislavery forces and further divided the country. - that the Lincoln-Douglas debates focused on slavery and gave Lincoln national recognition. - that fearing President Lincoln would not protect Southern rights, first South Carolina, and then other states, voted to leave the Union and formed the	- examining the origins and impact of laws and agreements. - explaining the powers and limitations of governments. - assessing how laws address public issues - explaining the impact of economic decisions. - explaining the roles of buyers and sellers. - analyzing the role of innovation in an economy. - explaining the impact of decisions on humans and the environment. - explaining how innovation impacts cultural practices. - analyzing connections in history and classifying events. - explaining and analyzing influences on historical perspectives. - analyzing the influence of perspective on the historical record. - explaining and evaluating cause and effect relationships.
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	Confederate States of America. <u>vocabulary:</u> slave codes, overseer, temperance, civil disobedience, abolitionists, Underground Railroad, suffrage, Popular Sovereignty, compromise, Secede , secession, free labor and slave labor, Sectionalism, agriculture	
Content Area Literacy Standards		21st Century Skills
● RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. ● 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. ● 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. ● RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts ● WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.6-8.8 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. ● WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.		● <i>make judgments and decisions</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>manage goals and time</i> ● <i>be self-directed learners</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials