

# SOCIAL STUDIES CURRICULUM GRADE 8 UNIT # 2: A Nation Divided

## North Smithfield School Department

**TITLE OF UNIT:** A Nation Divided

**COURSE:** Grade 8 U.S. History

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** Several weeks, quarter, semester

### OVERVIEW OF UNIT:

In this unit, students will identify the ways the country became divided between the years 1846 and 1861. They will investigate and interpret primary and secondary sources in the following areas: The Nation Breaking Apart, the Civil War Begins, and The Tide of War Turns. Additionally, students will compare and contrast primary source arguments on slavery and secession. They will analyze why the Battle of Gettysburg was a turning point in the war. At the end of this unit, students will write an informative essay answering the question, "In what ways did the Civil War transform the nation?"

### ESSENTIAL QUESTIONS

*What issues and events shattered the nation's unity and led to civil war?*

*What events, leaders, and strategies shaped the early years of war?*

*In what ways did the Civil War transform the nation?*

### STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The Constitution of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Craft and Structure Integration of Knowledge	Production and Distribution Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways. G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs HP 5: Human societies and cultures develop and change in response to human needs and wants.		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Range of Reading	Range of Writing

### FOCUS GSEs:

#### Civics and Government

- Explaining what happens when political structures do or do not meet the needs of people. **C&G 1 (7-8) -1c**
- Explaining how democratic values are reflected in enduring documents political speeches/ group actions. **C&G 2(7-8) -a**
- Identifying the impact of an historic court case. **C&G 3 (7-8) -2c**
- Evaluating the strengths and weaknesses of various political systems. **C&G 4(7-8) -1c**
- Examining how elections are/can be vehicles of change. **C&G 4(7-8) -1d**
- Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) -1e**
- Expressing/defending an informed opinion and presenting their opinion to an audience. **C&G 4(7-8) -2b**
- Engaging in the political process. **C&G 4(7-8) -2c**
- Demonstrating an understanding and empathy for the opinions of others. **C&G 4(7-8) -3a**
- Demonstrating the ability to compromise. **C&G 4(7-8) -3b**
- Recognizing the cause(s) and effect(s) of taking a civil action. **C&G 4(7-8) -3c**
- Identifying, describing, explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected. **C&G 5(7-8) -1b**
- Identifying/ discussing factors that lead breakdown of order among societies resulting

#### Economics

- Explaining the cyclical relationship of the participants within an economy. **E 3 (7-8) - 1a**

#### Geography

- Identifying and utilizing a variety of maps. **G 1 (7-8) -1a**
- Analyzing and explaining the geographical influences that shape regions and places. **G 2 (7-8) - 2a**
- Analyzing/ explaining how geography influences cultural perspectives and experiences. **G 2 (7-8) -3a**
- Categorizing and evaluating a variety of factors. **G 2 (7-8) -4b**

#### Reading

##### Key Ideas and Details (RH)

- 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.
- RH.6-8.3** Identify key steps in a text's description of a process related to history/social studies
- Craft and Structure (RH)**
- RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary
- RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6** Identify aspects of a text that reveal an author's point of view or purpose .

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consequences. **C&G 5(7-8) –2a**

- Considering competing interests on issues that benefit some people and cause other people to suffer. **C&G 5(7-8) –2b**
- Summarizing a significant situation; proposing and defending actions to be taken or not taken. **C&G 5(7-8) –3b**

#### **Historical Perspective**

- Identifying appropriate sources and using evidence to substantiate specific accounts of human activity. **HP 1 (7-8) –1a**
- Asking/ answering historical questions, evaluating sources of information, organizing the information **HP 1 (7-8) –1c**
- Investigating/analyzing historical and visual data in order to draw connections between a series of events. **HP1(7-8) –2a**
- Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b**
- Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a**
- Correlating key events to understand the historical perspective of the time period in which they occurred. **HP2(7-8) –2b**
- Establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative. **HP 2 (7-8) –3a**
- Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. **HP 5 (7-8) – 3b**

#### **Integration of Knowledge and Ideas (RH)**

- **RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
  - **RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
  - **RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
- Range of Reading **(RH)**

- **RH.6-8.10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band

#### **Writing**

- Text Types and Purposes: argument and informational **(WHST)**
- Production and Distribution **(WHST)**
- Range of Writing **(WHST)**

#### **Applied Learning Standards:**

problem solving                      communication                      critical thinking                      research                      reflection/ evaluation

#### **Expectations for Student Learning (High School only):**

#### **ENDURING UNDERSTANDING:**

- Rising anger over slavery increased tensions between the North and South and led to violence
- The formation of the antislavery Republican Party further divided the country
- The election of Abraham Lincoln as president in 1860 led seven Southern states to secede from the Union
- After more Southern states joined the Confederacy, fighting began on Confederate territory
- Army life and new technology brought unexpected hardships to millions of soldiers
- Both the Union and Confederacy won important victories in the first years of the war
- The Emancipation Proclamation promised freedom to slaves in the Confederacy and allowed African Americans to join the Union Army
- As the war dragged on, social, economic, and political change affected both the Union and the Confederacy
- After a series of Southern victories, the North began winning battles that led to the defeat of the Confederacy
- The Civil War transformed the nation

#### **PRIOR KNOWLEDGE:**

- 7th Grade US History
- Unit 1: Nationalism & Sectionalism: Missouri Compromise
- Unit 1: Jacksonian Democracy & States' Rights: nullification, secession

#### **STUDENT OBJECTIVES and/or NEW KNOWLEDGE:**

- Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans. ERA 4,2D,4
- Explain the Missouri Compromise and evaluate its political consequences. ERA 4, 3B, 1
- Explain how tariff policy and issues of states' rights influenced party development and promoted sectional differences. ERA 4, 3B, 2
- Analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South. ERA 4, 4A, 1
- Understands how the North and South differed and how politics and ideologies led to the Civil War. ERA 5, 1A
- Identify and explain the economic, social, and cultural differences between the North and the South. ERA 5, 1A, 1
- Explain how events after the Compromise of 1850 and the Dred Scott decision in 1857 contributed to increasing sectional polarization. ERA 5, 1A,3
- Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict. ERA 5, 1A, 5
- Understands the weaknesses of the U.S. government leading up to the Civil War.
- The Lincoln / Douglas Debates & The Election of Abraham Lincoln
- Chart the secession of the southern states and explain the process and reasons for secession. ERA 5, 1A, 6
- Understands how the resources of the Union and Confederacy affected the course of the war. ERA 5, 2A
- Compare the human resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side. ERA 5, 2A, 1
- Identify the innovations in military technology and explain their impact on humans, property, and the final outcome of the war. ERA 5, 2A, 2

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- Identify the turning points of the war and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict. ERA 5, 2A, 3
- Evaluate provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance. ERA 5, 2A, 4
- Analyze the purpose, meaning, and significance of the Gettysburg Address. ERA 5, 2A, 5
- Compare the motives for fighting and the daily life experiences of Confederate with those of white and African American Union soldiers. ERA 5, 2B, 1
- Compare the human and material costs of the war in the North and South and assess the degree to which the war reunited the nation. ERA 5, 2B, 5

### SUGGESTED WORKS:

#### INFORMATIONAL TEXTS

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|--|---|---|--|
| <p><b>NONFICTION</b></p> <ul style="list-style-type: none"> <li>• <i>American History</i> textbook</li> <li>• Background information: Climate, Geography, Population, Cities, Economy, Culture, and Transportation in the North &amp; South</li> <li>• "Antietam: The Bloodiest Day" Background Reading</li> </ul> | <p><b>BIOGRAPHIES</b></p> <ul style="list-style-type: none"> <li>• Abraham Lincoln</li> </ul> | <p><b>MEMOIRS</b></p> <ul style="list-style-type: none"> <li>• Letters from the Civil War Soldiers (1861-1865)</li> </ul> | <p><b>SPEECHES, PUBLIC DOCUMENTS</b></p> <ul style="list-style-type: none"> <li>• New York Times Article: <i>The Cowardly Assault on Mr. Sumner</i>, (1856)</li> <li>• Abraham Lincoln, <i>House Divided</i> speech (1858)</li> <li>• The Emancipation Proclamation (1862)</li> <li>• The Gettysburg Address (1863)</li> </ul> |
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### ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

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|---|--|---|--|
| <ol style="list-style-type: none"> <li>Argument writing</li> <li>Class discussion</li> <li>Dramatization/role playing</li> <li>Grammar and usage</li> <li>Graphic organizers</li> </ol> | <ol style="list-style-type: none"> <li>Informational text response</li> <li>Informative writing</li> <li>Journal</li> <li>Literature response</li> <li>Media appreciation</li> </ol> | <ol style="list-style-type: none"> <li>Multi-media/technology</li> <li>Narrative writing</li> <li>Non- linguistic representations</li> <li>Note taking and summarizing</li> </ol> | <ol style="list-style-type: none"> <li>Oral presentation</li> <li>Research project</li> <li>Vocabulary word wall</li> <li>Writer's notebook</li> <li>Word Study</li> </ol> |
|---|--|---|--|

#### Assessments

##### Develop and convey understanding

- Summarizing topics
  - Ask students to analyze a subject to expose what's essential and then put it in their own words. This requires understanding, deleting, and keeping some of the things and having awareness of the basic structure of the information presented. Provide a set of rules for creating a summary. When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.
- Reflection
  - Students should reflect on core questions for each lesson. These core questions should be open-ended and exploratory, rich and complex, framed by the standards, and allow students to make connections with the historical topic. Reflections should be debriefed through class discussion so students may extract what they have learned and thought about the topic.
- Short-Answer Questions
  - Short answer questions are used as a quick formative assessment to measure how well students are mastering the content standards. Students should use what they have learned about a topic to answer the question in a written or verbal format.
- Journal Writing
  - Students will write a journal entry from the perspective of a soldier during the Civil War.
- Graphic Organizers
 

○ Venn Diagrams	○ Webs
○ Compare and Contrast	○ Cause and effect
○ Note-taking guides	

##### Focus on arguments

- The Battle of Gettysburg: Why was it a Turning Point? (DBQ assignment from "Mini-Q's in American History binder).
  - Students will analyze primary and secondary sources in order to identify point of view. They will assess conflicting perspectives as they weigh evidence. Students will draw inferences from the sources. They will use factual evidence to write evidence-based argument claims to answer the essential question.
- Compare and Contrast arguments on "The Slavery Question," mid-1800s.

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- Students will examine primary source documents about the topic “the Slavery Question.” This will allow students to comprehend the complex problem of abolition by analyzing it. This will be accompanied by discussion and inquiry. This student-directed activity encourages variation and broadens understanding.
- Compare and Contrast arguments on “Secession,” mid-1800s.
  - Students will examine primary source documents about the topic “secession.” This will allow students to comprehend the complex problem of states’ rights and secession by analyzing it. This will be accompanied by discussion and inquiry. This student-directed activity encourages variation and broadens understanding.

Focus on **inform and explain**

- Informative Essay:
  - Students will: introduce the topic clearly, develop the topic with relevant facts, use appropriate transitions, precise language, and a formal style with a concluding statement. (see: WHST.6-1.2)

**HIGHER ORDER THINKING SKILLS: Web’s Depth of Knowledge 2 – 4 or Bloom’s Taxonomy**

**Web’s Depth of Knowledge**

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

**Bloom’s Taxonomy**

- apply
- analyze
- synthesize/create
- evaluate

**ADDITIONAL RESOURCES:** see curriculum for specifics

- Abraham Lincoln, *House Divided* speech (1858): <http://www.gilderlehrman.org/history-by-era/lincoln/resources/%E2%80%9Chouse-divided%E2%80%9D-speech-ca-1857%E2%80%931858>
- The Emancipation Proclamation (1862): [http://www.archives.gov/exhibits/featured\\_documents/emancipation\\_proclamation/](http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/)
- The Gettysburg Address (1863): <http://www.loc.gov/rr/program/bib/ourdocs/Gettysburg.html>
- Letters from Civil War Soldiers (1861-1865): <http://www.gilderlehrman.org/history-by-era/american-civil-war/interactives/i-take-my-pen-letters-from-civil-war>
- Hysteria: General Sherman: (Cartoon) [http://www.youtube.com/watch?v=tX\\_3w7YpIXI](http://www.youtube.com/watch?v=tX_3w7YpIXI)
- Path to Civil War: <http://www.history.com/topics/american-civil-war/american-civil-war-history/videos/us-inches-closer-to-war#us-inches-closer-to-war>
- Battle of Bull Run: <http://www.history.com/topics/battle-of-first-bull-run/videos#first-battle-of-bull-run>
- Ken Burns’ Civil War Documentary: <http://www.pbs.org/civilwar/>

**VOCABULARY**

- |                                  |                                   |                              |
|----------------------------------|-----------------------------------|------------------------------|
| 1. abolition                     | 9. Davis, Jefferson               | 17. Lee, Robert E.           |
| 2. Anaconda Plan                 | 10. Douglas, Stephen A.           | 18. Lincoln, Abraham         |
| 3. Appomattox Court House        | 11. <i>Dred Scott v. Sandford</i> | 19. Missouri Compromise      |
| 4. Battle of Antietam            | 12. Emancipation Proclamation     | 20. popular sovereignty      |
| 5. Battle of Gettysburg          | 13. Fort Sumter                   | 21. states' rights           |
| 6. Compromise of 1850            | 14. Fugitive Slave Act            | 22. Stowe, Harriet Beecher   |
| 7. Confederate States of America | 15. Grant, Ulysses S.             | 23. <i>Uncle Tom’s Cabin</i> |
| 8. Crittenden Compromise         | 16. Kansas-Nebraska Act           | 24. Wilmot Proviso           |

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**LESSON PLAN for UNIT \_\_\_\_\_**

**LESSONS**

- Lesson # 1 Summary:**
  
- Lesson #2 Summary:**
  
- Lesson #3 Summary:**

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**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  
- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  - **Formative**
  
  
  - **Summative**