

6-2015

# Sectionalism Before the Civil War: Justified or Not?

Elizabeth A. Hunt

Trinity University, ehunt@trinity.edu

Follow this and additional works at: [http://digitalcommons.trinity.edu/educ\\_understandings](http://digitalcommons.trinity.edu/educ_understandings)

---

## Repository Citation

Hunt, Elizabeth A., "Sectionalism Before the Civil War: Justified or Not?" (2015). *Understanding by Design: Complete Collection*. 307.  
[http://digitalcommons.trinity.edu/educ\\_understandings/307](http://digitalcommons.trinity.edu/educ_understandings/307)

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): [ehunt@trinity.edu](mailto:ehunt@trinity.edu). For information about the series, including permissions, please contact the administrator: [jcostanz@trinity.edu](mailto:jcostanz@trinity.edu).

## UbD Template 2.0

Stage 1 - Desired Results		
<p><b>Established Goals (e.g., standards)</b></p> <p><b>8.1A</b> identify the major eras and events in U.S. history through 1877, including... sectionalism, Civil War, and Reconstruction, and describe their causes and effects</p> <p><b>8.7 THE STUDENT UNDERSTANDS HOW POLITICAL, ECONOMIC, AND SOCIAL FACTORS LED TO THE GROWTH OF SECTIONALISM AND THE CIVIL WAR:</b></p> <p><b>A)</b> analyze the impact of tariff policies on sections of the U.S. before the Civil War;</p> <p><b>B)</b> compare the effects of political, economic, and social factors on slaves and free blacks;</p> <p><b>C)</b> analyze the impact of slavery on different sections of the United States; and</p> <p><b>D)</b> identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</p> <p><b>8.12D</b> analyze the</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <p>Create a persuasive essay from the point of view of a historical figure. The speech will explain their chosen person's reasoning by using causes of the Civil War to answer the prompt: Are you in favor of going to war? Why or why not?</p>	
	<b>Meaning</b>	
	<p><b>Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Lack of compromising leads to short and long term problems.</li> <li>- Causes of the Civil War can be traced back decades of years before fighting began.</li> <li>- Events occur within a historical context and reflect the beliefs and values of the time.</li> <li>- Actions of leaders reflect the beliefs and values of the society they represent.</li> </ul>	<p><b>Essential Questions</b></p> <p>1) What justifies warfare?</p> <p>2) How is leadership important?</p>
	<b>Acquisition</b>	
<p><b>Knowledge</b></p> <p><i>Students will know...</i></p> <p><b>VOCAB:</b> Sectionalism, Compromise, Union, Confederacy, secession, tariff, orator</p> <p><b>CAUSES:</b></p> <ul style="list-style-type: none"> <li>- Economic: Protected tariffs (helped Northern industry, hurt Southern agriculture); differences in regional economies (North = industry/manufacturing; South = agriculture, depended on slavery)</li> <li>- Political: effects of land compromises (Could not decide on how to determine if new states would be free or slave); states rights (strict interpretation of Constitution; gave states more power over federal gov't);</li> </ul> <p><i>Dred Scott v. Sandford</i> – denied citizenship of</p>	<p><b>Skills</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>- Analyze different regions' beliefs about the protective tariffs</li> <li>- Compare living situations and rights of free blacks to slaves</li> <li>- Compare/contrast beliefs of different regions of the U.S.</li> <li>- Explain and connect former historical events (states' rights/Nullification Crisis, protective tariffs, election of Lincoln) as</li> </ul>	

<p>causes and effects of economic differences among different regions of the United States at selected times in U.S. history</p> <p><b>8.18C</b> evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States</p> <p><b>8.23D</b> analyze the contributions of people of various racial, ethnic, and religious groups to our national identity</p>	<p>slaves; made Missouri Compromise unconstitutional (favored the South)</p> <p>- Social: differences of opinion on slavery and states rights)</p> <p><b>PEOPLE:</b> John Quincy Adams (president 1824-1828; opposed slavery), John C. Calhoun (champion of states rights), Daniel Webster ("The Great Orator," created compromises to help delay war), Henry Clay ("The Great Compromiser")</p> <p>- 1861-1865 = Civil War</p>	<p>causes of the Civil War.</p> <p>- Explain how different economic systems of regions of the U.S. was a major cause of the Civil War.</p> <p>- Analyze how the Dred Scott case changed rights of African-Americans in different sections of the U.S.</p> <p>- Analyzing primary source documents.</p>
--	---	--

**Stage 2 – Evidence**

<b>COD E</b> (M or T)	<b>Evaluative Criteria</b> (for rubric)	
T		<p><b>Performance Task(s)</b> <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Choosing a historical figure from the Civil War to research. They will be given a list to choose from (or can get approval for their own person) and will impersonate said person while trying to convince a class of elementary students whether or not to go to war.</p> <p>They will write a persuasive essay from the point of view of their chosen historical figure, explaining why or why not that person would be in favor of the Civil War.</p> <p>Students should include causes of the Civil War in their essay, explaining their person’s belief about said cause and how that connects to their overall goal of convincing a younger audience why they should be in favor of (or not) going to war.</p> <p>----- ---</p> <p><b>Other Evidence (e.g., formative)</b> Sectionalism and Causes formal test: short answer and multiple choice.</p>
M		

<b>Stage 3 – Learning Plan</b>		
<b>CODE</b> (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
	<p><b>Learning Activities</b></p> <p><b>Day 1</b> Stretch: Was the Civil War inevitable? Give a few minutes, as a warm up then discuss to engage class. Will act as a pre-assessment to determine what level of detail students know/remember about the Civil War from Texas history.</p> <p>Students will engage in a simulation to illustrate sectionalism. Using attached document (Sectionalism Points of View), cut into strips to hand out to pairs or groups. Give several minutes for them to look over and answer the questions on the board (slide in attached PowerPoint). After groups have completed questions in their notebooks, they will go around and share each point of view with the rest of the class. If time, they will move to the correct direction of the room (North, South, West) to create an interactive map of regions of the U.S. before the Civil War.</p> <p><b>Day 2</b> Stretch: Choose one issue that you <b>did not have</b> and explain the <b>South's</b> point of view about it.</p> <p>Students will move back to their section of the room (labeled on 3 walls) from the previous day. As a quick recap, each pair or group will state their issue, and their region's stance on that issue. As they do this, teacher will hand them their correct card to hold up, as a visual (see attached document).</p> <p>When back at their seats, students will fill in the "know" side on the graphic organizer, with what they remember about issues from the simulation (7 minutes). They will have another 5 minutes to share with a partner and try to come up with correct answers for each box.</p> <p>As a class, History Alive! PowerPoint on reasons for each region's viewpoint, with graphic organizer notes (see attached).</p>	<p><b>Progress Monitoring (e.g. formative data)</b> Warm-Up/ Discussion of answers</p> <p>Notebook questions count as exit ticket</p> <p>Warm Up</p> <p>Review from previous day with class</p> <p>Applying learned info to notes (knowledge)</p>
A		
A		
M		
A		

A	<p><b>Day 3</b> Stretch: How did sectionalism lead to discontent in the United States?</p> <p>Students will take notes on the Causes of the Civil War via PowerPoint and graphic organizer in their Liberty Workbook. Causes include: Kansas-Nebraska Act, Missouri Compromise, Compromise of 1850 (already learned about during Westward Expansion unit); impact of <i>Uncle Tom's Cabin</i> (learned about during Reform unit); Slavery; Sectionalism; Dred Scott Supreme Court case; States' Rights (concept taught during Jackson unit)</p> <p>In addition, show video about Dred Scot case from PBS: <a href="http://video.pbs.org/video/2298073069/">http://video.pbs.org/video/2298073069/</a></p>	Warm Up
M	<p><b>Day 4:</b> Stretch: In your own words, explain the impact of the Dred Scott decision on slaves in America.</p>	Warm Up
M	Using previous notes and their notes, students will complete a causes timeline in their Liberty Workbook.	Applying learned info to a timeline
M	Exit Ticket as review this far (see attachment).	Exit Ticket
A	<p>Optional Resources:</p> <ul style="list-style-type: none"> <li>• Video '<i>Origins of Slavery in America</i>' from History Channel (this will spiral in previous knowledge about colonial slavery and how the institutions grew in America) <a href="http://www.history.com/topics/black-history/dred-scott-case/videos">http://www.history.com/topics/black-history/dred-scott-case/videos</a></li> </ul>	
A	<ul style="list-style-type: none"> <li>• Video '<i>Crash Course U.S. History #18</i>' Great as a review of causes (may be too high level for middle school) <a href="https://www.youtube.com/watch?v=roNmeOOJCDY&amp;index=18&amp;list=PL8dPuualjXtMwmepBjTSG593eG7Obz07s">https://www.youtube.com/watch?v=roNmeOOJCDY&amp;index=18&amp;list=PL8dPuualjXtMwmepBjTSG593eG7Obz07s</a></li> </ul>	
M	<p><b>Day 5</b> Stretch: What fact have you learned so far that surprised you about the Civil War? Why was this surprising to you?</p> <p>Students will complete an individual assignment: You have been selected to explain the three main causes of the Civil War to a student from another country. Create a graphic organizer (a paper folded into three sections) that explains sectionalism, states' rights and slavery.</p>	Warm Up  Formal: use info to create informational pamphlet

<p>A</p> <p>A</p> <p>A</p> <p>T</p> <p>T</p>	<p><b>Day 6 [Begin Performance Task]</b>          Choosing a historical figure from the Civil War to research. They will be given a list to choose from (or can get approval for their own person) and will impersonate said person while trying to convince a class of elementary students whether or not to go to war.</p> <p>They will write a persuasive essay from the point of view of their chosen historical figure, explaining why or why not that person would be in favor of the Civil War.</p> <p>Students should include causes of the Civil War in their essay, explaining their person’s belief about said cause and how that connects to their overall goal of convincing a younger audience why they should be in favor of (or not) going to war.</p> <hr/> <p>Teacher will explain persuasive speech project to students, including timeline and rubric (see attached).</p> <p>Students will have time to begin preliminary research (via bio cards, see attached), to complete Stage 1 of project due at beginning of Day 7.</p> <p><b>Day 7</b>          Students will have a research day to use library books, class set handouts (see attached) and the computer lab, with a list of referred links (see handouts)</p> <p><b>Day 8</b>          Students will have a research day to use library books, class set handouts (see attached) and the computer lab, with a list of referred links (see handouts). Stage 2 of project (research questions) will be turned in at the end of this class.</p> <p><b>Day 9</b>          Students will work on their outline for their speech. This is Stage 3, due at beginning of class tomorrow.</p> <p><b>Day 10</b>          From their outline, students will write a rough draft of their speech on google drive. This is stage 4. They will have 30 minutes on Day 11 to complete the rough draft.</p>	<p>Begin Performance Task</p> <p>Check Point 1: Person picked &amp; reasons why</p> <p>Check Point 2: Research and questions completed</p> <p>Check Point 3: Detailed Outline</p> <p>Check Point 4: Rough Draft</p>
--	---	---

M	<p><b>Day 11</b> Students will peer edit each other's papers on google drive and using Peer Revisions Exit Ticket for guidance.</p> <p>Scaffolded: For students who finish their drafts early, they will be able to peer revise sooner and allowed to begin on their final drafts if they have time.</p>	Peer Edits
T	<p><b>Day 12</b> Students will correct their own speeches, based on their peer edits and turn in their final drafts at the end of the class. (2 copies: one to practice with and one for teacher to keep so they have one to present). If students finish early, they should begin practicing their speech.</p> <p><b>Day 13</b> Students will present their speeches to a class of elementary students (or panel of other teachers), who will use a rubric to grade effectiveness of each speech (see attached).</p> <p><b>Day 14</b> Students will present their speeches to a class of elementary students (or panel of other teachers), who will use a rubric to grade effectiveness of each speech (see attached).</p> <p><b>Day 15</b> Students will present their speeches to a class of elementary students (or panel of other teachers), who will use a rubric to grade effectiveness of each speech (see attached).</p>	<p>Final Draft of Speech due</p> <p>Presentations</p> <p>Presentations</p> <p>Presentations</p>