

Unit Name: Unit 2C - Slavery / Causes of the Civil War
Author: Steve Schweizer

UNIT

Subject: **Social Studies**
Course/Grade: **US History I**
School: **EHTHS**

Country:
State/Group: **NJ**

UNIT SUMMARY

Most historians agree that the main causes of the Civil War were...

1. Slavery
2. Western Expansion
3. States' Rights
4. Agriculture Vs. Industry

Although there were many other underlying causes of the Civil War, these four aspects are the most important. We will explore these concepts and prove that these issues will inevitably lead to territorial civil war in America.

UNIT RESOURCES

Printed Materials:

Causes of the Civil War Project

Today you will need to review how to put a power point presentation together. The teacher will go over all of the do's and don'ts of putting together a presentation that will be successful. Show examples of different presentation and give ideas about how to present the class the topic. Each group will be responsible for making a guide that goes along with the power point presentation. The grade will be based on how well the group prepares the information.

Group 1. The Divisive Politics of Slavery

(Three Group Members)

Objectives: SWBAT

1. Describe the growing differences between the North and the South in their economy and their way of life.
2. Explain why the Wilmot Proviso failed to pass and the issue of California statehood became important.
3. Show the efforts that Clay, Webster and Douglas produced with the Compromise of 1850 and a temporary halt to slavery.

Group 2. Protest, Resistance, and Violence

(Three Group Members)

Objectives: SWBAT

1. Explain the Fugitive Slave Act and how abolitionists and the Underground Railroad succeeded in defying this law.
2. Show how Douglas's desire for a northern route for a transcontinental railroad helped to destroy the Missouri Compromise and the Compromise of 1850.
3. Give and explain examples of violence created by the race between Northerners and Southerners to gain control of Kansas.

Group 3 – The Birth of the Republican Party**(Two Group Members)****Objectives: SWBAT**

1. Identify the political parties that emerged as the north and south forged new alliances.
2. Summarize the reasons that led voters to align with a particular party and to explain why Buchanan won the election of 1856.

Group 4 – Slavery and Secession**(Four Group Members)****Objectives: SWBAT**

1. Summarize the impact of the Dred Scott decision and the Lecompton decision on the issue of slavery.
2. Explain why Douglas believed slavery would fade away and Lincoln believed abolishing it required free-soil legislation.
3. List the events that led to Lincoln's election and the establishment of the Confederate States of America.

Presentation Week: Students will have time to put together their storyboards and presentations. Students will also be responsible for a worksheet that goes along with their presentation.

Internet Resource Links:

<http://civilwarcauses.org/>

<http://nbclearn.com>

<http://funwithhistory.com>

<http://authentichistory.com>

<http://smithsonian.gov>

STAGE ONE**GOALS AND STANDARDS**

Standard State: NJ

6.1.12. 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.



ENDURING UNDERSTANDINGS

Evaluate the political, social and economic causes of the Civil War.



ESSENTIAL QUESTIONS

1. What were 4 or 5 causes of the American Civil War?
2. What events led to the Civil War?
3. What were the political, social, and economic differences between the North and the South?
4. To what extent was slavery a cause of the Civil War?
5. What factors made slavery in the United States an issue before 1850?
6. How did the Compromise of 1850 seek to settle issues between the North and the South?
7. How did people in the North and South react to the Kansas-Nebraska Act?
8. Why did popular sovereignty lead to violent struggle in Kansas?
9. What events of Buchanan's presidency further divided the nation?
10. Why was John Brown's raid on Harpers Ferry an important event in American History?
11. How did Lincoln's personal views on slavery differ from his political position on the subject?
12. What circumstances resulted in Lincoln's election as president in 1860?
13. How and why was the Confederacy formed?
14. Why did compromises and other attempts to save the Union fail?



KNOWLEDGE AND SKILLS

SWBAT:

1. Summarize the Southern defense for the "peculiar institution" of slavery.

2. Evaluate the conflicts and compromises surrounding American slavery.
3. Describe how slavery contributed to the creation of the Republican Party.
4. Analyze the causes of the Civil War.

Describe the growing differences between the North and the South in their economy and their way of life.

Explain why the Wilmot Proviso failed to pass and the issue of California statehood became important. Show the efforts that Clay, Webster and Douglas produced with the Compromise of 1850 and a temporary halt to slavery.

Explain the Fugitive Slave Act and how abolitionists and the Underground Railroad succeeded in defying this law.

Show how Douglas's desire for a northern route for a transcontinental railroad helped to destroy the Missouri Compromise and the Compromise of 1850.

Give and explain examples of violence created by the race between Northerners and Southerners to gain control of Kansas.

Identify the political parties that emerged as the north and south forged new alliances.

Summarize the reasons that led voters to align with a particular party and to explain why Buchanan won the election of 1856.

Summarize the impact of the Dred Scott decision and the Lecompton decision on the issue of slavery. Explain why Douglas believed slavery would fade away and Lincoln believed abolishing it required free-soil legislation.

List the events that led to Lincoln's election and the establishment of the Confederate States of America.

STAGE TWO

PERFORMANCE TASKS

Title: Cause & Effect Chart

Create a cause & effect chart in various compromises made to deal with the issue of slavery ie. Missouri Compromise and Compromise of 1850.

Title: Diagram

Diagram the causes of the Civil War and create a mind map.

OTHER EVIDENCE

1. Classroom participation
2. Small group activity
3. Teacher made tests and quizzes

STAGE THREE

LEARNING ACTIVITIES

The students will participate in an online discussion through turnitin.com. Discussion Question - In your opinion, what was the number one cause of the Civil War and why? Discussion / Debate

The students will be collaborating on a project that will focus on the causes of the Civil War. They will be creating a power point presentation whereby they will teach the class their objectives. (Public Speaking).

Use charts, maps and graphs to show differences between the North and the South politically, economically, and socially. (Charts and Graphs).

Oral Presentation Rubric : The Causes of the Civil War Power Point Presentations

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.

Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.