| **Grade 4 Unit 7 Causes of the Civil War** | |
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| **Unit Overview** | |
| In this unit, students will begin to explore the causes of the Civil War which is considered the bloodiest conflict in the history of North America, with slavery at the cause. With the rise of the abolitionist movement, events like the Dred Scott Decision, John Brown’s Raid on Harpers Ferry and Kansas-Nebraska act and then the election of a Republican, Abraham Lincoln, as President in 1860 sealed the deal. His victory, without a single Southern electoral vote, was a clear signal to the Southern states that they had lost all influence. Feeling excluded from the political system, they turned to the only alternative they believed was left to them: secession, a political decision that led directly to war. Students will be actively engaged in hands-on learning through analysis of pictures, inquiry-based learning, writings, political cartoon analysis, and the ultimate creation of a timeline that explains a student’s argument why a particular event is considered a turning point on the road towards Civil War. | |
| **Overarching Inquiry Question** | |
| What event do you consider a turning point leading to the Civil War?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| * Interaction Among People * Physical Geography and Natural Resources * Development Sustainment of a State and Nation * Economic, Settlement, Territorial Expansions | |
| **Skills Emphasis at a Glance** | |
| * Comparison: Generate comparisons based on common or differing characteristics or contexts. * Causation: Analyze multiple causes and effects, to include distinguishing long-term and short-term examples. * Evidence: Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history. * Periodization: Create a historical narrative to summarize major developments within a given time line * Contextualization: Place events in the proper context, allowing students to understand the historical period. * Change and Continuity: How events change or stay the same over time | |
| **Standard(s)** | |
| **Standard 4:** Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850–1870.   * **4.4.CO** Compare the economic and political causes of the Civil War. This indicator was developed to encourage inquiry into how debates over slavery led to the Civil War. * **4.3.CX** Contextualize South Carolina’s role in the development of sectionalism during the antebellum period. This indicator was developed to encourage inquiry into how the debate surrounding the expansion of enslaved labor versus free labor influenced the development of sectionalism. This indicator was also developed to foster inquiry into the growth of the Abolitionist Movement leading up to the Civil War. | |
| **I Can Statement(s)** | |
| * I can compare the economic activities of the North and South. * I can explain how the abolitionist movement led to division of the North and South. * I can compare how events like the Dred Scott Decision, John Brown’s Raid on Harpers Ferry and Kansas-Nebraska act led to increased sectionalism. * I can explain how the election of 1860 led to secession. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **Introduction** | |
| * Teachers will introduce the Overarching Inquiry Question, “What event do you consider a turning point leading to the Civil War?” by writing the question on the board and having the students collaborate their thoughts using double think-pair-share. * Teachers will then have students discuss their responses as a class. Teacher will inform students that we will begin learning about the Civil War. | * Double Think-Pair-Share activity can be found [here](https://www.weareteachers.com/think-pair-share-alternatives/). * Up to this point, students have learned about the changes that occurred from Westward Expansion as well as the conflict between settlers and Native Americans. Students should understand that violence is erupting between pro-slavery and anti- slavery groups which will inevitably lead to fighting. |
| * Students will watch [this](https://pbs.org/video/1832458783/) video clip from PBS about the Civil War. * Have students write down their thoughts of the video clip on a sticky note and share with an elbow partner. | * Some probing questions to help students formulate their thoughts can be…   + What did you see?   + What questions do you have?   + How did it make you feel? |
| * Teacher will create a classroom [K-W-H-L](https://dpi.wi.gov/sites/default/files/imce/ela/bank/RI.KID_K-W-H-L_Chart.pdf) chart to access prior knowledge of the Civil War. Students will add to the chart through this unit. | * Showing students the clip from PBS will assist in [K-W-H-L](https://dpi.wi.gov/sites/default/files/imce/ela/bank/RI.KID_K-W-H-L_Chart.pdf) chart. This will give the students with no background knowledge of the Civil War something to write and discuss. |
| **I can compare the economic activities of the North and South.** | |
| * Students will create a sectionalism map that represents the political, economic, and social activities or changes that occurred in the regions of North, South, and West. * The teacher will separate students into three groups. Each group will be examining sectionalism using the following selection- [Sectionalism: A Divided Nation.](https://docs.google.com/document/d/1NGlt74Wpi9xFpcDU20iHIMeAQoUiSKV3RCa1EIaDrLs/edit?usp=sharing) * The teacher will assign the groups one of the regions- West, South, or North. * Students will fill in their findings using the graphic organizer in the above link. * The three groups will present their findings with the class making sure they focus on political, economic, and social activities or changes that occurred in that region. * Students should fill in their charts based on the reading and their classmates presentations. | * Be sure students understand that during this time period the Northern states, the Southern states and even the Western states all had different ideas about slavery. The teacher will inform students that they will learn about sectionalism. * Students need to have an understanding that these differences increased tension between the North and South. |
| **I can explain how the abolitionist movement led to division of the North and South.** | |
| * Would you stand up against your family members for something that you know is right even if it is against the law? * Students will respond to this question with their elbow partner. The teacher will allow a few students to share their responses. |  |
| * Project or share the following quote with students.   "Be faithful, be vigilant, be untiring in your efforts to break every yoke, and let the oppressed go free. Come what may - cost what it may - inscribe on the banner which you unfurl to the breeze, as your religious and political motto - "NO COMPROMISE WITH SLAVERY! NO UNION WITH SLAVEHOLDERS" ~ William Lloyd Garrison   * + Allow students a few minutes think about the quote. Ask them what words stick out? What do they think it means?   + Have a brief whole class discussion about what they know about the abolitionist movement. | * Teacher may want to make a modification due to the high Lexile level. * Teacher should remind student that the abolishment of slavery in the United States was a major event, with many causes and lasting effects throughout history. Tell students that while Southern farmers and plantation owners were clinging to the institution of slavery, Northern abolitionists were also becoming more vocal and aggressive. These led to increased tensions in the United States, which led to an increase in sectionalism. * Teachers may want to reinforce the idea that not all abolitionists were from the North. The Grimke Sisters were born into a plantation-owning, slave-holding family in South Carolina. Both sisters questioned slavery and desired equality for men and women, but it was not until Sarah traveled to Philadelphia that the sisters felt there was anything they could do as young women. Students can inquire more about the Grimke sisters and other abolitionists on [PBS](https://scetv.pbslearningmedia.org/resource/amex25.socst.ush.grimke/southern-abolitionist-angelina-grimke/). |
| * The students will watch this [video](https://www.coursehero.com/sg/us-history/abolitionist-movement/) on the Abolitionist Movement.   + Stop the video at 2:05. * After the video, ask students the following probing questions to formatively assess their comprehension and understanding.   + What is abolitionism?   + What did the abolitionist do to advance the abolitionist movement?   + How did abolition and slavery increase conflict between the North and South? * Once students have watched the video, students will work with an elbow partner to add additional information to their sectionalism chart from the previous activity.   + Teachers may need to help students understand that abolition was a social aspect of sectionalism.   + Teachers may want to replay the video while the students are working on their graphic organizer. * Students will share their learning with their classmates using a [Mingle-Pair-Share](https://www.weareteachers.com/think-pair-share-alternatives/) activity. | * Here is some guidance on the [Mingle-Pair-Share](https://www.weareteachers.com/think-pair-share-alternatives/) activity. |
| * Now that students have some background knowledge about abolition, they will learn about some famous abolitionists. * Divide the students into groups. Each group will read one or two of the subsections from the [Famous Abolitionist Lesson](http://www.socialstudies.com/pdf/SPL116A.pdf) to find out about the famous abolitionists. The readings are on pages 3-6 in the document and each group will read about one or two of the following:   + Harriet Beecher Stowe   + Uncle Tom’s Cabin   + Harriet Tubman   + Fredrick Douglas   + Douglass’ Escape to Freedom   + Fugitive Slave Laws   + Antislavery Societies * After reading, have students show their learning using poster sticky notes to create a carousel walk. Each chart should include the following:   + Name or Event   + Explain what it is   + Why is it significant * As students walk around the room to look at the charts, allow them to use sticky notes to ask questions or add information.   After completing the carousel walk, revisit the overarching inquiry question, “What event do you consider a turning point leading to the Civil War?” | * It is important that students know a few abolitionists and understand how they risked their lives for the freedom of others. This can be tied into the overarching question. * Here is some guidance on a [carousel walk.](https://shelleygrayteaching.com/carousel/) * Just as a side note: In the famous lesson on Harriet Tubman, the lesson says that she rescued 300 slaves but the actual number by her own account was around 70. Find more [Myths and Facts](https://www.nps.gov/hatu/planyourvisit/upload/MD_TubmanFactSheet_MythsFacts_2.pdf) here. * Students are not required to answer this question. The purpose is to get them thinking about it. |
| **I can compare how events like the Dred Scott Decision, John Brown’s Raid on Harpers Ferry and Kansas-Nebraska act led to increased sectionalism.** | |
| Teacher will ask students the overarching inquiry question “What event do you consider a turning point leading to the Civil War? “   * Students will answer the question using a Think-Write-Share activity. * Once students had time to share with an elbow partner, the teacher will ask if their answer has changed any since the beginning of this unit? Students will share their response with an across the room partner. * Teacher will separate students into three groups. Each group will research one the following events and add their findings to this graphic organizer in Appendix 1:   + [Dred Scott Decision](https://kids.kiddle.co/Dred_Scott_v._Sandford)   + [John Brown’s Raid on Harpers Ferry](https://www.ducksters.com/history/civil_war/john_brown_and_the_harpers_ferry_raid.php)   + [The Kansas-Nebraska Act](https://kids.kiddle.co/Kansas%E2%80%93Nebraska_Act) * Once the groups have researched their events and have recorded their responses in their [graphic organizer](https://docs.google.com/document/d/141704BieSIAyXcE-swuJD4EYB_dQpEBxKGpgRzjzjE4/edit?usp=sharing) they will choose one person to be the expert in their group as the students share and record responses to the other events on their graphic organizer using the [expert group strategy](https://teacherthrive.com/2014/07/expert-groups-cooperative-learning.html). The experts will travel to the other two groups and teach the students about the event that they researched. * Once students have shared with each group. The student will come back to their original groups and share their learning. * Teacher will ask the students if they think that these events led to increased sectionalism? Why or not? Have the students discuss with their groups. * Teachers will choose one student from each group to share for their group.   Teachers will close this lesson by showing the [video](https://www.coursehero.com/sg/us-history/conflict-over-slavery/) and enforcing the idea that these events learned about caused increased tension in the states. | * This lesson is to help students have an understanding of how a variety of events that led to the secession of the Southern States, which inevitably led to the Civil War. * Here is guidance on the [Think-Write-Pair Share](http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html) Strategy. * Teachers may want to make a modification due to the high Lexile levels in the articles attached. * Students may use a variety of resources to research the events mentioned. Some other resources that may be used to enhance inquiry are:   + [Dred Scott Decision](https://youtu.be/QR-VTrPcMDg)   + [John Brown’s Raid on Harpers Ferry](https://youtu.be/11gevEoaJsk)   + [The Kansas-Nebraska Act](https://scetv.pbslearningmedia.org/resource/social-studies-002-mg-r1-grade-1/political-map-of-the-united-states-1856/)   + Teachers will make sure that they are wandering around the class clearing up any misconceptions or for further clarity on these events. * This video is a culminating video that summarizes all of the events that have been discussed thus far in this lesson. |
| **I can explain how the election of 1860 led to secession.** | |
| * The teacher will show a picture of [Abraham Lincoln](https://www.biography.com/us-president/abraham-lincoln) to the class. * The teacher will ask the students if they know who this person is. Teacher will call on a few students.   + If students do not know the figure, tell them who it is by providing some interesting facts from a reputable site such as the National Constitution Center. * Once the students are eager to learn more about Abraham Lincoln the teacher will inform the students that today we are going to learn more about his election and how it changed the course of history forever. | * Showing a photo of Abraham Lincoln to the class can be used as a way to get an understanding of the student’s background knowledge of Abraham Lincoln. This can be used as a way to promote inquiry and conversation within the classroom. |
| * Teacher will randomly put students in 4 groups to explore different political candidates from the 1860 election. * The students will read a brief biography of their candidate:   + [Abraham Lincoln](https://kids.kiddle.co/Abraham_Lincoln)   + [Stephen A. Douglas](https://www.nps.gov/people/stephen-a-douglas.htm)   + [John C. Breckinridge](https://www.britannica.com/biography/John-C-Breckinridge)   + [John Bell](https://kids.kiddle.co/John_Bell_(Tennessee_politician)) * The students will use the biographies to determine the candidate’s political party, views on slavery, and view towards Southern secession * After the students vote they will have a discussion with their elbow partner on their thoughts and feelings of the election as well as an inference into how each candidate would have affected the war had he won. |  |
| * Teacher will inform students that now we will analyze political cartoons from the 1860 election. In small groups, students will evaluate three (3) political cartoons and determine how effective each was in swaying public opinion using this [Cartoon Evaluation Guide](https://docs.google.com/document/d/1dWk-6hMfFONQP4EnwMypyctQzDivSHVJDLM_RHWnStw/edit?usp=sharing).   + Cartoon #1- [Dividing the National Map](https://www.loc.gov/item/2008661606/)   + Cartoon #2-[The Political Race](https://www.lincolncollection.org/collection/categories/item/?cat=14&page=1&item=51548)   + Cartoon #3-[The National Game. Three "Outs" and One "Run"](https://www.loc.gov/pictures/resource/ppmsca.09311/) * Students will discuss their findings with their elbow partner. | * Teachers may want to inform students that this was the first time that political cartoons were used as a means of persuasion for a presidential election. |
| * Students will be separated in groups of two or three. Students will read items 7, 8, and 9 of the [Republican National Platform](https://www.presidency.ucsb.edu/documents/republican-party-platform-1860) of 1860. * Students will analyze the Republican stance on slavery using The Republican National Platform of 1860 analysis guide provided in Appendix 2. * Students will share their responses using the [inside outside circle](http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles). * Once the students have an understanding of the perspectives of the presidential candidates, the students will discuss how much each candidate reflects the concept of freedom.   + Students will answer this question using a Think-Write-Pair Share | * Teacher may want to make a modification due to the high Lexile level. * The students need to have an understanding that the issue of slavery and state’s rights was at the forefront of the 1860 election. * Here is guidance on the [Think-Write-Pair Share](http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html) Strategy. |
| * Students will watch PBS videos on the [Election of 1860](https://scetv.pbslearningmedia.org/resource/9a35a8a9-a424-418c-8bbe-63d4f3b13907/secessionitis/). * As students are watching video they will complete the video [analysis guide](https://drive.google.com/file/d/1yqaCrWNri0xsN9J5a-ez2sTY2VZbp6Tm/view?usp=sharing).   + Teacher will pose the question: Why do you think the election of Abraham Lincoln in 1860 led to South Carolina and eventually other Southern states to succeed?   + Students will discuss their responses with an across the room buddy. * Students will read the ReadWorks article [Slavery, Civil War & Reconstruction - The Election of 1860 and Abraham Lincoln](https://drive.google.com/file/d/1CTuRwriBxOzP4NkHumdtIfQNXAQSXeQO/view?usp=sharing) with their elbow partner.   + Teacher will pose the question again: Why do you think the election of Abraham Lincoln in 1860 led to South Carolina and eventually other Southern states to succeed?   + Students will discuss their answers with their elbow partners. | * Teacher should emphasize that Abraham Lincoln never mentioned that he wanted to abolish slavery. He said that it would not expand to the Western territories. Lincoln was willing to end slavery if it meant keeping the country together. |
| Culminating Activity   * The students will create a timeline of events leading up to the Civil War and explain how one event can be considered a turning point on the road to secession. | * Turning points in history can be argued based on evidence to support the reasons why the event changed things thereafter. This is an opportunity for students to practice making a claim based on evidence. |

**References**

**Additional Resources**

* The American Experience, PBS- [The Abolitionist Movement](http://www.pbs.org/wgbh/americanexperience/features/the-abolitiionists-john-brown-gathers-his-arsenal/)
* [Slavery and Abolitionism - History for kids](https://www.historyforkids.net/slavery-and-abolitionism.html)

Appendix 1

**Events That Led to Increased Sectionalism**

**I can tell how events like the Dred Scott Decision, John Brown’s Raid on Harpers Ferry and Kansas Nebraska act led to increased sectionalism.**

**Directions:  As you research your event, write down an explanation of the event and how the event led to an increase in sectionalism in the US.**

|  | **Dred Scott Decision** | **John Brown’s Raid on Harpers Ferry** | **Kansas Nebraska Act** |
| --- | --- | --- | --- |
| Explain what happened? |  |  |  |
| How did this event lead to increased sectionalism? |  |  |  |

Appendix 2

**Republican Party Platform of 1860 Analysis**

Examine items #7, #8, and #9 of the Republican Party Platform of 1860 and answer the following questions.

1. Explain the Republican Party’s stance on the movement of slavery into U.S. Territories. Cite language from the document that backs your position.
2. Summarize how the Republicans propose to stop the spread of slavery. Describe how they use ideas from the past to justify their mission.
3. Analyze why Republicans would be against the reopening of the African Slave Trade discussed in item #9.
4. Predict how a Southern plantation owner might react to the ideas and proposals of the Republicans. List the steps they could take to ensure their way of life would continue.