



Unit 4.2 Interconnected World/Toward Civil War

9 Curriculum Developers

Stage 1: Desired Results

Established Goals

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 6-8

Reading: History/Social Studies

- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
 - RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RI: GSE: Social Studies

RI: Grades 7-8

Historical Perspectives

HP 1 (7-8) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...

- a. investigating and analyzing historical and visual data in order to draw connections between a series of events

HP 3: The study of history helps us understand the present and shape the future. HP 3 (7-8) –1 Students demonstrate an understanding of how the past frames the present by...

- a. analyzing and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future

HP 3 (7-8) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

- c. comparing and contrasting the cultural influences that shape individuals and historical events (e.g., Conversion of Quakers from slave holders to abolitionists, emergence of mill villages, Gordon Trial)

HP 5 (7-8) – 2

Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...

- a. comparing and contrasting how cultural expectations impact people's behavior and role in different communities/ societies (e.g., student protocols in 1800 vs. today).

HP 5 (7-8) – 3

Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...

- b. Uexplaining and analyzing how changing perspectives impact history using primary documents as evidence.

Geography

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

G 2 (7-8) –1 Students understand the physical and human characteristics of places by...

- a. explaining and/or connecting how and why the geographical features influenced population settlement and development of cultures(e.g., customs, language, religion, and organization).

G 2 (7-8) –2 Students distinguish between regions and places by...

- a. analyzing and explaining the geographical influences that shape regions and places.

G 2 (7-8) –3 Students understand different perspectives that individuals/groups have by...

- a. analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently (e.g., urban vs. rural).

Enduring Understandings

- Economic systems shape relationships in society.
- People, places and ideas change over time.

Academic Vocabulary

Lecture: a speech meant to provide information, like what a teacher may present

Essential Questions

- How does technology change the way people live?
- How do people adapt to their environment?
- Why do people make economic choices?
- How did mountain men, and American migration to the Pacific Northwest and to the Southwest change the face of North America?

Route: a line of travel
 Distribute: to hand out, spread about
 Regulate: to control
 Network: interconnected system
 Rigid: firm and inflexible
 Reject: to refuse to accept
 Justify: to find reasons to support
 Strategy: a careful plan or method
 Abandon: to leave behind or give up
 Reinforce: to make stronger
 Series: events that occur one after the other
 Interpret: to find meaning in something

- What conflict did "Manifest Destiny" spurn?
- How did the North develop into an industrial economy prior to the Civil War?
- How did the South develop into an agricultural economy prior to the Civil War?
- How did the Tidewater region differ from the Backcountry region in the South?
- Explain how African-Americans resisted slavery
- How did the abolitionist movement contribute to divisions in American society?
- Why did conflict arise over the issue of slavery in the western territories?
- Why do societies change?
- What motivates people to act?
- How do new ideas change the way people live?

Content Knowledge

Students will know

- the causes and consequences of the nineteenth-century transportation revolution
- the impact of technological advancements on the agricultural economy and slave labor
- the various immigrant groups that came to the United States during the early 1800s and their contributions
- the reasons various urban centers developed during the 1800s
- the differences between the economies of the North and South
- the influence of individuals on social and political developments in the South
- the role of slavery in the development of sectional conflict
- the influence of various individuals on social and political developments in the United States
- the growth of social reform movements between 1820 and 1860
- the development of the abolitionist movement and its impact

Skills

Students will be able to

- **identify and evaluate** how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s
- analyze why the California Gold Rush was important to the United States
- **understand cause-and-effect** relationships between immigration and its impact on cities and industry in the North
- **analyze and compare** the economies of the North and South
- **analyze and describe** the living conditions of enslaved African Americans in the South and the unique culture they developed
- **identify** and analyze major reform movements and who led them
- **trace** the development of the abolitionist movement
- **identify** abolitionist leaders and their actions
- **contrast** the arguments for and against abolition

Stage 2: Assessment Evidence

Assessment (New)

-  [California Gold Rush Video Quiz.docx](#)
-  [History of US California gold rush.docx](#)
-  [The_California_Gold_Rush_and_Settlement_of_the_Pacific_Northwest.asf](#)
-  [Chapters 14 and 16 Test.docx](#)

Assessment

Assessments include, but are not limited to: Chapter 13 & Chapter 14 Lesson Quizzes (1-4), Chapter tests, ...

-  [Chapter 13 Lesson 1.pdf](#)
-  [Chapter 13 Lesson 2.pdf](#)
-  [Chapter 13 Lesson 3.pdf](#)
-  [Chapter 13 Lesson 4.pdf](#)
-  [Chapter 14 Lesson 1.pdf](#)
-  [Chapter 14 Lesson 2.pdf](#)
-  [Chapter 14 Lesson 3.pdf](#)
-  [Chapter 14 Lesson 4.pdf](#)
-  [Chapter 15 Lesson 2.pdf](#)

Stage 3: Learning Plan

Learning Activities

Resources

Video clip on Oregon Trail.

Play on Oregon Trail and/or Donner Party

Notes: Settlement/Conflict over Texas and War with Mexico with map activity

Determining patterns and distribution of population settlement activity.

Image analysis This painting by John Gast called American Progress.

Concept web on who, what, when, where and why of the California Gold rush based upon informational text reading.

Video clip: Moving west from History of US

P. 399 form American Nation Cause and Effect on Westward Movement.

Women and the Gold Rush activity P. 403 American Nation

Discussion and notes on changes in the American North.

American Nation, The Growth of Railroads activity

PowerPoint presentation: Slavery and the Plantation Economy.

Southern Society in 1860 graph questions. (page 425, The American Nation) Turner's Rebellion.

History Through Literature "Incidents in the Life of a Slave Girl" (p. 430-431)

Making Decisions: Runaway slaves. P. 443

Readings on "Uncle Tom's Cabin" and Frederick Douglass.

Video clips on Underground Railroad

 [Bleeding Kansas Jan 24 2005 Jr Scholastic.pdf](#)

 [603 Dred Scott v Sandford.pdf](#)

 [602 A Slave Escapes.pdf](#)

 [600 Declaration of Sentiments.pdf](#)

 [599 Life and Times of Frederick Douglass.pdf](#)

 [Exit Slip on Causes of Civil War Music Video.pdf](#)

 [Bleeding Kansas Jan 24 2005 Jr Scholastic.pdf](#)

 [603 Dred Scott v Sandford.pdf](#)

 [602 A Slave Escapes.pdf](#)

 [600 Declaration of Sentiments.pdf](#)

 [599 Life and Times of Frederick Douglass.pdf](#)

 [597 Luck of Roaring Camp.pdf](#)

 [596 Women and the Oregon Trail.pdf](#)

 [Chapter 13 The Manifest Destiny.pdf](#)

 [Manifest Destiny Lesson Plan.pdf](#)

 [DBQ-ManifestDestiny1820-1860.pdf](#)

 [Ch 14 & 16 Slavery and Causes of Civil Student 2017.pptx](#)

 [Ch 14 & 16 Slavery and Causes of Civil Student notes with blanks 2015.pptx](#)

 [Ch 14 & 16 Slavery and Causes of Civil Student 2017.pptx](#)

 [Manifest Destiny ORIGINAL DOCUMENTS copy.doc](#)

 [ch13westmove.ppt](#)

 [The Mexican War video worksheet from Discovery Ed.pdf](#)

 [Nat Turner Lesson Plan1.pdf](#)

 [Dred_Scott_v._Sanford.mp4](#)

 [Dred_Scott_Decision_Helps_Trigger_The_Civil_War_.mp4](#)

 [Dred_Scott_Decision.mp4](#)

 [DBQ Causes of the Civil War.pdf](#)

 [ch16causesofcivilwarshortversion.ppt](#)

 [Slavery and Cause of Civil War Final version.wmv](#)

 [America The Story of US Division.docx](#)

 [Civil_War Causes.asf](#)

 [Causes_of_the_Civil_War.asf](#)

 [Cause of Civil War Discord__Clash__and_Conflict.mp4](#)

 [The_Underground_Railroad__Escape_From_Slavery.asf](#)

 [John Brown Lesson Plan_0.pdf](#)

 [Texas Tempting and Fighting Over a Border Reading from History of US.pdf](#)

 [History of US Texas, Tempting and Beautiful & Mexican War.docx](#)

 [Ch 13 Video Introduction 2019.wmv](#)

 [Chapter 13 Video Entry Slip 2019.docx](#)

 [Ch 14 & 16 Student notes packet](#)

 [America The Story of US Division Video Worksheet](#)