





 PRINCETON <small>INDEPENDENT SCHOOL DISTRICT</small>		Campus: Clark MS/Southard MS	
Author(s): Barnard, Johnson, Raymond, Winfrey, (teacher)		Date Created / Revised: July 27, 2022	
Six Weeks Period: 5th		Grade Level & Course: 8 Social Studies	
Timeline: 12 Days		Unit Title: Civil War (Unit 10)	Lesson # 1 of 1
Stated Objectives: TEK # and SE	<p>8.7 History. <i>The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</i></p> <p>8.7A Analyze the impact of tariff policies on sections of the United States before the Civil War. <i>Supporting Standard</i></p> <p>8.7B Compare the effects of political, economic, and social factors on slaves and free blacks. <i>Supporting Standard</i></p> <p>8.7C Analyze the impact of slavery on different sections of the United States. <i>Readiness Standard</i></p> <p>8.7D 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. <i>Supporting Standard</i></p> <p>8.8 History. <i>The student understands individuals, issues, and events of the Civil War. The student is expected to:</i></p> <p>8.8B Explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter the battles of Antietam, Gettysburg, and Vicksburg the announcement of the Emancipation Proclamation Lee's surrender at Appomattox Court House the assassination of Abraham Lincoln. <i>Readiness Standard</i></p> <p>8.17 Government. <i>The student</i></p> <p>8.17B Explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War. <i>Readiness Standard</i></p> <p>8.12 Economics. <i>The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</i></p> <p>8.12A Identify economic differences among different regions of the United States. <i>Supporting Standard</i></p> <p>8.20 Citizenship. <i>The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</i></p> <p>8.20C Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax. <i>Supporting Standard</i></p> <p>8.21 Citizenship. <i>The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</i></p> <p>8.21A Identify different points of view of political parties and interest groups on important historical and contemporary issues. <i>Supporting Standard</i></p> <p>8.21C Summarize a historical event in which compromise resulted in a peaceful resolution. <i>Supporting Standard</i></p> <p>Social Studies Skills TEKS</p> <p>8.29 Social studies skills. <i>The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</i></p> <p>8.29B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>8.29I Create thematic maps, graphs, charts, models, and databases representing various aspects of the United States.</p> <p>8.30 Social studies skills. <i>The student communicates in</i></p> <p>8.30A Use social studies terminology correctly.</p> <p>8.30B Use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.</p> <p>8.30D Create written, oral, and visual presentations of social studies information.</p>		

See Instructional Focus Document (IFD) for TEK Specificity		
Key Understandings	<p>Economic, social, and political differences between regions can lead to conflict.</p> <p>Political, economic, and social factors determine the ability of different sections of a nation to compromise</p> <p>Events occur within a historical context and reflect the beliefs and values of the time.</p> <p>Actions of leaders reflect the beliefs and values of the society they represent.</p>	
Misconceptions	<ul style="list-style-type: none"> • None identified 	
Key Vocabulary	<ul style="list-style-type: none"> * Sectionalism – loyal to the interests of their section or region of the nation • Compromise – an agreement where each side gains some of their demands by giving up some of their demands • Compromise- Agreement in which both sides give up something • Tariff- tax-raised prices • Conflict- fighting, argument • Nullification- cancel, ignore • State’s Rights- states want the right to choose which Federal laws to follow (Jefferson Davis) • Emancipate- free • Bias- one sided • Preserve- to save 	
Suggested Day 5E Model	Instructional Procedures (Engage, Explore, Explain, Extend/Elaborate, Evaluate)	Materials, Resources, Notes
Day 1 Engage	<ol style="list-style-type: none"> 1) Bell Ringer- Copy Civil War Timeline (Unit 10 Bell Ringers- File) 2) Begin Unit 10 Notes- Direct Teach and have students number each noted point 3) Show relevant pictures in Unit 10 file as direct teach 	<ul style="list-style-type: none"> • Unit 10 File • Comp Book • Pen or Pencil <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">  Unit 10 Notes PPT.pptx </div> <div style="text-align: center; margin: 5px;">  Unit 10 Notes & Vocabulary.pdf </div> <div style="text-align: center; margin: 5px;">  Unit 10 Review FIB & Scramble.docx </div> <div style="text-align: center; margin: 5px;">  Unit 10 Bell Ringers Teachers Edition.pdf </div> <div style="text-align: center; margin: 5px;">  Unit 10 Visual Prompts.pdf </div> </div>

		 Unit 10 Activities.pdf
Day 2	<ol style="list-style-type: none"> 1) Bell Ringer- T Chart- Strengths:N VS S (Unit 10 File) 2) Continue Unit 10 Notes- Direct Teach/Pictures 	<ul style="list-style-type: none"> • Use Resources Above
Day 3	<ol style="list-style-type: none"> 1) Bell Ringer- Practice Questions-Answer and Discuss 2) Complete Unit 10 Notes and Terms-Definitions 3) Show Unit 10 History Pics (From File) 4) Show JING Product over Concepts of Unit 10 	<ul style="list-style-type: none"> • Use Resources Above
Day 4	<ol style="list-style-type: none"> 1) Bell Ringer- From Unit 10 Files 2) STAAR Practice- CW Leaders 3) Civil War Acrostic- Stems must be related to the Civil War 4) Unit 10 Flash Cards, Word Association 	<ul style="list-style-type: none"> • Use Resources Above
Day 5	<ol style="list-style-type: none"> 1) Bell Ringer- Share Acrostic with class from Day 4. 2) Discuss the importance of the Election of 1860. 3) Why did this election make “sectionalism” worse and lead to secession? Students respond. 4) Show pictures, graphs and charts from The Election of 1860. Write defining statements 	<ul style="list-style-type: none"> • Unit 10 Files • Comp Books • Pen or Pencil
Day 6	<ol style="list-style-type: none"> 1) Bell Ringer- PSTAAR- Battles 2) Warm Up- Unit 10 Flash Cards 3) Analyze and evaluate the differences between Lincoln and Jefferson Davis 4) Examine the Inaugural Speeches made by Lincoln and Davis 5) How did these speeches differ? How were they the same? What impact did they have on sectionalism? 	<ul style="list-style-type: none"> • Unit 10 Files • Comp Book • Pen or pencil • Copies of speeches
Day 7	<ol style="list-style-type: none"> 1) BR- Emancipation Proclamation- from Unit 10 2) Evaluate Sectionalism, State’s Rights, Slavery and their impact on the north and south 3) View Unit 10 History Pics (File) and interpret graphs and charts on each of the above. 4) Era Match 	<ul style="list-style-type: none"> • Unit 10 Files • Comp Book • Pen or pencil
Day 8	<ol style="list-style-type: none"> 1) ”Bell Ringer- Unit 10 Review (FIB from files) 2) Grade and discuss Unit 10 Review 3) Discuss the court case Dred Scott VS Sanford:5 W’s 4) Which amendment makes this case “void”? 5) Unit 10 ppt 6) Unit 10 Flash Card Game 	<ul style="list-style-type: none"> • Unit 10 FIB (Copies) • Book or Case Brief of Dred Scott VS Sanford • Comp Book
Day 9	<ol style="list-style-type: none"> 1) Computer Lab- Unit 10 Quia: Flash Cards, Matching, Concentration 2) Students will use on line tutoring program (Quia)/Kahoot/Quizlet to reinforce concepts taught in Unit 10 	<ul style="list-style-type: none"> • Computer Lab • Individual Quia Usernames and Log Ins • Unit 10 Activities

	3) Review Quotes and P Sources	
Day 10	Bell Ringer- Quote Activity From Unit 10 Bell Ringer File 1) Discuss and evaluate the importance of Gettysburg, The Gettysburg Address, Vicksburg, Appomatox Courthouse, VA, Grant, Lee 2) Compare to American Revolution	<ul style="list-style-type: none"> • Unit 10 Activities • Comp Books • Pen or Pencil
Day 11	1) Review Kansas-Nebraska Act, Bleeding Kansas 2) Video Clips from PSHARE 3) Unit 10 Flash Cards	
Day 12		
Day 13	1) Unit 10 Test	
Day 14		

Accommodations for Special Populations

Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.