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| **Unit Title: Internal Conflict** | | | **Conceptual Lens(es): Development, Equity, Identity** | | |
| **Unit Compelling Question** | **How did differing ideas about the development of the United States and equity for its citizens create competing sectional identities resulting in the Civil War?** | | | | |
| **Unit Outline Of Standards** | **History** | **Civics & Government** | **Economics & PFL** | **Geography & Environmental Literacy** | **Culture** |
| ***The Essential Standards below should be embedded throughout the unit of study to support student development of historical skills.***  **8.H.1.1** Construct charts, graphs, and historical narratives to explain particular events or issues.  **8.H.1.2** Summarize the literal meaning of historical documents in order to establish context.  **8.H.1.3** Use primary and secondary sources to interpret various historical perspectives.  **8.H.1.4** Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).  **8.H.1.5** Analyze the relationship between historical context and decision-making | **8.H.2.1** Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states’  rights and citizenship and immigration policies) on the development of North Carolina and the United States.  **8.H.2.2** Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the  Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.    **8.H.2.3** Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.  **8.H.3.2** Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).  **8.H.3.3** Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.  **8.H.3.4** Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States. | **8.C&G.1.1** Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).  **8.C&G.1.3** Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).  **8.C&G.1.4** Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).  **8.C&G.2.3** Explain the impact of human and civil rights issues throughout North Carolina and United States history. | **8.E.1.1** Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions). | **8.G.1.1** Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.  **8.G.1.3** Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental, disasters, infrastructure development, coastal restoration and alternative sources of energy). | **8.C.1.1** Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian Exchange, slavery and the decline of the American Indian populations).  **8.C.1.2** Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latinos, Hmong, Africans, and American Indians) |
| **Generalizations And Essential Questions** | **History** | **Civics & Government** | **Economics & PFL** | **Geography & Environmental Literacy** | **Culture** |
|  | **Generalization:**  **Conflict over the development of a society may lead to war.**  *Essential Question:*   * What factors led to Manifest Destiny? * How did Manifest Destiny effect the development of the United States? * What factors led to the decline of North Carolina during the Rip Van Winkle era? * How did the North Carolina recover from the Rip Van Winkle period of decline? * What were the advantages and disadvantages of the Union and the Confederacy? * What was the significance of the Emancipation Proclamation and how did it impact the war? | **Generalization:**  **An individual’s or group’s perspective on equity may influence the use of power.**  *Essential Question:*   * Were the actions of Andrew Jackson a reflection of the Constitution’s democratic ideals?   **Generalization:**  **Conflict may lead to a change in governance.**  *Essential Question:*   * How did the secession of the south impact the United States and the Confederate States of America? * How does civil war impact a country’s national identity? | **Generalization:**  **Choice of economy impacts the identity and development of a region.**  *Essential Question:*   * What was the influence of the War of 1812 on the United States? * How did the differences in the Northern and Southern economies impact the outcome of the war?   **Generalization:**  **Scarcity of resources may lead to the movement of people**  *Essential Question***:**   * What factors led to Manifest Destiny? | **Generalization:**  **Geography impacts how economics and culture develop over time.**  *Essential Question:*   * How did sectionalism lead to the Civil War?   **Generalization:**  **Change to meet environmental challenges may lead to a society’s growth.**  *Essential Question:*   * How did geography present challenges and opportunities to the growth of the United States? | **Generalization:**  **Power influences cooperation or conflict between diverse cultures.**  *Essential Question:*   * How did American ideals and expansion impact native populations? * How did slavery impact individual and regional development?   **Generalization:**  **The interdependence of regions may influence the development of identity.**  *Essential Question:*   * How did technology, innovation, and culture influence regional differences in Antebellum America? * How did diversity of people and perspective influence the development of a national identity? |

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| **Critical**  **Content** | **Students should know:**  How and why slaves were transported to the United States and the multiple perspectives on slavery.  How and why the United States expanded westward to the Pacific Ocean and the impact on native populations.  The impact of Manifest Destiny on the development of the identity of the United States.  The significance of the War of 1812 on the development of the economy and identity of the United States.  The political, economic, and cultural factors that led to escalating tensions between the North and South.  How the United States attempted to use debate, compromise, and democratic principles to prevent the Civil War.  How the Civil War started and key turning points/watershed events during the war the influenced its outcome.  Key leaders during this unit and how they impacted the development of the United States.  How regional economies played a role in events leading to Civil War and the battle strategies of the opposing sides. |
| **I Can Statements…** | **Students should be able to state I can…**  **define** migration and immigration and distinguish between the two terms.  **identify** how migration and immigration have shaped the development of our state and nation through new ideas, culture, and a new workforce.  **explain** difference between technology innovation and invention and its impact on the development of the United States..  **Identify** at least one example of an invention, innovation or concept and evaluate how it changed the course of history.  **explain** how economic development influenced the institution of slavery from multiple regional perspectives.  **analyze** the economic, social and political differences between the various regions of the country, such as North, South and the West.  **summarize** the economic, social and political factors that influenced North Carolina prior to the Civil War.  **create** a timeline of events (long term) that eventually lead our nation to civil war.  **analyze** the significance of the events (short term) that cause secession and conflict.  **explain** the purpose of the three Civil War Amendments (13th, 14th, and 15th) to the US Constitution as well as connections issues of the day for modern time. |

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| Key Vocabulary:  Tier 1 | Tier 2 | Tier 3 |
| Migration, Settlement, , Negotiation, Voting, Movement, Territory, Removal, Sectionalism, Slavery, Fort, Equality, War, Compromise, Freedom | Acquire, Propaganda, Sectionalism, Capital investment, Plantation, Industry, Suffrage, Cession, Infrastructure Secession, Suffrage, Abolition, Emancipate, Union, John Brown | Manifest Destiny, Impressments, Slave codes, Antebellum, Underground Railroad, Anaconda Plan, King Cotton Plan, Confederate States of America |

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| Key People: | Andrew Jackson, Cherokee, Lewis and Clark, Eli Whitney, Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert Lee, Massachusetts Fighting 54th |
| Notable Events: | Trail of Tears, Louisiana Purchase, Gold Rush (NC and CA), Indian Removal Act – 1830, Rip Van Winkle Era, War of 1812, Lewis and Clark Expedition, Nat Turner’s Rebellion, Bleeding Kansas, Harper’s Ferry, Invention of Cotton Gin and Interchangeable Parts, Dred Scott vs. Sanford |
| Notable Documents and nonfiction Text: | Constitution – 1835, Monroe Doctrine, Missouri Compromise, Compromise of 1850, Fugitive Slave Act 1850, Kansas-Nebraska Act, Emancipation Proclamation, Gettysburg Address |

**Sample Questions Connected to Unit Literacy**

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|  | **Factual Knowledge** | **Conceptual Knowledge** | **Procedural Knowledge** | **Meta-Cognitive** |
| **Remember** | How would you describe the ways that the United States acquired land during Manifest Destiny? | What factors led to Manifest Destiny? | Can you list the steps that territories were required to fulfill to qualify for statehood? | Was the abolitionist movement effective in their fight against slavery? |
| **Understand** | How would you summarize the effects of the War of 1812 on the United States socially and economically? | How did Manifest Destiny effect the development of the United States? | How would you compare and contrast the economic strengths of India and China during this time period? | In what ways did the river valleys impact the settlement patterns of early civilizations? |
| **Apply** | How did domestication impact mankind’s transition from nomadic to farming civilizations? | How would you show your understanding of Manifest Destiny on native inhabitants? | What actions would you select to argue that President Jackson’s actions demonstrated or violated the Constitution’s democratic ideals? | What examples can you find that explain how geography presented challenges and opportunities to the growth of the United States? |
| **Analyze** | What inferences can you make about the role of writing and literature in the abolitionist movement? | What factors led to the decline of North Carolina during the Rip Van Winkle? | What comparisons can you draw between the leadership of Abraham Lincoln and Jefferson Davis and their impact on the Civil War? | What is the relationship between the strengths and weaknesses of the north and south and the outcome of the Civil War? |
| **Evaluate** | Choose 4 events that led to the Civil War. How would you rate these in terms of their impact in escalating tensions to the point of war? | What examples would you cite to support the effect of the *Emancipation Proclamation* on the outcome of the Civil War? | How would you compare the different ideas on the institution of slavery to understand the conflicting perspectives? | How did diversity of people and perspective influence the development of a national identity and create conflict? |
| **Create** | Can you create an annotated map that identifies the key facts of each territorial acquisition during Manifest Destiny? | Can you create a chart that elaborates on the influence Manifest Destiny had on the conflict over slavery and the eventual outbreak of the Civil War? | Can you propose and acceptable transition plan for the southern plantation economy from slave labor to paid labor? How might this plan have prevented the Civil War? | What questions would you ask to investigate the effects of slave labor? What articles could you find that would support the negative effects of a civilization becoming dependent on slave labor? What questions would you ask to investigate the effects of slave labor? |

**Sample Learning Activities Connected to Unit Literacy**

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|  | **Factual Knowledge** | **Conceptual Knowledge** | **Procedural Knowledge** | **Meta-Cognitive** |
| **Text Dependent Tasks** | * Create an annotated map that combines dates and territorial acquisition that traces Manifest Destiny and its impact on native population and the United States. * Create an annotated timeline of events that escalated tensions between the North and South leading to the Civil War. *(Annotating, Pre-Writing)* * Identify the who, what, when, where, and why of a major Supreme Court case and summarize its effect on the development of the United States. | * Analyze primary and secondary sources to determine the effect of migration and settlement during Manifest Destiny. Hold a Socratic seminar evaluating the pros and cons of countries expanding beyond their borders. *(Close Reading, Speaking and Listening/Conversations, Pre-Writing)* * Read excerpts of the Emancipation Proclamation and Gettysburg Address and summarize their meaning and their impact on the Civil War. *(Close Reading, Writing)* | * In an outline format, identify and explain the territorial acquisitions of Manifest Destiny and impact they had on the growing economy. * In small groups examine the procedures used by Andrew Jackson to remove Native Americans from the eastern US. Write a letter supporting or criticizing his picture on the $20 bill. *(Speaking and Listening/Conversation, Writing)* * Identify the events that lead to the secession of the southern states and explain the cause and effect relationship in small group discussion. *(Speaking and Listening/ Conversations)* | * In a small group, evaluate the effect of Manifest Destiny up to contemporary times and determine if it was justified from a current perspective in essay form. Take into account treatment of diverse populations, development of the United States economy, and America’s developing identity. *(Speaking and Listening/Conversation, Writing)* * Read and analyze multiple perspectives on the issue of slavery. Working as a group write an editorial expressing an alternative viewpoint from one of the perspectives examined. *(Annotating, Speaking and Listening/Conversations, Writing)* |
| *For each Text Dependent Task above literacy activity has been listed. Though multiple literacy activities may be used, the currently listed activities are intended as suggestions and may be added and/ or adapted as needed.*Literacy Activities listed above:  *Close Reading ,Annotating, Speaking and Listening/Conversations, Pre-Writing, and Writing* | | | | |

**Unit Resources**

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| Unit Number - 3  Unit Title – Internal Conflict | | |
| Resource Title | **Location** | **Summary** |
| Discovery Education | Discovery Techbook / Social Studies Techbook  **Course: United States History (Pre-History –Present)**  *Chapters 6, 7, 8, 9* | This resource provides secondary sources, videos, primary sources, and various activities to support student learning and engagement. It must be accessed through [my.ncedcloud.org](https://my.ncedcloud.org/arms/protected/) |
| General History Channel Resources | <http://www.history.com/topics/westward-expansion> | The main page for History Channel resources surrounding the westward expansion of the United States. Articles, videos, and primary sources |
| Lewis and Clark | <http://www.pbs.org/lewisandclark/> | This link provides in-depth resources about the explorations of Lewis and Clark |
| California Gold Rush | <http://memory.loc.gov/ammem/cbhtml/cbhome.html> | First person accounts of the California gold rush |
| Mexican War - PBS | <http://www.pbs.org/kera/usmexicanwar/index_flash.html> | PBS site exploring the US-Mexican war. Animated with primary sources and maps |
| Settlement and Exploration | <http://www.animatedatlas.com/index.html> | This has a 10 minute animated map with narration of the settlement and exploration of North America |
| African Americans in the West | <http://www.pbs.org/wgbh/aia/part4/4narr4.html> | This site explores the contributions of African-Americans to westward expansion |
| Westward Expansion | <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/> | This Library of Congress resources has teacher guides and other artifacts to help teachers plan for westward expansion instructions |
| Western Challenges through visual discovery | <http://edsitement.neh.gov/lesson-plan/oregon-trail#section-19992> | This lesson allows students to experience the challenges faced by early western pioneers through pictures. Activities and guide are provided |
| Gold Rush Game | <http://www.pbs.org/wgbh/amex/goldrush/sfeature/game.html> | In this role playing game students learn about the gold rush from one of 5 culturally diverse perspectives. Students must use decision making skills while learning content |
| NC Secession | <http://www.learnnc.org/lp/editions/nchist-civilwar/4589> | “North Carolinians debate secession.”  There were many different arguments for and against secession, and the excerpts on this page reflect a range of viewpoints expressed by North Carolinians |
| A Virginia Boy Volunteers | <http://www.learnnc.org/lp/editions/nchist-civilwar/4647> | Excerpt from “*The Story of a Confederate Boy in the Civil War.”* The differences of opinion about secession in Johnston’s hometown are similar to those in the mountains and northern Piedmont of North Carolina |
| Southern Declaration | <http://www.civilwar.org/education/history/primarysources/declarationofcauses.html> | “The Declaration of Causes of Seceding States (Georgia, Mississippi, South Carolina, Texas, Virginia).”  Transcripts. Lengthy; teachers will need to choose excerpts |
| Fort Sumter Image | <http://www.learnnc.org/lp/multimedia/9998> | “Fort Sumter from the Battery (image).”  A view of the battle of Fort Sumter from the Charleston Battery |
| Lincoln on Secession | <http://www.nps.gov/liho/historyculture/secunlawful.htm> | “Secession is unlawful.”  Excerpts from President Lincoln’s speeches |
| The Civil War | <http://www.digitalhistory.uh.edu/era.cfm?eraID=7&smtID=1> | A complete online resource for the Civil War including overview, documents, events, people, music, and images |
| Appomattox Courthouse | <https://www.nps.gov/apco/index.htm> | The entire website by the National Park Service is dedicated to the event that ended the Civil War. It covers the military campaign leading to surrender, the meeting (A Gentleman’s Agreement), and the actual location of the surrender. |