

Time Frame: 20 Days	Unit Title: Sectionalism and the Civil War	Course Name: 8th Grade History	
Stage 1: Desired Results			
Established Goal(s)	Transferable Skills		
<p>Competencies Addressed:</p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Students will be able to independently use their learning to make informed decisions upon chronological reasoning and historical perspective <p>Competencies Addressed:</p> <ul style="list-style-type: none"> Literacy Application: Students will support claims and reasoning with sufficient written evidence for intended purpose and audience. Research Collection: Students will find, use and cite a variety of reliable sources to understand how individuals, groups and societies interact. <p>Standards Addressed:</p> <ul style="list-style-type: none"> Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. His.1.6-8. Analyze connections among events and developments in broader historical contexts. 	<i>Students will be able to independently use their learning to...</i>		
	Meaning		
	<p><u>Understandings</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> In order to act responsibly and effectively citizens must understand important institutions of their society and the principles that these institutions are intended to reflect No historical event or development occurs in a vacuum; each one has preconditions and causes, and each one has consequences History is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs Principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> Is there one American experience? What ideas and beliefs are worth fighting for? 	
Acquisition			

<ul style="list-style-type: none"> His.14.6-8. Explain multiple causes and effects of events and developments in the past <p>Standards Addressed:</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Causes of the Civil War including but not limited to Missouri Compromise, Dred Scott Decision, Fugitive Slave Compromise of 1850 etc. The differences between states' rights and the rights of federal government That the North and the South had very different communication advancements That the economies of the North and South influenced the labor force and development of transportation in the regions How and why the South defended slavery How and why states seceded from the Union That the North and South had many different strengths, strategies, and purposes in the Civil War That the Civil War affected civilians well as soldiers That many Northern and Southern women took on new responsibilities during the war That the Civil War led to political changes and strained economies of the North/South How the Civil War ended 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Analyze the influence of ideas and principles on social and political systems Compare the reasons of changing society over time Assess how laws address public issues Compare and contrast cultural environmental characteristics Analyze connections in history Distinguish between the long-term causes and triggering events to develop an argument Integrate evidence from multiple sources into a reasonable argument Critique varying media for historical accuracy Classify historical events Explain and evaluate cause and effect relationships
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