

## Unit 6: Sectionalism and Division

<b>Unit #:</b>	APSDO-00022745	<b>Duration:</b>	3.0 Week(s)	<b>Date(s):</b>	
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**Grades:**  
 8

**Subjects:**  
 Social Studies

### Unit Focus

In this unit, students will understand how sectionalism affected changes in the American political system. In addition, students will compare and contrast industrial development in the North with the rise of Cotton Kingdom in the South and its effects on various groups. The assessments for this unit include a simulation of representative groups in northern industrial society and a source analysis of the "peculiar institution" of slavery in the South. The primary instructional materials for this unit include *The American Nation* textbook, historical documents, secondary sources and graphic organizers.

### Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>Common Core</b>  <i>History/Social Studies: 8</i></p> <ul style="list-style-type: none"> <li>• Cite specific textual evidence to support analysis of primary and secondary sources. <i>CCSS.ELA-LITERACY.RH.6-8.1</i></li> <li>• Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <i>CCSS.ELA-LITERACY.RH.6-8.2</i></li> <li>• Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance</li> </ul>	<p><b>T1</b> (T1) Access and analyze text for context, reliability and accuracy to determine relevance.  <b>T2</b> (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.  <b>T3</b> (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language.  <b>T4</b> (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p><b>U1</b> (U301) Various economic systems often meet the needs and desires of those in power.  <b>U2</b> (U300) Economic systems provide for the production and distribution of resources in</p>	<p><b>Q1</b> (Q301) How do economic and political systems interact?  <b>Q2</b> (Q800) What does injustice/inequality look like?  <b>Q3</b> (Q904) What are characteristics of</p>

<p>of particular facts). <i>CCSS.ELA-LITERACY.RH.6-8.6</i></p> <ul style="list-style-type: none"> <li>• Draw evidence from informational texts to support analysis reflection, and research. <i>CCSS.ELA-LITERACY.WHST.6-8.9</i></li> </ul>	<p>ways that benefit some and harm others. <b>U3</b> (U802) Human rights involves the recognition of human dignity and the promotion of freedom, justice and peace for all humanity.</p>	<p>discrimination?</p>
<b>Acquisition of Knowledge and Skill</b>		
<p><b>Connecticut Goals and Standards</b> <i>Social Studies : 8</i></p>	<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Analyze multiple factors that influenced the perspectives of people during different historical eras. <i>HIST.8.3</i></li> <li>• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources. <i>INQ.6-8.5</i></li> <li>• Evaluate the credibility of a source by determining its relevance and intended use. <i>INQ.6-8.7</i></li> <li>• Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience and purpose. <i>HIST.8.8</i></li> <li>• Explain how economic decisions affect the well-being of individuals, businesses and society. <i>ECO.8.1</i></li> <li>• Explain multiple causes and effects of events and developments in the past. <i>HIST.8.9</i></li> <li>• Gather relevant information from multiple sources while using the origin, authority, structure, context and corroborative value of the sources to guide the selection. <i>INQ.6-8.6</i></li> </ul>	<p><b>K1</b> Sectionalism resulted from the political and economic disputes between the North, South and West</p> <p><b>K2</b> New inventions in manufacturing and farming in the North resulted in significant social and economic changes</p> <p><b>K3</b> The development of railroads increased commerce and further strengthened transportation between the North and West</p> <p><b>K4</b> The worsening factory conditions in the 1840's lead to organized labor</p> <p><b>K5</b> There were significant push and pull factors for Irish and German immigrants</p> <p><b>K6</b> Nativists responded to the new immigrants with political action and violence</p> <p><b>K7</b></p>	<p><b>S1</b> Synthesize multiple sources on a topic to demonstrate understanding</p> <p><b>S2</b> Gather and integrate relevant information from multiple sources (e.g., quantitative and qualitative information)</p> <p><b>S3</b> Construct explanations using sound reasoning, appropriate sequence, and relevant details</p> <p><b>S4</b> Determine central ideas or information of a primary or secondary source</p> <p><b>S5</b> Identify multiple perspectives of the same event, idea, or position and examine the rhetoric and details that lead to varying interpretations</p>

	<p>The growth of the Cotton Kingdom of the South led to increased economic dependence on the North and Europe</p> <p><b>K8</b></p> <p>Hierarchical groups in Southern society reflected the concentration of power under the "cottonocracy"</p> <p><b>K9</b></p> <p>Life of enslaved African Americans was characterized by harsh work, violence and strict codes</p> <p><b>K10</b></p> <p>African Americans resisted slavery and created avenues of hope through religion, family and culture</p>	
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