

Instructional Unit Title: Reality Check – Unresolved Issues

Social Studies
8th Grade

The teacher may provide secondary sources (e.g., resource maps, historical articles) so that students can begin to understand the political, geographic, economic and cultural differences between the Northern and the Southern states.

The teacher may provide examples of legislation (e.g., Kansas-Nebraska Act, Missouri Compromise, Compromise of 1850, "gag rule") so that students can evaluate the attempts between the North and South to compromise about the extension of slavery.

The teacher may provide primary and secondary sources (e.g., The Liberator, images, slave narratives, abolitionist propaganda) so that students can begin to understand the various regional perspectives concerning slavery.

The teacher may provide video clips, maps, and images so that students can examine the economic and political realities of the American Civil War.

The teacher may provide primary and secondary sources (e.g., 1860 election newsletters, Declaration of Secession from Southern states, political cartoons) so that students can examine the underlying political issues that ultimately triggered southern secession.

The teacher may provide primary and secondary sources (e.g., Harper's Ferry account, the Fugitive Slave Law, Dred Scott court ruling, Underground Railroad letters) so that students can explain the various actions/reactions concerning slavery and its extension into new territories.

The teacher may provide video clips, maps, letters, and images so that students can examine the social and cultural realities of the American Civil War.

The teacher may engage students in a discussion so that students can formulate an opinion regarding the positive and negative outcomes of the American Civil War.

PERFORMANCE ASSESSMENT: The principal of the school has requested a special exhibit for the school's display case which will be presented during the week of 8th grade promotion. The principal has asked each 8th grade class (in teams) to develop portfolios proposing an exhibit for the school's display case. You will work in teams to select artifacts (primary and secondary sources) representing the unresolved political, geographic, economic, and social issues that existed following the Civil War. Included in your examination of the unresolved issues should be the historical attempts at resolving the issue(s). Based on student votes, the best proposal will be selected for exhibition in the school's display case.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.