

Title: Causes of the Civil War

Subject: Social Studies

Topic: U.S. History – Civil War

Grade: 5

School: CES

<b>Wiregrass History Consortium Unit Plan</b>			
<b>GPS Standard:</b>	<p><b>SS5H1 The student will explain the causes, major events, and consequences of the Civil War.</b></p> <p><b>a. Identify Uncle Tom’s Cabin and John Brown’s Raid on Harper’s Ferry and explain how each of these events was related to the Civil War.</b></p> <p><b>b. Discuss how the issues of states’ rights and slavery increased tensions between the North and the South.</b></p>		
<b>Concept:</b>	Causes of the Civil War		
<b>Essential questions (2-5 questions) (What you want the students to know.)</b>	<p>What were 5 causes of the Civil War?</p> <p>What events led up to the Civil War?</p> <p>What were the North and South like prior to the Civil War?</p>		
<b>Elements (What you want the students to understand.)</b>	<p>The students will understand that the Civil War had five main causes – sectionalism, slavery, states’ rights, breakdown of compromise, and western expansion. They will also understand that the United States was divided into 3 distinct regions prior to the Civil War. Finally, students will understand and be able to identify major events that occurred prior to the Civil War (i.e. Underground Railroad)</p>		
<b>Launch Activity (Hook)</b>	<p>The students will be given a KWL chart in which they complete the K and the W sections as a small group. The class will then discuss what each group has written under the K and W sections of their chart.</p>		
<b>Knowledge &amp; Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</b>	<p><b>Knowledge</b></p> <p>Vocabulary – Uncle Tom’s Cabin, sectionalism, abolitionists, Dred Scott Decision, Harpers Ferry, secession, compromise, expansion, slavery, Harriet Tubman.</p>		<p><b>Skills</b></p> <p>Cause and Effect</p> <p>Analyzing Perspectives</p> <p>Compare and Contrast</p>
<b>Assessment Evidence: What evidence will show that students met the learning goal?</b>			
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>			
Students will be give a teacher made pre-test and post-test that is selected response.			
<b>Portfolio Assessment</b>			
Students will keep all information in a Civil War Portfolio.			

**Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)**

Students will create a time line of events leading up to the Civil War in small groups.  
Students will read about the five causes of the Civil War and create a graphic organizer with more information about each of the causes.  
Students will compare the North to the South in terms of economics, culture, and resources.

**Student Self-Assessment**

Students will self-assess their Civil War Portfolios.

**Differentiation Associated with this unit**

1. When creating time line, students who need assistance may write 2 sentences about the event instead of the required 3 sentences. The gifted students must also summarize the effect of the event.
2. When creating the graphic organizer on the 5 causes, the students who need more assistance will be given guidance. Those who are able, must add additional information.

**Resources and instructional tools:** *Peachstar Videos – American History – The Civil War: A Nation Divided* and *Underground Railroad: The Escape from Slavery*  
**Trade Books** – *If You Lived When There Was Slavery in America* by Anne Kamma; *A Picture Book about Harriet Beecher Stowe* by David Adler;