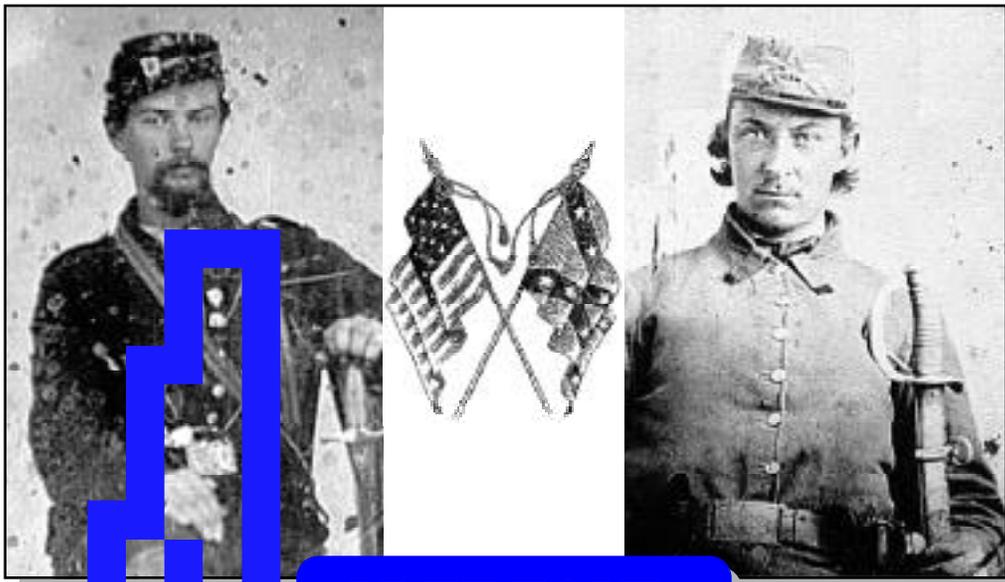


**SOCIAL STUDIES CURRICULUM
BASED ON MSDE STANDARDS AND GOALS**

Eighth Grade Social Studies



UNIT FOUR

A Nation Divided and Rebuilt 1840–1877



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Introduction

This is an instructional guide for unit four, eighth grade social studies. The guide is *not* designed to be the “*end all and be all*” of social studies. It is designed to show how to meet the state outcomes in a meaningful manner and allow time for individual teacher extension. As with all new curriculum, time for extension may only become available after the teacher has used the guide once or twice and familiarized him/herself with the material.

The guide is meant to be read through in its entirety well before teaching any of the lessons. Numerous preparations must be made and opportunities for extension planned.

Begin by reading the *Enduring Understanding and Essential Questions below.* Those two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the guide you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understanding. Next review the **WHAT**; this is the MSDE Content Standards for this unit. These standards represent what MSDE wants students to be able to know and do. The MSDE standards that are specific to each lesson are restated at the beginning of each session. The rest of the guide and what you do in the classroom is the **HOW**.

Why?

Enduring Understanding

- Cultural systems are the shared beliefs, values, customs, and behaviors, that influence how societies develop and change. These beliefs and values are seen in the economic, social, and political systems of a nation.
- Differences in cultural beliefs within a nation often lead to divergent visions of the future, including how economic, social, and political systems may develop.
- When cultural differences develop in distinct geographic regions, people may begin to develop a stronger identity to their region than the nation.
- The American Civil War was a regional split in culture (economic, social, and political systems). At the outset, Unionists fought to preserve the American political system and Confederates fought against invasion. As the brutality of the war intensified differences, Northerners demanded the abolition of slavery and Southerners sought to maintain their culture as a separate nation.
- Attempts were made to reunite the nation and extend social, political, and economic opportunities to African Americans in the era of Reconstruction. Cultural change was accepted by some but resisted by most. The differences that led to war, including views on race and the role of the federal government reverberate in American culture today.

Possible Essential Questions

1. How do people resolve fundamental cultural differences in a democracy?
2. At what point should people fight to defend deeply held beliefs?
3. How is cultural change accepted or resisted by a society?
4. How much can enduring change be sustained without strong leadership?

What?

MSDE CONTENT STANDARDS

The student will be able to:

U.S. History

1. Explain causes and effects of the Mexican-American War.
2. Describe pro-slavery and anti-slavery positions and explain how debates over slavery influenced politics and sectionalism.
3. Analyze the experiences of African American slaves, free blacks, and the influence of abolitionists.
4. Explain how events between 1850 and 1861 such as the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision escalated the tensions between the North and the South, and led to secession of several states and finally to war.
5. Describe the views and lives of leaders and soldiers on both sides of the war, including Black soldiers and regiments.
6. Analyze the purpose, significance, and meaning of the Emancipation Proclamation
7. Analyze key events and turning points of the Civil War and compare and contrast the goals, resources, and strategies of the North and South, including the geographical advantages and obstacles, technological advances, and military leadership.
8. Analyze political, economic, and social goals of Reconstruction from 1865-1877.
9. Evaluate the effects of the Freedman's Bureau, the restrictions on the rights and opportunities of freedmen, and the rise and effects of the Ku Klux Klan.

Political Systems

1. Describe historical events in the United States that resulted in Constitutional amendments.
2. Evaluate the use of Presidential power in Lincoln's suspension of the writ of habeas corpus.
3. Describe legal and illegal methods used to deny civil rights to African Americans.
4. Analyze the concept of citizenship and explain how the concept has changed at different times and in different places.
5. Explain how various groups provide opportunities for citizens to participate in the political process and ways in which individuals and groups can advance or impede political decisions.

Peoples of the Nation and World

1. Analyze characteristics that are used to organize people into **cultures**.
2. Describe how **equality of opportunity** enables individuals and groups to contribute to **culture**.
3. Explain different points of view about slavery and states' rights.
4. Describe the impact of prejudice and discrimination on individuals and groups.

Economics

1. Analyze how the technology of the industrial North influenced the outcome of the Civil War.
2. Describe the economic opportunities and obstacles faced by different individuals and groups of people during Reconstruction.

Instructional Flow

EIGHTH GRADE – UNIT FOUR • A NATION DIVIDED AND REBUILT

Pre-Assessment (1 day)

What do students know about regional American culture in the 1840s and 1850s? Students respond to a reading on the Mexican American War to demonstrate their understanding of how American expansion opened debate over the admittance of free and slave states in the west. Students also show what they know about the American Civil War and Reconstruction.

LS 1 American Culture: Unity and Division (2 weeks)

In American democracy, national unity is maintained despite differences in cultural beliefs and values. Students examine how American culture during the 1800s was united in some ways, yet also divided, particularly over slavery and African American culture. Students learn:

- the relationship between cultural beliefs and economic, social, and political systems
- how differences in beliefs may lead to conflicts that further entrench those differences.
- how conflict between cultures in geographic regions may lead to distinct identities.

LS 2 Struggle for Political Control: 1850-1861 (2 weeks)

The federal government attempted to maintain national unity while economic and social differences became more entrenched in the North and South. When this attempt failed, the Southern states separated from the Union and formed their own political system. Students learn:

- nationalism caused the Mexican American War, but resulted in regional conflict.
- the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision attempted to resolve differences that threatened the nation.
- effects of the election of 1860 including the secession of Southern states.
- Lincoln demonstrated effective leadership in dealing with the national crisis, including keeping key border states in the Union.

LS 3 Fighting for Control: 1861-1865 (2 weeks)

For the North, the major goal of the war expanded from preserving the Union to include changing the slave-based social system of the South. Students examine how key leaders, significant events, and sectional differences contributed to the war effort and outcomes. Students learn:

- a brief and limited war was expected, however, key battles including Antietam foreshadowed a devastating, long, and brutal war.
- the Emancipation Proclamation signaled abolition of slavery as a new goal of the Union.
- strong political and military leaders influenced how the war was fought and experienced both on the battlefield and homefront.
- diverse individuals and groups made significant contributions during the war.
- strengths of regional economic systems contributed to Union victory.

LS 4 Reconstructing a National Culture: 1865-1877 and Today (2 weeks)

After learning how the nation was finally re-united, students learn how the President and Congress hoped to build a national culture that did not include slavery. Students learn:

- the successes and failures of Reconstruction for uniting economic, political, and social systems of the North and South.
- a legacy of racism in American culture continued without serious challenge until the late twentieth century.

End of Semester Exam (2 days)