

# Unit 8: Civil War

## 7<sup>th</sup> Grade Lesson Plan: Causes of the Civil War

### Guided Notes

(45 – 60 minutes)

<b>Objective</b>	<p>In this one-day guided notes lesson, students will examine seven key events that led to the outbreak of the Civil War and determine the role that slavery and sectionalism played in each event.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> identify the primary cause of the Civil War and examine seven significant events related to this cause that contributed to the outbreak of the Civil War.</li> <li>2. <b><u>I will</u></b> consider and explain how each event contributed to the rising sectionalism that led to the Civil War.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Slavery was the primary cause of the Civil War. Events related to the westward expansion of slavery contributed to the outbreak of the Civil War.</li> <li>• Seven significant events leading to the Civil War include the Missouri Compromise, the Compromise of 1850, The Kansas-Nebraska Act, “Bleeding Kansas,” the Dred Scott Case, John Brown’s Raid on Harper’s Ferry, and the Election of 1860.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identifying the main idea and supporting evidence of historical information.</li> <li>• Using reasoning and deduction skills to determine how various historical events influenced different regions of the U.S. related to slavery and sectionalism.</li> <li>• Formulating short constructed responses.</li> </ul>
<b>Essential Question</b>	What was the primary cause of the Civil War, and what events occurred from 1820 to 1860 that give evidence of this cause?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Students analyze a primary source excerpt from the State of Texas Declaration of Secession to identify and summarize at least one grievance listed in the document.</li> </ul>

	<p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students examine seven key events related to the Westward expansion of slavery that led to the Civil war including the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, “Bleeding Kansas,” The Dred Scott Case, the raid on Harper’s Ferry, and the election of Abraham Lincoln.</li> <li>Students identify and explain how each event contributed to the rising sectional divisions in the United States.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students complete three sentence stems to write a complete explanation of the primary cause of the Civil War, and provide information about one event from the lesson that demonstrates this cause.</li> </ul>
<b>Materials</b>	<ol style="list-style-type: none"> <li>Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Assignment (<i>Suggested printing 1 per student</i>)             <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Scaffolding including classwork at three different levels of academic ability</li> <li>Visual representations of directions</li> <li>Chunking text information</li> <li>Sentence Stems and response options for short constructed response questions.</li> <li>Reduction in the amount of writing</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li><b>7.01(B)</b> Explain the significance of the following dates: 1861, Civil War begins.</li> <li><b>7.05(A)</b> Explain the central role the expansion of slavery played in the involvement of Texas in the Civil War.</li> <li><b>7.20(A)</b> Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.</li> </ul>

- **7.20(B):** Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.
- **7.20(E)** Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.

## Teacher Guide: Causes of the Civil War Guided Notes

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students read an excerpt from the State of Texas Declaration of Secession which lists several grievances the state of Texas had against the U.S. government including what Texans deemed unfair representation, not adequately protecting Texans from American Indian attacks, and electing an anti-slavery president to “ruin” the slave states.</li> <li>• Students will explain ONE of the grievances the Texans talked about in the document.</li> <li>• <b>NOTE:</b> The excerpt includes vocabulary support for unfamiliar/challenging academic terms including impoverished, appropriations, and consummation.</li> <li>• Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>• Slides 4 and 5 provide the essential question and the “We will / I will” Statements for the lesson.</li> </ul>
<b>Lesson</b>	<ul style="list-style-type: none"> <li>• Students use information provided in the slideshow to learn about seven significant events related to the Westward expansion of slavery that led to the Civil War.</li> <li>• Based on their prior knowledge of the North and the South’s positions on slavery, students will identify how both regions likely responded to each of the significant events, and how each event contributed to the increasing sectional divisions over slavery.</li> <li>• <b>NOTE:</b> This is a Guided Notes lesson, however the students do not write traditional notes. The information from the slideshow notes is already included in their worksheet. Rather than write the notes, they examine the notes provided and respond to questions about each event.</li> <li>• Slides 7 – 14 provide notes for each of the events covered in the lesson.</li> <li>• <u>Advanced:</u> Students answer short constructed response questions about each event to identify how the North and the South most likely responded to the events and explain how the events increased sectional tension leading to the Civil War. Advanced work includes an additional optional activity in which students are directed to create their own</li> </ul>

	<p>timeline of the causes of the Civil War based on information provided in the lesson.</p> <ul style="list-style-type: none"> <li>• <u>Grade Level:</u> Students answer short constructed response questions with sentence stems provided to identify how the North and the South most likely responded to the events and explain how the events increased sectional tension leading to the Civil War.</li> <li>• <u>Foundations:</u> Students answer short constructed response questions with sentence stems provided and response options to choose from to finish each question in order to identify how the North and the South most likely responded to the events and explain how the events increased sectional tension leading to the Civil War.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students complete three sentence stems to create a short constructed response identifying the primary cause of the Civil War (slavery), choose one event from the lesson, and explaining how that event contributed to the sectional divisions over slavery.</li> <li>• Slides 15 and 16 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources Used

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