

## U.S. History Curriculum Map

<b>Unit 5: Sectionalism</b>
<b>Enduring Themes:</b> Conflict and Change Governance Culture Individuals, Groups, and Institutions Movement/Migration
<b>Time Frame:</b> 14 Days
<b>Standards:</b> SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion. <ol style="list-style-type: none"> <li>a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters).</li> <li>b. Explain the Missouri Compromise and the issue of slavery in western states and territories.</li> <li>c. Describe the Nullification Crisis and the emergence of states' rights ideology; include the role of John C. Calhoun and development of sectionalism.</li> <li>d. Describe the war with Mexico and the Wilmot Proviso.</li> <li>e. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.</li> </ol> SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War. <ol style="list-style-type: none"> <li>a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.</li> <li>f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.</li> </ol>
<b>Unit Essential Question:</b> How did growing north-south divisions and westward expansion create conflict leading up to the Civil War?
<b>Unit Resources:</b> <a href="#">Unit 5 Student Content Map</a> <a href="#">Unit 5 Vocabulary Power Point</a> <a href="#">Unit 5 Assessment Items by Standard</a>

Concept 1	Concept 2	Concept 3	Concept 4	Concept 5
Slavery and Abolitionism	Social and Economic Disparity leads to Sectionalism	Westward Expansion and Sectionalism		

**Concept 1:** Slavery and Abolitionism

**Standard:**

SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.

a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters).

**Lesson EQ:** How did slavery become a significant issue in American politics?

<b>Know</b>	<b>Understand</b>	<b>Be Able To Do (DOK 2-3)</b>
<ul style="list-style-type: none"><li>• Abolitionism</li><li>• Nat Turner’s slave rebellion</li><li>• William Lloyd Garrison</li><li>• Frederick Douglass</li><li>• Grimke sisters</li><li>• Slavery as a political issue</li></ul>	<ul style="list-style-type: none"><li>• Abolitionism was the movement to end slavery. By the 1830s, the abolitionists began to organize themselves into a mass movement.</li><li>• Nat Turner was a slave and a preacher who believed he was called by God to free people from slavery. He led a slave rebellion on four plantations in Virginia, killing 60 whites before they were captured, tried and executed. Southern states passed revised slaved codes that increased restrictions.</li><li>• William Lloyd Garrison was the founder and editor of <i>The Liberator</i>, a leading abolitionist newspaper. Garrison and his followers called for immediate emancipation without compensation for slave owners.</li><li>• Frederick Douglass was a former slave who travelled, wrote and spoke on his experiences as a slave. He was influential because he was both eloquent and could give a first-hand account of slavery.</li><li>• The Grimke sisters grew up on a plantation and</li></ul>	<ul style="list-style-type: none"><li>• Explain relationship between growing north-south divisions and westward expansion</li><li>• Explain how slavery became a significant issue in American politics</li><li>• Explain the slave rebellion of Nat Turner</li><li>• Explain the rise of abolitionism</li><li>• Explain the contribution of William Lloyd Garrison to the abolitionist movement</li><li>• Explain the contribution of Frederick Douglass to the abolitionist movement</li><li>• Explain the contribution of the Grimke sisters to the abolitionist movement</li></ul>

	<p>spoke out against the problems they witnessed. They challenged women to fight slavery as their Christian duty, and were considered radicals because they advocated equality for women and African Americans.</p> <ul style="list-style-type: none"> <li>As the mid-western and northern states grew economically and in population, slavery became an increasingly divisive issue over issues like nullification and political representation.</li> </ul>	
<b>Resources</b>		
<b>I Do (Teacher Point)</b>	<b>We Do (Guided/Differentiated Instruction)</b>	<b>You Do (Independent Practice)</b>
<p>Use <a href="#">Unit 5 Student Content Map</a> to introduce the Essential Question, Standards, and Vocabulary for the Lesson (EQ#1). A corresponding PowerPoint for Vocabulary is linked under Unit Resources, above.</p> <p><a href="#">Rise of Abolitionism PowerPoint</a></p> <p><a href="#">Rise of Abolitionism Student Handout</a></p>	<p><a href="#">From Conflict to Compromise DRC and Decision Making Activity</a></p> <p>Teacher Directions: For this concept, you should introduce the activity, place students in groups and allow them to work through the topics that relate to slavery and this concept. (Issue #1 – do not complete What Really Happened Compromise of 1850)</p> <p><a href="#">Crisis Unfolds PowerPoint with Images</a> (coordinates with Conflict to Compromise DRC)</p>	<p>Answer EQ#1 on <a href="#">Unit 5 Student Content Map</a>. Answer in complete sentences using the vocabulary of the standards.</p> <p><a href="#">Constructed Response, Abolitionism</a></p>

## Concept 2: Social and Economic Disparity Leads to Sectionalism

### Standard:

SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.

c. Describe the Nullification Crisis and the emergence of states' rights ideology; include the role of John C. Calhoun and development of sectionalism.

SSUSH9 f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

**Lesson EQ:** How did social and economic disparity contribute to the rise of sectionalism?

<b>Know</b>	<b>Understand</b>	<b>Be Able To Do (DOK 2-3)</b>
<ul style="list-style-type: none"><li>• Growing north-south divisions</li><li>• Nullification crisis</li><li>• States' rights ideology</li><li>• John C. Calhoun</li><li>• Sectionalism</li><li>• Economic disparity</li><li>• Population</li><li>• Functioning railroads</li><li>• Industrial output</li></ul>	<ul style="list-style-type: none"><li>• By the mid-19<sup>th</sup> century, distinct regions were developing in the U.S.</li><li>• Sectionalism, loyalty to the region rather than the nation as a whole, developed due to the social and economic disparity between the North and the South.</li><li>• The North and some parts of the Mid-west were increasingly industrialized and also had a growing immigrant population.</li><li>• The South still relied heavily on agriculture and slave labor. The population was smaller and politics were dominated by wealthy plantation owners.</li><li>• The North had more manufacturing, food production, larger population and much more functioning railroads than the South.</li><li>• The issue of states' rights was another division between the North and South (review constitutional debates and KY and VA resolutions). The Nullification Crisis is a continuation of this issue.</li><li>• The Tariffs of 1828 and</li></ul>	<ul style="list-style-type: none"><li>• Explain growing north-south divisions</li><li>• Describe the Nullification Crisis</li><li>• Describe the emergence of states' rights ideology</li><li>• Describe the role of John C. Calhoun</li><li>• Describe the development of sectionalism</li><li>• Explain the importance of the growing economic disparity between the North and the South</li></ul>

	<p>1832 protected American manufacturing – southerners felt like it benefitted the North and hurt the South. John C. Calhoun argued with President Andrew Jackson about the rights of states to nullify an act of Congress. South Carolina threatened to secede until a compromise tariff was passed and Jackson threatened to use force to enforce federal law. Nullification Crisis helped Calhoun build coalition of southerners who supported states’ rights.</p>	
<b>Resources</b>		
<b>I Do (Teacher Point)</b>	<b>We Do (Guided/Differentiated Instruction)</b>	<b>You Do (Independent Practice)</b>
<p>Use <a href="#">Unit 5 Student Content Map</a> to introduce the Essential Question, Standards, and Vocabulary for the Lesson (EQ#2). A corresponding PowerPoint for Vocabulary is linked under Unit Resources, above.</p> <p><a href="#">Growing Sectionalism PowerPoint</a></p> <p><a href="#">Growing Sectionalism Student Handout</a></p>	<p><a href="#">From Conflict to Compromise DRC and Decision Making Activity</a> (For this concept, complete topics under Issue #3)</p> <p><a href="#">Crisis Unfolds PowerPoint with Images</a> (coordinates with Conflict to Compromise DRC)</p>	<p>Answer EQ#2 on <a href="#">Unit 5 Student Content Map</a>. Answer in complete sentences using the vocabulary of the standards.</p> <p><a href="#">Nullification Primary Source Excerpt with Questions</a></p>

**Concept 3:** Westward Expansion and Sectionalism

**Standard:**

SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.

b. Explain the Missouri Compromise and the issue of slavery in western states and territories.

d. Describe the war with Mexico and the Wilmot Proviso.

e. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.

SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.

**Lesson EQ:** How did westward expansion impact growing north-south divisions?

<b>Know</b>	<b>Understand</b>	<b>Be Able To Do (DOK 2-3)</b>
<ul style="list-style-type: none"><li>• Missouri Compromise</li><li>• Slavery in western states and territories</li><li>• War with Mexico</li><li>• Wilmot Proviso</li><li>• Compromise of 1850</li><li>• Kansas-Nebraska Act</li><li>• Bleeding Kansas</li><li>• Popular Sovereignty</li><li>• Dred Scott case</li><li>• John Brown's raid</li></ul>	<ul style="list-style-type: none"><li>• Politicians in the first part of the 19<sup>th</sup> century sought to maintain "perfect equilibrium" on the issue of slavery. They wanted to maintain a balanced number of slave and free states, and even sought to prevent slavery from becoming a divisive issue by instituting a "gag rule" in the House of Representatives until 1844. They also sought to work out compromises to maintain the balance through the 1850s.</li><li>• The Missouri Compromise was an example of the efforts to maintain a balance between slave and free states. Missouri was admitted as a slave state, Maine as a free state and slavery was prohibited north of the 36'30 line, except for Missouri.</li><li>• Increasingly, the north and the south disagreed over slavery in the west. Both sides wanted to make sure</li></ul>	<ul style="list-style-type: none"><li>• Explain the relationship between growing north-south divisions and westward expansion</li><li>• Explain the Missouri Compromise</li><li>• Explain the issue of slavery in western states and territories</li><li>• Describe the War with Mexico</li><li>• Describe the Wilmot Proviso</li><li>• Explain the Compromise of 1850</li><li>• Explain the Kansas-Nebraska Act</li><li>• Explain the failure of popular sovereignty (Bleeding Kansas)</li><li>• Explain the Dred Scott case</li><li>• Explain John Brown's raid</li></ul>

that the other side did not gain political power by adding western states and territories that agreed with them politically.

- In 1845, when the U.S. annexed Texas into the Union, war broke out between the U.S. and Mexico over border disputes. Ultimately, the U.S. won the war and obtained the territories of New Mexico and California and set the U.S.-Mexico border at the Rio Grande through the Guadalupe-Hidalgo Treaty of 1848.
- David Wilmot introduced legislation that would prohibit slavery in all the territory gained from the War with Mexico. It passed in the House, but failed in the Senate. The issue of whether or not to allow slavery in new territories continued.
- The Compromise of 1850 was a combination of 5 laws that addressed the conflict between the North and the South over the territories gained during the War with Mexico. California was admitted as a free state, the slave trade was abolished in D.C., New Mexico voters could determine whether they wanted slavery (popular sovereignty), and a fugitive slave law was included that required citizens to return

	<p>runaway slaves to their owner or face fines or imprisonment.</p> <ul style="list-style-type: none"><li>• The Kansas-Nebraska Act basically repealed the Missouri Compromise and established that all new territories had the right to decide whether they would be free or slave through voting (popular sovereignty). As a result, pro and anti-slavery groups rushed into Kansas to try to sway the vote. Violence broke out between the two sides, referred to as Bleeding Kansas.</li><li>• Popular sovereignty ultimately was a failure due to voter fraud, especially for pro-slavery Americans. Ultimately, Kansas passed an abolitionist constitution.</li><li>• The Kansas-Nebraska Act also gave rise to the Republican Party by causing splits in the existing parties; also, Abraham Lincoln made a national reputation in a failed attempt at Douglas' congressional seat debating the Kansas-Nebraska Act.</li><li>• The Dred Scott decision was issued by the Supreme Court in 1857. The Court rejected Scott's claim that he should be free because he lived with his master in free and slave states. The Court ruled that no African American could be a citizen, and that the Congress could not prohibit slavery in federal territories</li></ul>	
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	<p>(which meant that the Missouri Compromise and popular sovereignty were unconstitutional). Pro-slavery forces saw it as a victory and abolitionists hoped to have it reversed.</p> <ul style="list-style-type: none"> <li>• John Brown was an abolitionist who was involved in Bleeding Kansas and believed in ending slavery with violence. In 1859, he led a group to attack the federal arsenal at Harper’s Ferry, VA in hopes of arming slaves for a rebellion. He was captured and executed by hanging. Many abolitionists viewed Brown as a martyr and southerners were viewed him as a terrorist. Many southern states began to strengthen and train their state militias.</li> </ul>	
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**Resources**

<b>I Do (Teacher Point)</b>	<b>We Do (Guided/Differentiated Instruction)</b>	<b>You Do (Independent Practice)</b>
<p>Use <a href="#">Unit 5 Student Content Map</a> to introduce the Essential Question, Standards, and Vocabulary for the Lesson (EQ#3). A corresponding PowerPoint for Vocabulary is linked under Unit Resources, above.</p> <p><a href="#">Conflict and Compromise: Westward Expansion and Slavery PowerPoint</a></p> <p><a href="#">Conflict and Compromise: Westward Expansion and Slavery Student Handout</a></p>	<p><a href="#">From Conflict to Compromise DRC and Decision Making Activity</a></p> <p><a href="#">Crisis Unfolds PowerPoint with Images</a> (coordinates with Conflict to Compromise DRC)</p> <p><a href="#">Analyzing Primary Source Documents (Conflict/Compromise) Student Handout</a></p> <p><a href="#">Analyzing Primary Source Documents (Conflict/Compromise): Documents</a></p>	<p>Answer EQ#3 on <a href="#">Unit 5 Student Content Map</a>. Answer in complete sentences using the vocabulary of the standards.</p> <p><a href="#">Sectionalism Constructed Response (Compromise of 1850 Primary Source)</a></p>