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STANDARD: 8.9.5 Analyze the significance of the States, Rights Doctrine, The Missouri Compromise, the Wilmot Proviso, The Compromise of 1850, Henry Clay,s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott Decision, and the Lincoln Douglass Debates.

ANALYSIS SKILLS: Chronological and Spatial Thinking 1 ^ How major events are related to one another in time, Historical Interpretation 1, 2 ^ Explain central issues and problems from the past, placing people and events in a matrix of time and place, understand cause and effect, sequence and correlation in historical events.

LEARNING OUTCOME: Students will be able to recall and tell the significance of some of the major events that led to the Civil War.

EL/INCLUSION STRATEGIES: Considerate text, graphically organized reading notes, Think ^ Pair ^ Share activity.

MATERIALS: History Alive: The United States textbook, Graphic notes pages, transparencies from TCI core materials relating to the topic, overhead projector.

PROCEDURE:

1. **PREVIEW:** Tell students that the class will be getting a drink dispenser machine. Only one drink will be featured, however.

Each set of desk partners must turn in a paper to the teacher with their drink selection on it. Provide time for students to hash out their selections. Some groups will argue vehemently, some groups will reach quick accord, some groups will compromise by selecting a choice acceptable to both. When people who are going to turn in papers have done so, ask students to take out a piece of paper and have students title it „Chapter 14 Preview%. Students write the sentence. „In the 1850s, the United States was faced with a choice. It needed to make up its mind whether it was going to be a free country or a slave country. The North and the South argued about this issue non stop. They could not come to an agreement. The North and South needed to compromise, or reach a choice that both sides could live with. If they did not do this, The United States would rip in half and both sides would go to war. Just like you had to reach a compromise on your drink choice, The United States had to reach a compromise on the slavery issue.%. Tell students that they will be learning about many of the arguments, struggles and compromises that The United States went through during the time.

1. Students sit in side by side desk partners. For the reading notes skill builder activity, „Reading Notes 20% from the Interactive

Student Notebook, choose one row of students to represent the South and one row to represent the North. For part one of each set of reading notes throughout the chapter, students only record the reading notes for their particular side. After both are finished

with part one, they record each other,s responses. As a whole class we come together and make sure everyone understands their position.

1. For part 2 of the reading notes, students must then craft a compromise that satisfies both sides and avoids war. As there are 8 sets

of reading notes throughout the chapter, every set of partners will get a chance, and in fact must, present one of their compromises.

4. For part 3 of each set of reading notes, we read as a whole class the „What really happened“ section of the textbook and record what actually happened in the appropriate spot.

1. **PROCESSING:** As a processing assignment, students must write a letter from the perspective of the side they took in the skill

builder activity. In this letter, students will use facts from their reading notes to accuse the opposite side of starting the Civil War. The letter must be at least six sentences long.

TECHNOLOGY COMPONENT: Overhead projector, transparencies

RESOURCES: Teachers Curriculum Institute textbook, interactive student notebook, lesson guide.

ASSESSMENT: The students, processing assignment will also serve as the assessment for the lesson. Students will demonstrate and knowledge of the objective by their performance on the letter. In addition, the chapter 14/20 exam has several multiple choice items that require recall and analysis skills skills to answer correctly.