

# Teaching American History For All

A series of lessons incorporating literacy strategies for  
Mt Diablo Unified School District  
5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade teachers,  
in partnership with  
University Of California, Berkeley  
History-Social Science Project

**11<sup>th</sup> Grade Lesson:** Causes of the Civil War (ELD)

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**Teaching American History for All  
MDUSD/UCB H-SSP  
11<sup>th</sup> Grade Lesson: “Causes of the Civil War”**

**Developed by:** Karna Cruz

**Teaching American History Grant Focus Question:**

How did definitions of citizenship change from the 17<sup>th</sup> century to the 20<sup>th</sup> century?

**11<sup>th</sup> Grade Yearlong Focus Question:**

How have the powers of the United States federal government expanded or been limited since the Civil War?

**Unit Focus:**

Causes to the Civil War

**Lesson Focus Question and / or Writing Prompt Question:**

How did slavery issues lead to the Civil War?

**Lesson Working Thesis:**

Social, economic, and political beliefs of different regions regarding slavery caused the United States to erupt into civil war.

**Reading Strategy:**

Passage Organization:

Compare and Contrast: Differences between the North and South reading (secondary source)

Sentence Deconstruction of Primary Source:

Congressional Globe 30<sup>th</sup> Congress 1<sup>st</sup> Session: Addressing Racism

Chronology Organization: Problem of Slavery reading (secondary source).

**Writing Strategy:**

Pre-writing: Compare and Contrasting Viewpoints

Analyze the viewpoints of the north and south concerning slavery.

**Suggested Amount of Time:**

Two days will be needed for this particular lesson.

**Textbook:**

Danzer, Gerald et al. *The Americans: Reconstruction to the 21<sup>st</sup> Century*. Evanston, Illinois: McDougal Littell Inc., 2006, pp. 47-38 in the ELD Planning Book

**Context of the lesson in the unit:**

This lesson will take place the third week in the school year and will be the first section covered in Chapter 4: A Nation in Peril. This lesson is specifically designed for English language learners who have little or no knowledge of early American history. This lesson is meant to teach why slavery was in such dispute among the north and south, as well as enable them to understand more complex text by utilizing reading comprehension templates to break down the reading into a form easier to understand.

**Concept of citizenship embedded in the lesson:**

This lesson identifies the different perceptions Americans once used in defining rights, race, and place in American society and the changes that occurred in defining citizenship.

**Lesson Procedure:**

Day One:

**1. Introduction**

- Step One- Students will work from the vocabulary words on the board to create a visual dictionary that will assist their reading comprehension
  - They will write each vocabulary word on a ¼ folded page of their dictionary, look up and write the definition in English. They will write the translating word in their own language, along with a picture and sentence using the word. Vocabulary words for this lesson are: secession, popular sovereignty, region, plantation, threaten, fugitive, and slavery.
- Step Two- We will review how the US began expanding the country and American's way of living (a brief recap of previous chapters)
  - Pass out and Refer to map of the United States and review regions of the US
- Step Three-PowerPoint presentation about the place slavery had in the United States
  - PowerPoint will have many visuals referring to the work, quality of life, and social views of slaves

## 2. Reading Strategy # 1 (I will divide the reading into two parts to ensure comprehension of the material for ELD students)

- First, the Differences between North and South Reading will be passed out, and students will highlight any vocabulary words they see. They will write their translations above those words.
- Next, one at a time, students will take turns reading aloud passage paragraphs in order to become familiar with speaking and hearing English language in an academic setting.
- Students will then be broken down into groups to discuss the reading and fill out the compare/contrast chart.
- We will go over this in class to ensure they comprehend the technique and passage

## 3. Reading Strategy #2

- First we will read the sentence passages for sentence deconstruction together.
- Next, we will complete the sentence deconstruction activity together as a class in order to model effectively how it is done.
- We will discuss the meaning this passage has.

## Day Two:

### 1. Introduction

- Step One- Viewing visuals on the board, students will describe what they see and what the visuals mean based upon the previous day's lesson on slavery. We will also go over the previous day's vocabulary in verbal quiz form.
- Step Two- We will review the roles of the three-branch government system.
- Step Three- PowerPoint presentation on how the northern and southern regions used the government system to support their beliefs in slavery and their reactions toward each other (include visual of acts of violence within Congress).

### 3. Reading Strategy #3

- Students will receive the second part of their reading. Students will take turns reading paragraphs aloud and highlight the time connector words.
- Students will then be broken up into groups of two and complete the chronology of the passage.
- This will be turned in for a grade, in order to ensure student understanding of passage reading techniques.

### 4. Pre-writing Strategy

- Students will complete a pre-writing assignment comparing and contrasting Northern and Southern views of slavery based on their primary and secondary readings. When students complete the chapter in its entirety, they will use both the pre-writing response and writing strategy to write a essay concerning why slavery started the civil war.

### 5. Writing Strategy

- HW: Students will complete a writing response activity. They will create a thesis sentence and explain two pieces of evidence from the reading that supports their topic sentence (ELD students will have writing prompts). They will then analyze how their examples answer the thesis.

### **History-Social Science Content Standards:**

11.2.2 Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

11.10.3 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.

### **Historical and Social Sciences Analysis Skills:**

1. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
2. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

### **Reading/Language Arts Content Standards:**

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

## Differences between North and South; Slavery in the Territories

Ch.4, Sec. 1 ELD Reading Guide pg. 47-48 McDougal Littell, The Americans: Reconstruction to the 21<sup>st</sup> Century

The North and the South had developed into very separate regions. The *plantation economy* in the South depended on slavery. Northern industry did not need slavery and *opposition* to slavery grew in the region. In 1849, California asked to enter the Union as a free state. Southerners were angry because much of California was south of the *Missouri Compromise* line. Southerners thought that any move to ban slavery was an attack on their way of life. They *threatened secession*, the decision by a state to leave the Union.

Henry Clay presented the Compromise of 1850. To please the North, it said that California would be admitted as a free state. For the South, it included the Fugitive Slave Act. This law requires Northerners to return *fugitive*, or escaped, slaves to their masters. The Compromise called for **popular sovereignty** in New Mexico and Utah territories. Congress turned down the Compromise. But Senator Stephen Douglas took up the leadership and managed to get the Compromise passed.

The Fugitive Slave Act provided harsh punishment for escaped slaves—and for anyone who helped them. Many Northerners were angry. Free African Americans and white abolitionists organized the **Underground Railroad**. This

was a secret network of volunteers who hid fugitive slaves on their dangerous journey north to freedom. **Harriet Tubman**, an escaped slave, was a famous "conductor," or worker, on the Underground Railroad. Meanwhile, a popular book helped many in the North see the fight to ban slavery as a moral struggle. **Harriet Beecher Stowe's** novel *Uncle Tom's Cabin*(1852) showed slavery's horrors. Southerners saw the book as an attack on their way of life. In 1854, slavery in the territories became an issue again. The Kansas-Nebraska Act of 1854 split Nebraska into the territories of Nebraska and Kansas. Both could decide whether to allow slavery. Proslavery and antislavery people rushed into Kansas. Each side wanted to have enough people to decide the vote on slavery. After violence on both sides, the territory was nicknamed "Bleeding Kansas."

## Compare and Contrast Passage Reading Strategy

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Issue	The North	The South
Economy		
The state of California		
The Fugitive Slave Act		
<i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe		
Kansas-Nebraska Act (hint: think about what each region wanted)		

**Content Question:** How did slavery create tensions between the North and South?

## Compare and Contrast Passage Reading Strategy

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Issue	The North	The South
Economy	Did not need slavery because of industry	Needed slavery for plantations
The state of California	Wanted California to be a free state	Angry because California was south of the Missouri Compromise line
The Fugitive Slave Act	Required Northerners to return runaway slaves	They liked the Fugitive slave act because it returned their property to them
<i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe	Finally understood that fighting slavery as a moral struggle	Angry because it attacked their way of life
Kansas-Nebraska Act (hint: think about what each region wanted)	Wanted to control Nebraska and Kansas so that it would be free	Wanted to control Nebraska and Kansas so that it would be a slave state

**Content Question:** How did westward expansion create tensions between the North and South?

When it came to adopting the western territories into the United States, the North and South struggled with the political and social boundaries of slavery and the conditions of how far these boundaries extend throughout the United States.

**Sentence Deconstruction:**

Southerners were angry because much of California was south of the Missouri *Compromise* line. Southerners thought that any move to ban slavery was an attack on their way of life.

**Differences between North and South; Slavery in the Territories**

Ch.4, Sec. 1 ELD Reading Guide pg. 47-48 McDougal Littell, *The Americans: Reconstruction to the 21<sup>st</sup> Century*

Time Connector	Subject	Verb	Who/What/Where	Questions/Vocabulary
	Southerners	Were angry	because much of California was south of the Missouri <i>Compromise</i> line.	
	Southerners	thought		
	that any move to ban slavery	was		

**Content Question: Why was the South opposed to California becoming a free state?**

**Sentence Deconstruction:**

Southerners were angry because much of California was south of the Missouri *Compromise* line. Southerners thought that any move to ban slavery was an attack on their way of life.

**Differences between North and South; Slavery in the Territories**

Ch.4, Sec. 1 ELD Reading Guide pg. 47-48 McDougal Littell, *The Americans: Reconstruction to the 21<sup>st</sup> Century*

Time Connector	Subject	Verb	Who/What/Where	Questions/Vocabulary
	Southerners	Were angry	because much of California was south of the Missouri <i>Compromise</i> line.	
	Southerners	thought		
	that any move to ban slavery	was	An attack on their way of life.	

**Content Question:** Why was the South opposed to California becoming a free state?

Southerners felt that California becoming a free state was an attack on slavery since much of it was below the Missouri Compromise line.

## Problems of Slavery

**Dred Scott** was a slave who had been taken by his master into the free states of Illinois and Wisconsin for a time. Scott claimed that being in free states had made him a free man. In 1857, the Supreme Court ruled in the Dred Scott case that slaves were property protected by the constitution. Southerners felt that this decision allowed slavery to be extended into the territories.

In 1858, Stephen Douglas ran for re-election to the Senate in Illinois. Republican **Abraham Lincoln** ran against him. They held a series of debates about slavery in the territories. Douglas was against slavery but favored *popular sovereignty*. This meant that voters in each territory should decide whether to allow slavery. Lincoln called slavery "a vast moral evil." Douglas won the election, but the Lincoln-Douglas debates made Lincoln famous.

In 1859, a Northern white abolitionist tried to start a slave rebellion. John Brown and a few followers attacked a federal arsenal in Harper's Ferry, Virginia. As a result, they were captured and executed. Brown was praised in the North. Southerners were furious.

Republicans nominated Lincoln for president in 1860. The Democratic Party split into Northern and Southern branches. Lincoln won-without any electoral votes from the South.

Southern reaction to Lincoln's election was dramatic. Finally, South Carolina *seceded* in December of 1860.

Ch.4, Sec. 1 ELD Reading Guide pg. 47-48 McDougal Littell, The Americans: Reconstruction to the 21<sup>st</sup> Century

***Content Question:*** Why did South Carolina secede from the United States?

# Passage Strategy for Chronology

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- In 1857, \_\_\_\_\_  
\_\_\_\_\_.
- In 1858, \_\_\_\_\_ Republican Abraham Lincoln ran against him.
- In 1859, \_\_\_\_\_ John Brown attacked a \_\_\_\_\_.
- In 1860, \_\_\_\_\_.
- As a result, the \_\_\_\_\_  
\_\_\_\_\_.
- Lincoln won the election.
- Finally, \_\_\_\_\_ in December of 1860.

**Content Question:** Why did South Carolina secede from the United States?

# Passage Strategy for Chronology

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- In 1857, the Supreme Court ruled in the Dred Scott case that slaves were property protected by the constitution.
- In 1858, Stephen Douglas ran for re-election to the Senate in Illinois. Republican Abraham Lincoln ran against him.
- In 1859, a northern white abolitionist tried to start a slave rebellion. John Brown attacked a federal arsenal in Harper's Ferry, Virginia.
- In 1860, republicans nominated Lincoln for president.
- As a result, the Democratic Party split into northern and southern branches.
- Lincoln won the election.
- Finally, South Carolina seceded in December of 1860.

**Content Question:** Why did South Carolina secede from the United States?

South Carolina felt that the new government would threaten the south's way of life and wealth. They felt that Lincoln and the government would end slavery.

## Writing Prompt: How did slavery lead to the American Civil War?

### Pre-writing

What were the economic issues of slavery?		What were the social issues of slavery?		What were the political issues of slavery?	
	<u>Evidence</u>		<u>Evidence</u>		<u>Evidence</u>

## Writing Prompt: How did slavery lead to the American Civil War?

### Pre-writing (Possible Responses)

What were the economic issues of slavery?		What were the social issues of slavery?		What were the political issues of slavery?	
Most of the South's money was tied up in slavery	<u>Evidence</u> Could name the tariffs	North began seeing slavery as a moral issue	<u>Evidence</u> Uncle Tom's Cabin	North did not want slavery	<u>Evidence</u> Compromise of 1850
The South was wealthy	Could list stats about worth of farms	Abolitionists began protesting in earnest against slavery	John Brown Raids	North and South competed to settle territories	Missouri Compromise Kansas-Nebrasks Act
Economic mobility was tied up in slavery	List stats of worth of slaves	North did not want African-Americans in their states	Ohio primary source reading	North did not want to enforce the return of slaves	Fugitive Slave Act Dred Scott Case
North were leaning towards industrialization so they could afford to ban slavery. They did ship products of slavery	Major ports were in the North, the North had begun to industrialize Immigrants were moving to North			South felt North should assist in the return of runaway slaves	

**NAME:** \_\_\_\_\_

**Writing Response Activity**

**Directions:** Students will write a complete paragraph.

**FOCUS QUESTION:** How did slavery issues between the north and south start the Civil War?

**Topic Sentence:** (Turn the question into a topic sentence). **Slave issues between the north and south started the Civil War**

**because** \_\_\_\_\_  
\_\_\_\_\_.

**Evidence:** (Explain an example from today's reading that proves the topic sentence):

**The north and south disagreed on the slave issue of** \_\_\_\_\_ **. They**  
**disagreed because** \_\_\_\_\_  
\_\_\_\_\_.

**Additional Evidence:** (Explain more details on the example already stated or give another example. EXPLAIN EXAMPLES.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Analysis:** (Explain how the examples answer the paragraph question)

**Slave issues caused the north and south to fight because** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.