

FOURTH QUARTER · CYCLE 2, UPPER

TOPIC: North and South

PACING: 4 Days

STANDARDS:

- SS.5-8.C.2** Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.
- SS.5-8.PDC.5** Justify how economic incentives affect people's behavior and may be regulated by rules or laws.
- SS.5-8.SST.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land.
- SS.5-8.SST.12** Analyze how science and technology sometimes create ethical issues that test our standards and values.

OBJECTIVES:

- Identify and evaluate how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s.
- Compare the economies of the North and South.
- Discuss the relationship between immigration and its impact on the cities and industry in the North.
- Describe the living conditions and culture of enslaved African Americans in the South.

VOCABULARY:

clipper ships, telegraph, Morse code, trade unions, strikes, productivity, domestic slave trade, yeomen, overseer, spirituals, Underground Railroad, literacy

SPIRITUAL APPLICATIONS:

1 Timothy 6:1-3 – Read and discuss what Paul is saying about respecting the master if you are a slave. Does this mean that Paul supports the concept of slavery? Discuss the long history of slavery even in Bible times.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 14 – pp. 373-400

Chapter 14 Digital Lessons Plans and Presentations

Video – *Machines and Industry* (1:43)

Video – *Potato Famine & Irish Immigration* (2:19)

Video – *Cotton is King* (1:15)

Video – *Early African American Christians* (3:18)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Morse Code and the Possibility of Telegraph* (00:57)

Learn360 video segment – *King Cotton in the South* (5:43)

Learn360 video – *Follow the Drinking Gourd – A Story of the Underground Railroad* (26:06)

BrainPop video – *Slavery* (4:50)

BrainPop video – *Underground Railroad* (4:19)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a short message in Morse code, then ask a classmate to decode your message.
2. Create a Venn-diagram comparing and contrasting the Northern and Southern economies.
3. Write a fictional narrative of an enslaved person's daily life on a Southern plantation or about an enslaved person who runs away.
4. Describe discrimination. List examples of discrimination during this time in both the North and South.
5. Research one innovation (in transportation, communication, or agriculture) of this time. Then make a display board with illustrations, text, and graphs which share what you have learned about that innovation.
6. Learn a "spiritual." Discuss the significance of the words of the song from the perspective of a slave.

FOURTH QUARTER · CYCLE 2, UPPER

TOPIC: The Spirit of Reform

PACING: 4 Days

STANDARDS:

- SS.5-8.STS.8** Use a variety of media and formats within digital environments to communicate ideas with authentic audiences, and engage in faith based activities.
- SS.5-8.CIP.1** Discuss how the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society.
- SS.5-8.CIP.2** Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.
- SS.5-8.CIP.5** Interpret key documents and excerpts from key sources that define and support democratic ideals and practices.

OBJECTIVES:

- Explain how the Second Great Awakening led to an interest in social reform.
- Identify major reform movements and leaders.
- Trace the development of the abolitionist movement.
- Analyze the impact of the Seneca Falls Convention on the women's reform movement.

VOCABULARY: revival, temperance, normal school, civil disobedience, abolitionist, suffrage, coeducation

SPIRITUAL APPLICATIONS:

Review the history of temperance / health ministries in the Seventh-day Adventist church: <http://www.nadhealthministries.org/article/16/about-us/history-mission-and-organization>
How has the meaning of "temperance" changed over time since?

MCGRAW-HILL RESOURCES:

A History of the United States
Chapter 15 – pp. 401-424
Chapter 15 Digital Lessons Plans and Presentations
Video – *The Underground Railroad* (2:25)
Video – *The Women's Movement* (1:59)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Elizabeth Blackwell: Medical School* (2:12)
Learn360 video segment – *Elizabeth Cady Stanton* (2:02)
BrainPop video – *Frederick Douglass* (4:32)
BrainPop video – *Women's Suffrage* (4:23)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Discuss how leaders can influence the way people think. Research an inspiring speech by an important abolitionist, then present a reenactment of the speech, using your own words.
2. Write a paragraph explaining how religious revivals led to reforms.
3. Complete an Internet search to find written or visual art from this period that shows the culture change taking place in America.
4. Create a time line showing the reform movements during the 1800s. How have these reform movements affected your life today?
5. Make a list of important individuals from this chapter. Construct a sentence that starts "I believe..." showing each historical figure's point of view on an important issue.
6. As a class, develop a multi-media presentation about the beginnings of the Seventh-day Adventist church or the church's health or social programs. Share it with your local or area churches.

FOURTH QUARTER · CYCLE 2, UPPER

TOPIC: Toward Civil War

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.3** Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past.
- SS.5-8.TCC.7** Discuss how the theme of civic ideals and practices helps us to learn Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White.
- SS.5-8.TCC.9** Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.
- SS.5-8.IGI.2** Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
- SS.5-8.IGI.9** Demonstrate how institutions may promote or undermine social conformity.

OBJECTIVES:

- Determine the causes that led to the division of the nation.
- Discuss political compromises that were made because of slavery.
- Evaluate the importance of the election of 1860.
- Compare arguments about whether or not the South had the right to secede.

VOCABULARY: fugitive, secede, civil war, arsenal, martyr, secession, states' rights

SPIRITUAL APPLICATIONS:

Explore the beginnings of the Seventh-day Adventist church during this era:

First Seventh-day Adventist church:
<http://www.firstadventistchurch.org/>

Brief biographies of Adventist pioneers:
http://www.aplib.org/?page_id=12

Videos on Adventist pioneers:
http://www.aplib.org/?page_id=618

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 16 – pp. 425-448

Chapter 16 Digital Lessons Plans and Presentations

Video – *The Great Compromiser* (1:21)

Video – *Dred Scott* (2:50)

Video – *Secession and War* (1:49)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Crisis and Compromise: Shaping American* (28:29)

Learn360 video – *Abraham Lincoln* (19:43)

Learn360 video – *Slavery and Abolition Video Quiz* (23:22)

Learn360 video segment – *Slavery and the Lincoln Douglas Debate* (7:23)

BrainPop video – *Abraham Lincoln* (5:58)

BrainPop video – *Civil War Causes* (4:16)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a letter expressing support of differing points of view about Senator Henry Clay's suggested compromise.
2. Create a two-column chart. In the first column record events that threatened the balance between free and slave states. In the second column record the way the issue was resolved.
3. Research facts of *Dred Scott v. Sandford*. Develop a list of points for each side of the case and discuss the Supreme Court decision.
4. Prepare a brief skit showing the events that led to the fight at Fort Sumter.
5. Summarize the political career of Abraham Lincoln.
6. Select a key figure in the early history of the Seventh-day Adventist Church to research. Then make a biographical presentation about that individual to the class.

FOURTH QUARTER · CYCLE 2, LOWER

TOPIC: The Civil War

PACING: 5 Days

STANDARDS:

- SS.5-8.TCC.6** Analyze key historical periods and patterns of change within and across culture.
- SS.5-8.PAG.8** Describe the structure and organization of the Seventh-day Adventist church.
- SS.5-8.PDC.1** Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.

OBJECTIVES:

- Compare the goals and strengths and weaknesses of the North and the South.
- Evaluate the effect of the Emancipation Proclamation.
- Describe political and economic changes that occurred during the Civil War.
- Analyze why the Battle of Gettysburg was a turning point in the Civil War.
- Identify the events that ended the Civil War.

VOCABULARY: border state, enlist, tributary, ironclad, casualty, Emancipation Proclamation, habeas corpus, bounty, draft

SPIRITUAL APPLICATIONS:

Compare and contrast organization of the government, military, and the Seventh-day Adventist church.

http://paucedu.adventistfaith.org/uploaded_assets/276337

(This flow chart may need to be adjusted for your union/conference.)

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 17 – pp. 449-490

Chapter 17 Digital Lessons Plans and Presentations

Video – *The Emancipation Proclamation* (1:58)

Video – *Civil War Battlefield Medicine* (2:24)

Video – *March to the Sea* (1:33)

ADDITIONAL RESOURCES / CONNECTIONS:

Across Five Aprils, by Irene Hunt

Learn360 video – *Civil War Video Quiz* (31:59)

Learn360 video – *Images of the Civil War* (44:07)

Learn360 video – *Civil War Games* (27:18)

Learn360 video segment – *Gettysburg* (7:12)

BrainPop video – *Civil War* (5:07)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Describe experiences and events of the Civil War by creating a visual display about a key group or individual.
2. Develop a visual graphic to compare the strengths and weaknesses of the North and the South.
3. Write a letter from the point of view of a soldier in the Civil War writing home from the battlefield.
4. Research hospitals and surgical practices in the days of the Civil War. Using a Venn diagram, compare and contrast Civil War medical practices with today's medical practices.
5. Write a summary of the role women played during the Civil War period.
6. As a group, develop a time line of events of the Civil War.
7. Create a map with locations of Civil War battles and other significant events.