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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On the next page, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no CCSS.ELA-Literacy.WHST.6-8.3. However, this form of writing was included in this book because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

The Emancipation Proclamation

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.10

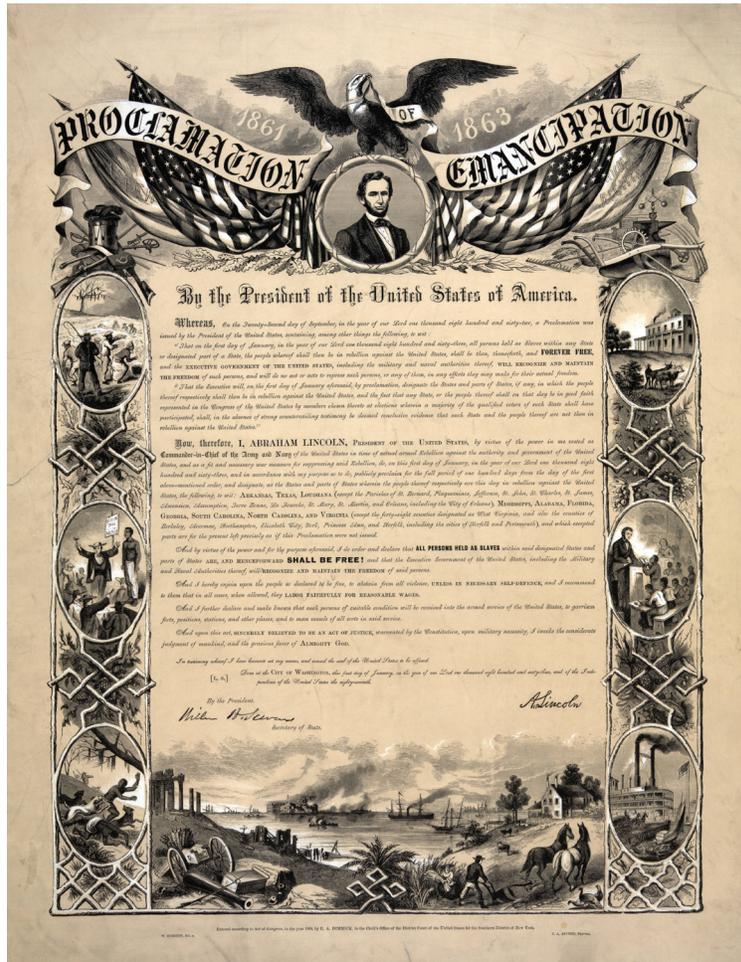
By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads the first paragraph of the Emancipation Proclamation out loud and completes “Paragraph 1” on “Breaking Down the Emancipation Proclamation” together. Repeat for the second paragraph.
- Students read the third paragraph independently and complete “Paragraph 3” with a neighbor. With the class students share their summaries and the quotes they have questions about.
- Students read and complete corresponding sections for paragraphs 4 and 5 independently. With the class students share their summaries and the quotes they have questions about.
- Students answer “Emancipation Proclamation Questions” independently.
- After students share answers as a class, the teacher makes clear that as the Union took over Confederate states, slaves were freed from those states.
- At the end of class, students complete an exit ticket for the prompt, “Summarize the Emancipation Proclamation in three to five sentences.”

EXTENSIONS/VARIATIONS

- Assign half the class question 5 and half the class question 6. Have the different sides debate.
- Explore the Dred Scott Case further.
- Divide students into five groups: abolitionists, slave owners in border states, free African Americans, racist northern soldiers, and Lincoln. The first four groups make their cases to the Lincoln group about what they think should be done about slavery. The Lincoln group creates its own plan based on what the members have heard. Afterwards, the class compares its plan to the Emancipation Proclamation.

EMANCIPATION PROCLAMATION ^{1/2}

Selections from Abraham Lincoln's Emancipation Proclamation, September 22, 1862

- 1 That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.
- 2 That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.

3 Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

4 Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

5 And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

BREAKING DOWN THE EMANCIPATION PROCLAMATION

Paragraph 1

Summarize in your own words:

Quote a line/phrase you do not understand or have a question about:

Paragraph 2

Summarize in your own words:

Quote a line/phrase you do not understand or have a question about:

Paragraph 3

Summarize in your own words:

Quote a line/phrase you do not understand or have a question about:

Paragraph 4

Summarize in your own words:

Quote a line/phrase you do not understand or have a question about:

Paragraph 5

Summarize in your own words:

Quote a line/phrase you do not understand or have a question about:

EMANCIPATION PROCLAMATION QUESTIONS

1. When was the Emancipation Proclamation issued? When did it take effect?
2. What will happen to slaves “within any State or designated part of a State, the people whereof shall then be in rebellion against the United States”?
3. How would someone from Tennessee know that they were going to get to keep their slaves? Cite a line or phrase or refer to the specific paragraph.
4. Why was it unlikely that Virginia would follow the Emancipation Proclamation?
5. Briefly argue that the Emancipation Proclamation was not important.
6. Briefly argue that the Emancipation Proclamation was extremely important.

ACTIVITY 2

CHAPTER
Key Ideas and Details

DURATION
1 class period

The Assassination of Abraham Lincoln

COMMON CORE STANDARDS

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- Students independently read Beekman's account and break it into 4 to 6 main events. When done, they compare their work with a neighbor's and make any necessary changes.
- Students independently read Doherty's account and break it into 4 to 6 events. Students share what they wrote with the class, and the teacher clarifies any confusion (especially in the last two paragraphs), with students making any necessary changes.
- Students are divided into groups. Their responsibilities are to agree on 7 to 10 steps that summarize both events and then act these out. Every member of the group should have at least one role.
- Groups act out the plays they created.
- Class discusses which steps were included in all/almost all performances and which details were left out.

EXTENSIONS

- Share similarities between Lincoln and Kennedy.
- Delve into other details about the assassination and aftermath (other assassination attempts, conspiracies, the twelve-day chase for Booth, etc.).
- Have students learn about Abraham Lincoln's life growing up.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- homeliest
- countenance
- report (of a pistol)
- tyrant
- procured
- parley
- simultaneous
- irons (as handcuffs)

DANIEL DEAN BEEKMAN AND THE ASSASSINATION OF LINCOLN ^{1/2}



Abraham Lincoln

Daniel Dean Beekman was attending the play *My American Cousin* at the Ford Theatre in Washington, D.C. on April 14, 1865, when he witnessed Lincoln's assassination.

I was in my seat at 7:30 facing the President's box when he came at 8:30 with his wife, Miss Harris (Senator Harris' daughter), and Major Henry R. Rathbone—Grant and his wife leaving the city at six o' clock that night. As the President walked along the gallery to his box, the orchestra played "Hail to the Chief" and the audience arose and cheered him. I remarked to my friend, "He is the homeliest man I have ever seen," but when he acknowledged the applause by bowing and smiling, it so changed his countenance, that I said, it was the most heavenly smile I ever saw on a man's face. He sat in the right-hand corner of the box, in a rocking chair, his head resting on his hand, elbow leaning on the arm of his chair, looking utterly worn out and apparently in deep thought.

Upon the closing of the second scene in the third act of the play, about twenty minutes past ten, I heard the report of a pistol, and I said to my friend, "that is strange, there is no shooting in this play," and just as I said that, Wilkes Booth, whom I took to be Edwin Booth, (the actor), threw one leg over the President's box, brandishing his dagger, crying out in a loud voice, "Sic Semper Tyrannis," Virginia's motto, which means, "Thus always with Tyrants." Booth's spur caught in the flag which decorated the President's box, and he fell on his knee, a distance of nine feet, causing him to limp as he ran across the stage, still theatrically brandishing his dagger, then disappeared behind the curtain before anyone in the audience realized what happened.

Then I heard a woman scream, and some one called out, “The President is shot” —and then, there was an uproar. The man sitting ahead of me was on the stage second, and I was the third one. I noticed a surgeon of the army, standing beside me, whom I knew by his straps (having two brothers in the war, both Lieutenants, serving under Sherman, in the 135th N.J. Regiment) looking anxiously up at the President’s box, and I said to him, “Do you want to get up there?” and he said, “Yes.” I told him to put his foot on my hand, the other foot on my shoulder, and I boosted him up into the President’s box, which was about nine feet from the stage. No one could get in the box by the back, as Booth had barricaded the door after he got in by putting a piece of plank across, one end of which secured in the wall, the other against the door.

The President was shot in the head, back of the left ear, so the surgeon told me after.

Everyone rushed out of the theatre as the report was circulated around that there were conspirators in Washington, and that all the Cabinet were killed. I told my friend, I was going to stay to see the President carried out which I did, taking hold of his elbow, lifting up his arm and putting my other hand on his wrist. I knew by his pulse, which was very irregular and weak, that he was fatally shot, which remark I made to my friend. They carried him across the street, where he died twenty minutes past seven the next morning just nine hours after he was shot.”

Source: Beekman, Daniel Dean. “Assasination of President Lincoln.” *The Mammoth Book of Eyewitness America*. New York: Carroll & Graf Publishers, 2003.

