

Texas Social Studies

GRADE 8

SAMPLE LESSON





Social Studies
SCHOOL SERVICE

Texas

Middle School Program

Grade 8

Scope and Sequence

► Unit 11: The Civil War

This unit uses the concept of conflict to examine significant individuals and turning point events in the American Civil War, including an emphasis on the ideas and leadership of individuals such as Abraham Lincoln and their impact on the period.



DMQ: What leadership qualities are most important during times of unrest?

Lesson 1: The War Begins

- **SS.8.1A** Identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, **Civil War**, and Reconstruction, and describe their causes and effects.
- **SS.8.1B** Explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and **1861–1865, Civil War**.
- **SS.8.8A** Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and **Abraham Lincoln**, and heroes such as Congressional Medal of Honor recipients William Carney and Philip Bazaar.
- **SS.8.8C** Explain significant events of the Civil War, including **the firing on Fort Sumter**; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.
- **SS.8.8D** Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his **first** and second inaugural addresses and the Gettysburg Address and **contrast them with the ideas contained in Jefferson Davis's inaugural address**.
- **SS.8.10A** Locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries.
- **SS.8.29A** Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States.
- **SS.8.29B** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.8.30A** Use social studies terminology correctly.

Lesson 2: Leaders of the Civil War

- **SS.8.8A** Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, **Ulysses S. Grant, Robert E. Lee**, and Abraham Lincoln, and heroes such as **Congressional Medal of Honor recipients** William Carney and Philip Bazaar.
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- **SS.8.30A** Use social studies terminology correctly.

Lesson 3: Antietam and the Emancipation Proclamation

- **SS.8.8C** Explain significant events of the Civil War, including the firing on Fort Sumter; the **battles of Antietam**, Gettysburg, and Vicksburg; the **Emancipation Proclamation**; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.
- **SS.8.26A** Identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the **"Battle Hymn of the Republic,"** and transcendental literature.
- **SS.8.29A** Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States.
- **SS.8.29B** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.8.30A** Use social studies terminology correctly.

Lesson 4: A Focus on Geography: Turning Points of the Civil War

- **SS.8.8C** Explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.
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- **SS.8.29C** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
- **SS.8.29E** Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.
- **SS.8.29H** Pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.
- **SS.8.30A** Use social studies terminology correctly.
- **SS.8.30C** Create written, oral, and visual presentations of social studies information.

Lesson 5: Wartime Politics and Politicians

- **SS.8.8D** Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and **second inaugural** addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.
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Lesson 6: The War Ends: Surrender at Appomattox and Assassination of Lincoln

- **SS.8.8C** Explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; **Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.**
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Social Studies
SCHOOL SERVICE

Teacher Lesson *and* Supporting Resources

Unit 11

The Civil War



DECISION MAKING QUESTION

What leadership qualities are most important during times of unrest?

This unit uses the concept of conflict to examine significant individuals and turning point events in the American Civil War, including an emphasis on the ideas and leadership of individuals such as Abraham Lincoln and their impact on the period.

Lessons

1. The War Begins
2. Leaders of the Civil War
3. Antietam and the Emancipation Proclamation
4. A Focus on Geography: Turning Points of the Civil War
5. Wartime Politics and Politicians
6. The War Ends: Surrender at Appomattox and the Assassination of Lincoln

Lesson 1: The War Begins



Guiding Question

How did differences between Lincoln and Davis impact the start of the Civil War?

Vocabulary

Abraham Lincoln, Confederacy, Fort Sumter, Jefferson Davis, Union

Texas Essential Knowledge and Skills

- **SS.8.1A** Identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, **Civil War**, and Reconstruction, and describe their causes and effects.
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ENGAGE AND CONNECT 10 minutes

I See, I Think, I Wonder

Students will explore an image using the I See, I Think, I Wonder strategy. This strategy is designed to help cue students' brains for new learning and activate prior knowledge.

Facilitate the following process:

1. Direct students to **I See, I Think, I Wonder** in their Student Resource Book. Teacher may show **The War Begins: I See, I Think, I Wonder Map**.
2. Tell students to look at the map and list at least three things they see in the space provided in their Student Resource Book.

Teacher Moves

3. Call on several students to share what they identified.
4. Tell students to make inferences about the map and fill in the answers in their Student Resource Book using the sentence stem: *Because I see _____, I think _____.*
5. Finally, ask students to write down anything they are still wondering about in their Student Resource Book using the sentence stem: *One thing I am wondering about is _____.*
6. Call on students to share their responses.

Explain that this map shows the Union and Confederacy in 1861. Point out the purple line that marks the boundary between the United States of America and the Confederate States of America.

Ensure students understand the following:

- The Union is synonymous with the United States of America and includes all states and territories that did not secede.
- The Confederacy is synonymous with the Confederate States of America and includes all states that seceded and/or slave states.

Teacher Tip

These terms should be review from Grade 7 Social Studies.

Remind students that in the last lesson they learned that South Carolina seceded from the Union after Lincoln was elected.

To check for understanding, ask:

1. What other states seceded from the Union? (*Texas, Louisiana, Arkansas, etc., or Southern states*)
2. Why do you think these states also seceded from the Union? (*Answers will vary but may include: They agreed with South Carolina, wanted to maintain system of slavery, opposed the Republican Party, etc.*)

Explain that today's lesson will focus on the start of the Civil War, including examining the inaugural addresses of presidents Lincoln and Davis. By the end of the lesson, students should be able to answer the guiding question: How did differences between Lincoln and Davis impact the start of the Civil War?

Take time to introduce the unit decision making question: What leadership qualities are most important during times of unrest? This question will be revisited periodically throughout the unit to help students make connections with new learning.

At the end of this lesson, students can begin to make their decision based on their new learning.



PRIMARY SOURCE PRACTICE

Comparing Inaugural Addresses

Direct students to **Reading: Inaugural Addresses** in their Student Resource Book and go over the instructions.

As a class, we are going to read excerpts from the inaugural addresses given in 1861 by two presidents: the President of the United States, Abraham Lincoln, and the President of the Confederate States, Jefferson Davis. We are going to look for connections or evidence of four larger ideas or concepts within these primary sources: liberty, equality, union, and government. As we read, code the text using the following annotation strategy:

- Mark phrases or words that connect to the idea of liberty with an L
- Mark phrases or words that connect to the idea of equality with an E
- Mark phrases or words that connect to the idea of union with a U
- Mark phrases or words that connect to the idea of government with a G

Take time to go over each idea and clarify as needed. Teacher may provide the following information to help student thinking:

- Liberty: related to freedom and independence for people or groups of people
- Equality: the idea of people having equal rights, status, and opportunities
- Union: the idea of keeping something together or united; related to working or living together
- Government: related to the way the country will be run

Teacher may model with a Read Aloud/Think Aloud. *(Example: "OK, let me get started. 'I do but quote from one of [my] speeches when I declare that I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists.' Hmm . . . this does sound familiar to me. I remember that the Republican Party was against the expansion of slavery, and not necessarily in favor of abolishing slavery. That sounds like Lincoln is talking about a goal of the government. So let me place a 'G' by that.")*

Teacher Tip

Students may not find evidence of all ideas within these excerpts. And some students might disagree with how phrases connect to the ideas. That is OK, as long as students can explain their thinking.

After, direct students to **Graphic Organizer: Comparing Inaugural Addresses** in their Student Resource Book and instruct them to add evidence from the excerpts to the graphic organizer. Tell students that some parts of the table may remain blank.

Monitor students as they work. Refer to the **Answer Key** if necessary.

When all students have completed the assignment, conduct a QSSSA as a class:

- **Question:** What is the most significant difference between the inaugural addresses?
- **Stem:** *The most significant difference between the inaugural addresses is _____.*
- **Signal:** Instruct students to raise their hands when they are ready to share. Wait for 100%.
- **Share:** Tell students to stand and find someone on the other side of the room. When in pairs, the partner whose first name is closest to the start of the alphabet will share first.
- **Assess:** Call on a few students to share their response or their partner's response using the stem. *(Answers will vary but may include: The most significant difference between the inaugural addresses is that Lincoln believed the Union needed to be preserved and Davis argued that secession was necessary.)*

After sharing, direct students to return to their seats.

PURPOSEFUL READING

The Firing on Fort Sumter

Direct students to **Reading: The Firing on Fort Sumter** in their Student Resource Book. Before they begin reading, go over the Before Reading and During Reading instructions below.

Before Reading: Making Predictions

1. Ask students to scan the text, paying attention to the title and the image.
2. Direct students to make a prediction about what they will read and then write their predictions above the title.
3. Call on several students to quickly share their predictions.

During Reading: Hashtag Summaries

1. Direct students to number the paragraphs 1 through 4.
2. As students read, they should create a hashtag summary and write it in the margin. This should be a very short summary of the paragraph.

3. Teacher may model as needed.
4. When all students have completed the assignment, call on several to share their hashtag summaries. *(Answers will vary. Possible responses could be: Paragraph 1: #AllEyesOnFortSumter; Paragraph 2: #SendingFoodNotGuns; Paragraph 3: #SouthFiresFirst; Paragraph 4: #UnionLoss, #CivilWarHasBegun.)*

After Reading: Check For Understanding

1. Tell students to go back to their prediction and determine whether it was correct. Allow students to share.
2. Instruct students to respond to the following question at the bottom of the reading: *What is the most important thing to remember about the firing on Fort Sumter?* Encourage students to use their hashtag summaries to guide their thinking. *(Answers will vary but may include: The most important thing to remember about the firing on Fort Sumter is that it marked the beginning of the Civil War, was the first battle, etc.)*



ASSESS STUDENT MASTERY 30 minutes

AUTHENTIC WRITING

Lincoln and Davis Talking Heads

Direct students to **Lincoln and Davis Talking Heads** in their Student Resource Book and go over the instructions.

If Abraham Lincoln and Jefferson Davis had to summarize their inaugural addresses and explain their decisions related to Fort Sumter in a few sentences, what would they say? Complete the “talking heads” for Lincoln and Davis on the following page using information from today’s lesson to guide your writing.

✓ Must Haves:

Lincoln and Davis Talking Heads must include

- ☐ a summary of the main ideas in each president’s inaugural address. (40 points)
- ☐ an explanation of each president’s decision related to Fort Sumter, as well as its impact. (35 points)
- ☐ at least three of the following terms: *union, secession (or secede), liberty, states’ rights, war*. (15 points)
- ☐ evidence from the lesson and historically accurate information. (10 points)

Optional Scaffold

The following sentence stems may be used to support the Authentic Writing activity.

- *My name is _____ and I am the _____.*
- *During my inaugural address, I said _____.*
- *With Fort Sumter, I decided to _____.*

Teacher Moves

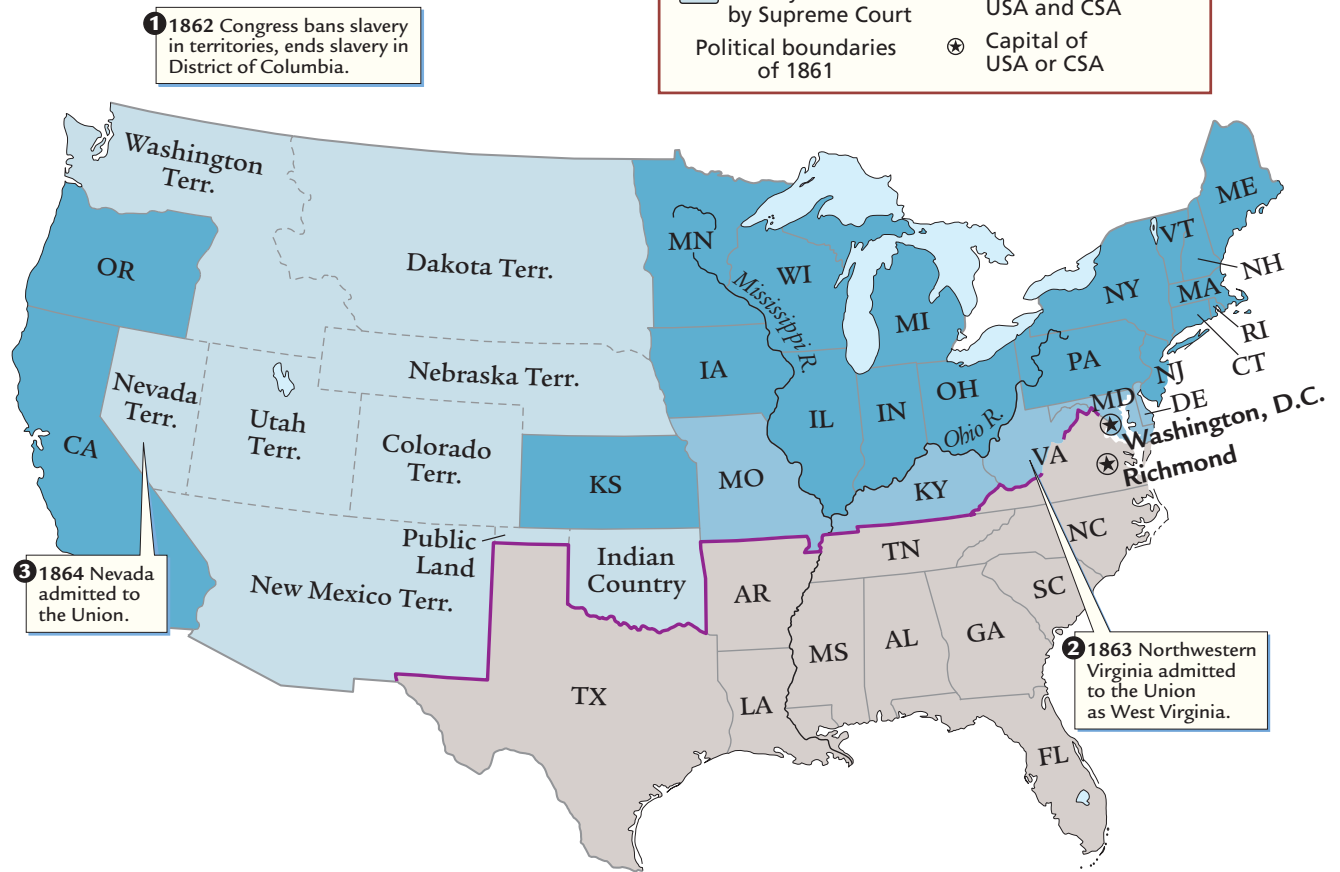


CLOSE THE LESSON 10 minutes

1. Collect completed Lincoln and Davis Talking Heads.
2. Ask students to answer the guiding question: How did differences between Lincoln and Davis impact the start of the Civil War?
3. Draw the lesson to a close by reintroducing the unit 11 decision making question: What leadership qualities are most important during times of unrest? *(Accept all reasonable responses. Students may say that leaders need to make decisions based on the common good, do what is best for the people, and/or stand up for what they believe in.)*

► I See, I Think, I Wonder

- Eleven slave states seceded to form the Confederate States of America, also known as the Confederacy. The other four slave states stayed in the Union, saving Washington, D.C., from isolation and providing access to the lower Mississippi River.



I see _____

Because I see _____,

I think _____

One thing I am wondering about is _____

The Union and the Confederacy

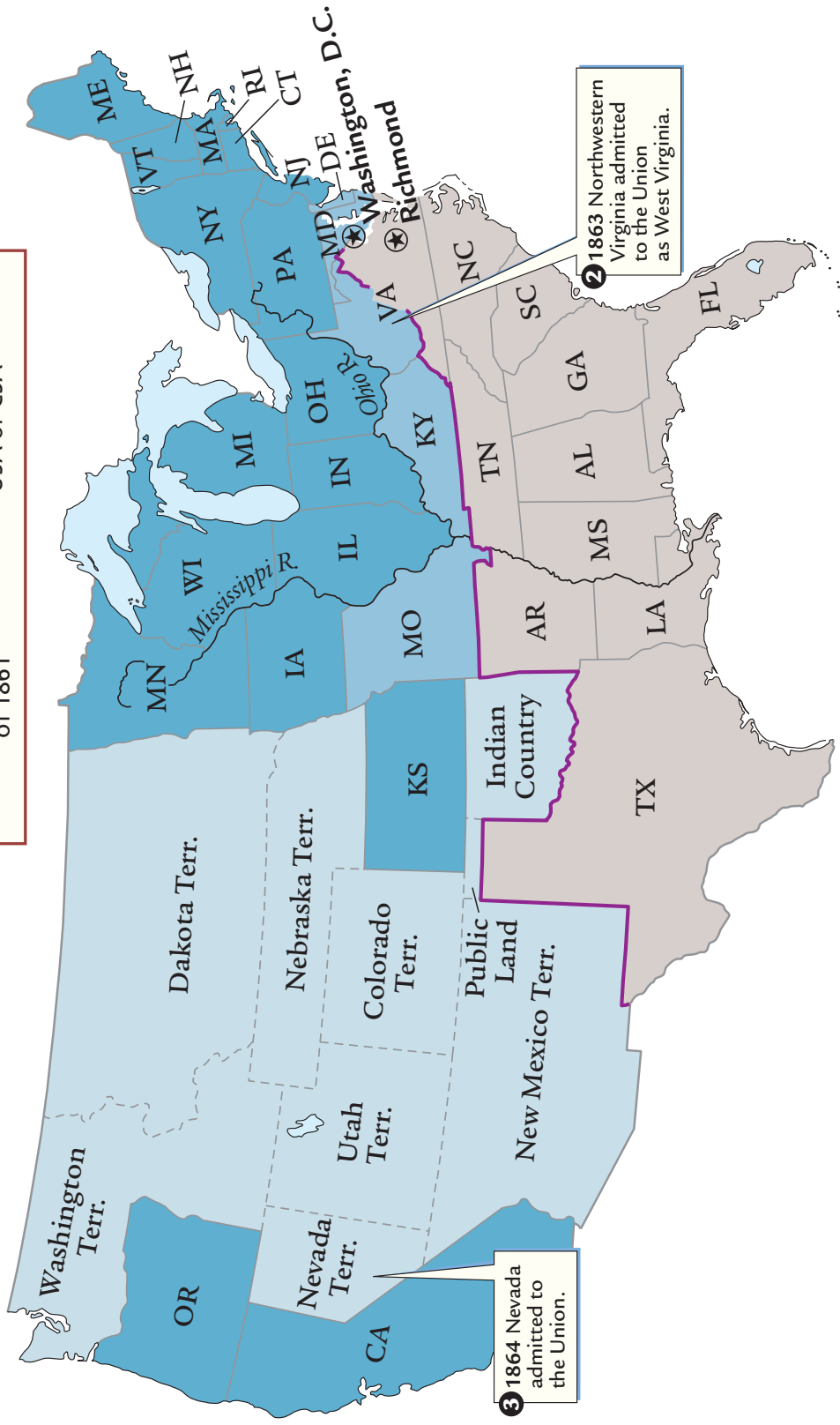
United States of America

- Free state
- Slave state
- Slavery allowed by Supreme Court
- Political boundaries of 1861

Confederate States of America

- Slave state
- Boundary between USA and CSA
- Capital of USA or CSA

1 1862 Congress bans slavery in territories, ends slavery in District of Columbia.



3 1864 Nevada admitted to the Union.

2 1863 Northwestern Virginia admitted to the Union as West Virginia.



Reading: Inaugural Addresses

Excerpts from Lincoln's Inaugural Address, March 4, 1861

I do but quote from one of [my] speeches when I declare that “I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so.”

I hold, that in contemplation of universal law, and of the Constitution, the Union of these States is perpetual [never-ending] . . . I therefore consider that, in view of the Constitution and the laws, the Union is unbroken; and, to the extent of my ability, I shall take care, as the constitution itself expressly enjoins upon me, that the laws of the Union be faithfully executed in all the states.

Physically speaking, we cannot separate. We cannot remove our respective sections from each other, nor build an impassable wall between them.

We are not enemies, but friends. We must not be enemies. Though passion may have strained it, we must not break our bonds of affection. The mystic chords of memory, stretching from every battle-field and patriot grave to every living heart and hearth-stone, all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

Excerpts from Davis's Inaugural Address, February 18, 1861

As a necessity, not a choice, we have resorted to the remedy of separation; and henceforth our energies must be directed to the conduct of our own affairs, and the perpetuity of the Confederacy which we have formed.

We have entered upon the career of independence, and it must be inflexibly pursued.

. . . a reunion with the States from which we have separated is neither practicable nor desirable.

. . . the sovereign States here represented proceeded to form this Confederacy. . . . They formed a new alliance, but within each State its government has remained, the rights of person and property have not been disturbed.

It is joyous, in the midst of perilous times, to look around upon a people united in heart, where one purpose of high resolve animates and actuates the whole—where the sacrifices to be made are not weighed in the balance against honor and right and liberty and equality. Obstacles may [slow down], they cannot long prevent the progress of a movement sanctified by its justice, and sustained by a virtuous people.



Graphic Organizer: Comparing Inaugural Addresses

Idea	Lincoln	Davis
Liberty		
Equality		
Union		
Government		



Graphic Organizer: Comparing Inaugural Addresses

Idea	Lincoln	Davis
Liberty		• <i>South will pursue their own independence</i>
Equality	• <i>Says he had no purpose to interfere with slavery</i>	
Union	• <i>He believes the U.S. can't be broken or separated</i> • <i>He believes citizens are friends, not enemies</i>	• <i>He believes the South separated out of necessity</i>
Government	• <i>States he has no "lawful right" to interfere with slavery</i> • <i>Union can't be broken because of the Constitution</i>	• <i>State governments have protected people's rights and property</i> • <i>Supports states' rights</i>

Reading: The Firing on Fort Sumter

When the Southern states seceded, they took control of much of the federal property (such as post offices) remaining within their borders. However, Fort Sumter in South Carolina remained under the control of the U.S. government. The fort, which was built on an island in Charleston, South Carolina, had been intended to defend that city from foreign enemies. Now the Union troops inside the fort under Major Robert Anderson were considered the enemy.



- Amazingly, no one was killed during the 30-hour bombardment of Fort Sumter.

Anderson informed President Lincoln that he could hold out for only a few more weeks, so the president decided to resupply the fort. To show that his intentions were peaceful, President Lincoln telegraphed the governor of South Carolina to say that he would make “no effort to reinforce the Fort with men, arms, or ammunition.”

Lincoln’s message was quickly passed on to the Confederate capital in Montgomery, Alabama. At a cabinet meeting on April 9th, Southern leaders made a fateful decision. They would prevent Union supplies from reaching Fort Sumter. Confederate General Pierre Beauregard was ordered to fire on Sumter if necessary. At 4:30 a.m. on April 12, 1861, the first Confederate shell was fired at the fort.

Anderson’s small band was short on ammunition, so they waited for daylight before returning fire. Anderson and his men were able to hold out for about 30 hours before surrendering. The Civil War had officially begun.

What is the most important thing to remember about the firing on Fort Sumter?



AUTHENTIC WRITING

Lincoln and Davis Talking Heads

If Abraham Lincoln and Jefferson Davis had to summarize their inaugural addresses and explain their decisions related to Fort Sumter in a few sentences, what would they say? Complete the “talking heads” for Lincoln and Davis on the following page using information from today’s lesson to guide your writing.

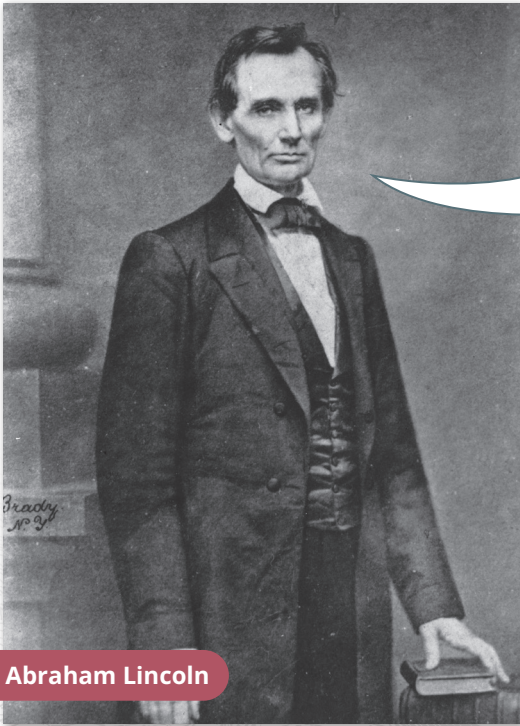
✓ Must Haves

Lincoln and Davis Talking Heads must include

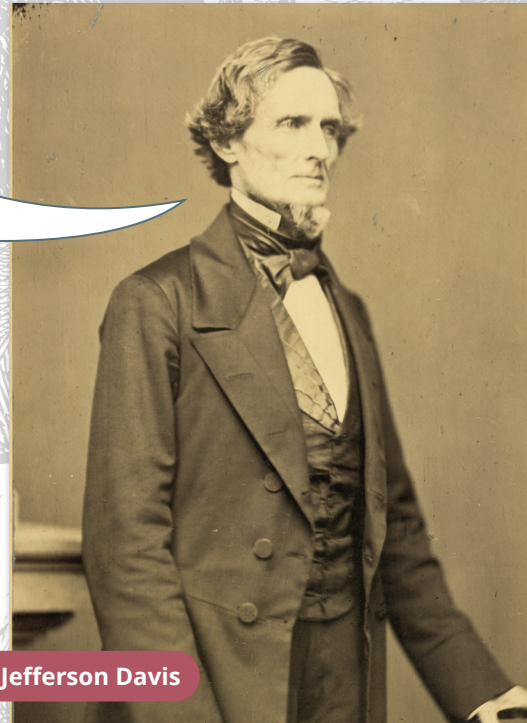
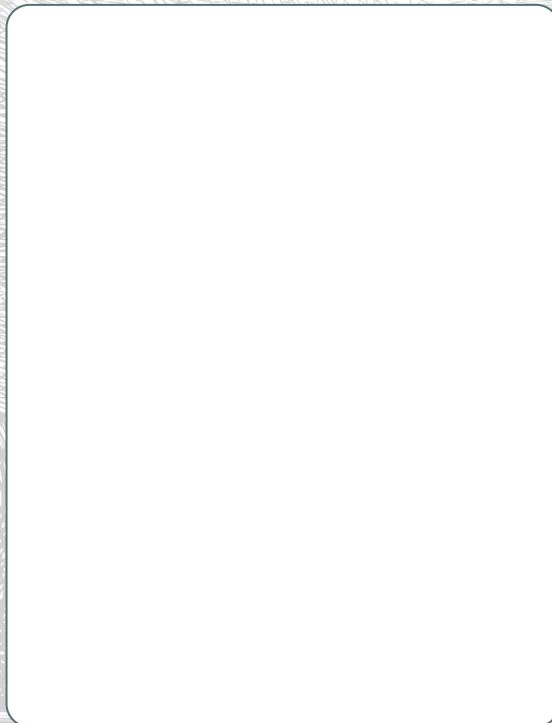
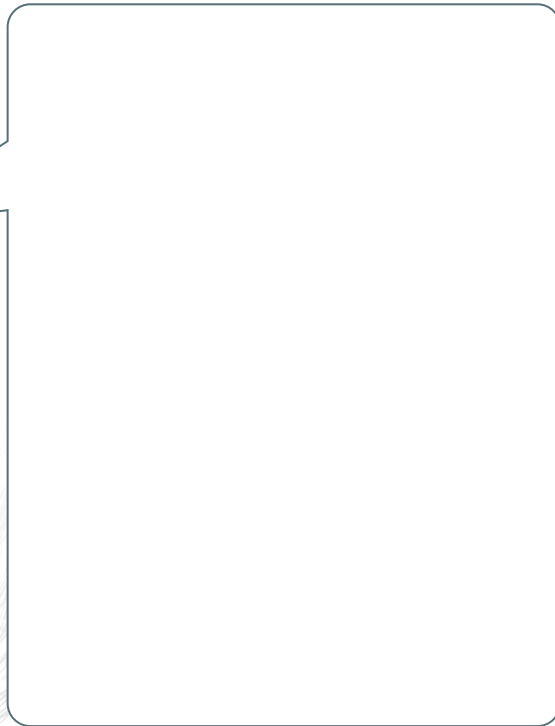
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Lincoln and Davis Talking Heads

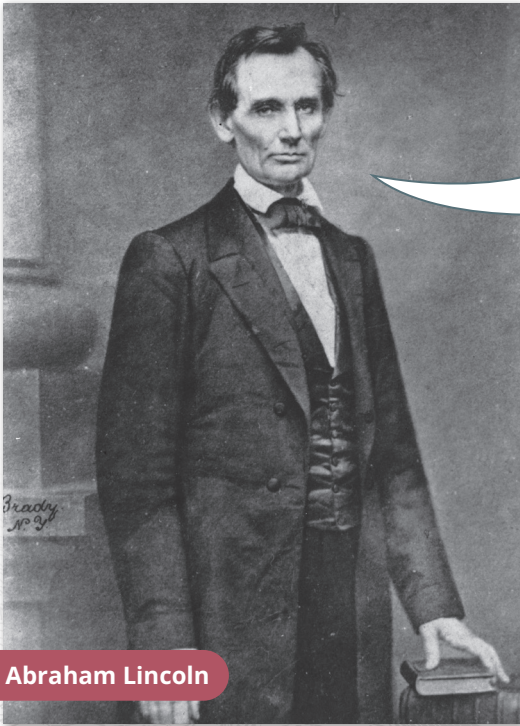


❖ Abraham Lincoln



❖ Jefferson Davis

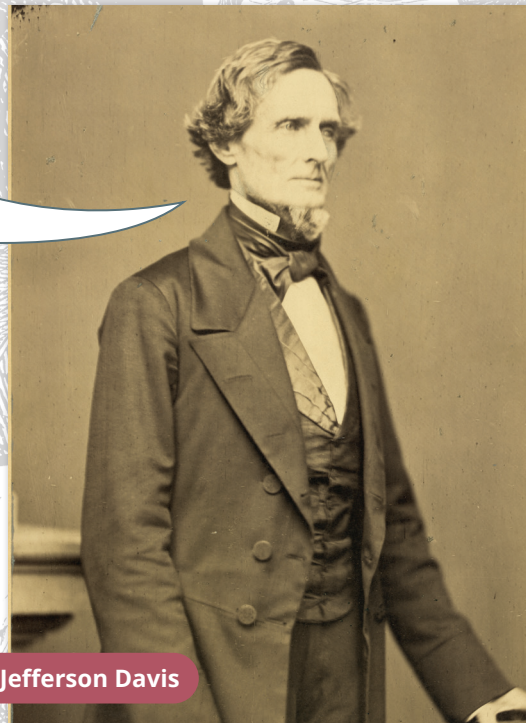
Lincoln and Davis Talking Heads



❖ Abraham Lincoln

My name is Abraham Lincoln, and I am the President of the United States of America. During my inaugural address, I said that the Union needs to stay together no matter what. With Fort Sumter, I decided to send supplies to the troops. But unfortunately, the Confederate troops began to fire.

My name is Jefferson Davis, and I am the President of the Confederate States of America. During my inaugural address, I said that the Southern states had to secede as there was no other option. With Fort Sumter, the Confederacy decided to fire on the Fort to prevent the Union troops from receiving supplies. This marked the beginning of the Civil War.



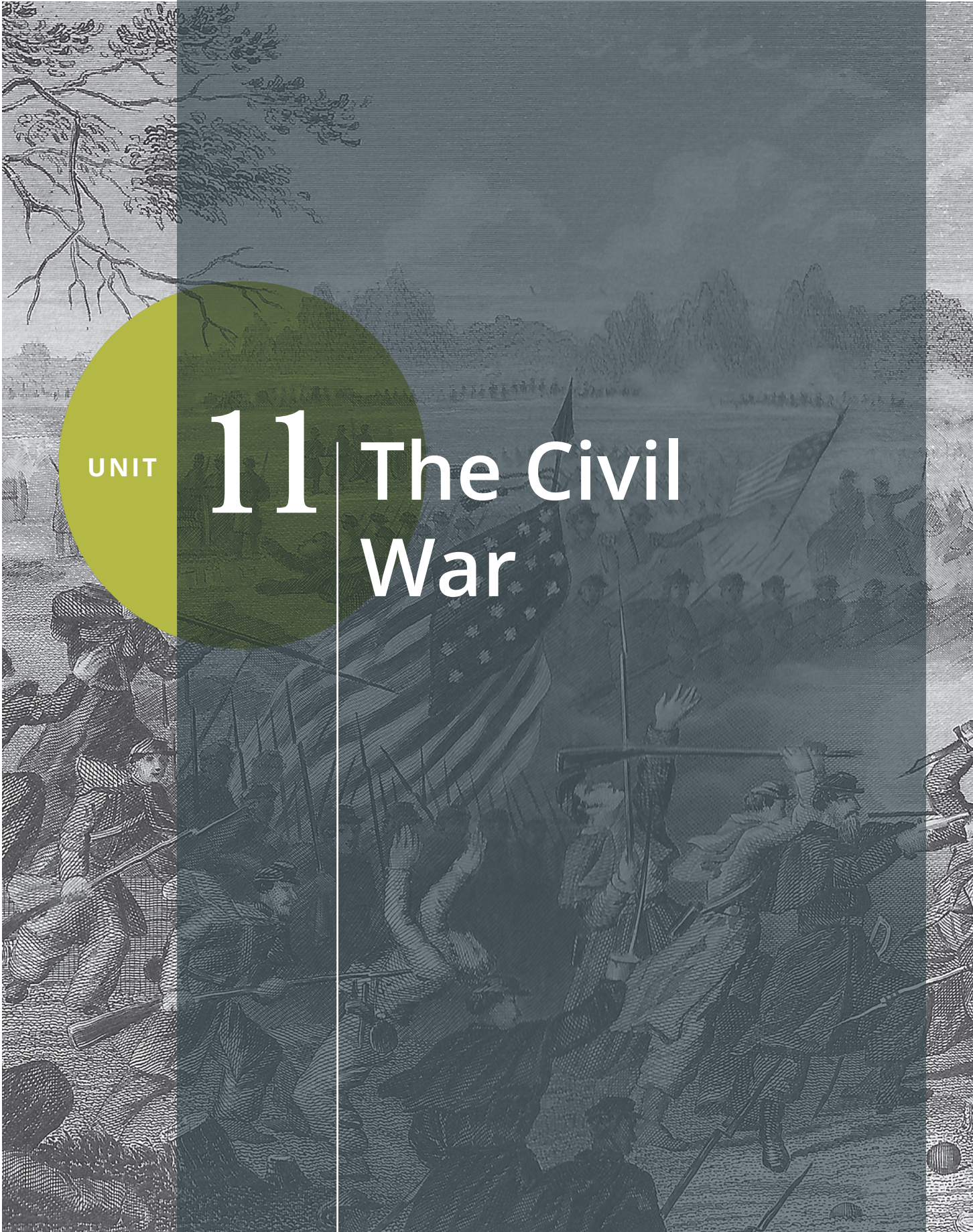
❖ Jefferson Davis



Social Studies
SCHOOL SERVICE

Student Resource Book

Excerpt



UNIT

11 The Civil War



DECISION MAKING QUESTION

What leadership qualities are most important during times of unrest?

By early June 1861, eleven Southern states had left the United States and attempted to form a separate country: the Confederate States of America (CSA). This decision would lead to the Civil War, which was the deadliest conflict in U.S. history.

At first, President Abraham Lincoln's main goal was to reunite the country. Then, in 1863, he issued the Emancipation Proclamation, which freed enslaved people in Confederate states. This shifted the focus of the war and increased support for the Union, which helped it win several major battles against the Confederacy.

But the victories came at a heavy cost, with hundreds of thousands killed on both sides. At a ceremony for those who died, President Lincoln delivered his now-famous Gettysburg Address. It stated that the war was being fought to uphold the country's founding principles: freedom and equality.

After many defeats, the main fighting force of the CSA surrendered in April 1865. Days later, John Wilkes Booth, unhappy with the outcome of the war, assassinated President Lincoln. This left many questions about how America would recover.



What leadership
qualities are most
important during
times of unrest?

LESSON 1

The War Begins



GUIDING QUESTION

How did differences between Lincoln and Davis impact the start of the Civil War?

VOCABULARY

- **Abraham Lincoln**
- **Confederacy**
- **Fort Sumter**
- **Jefferson Davis**
- **Union**

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

- **SS.8.1A** Identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, **Civil War**, and Reconstruction, and describe their causes and effects.
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- **SS.8.8D** Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his **first** and second inaugural addresses and the Gettysburg Address and **contrast them with the ideas contained in Jefferson Davis's inaugural address**.
- **SS.8.10A** Locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries.
- **SS.8.29A** Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States.
- **SS.8.29B** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **SS.8.30A** Use social studies terminology correctly.

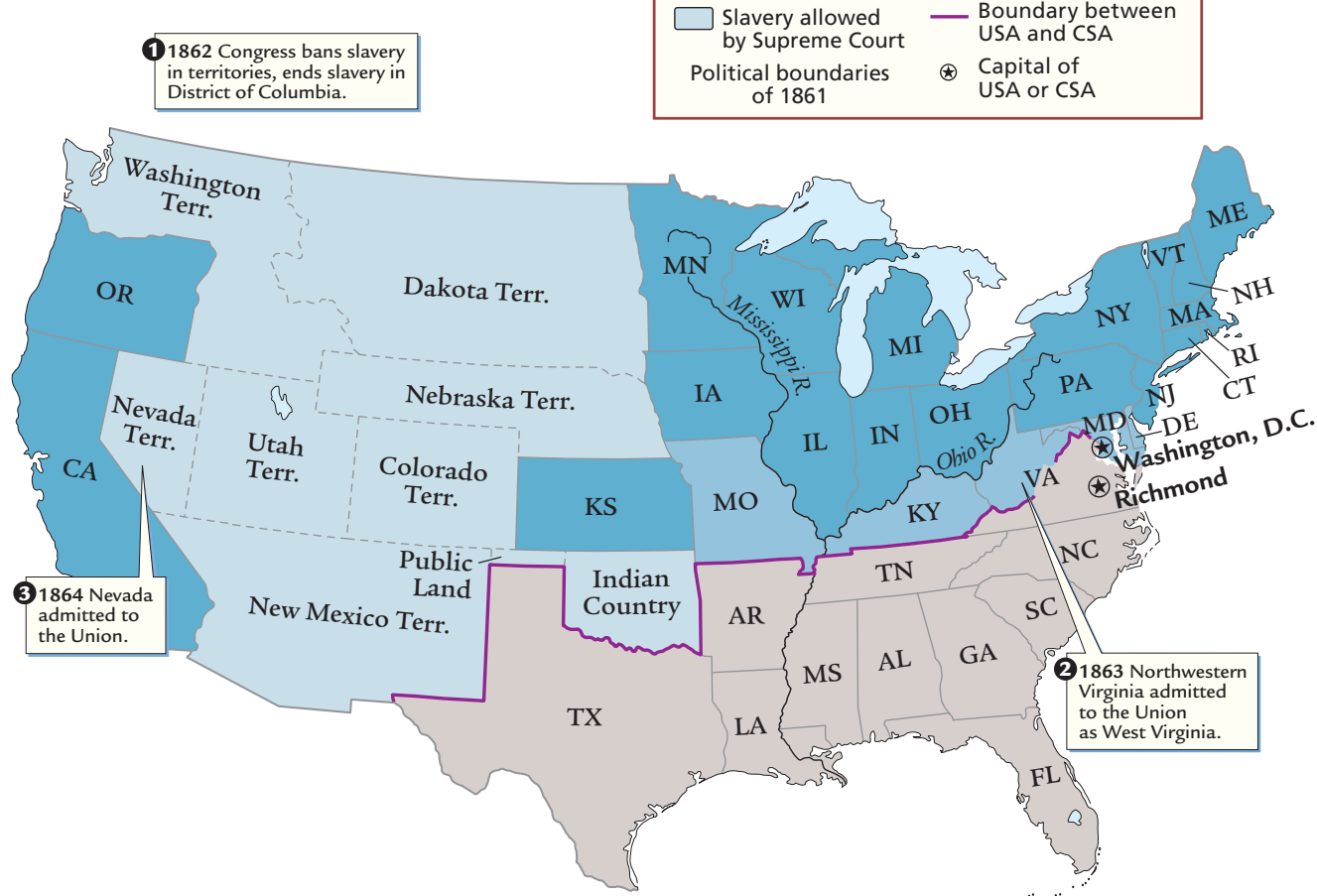


ENGAGE AND CONNECT

► I See, I Think, I Wonder

Wait for teacher's instructions about how to complete the activity below.

- Eleven slave states seceded to form the Confederate States of America, also known as the Confederacy. The other four slave states stayed in the Union, saving Washington, D.C., from isolation and providing access to the lower Mississippi River.



I see _____

Because I see _____

I think _____

One thing I am wondering about is _____



PRIMARY SOURCE PRACTICE

► Comparing Inaugural Addresses

As a class, we are going to read excerpts from the inaugural addresses given in 1861 by two presidents: the President of the United States, Abraham Lincoln, and the president of the Confederate States, Jefferson Davis. We are going to look for connections or evidence of four larger ideas or concepts within these primary sources: liberty, equality, union, and government. As we read, code the text using the following annotation strategy:

- Mark phrases or words that connect to the idea of liberty with an L
- Mark phrases or words that connect to the idea of equality with an E
- Mark phrases or words that connect to the idea of union with a U
- Mark phrases or words that connect to the idea of government with a G

When you have finished annotating the reading, add evidence from each president's inaugural address to the graphic organizer that follows. Some parts of the graphic organizer may be left blank.



Reading: Inaugural Addresses

○ Excerpts from Lincoln's Inaugural Address, March 4, 1861

I do but quote from one of [my] speeches when I declare that “I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so.”

I hold, that in contemplation of universal law, and of the Constitution, the Union of these States is perpetual [never-ending] . . . I therefore consider that, in view of the Constitution and the laws, the Union is unbroken; and, to the extent of my ability, I shall take care, as the constitution itself expressly enjoins upon me, that the laws of the Union be faithfully executed in all the states.

Physically speaking, we cannot separate. We cannot remove our respective sections from each other, nor build an impassable wall between them.

We are not enemies, but friends. We must not be enemies. Though passion may have strained it, we must not break our bonds of affection. The mystic chords of memory, stretching from every battle-field and patriot grave to every living heart and hearth-stone, all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

Excerpts from Davis's Inaugural Address, February 18, 1861

As a necessity, not a choice, we have resorted to the remedy of separation; and henceforth our energies must be directed to the conduct of our own affairs, and the perpetuity of the Confederacy which we have formed.

We have entered upon the career of independence, and it must be inflexibly pursued.

. . . a reunion with the States from which we have separated is neither practicable nor desirable.

. . . the sovereign States here represented proceeded to form this Confederacy. . . . They formed a new alliance, but within each State its government has remained, the rights of person and property have not been disturbed.

It is joyous, in the midst of perilous times, to look around upon a people united in heart, where one purpose of high resolve animates and actuates the whole—where the sacrifices to be made are not weighed in the balance against honor and right and liberty and equality. Obstacles may [slow down], they cannot long prevent the progress of a movement sanctified by its justice, and sustained by a virtuous people.



Graphic Organizer: Comparing Inaugural Addresses

Idea	Lincoln	Davis
Liberty		
Equality		
Union		
Government		

PURPOSEFUL READING

► The Firing on Fort Sumter

Wait for teacher's instructions about completing the activity below.

 Reading: The Firing on Fort Sumter

When the Southern states seceded, they took control of much of the federal property (such as post offices) remaining within their borders. However, Fort Sumter in South Carolina remained under the control of the U.S. government. The fort, which was built on an island in Charleston, South Carolina, had been intended to defend that city from foreign enemies. Now the Union troops inside the fort under Major Robert Anderson were considered the enemy.



- Amazingly, no one was killed during the 30-hour bombardment of Fort Sumter.

Anderson informed President Lincoln that he could hold out for only a few more weeks, so the president decided to resupply the fort. To show that his intentions were peaceful, President Lincoln telegraphed the governor of South Carolina to say that he would make “no effort to reinforce the Fort with men, arms, or ammunition.”

Lincoln's message was quickly passed on to the Confederate capital in Montgomery, Alabama. At a cabinet meeting on April 9th, Southern leaders made a fateful decision. They would prevent Union supplies from reaching Fort Sumter. Confederate General Pierre Beauregard was ordered to fire on Sumter if necessary. At 4:30 a.m. on April 12, 1861, the first Confederate shell was fired at the fort.

Anderson's small band was short on ammunition, so they waited for daylight before returning fire. Anderson and his men were able to hold out for about 30 hours before surrendering. The Civil War had officially begun.

What is the most important thing to remember about the firing on Fort Sumter?



AUTHENTIC WRITING

Lincoln and Davis Talking Heads

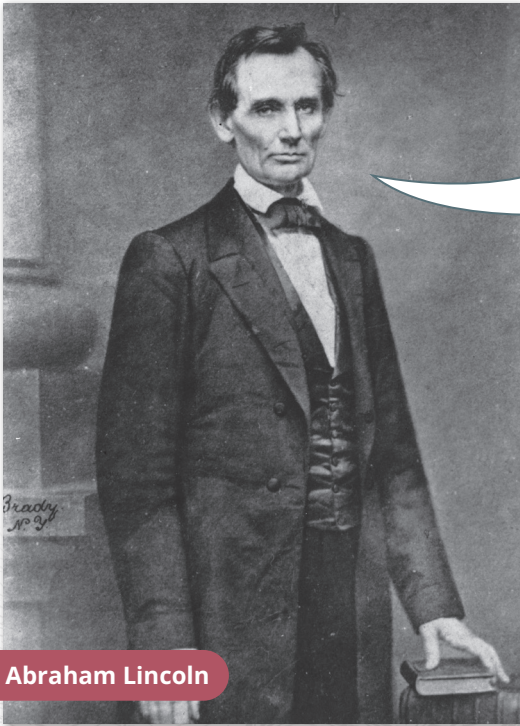
If Abraham Lincoln and Jefferson Davis had to summarize their inaugural addresses and explain their decisions related to Fort Sumter in a few sentences, what would they say? Complete the “talking heads” for Lincoln and Davis on the following page using information from today’s lesson to guide your writing.

✓ Must Haves

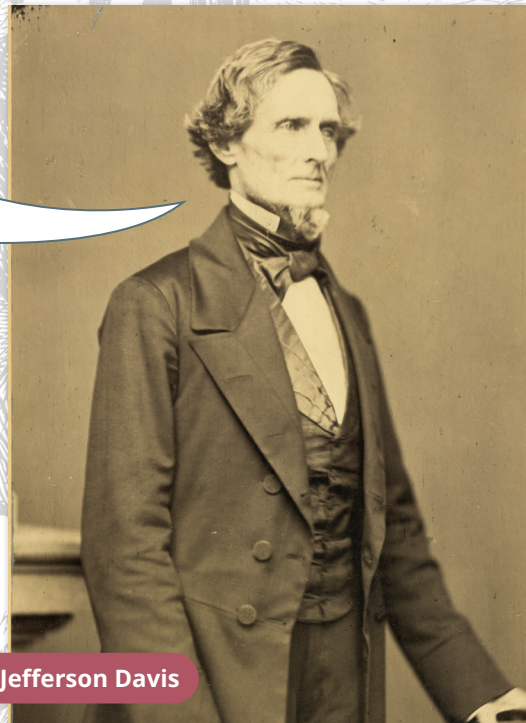
Lincoln and Davis Talking Heads must include

- ☐ a summary of the main ideas in each president’s inaugural address. (40 points)
- ☐ an explanation of each president’s decision related to Fort Sumter, as well as its impact. (35 points)
- ☐ at least three of the following terms: *union, secession (or secede), liberty, states’ rights, war*. (15 points)
- ☐ evidence from the lesson and historically accurate information. (10 points)

Lincoln and Davis Talking Heads



❖ Abraham Lincoln



❖ Jefferson Davis



Social Studies
SCHOOL SERVICE

Instructional Framework

Mission

Social Studies School Service partners with PreK–12 teachers and leaders to develop the capacity of students to effectively communicate ideas, think critically, make informed decisions, and become engaged citizens.

Core Value	What will students do during instruction?
Students should own their learning	• Students pose, investigate, and answer questions. • Students participate in active learning strategies to analyze social studies concepts, support assertions, and find possible consequences or solutions. • Students talk about their discoveries with their peers. • Students communicate and act upon their new learning.
Students must interact with text and visuals	• Students interact with primary and secondary sources. • Students interact with digital media and visual representations.
Geography is a foundation of social studies	• Students use geographic skills to pose, investigate, and answer questions. • Students use a hands-on approach to interpret maps, globes, graphs, charts, and other geographic tools. • Students make predictions and assertions. • Students communicate and act upon their new learning.
We embrace multiple narratives	• Students see themselves reflected in their learning experiences. • Students experience narratives different from their own. • Students engage in conversations with their peers. • Students develop empathy for others.
We consider all learners	• Students use scaffolds and supports to access their learning. • Students engage in extension activities to apply their knowledge at new levels.

Social Studies School Service Instructional Framework

The Social Studies School Service instructional framework is an interrelated set of systems and expectations that guide curriculum, instruction, assessment, and learning climate. It combines the specific expectations for how students learn, with specific strategies and practices to guide teaching and assessment. This is important because an instructional framework ensures teachers gain the knowledge and skills to plan and teach lessons that meet the needs of all students.

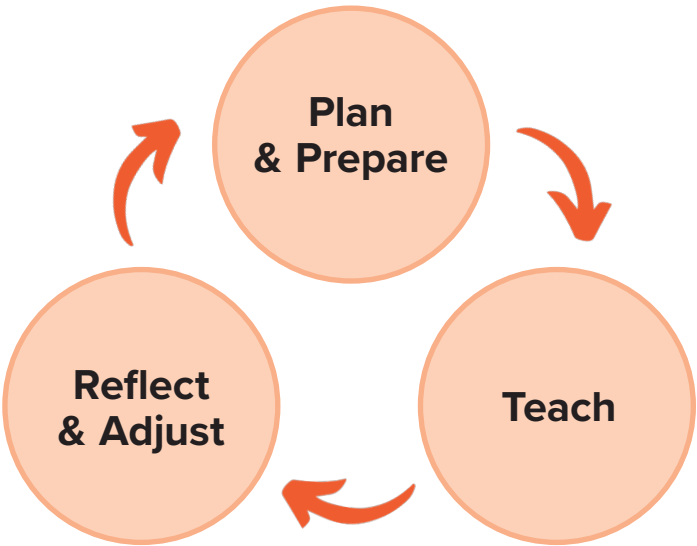


Figure 1. SSSS instructional framework

Phases	What will the teacher do <u>before</u> , <u>during</u> , & <u>after</u> Tier 1 Instruction?
Plan and Prepare	• Unpack Standards and Build Content Knowledge • Plan with the End in Mind • Gather and Prepare Resources and Materials • Consider All Learners • Collaborate and Practice
Teach	• Engage and Connect • Deliver New Content • Assess Student Mastery • Close the Lesson
Reflect and Adjust	• Examine and Analyze Student Work • Review and Reteach • Provide Interventions • Extend Learning

Lesson Delivery

The Lesson Delivery Process is the means by which you communicate knowledge to learners. This implies that you need to use certain strategies, resources, and technologies to deliver the intended learning experience and meet specific goals.

Lesson Delivery Process	What does it mean?
Engage and Connect	Consider short experiences, ten minutes or less, that will help preview key concepts and tap into students' interests, prior knowledge, and personal experiences. Such experiences and activities establish the context for learning. There is no single formula for a preview assignment. Note: This is applicable to Dimension 1: Developing questions and planning inquiries of the Inquiry Arc (C3 Framework).
Deliver New Content	- Students acquire new information as outlined by state standards. - Lessons should engage students in reading, structured classroom discussion, and writing. - Teachers should use strategies to help students interact with traditional and nontraditional text. - Teachers should use strategies that will help students read, examine, and analyze primary and secondary sources. - Teachers should use strategies to help students analyze geographic tools—e.g., maps, graphs, charts, and databases. - Teachers should use strategies to help students interact and engage with multimedia. - Students should engage in Active Learning strategies such as discussions, case studies, role-play, simulations, etc. Note: This is applicable to Dimension 2: Applying disciplinary concepts and tools and Dimension 3: Evaluating sources and using evidence of the Inquiry Arc (C3 Framework).
Assess Student Mastery	Include assignments or lesson wrap-up activities that challenge students to synthesize and apply the information they have learned. We considered these activities during the Plan and Prepare phase of the instructional framework (Plan with the End in Mind). Simply recording notes on a lesson does not mean students have learned information. They must actively do something with the information if they are to internalize it. - Students might complete these activities individually, with a partner, or in small groups while the teacher monitors the work. - Activities during this part of the lesson cycle can take many forms but are always aligned with the learning goal and continue to push students toward mastery of the content.

	Here is where teachers will determine if students understood the lesson objective. This informs the Reflect and Adjust phase of the instructional framework. Teachers might review, reteach, or facilitate a small-group intervention to clarify misconceptions. Note: This is applicable to Dimension 4: Communicating conclusions and taking informed action of the Inquiry Arc (C3 Framework). Keep in mind that it is not a true inquiry design model if students have not taken informed action outside the walls of the classroom.
Close the Lesson	The purpose of the closure is to revisit learning objectives and, in many instances, connect the learning back to the Engage and Connect part of the lesson delivery process. Strategies used to close the lesson include: • Reviewing and summarizing the lesson • Consolidating key information • Creating a link to new ideas and building anticipation for the next lesson • Creating opportunities and space for students to express concern, ask questions, and clarify their own learning In addition to the Assess Student Mastery step of the lesson delivery process, teachers may also use this time to assess student learning. This will help to determine the steps needed for the next phase of the instructional framework, Reflect and Adjust.



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