

Unit Overview

Unit Length	4 weeks
Grade Level(s) & Subject(s)	8th Grade / Social Studies
Unit Overview	<p>The Civil War remains one of the most significant events in the history of the state of North Carolina. This conflict pitted North Carolinians against their neighbors and fellow Americans. During this 4 week unit, students trace the causes of the war, including the perpetuation of slavery and the assertion of states' rights. It is important for students to understand the varied experiences of North Carolinians during this period as well as the disagreements they held about the institution of slavery. Students will explore why some North Carolinians were reluctant to join the Confederacy and the political events that ultimately led the state to secede from the Union.</p> <p>The unit ends with a research paper focused on the legacy of slavery in the 21st century. Students will utilize resources from <i>The 1619 Project</i> to conduct their research, and will focus on a particular topic or theme to demonstrate the lasting impact of slavery in the United States today.</p>
Objectives & Outcomes	<p>Guiding Question/ Big Idea: How did slavery shape American society?</p> <ul style="list-style-type: none"> <li>● How did the institution of slavery systematically oppress Black populations in the United States?</li> <li>● What strategies prior to the Civil War did groups and individuals perform to demonstrate support or disdain for issues like slavery?</li> <li>● Can violence ever be justified in the past or present when dealing with unjust laws?</li> <li>● Was the Civil War inevitable?</li> <li>● What is the legacy of slavery in the 21st Century?</li> </ul>

## Antebellum, Civil War & Reconstruction: How did slavery shape American society?

Unit by educators in Chapel-Hill Carrboro City Schools, part of the 2021 cohort of *The 1619 Project*

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Standards	<p><a href="#">North Carolina Grade 8 Social Studies Standards</a></p> <p>8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation.</p> <p>8.E.1 Understand the economic development of North Carolina and the nation.</p> <p>8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation.</p> <p>8.C&amp;G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.</p> <p>8.C&amp;G.2 Evaluate the effectiveness of societal reforms.</p>
Unit Resources	<p><a href="#">Lesson Plan: Exploring "The Idea of America" by Nikole Hannah-Jones</a></p> <p><a href="#">1619 Podcast about Lincoln &amp; Slavery (20:30 - 26:00)</a></p>
Performance Task	<p><a href="#">Legacy of Slavery Cornerstone Task</a> - This research project focuses on the legacy of slavery in the 21st century. Students will utilize resources from the 1619 Project to conduct their research, and will focus on a particular topic or theme to demonstrate the lasting impact of slavery in the United States today.</p>
Assessment/Evaluation	<p>Student research papers will be assessed according to a standardized writing rubric.</p> <p><a href="#">Writing Rubric [.pdf]</a></p> <p><a href="#">Writing Rubric [.docx]</a></p>

Unit Pacing

# of Days	Lesson Focus	Standard(s)	Lesson Activities	Lesson Resources
1 day	Slave Narratives	8.C&G.2 Evaluate the effectiveness of societal reforms.	In 1937, the Federal Writers' Project began collecting what would become the largest archive of interviews with former slaves. Few firsthand accounts exist from those who suffered in slavery, making this an exceptional resource for students of history. However, as with all historical documents, there are important considerations for students to bear in mind when reading these sources. In this lesson, students examine three of these accounts to answer the question: What can we learn about slavery from interviews with former slaves?	<a href="#">Slavery Narratives   Stanford History Education Group</a>
1 day	John Brown (Abolitionist)	8.C&G.2 Evaluate the effectiveness of societal reforms.	Students will employ their detective skills to examine the life, ideals, and actions of John Brown. Reviewing primary source documents regarding John Brown's actions throughout the 1850s, students will work with partners in an inquiry activity to learn about the righteous crusade Brown waged against slavery. Applying critical thinking skills to the "evidence" presented regarding Brown, students will make a "detective's" determination regarding Brown's character and the justifiability of his actions.	<a href="#">Who was John Brown? - Carolina K12</a>

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1 day	Resistance to Slavery	8.C&G.2 Evaluate the effectiveness of societal reforms.	Through a mixer activity, students are introduced to the various ways that enslaved people resisted the brutal exploitation of slavery. The lesson culminates in a collective class poem highlighting the defiance of the enslaved.	<a href="#">Poetry of Defiance: How the Enslaved Resisted</a>
1 day	Abolitionism	8. C&G.2.1. Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation	Students will understand the growth of the abolitionist movement in the 1830s and slaveholding states' view of the movement as a physical, economic and political threat.	<a href="#">Can Words Lead to War? Uncle Tom's Cabin Inquiry</a>
1 day	Music of the War	8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation.	Students will analyze two songs by the same name that were used by the Union and the Confederacy.	<a href="#">Battle Cry of Freedom Song Analysis [.pdf]</a> <a href="#">Battle Cry of Freedom Song Analysis [.docx]</a>
1 day	Unsung Heroes of the War	8.H.1 Understand the role of conflict and cooperation in the development of North Carolina and the nation.	Students will listen & respond to the compelling story of two women who became spies for the Union, one of whom allowed herself to become a slave for a second time for her mission.	<a href="#">Ring Podcast Guided Notes [.pdf]</a> <a href="#">Ring Podcast Guided Notes [.docx]</a>
1 day	Draft Riots	8.C&G.1.5 Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability,	This activity takes the outrages of the 1863 riots as its starting point and asks students to piece together clues that help account for this sudden explosion of rage.	<a href="#">Zinn- The Draft Riot Mystery</a>

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		and identity groups in North Carolina and the nation.		
1 day	Lincoln & Slavery	8.H.1 Understand the role of conflict and cooperation in the development of North Carolina and the nation	Students will listen to a segment of the <i>1619</i> podcast that discusses Lincoln’s early views on slavery and then engage in an activity that prompts them to consider Lincoln’s changing views on slavery throughout the civil war.	<a href="#">1619 Podcast about Lincoln &amp; Slavery (20:30 - 26:00)</a>  <a href="#">Lincoln Quotes [.pdf]</a> <a href="#">Lincoln Quotes [.docx]</a>
1 day	Confederate Monuments	8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation.	Students will read an article about the events surrounding Silent Sam & an excerpt from Julian Carr’s dedication to the statue and then have a chance to respond.  Students will interact with a number of resources around confederate monuments.	<a href="#">Silent Sam Article [.pdf]</a> <a href="#">Silent Sam Article [.docx]</a>  <a href="#">Carr Dedication [.pdf]</a> <a href="#">Carr Dedication [.docx]</a>  <a href="#">Student Written Response [.pdf]</a>  <a href="#">Student Written Response [.docx]</a>  <a href="#">Interactive Map of Confederate Monuments / Vox History of Confederate Monuments Video / Timeline of when Confederate Monuments were created</a>
2 days	Reconstruction	8. C&G.2.1. Summarize the strategies and societal reforms used to	Students will look at many of the key issues facing the nation after the civil war and create their own reconstruction plan.	<a href="#">Make A Reconstruction Plan [.pdf]</a>

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		address discrimination and oppression in North Carolina and the nation	Students will read an article about reparations and respond.	<a href="#">Make A Reconstruction Plan [.docx]</a> <a href="#">Stanford History- Radical Reconstruction</a> <a href="#">Stanford History SAC- "Were AA Free during Reconstruction?"</a> <a href="#">Reparations Written Response [.pdf]</a> <a href="#">Reparations Written Response [.docx]</a>
1 day	Racial Terrorism & Lynching	8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation.	Students will explore stories of lynching in the United States after the Civil War and watch a video from the dedication of the National Memorial for Peace & Justice.	<a href="#">Equal Justice Initiative Lynching in America</a> <a href="#">National Memorial for Peace and Justice</a> <a href="#">Stanford History- Examining changing northern views on freedom through political cartoons</a>
1 day	Choice Board	8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation.	Students will have an opportunity to explore a topic from the unit that interests them and they want to learn more about.	<a href="#">Civil War &amp; Reconstruction Choice Board [.pdf]</a>

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				<a href="#">Civil War &amp; Reconstruction Choice Board [.docx]</a>
2 weeks	Legacy of Slavery Project	8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation.	This research project focuses on the legacy of slavery in the 21st century. Students will utilize resources from <i>The 1619 Project</i> to conduct their research, and will focus on a particular topic or theme to demonstrate the lasting impact of slavery in the United States today.	<a href="#">Legacy of Slavery Cornerstone Task [.pdf]</a> <a href="#">Legacy of Slavery Cornerstone Task [.docx]</a>