

## **Title Of Learning Experience: The Growth Of Sectionalism and Slavery (Intermediate)**

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### **Learning Context:**

- Students will better understand the sectional differences between life in the North and the South in the years leading up to the American Civil War. This lesson will focus on differences in geography, economy, technology, labor, and government.
- New York State Standard 1 - History of the United States and New York. Uses a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
- Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.
  - Performance Indicators- students will explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans
- Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.
  - Performance Indicators- Students will be able to describe the reasons for periodizing history in different ways. Students will also investigate key turning points in New York State and United States history and explain why these events or developments are significant
- Key Idea 3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.
  - Performance Indicators- Students will be able to classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.
- Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.
  - Performance Indicators- Students will be able to understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives. Students will also compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts

### **Assessment Plan:**

- Students will use a variety of techniques in order to assess their level of understanding. These assessment tools include categorizing, charting, and interactive activities.
- Student's level of understanding will be documented through observation, discussion, and written assessment.

**Procedure:**

- Teacher: prior to the lesson teacher will have prepared, using Smart Board technology, various activities which include vortex, matching, video, pull downs, primary source document interpretation, and charting of topic covered.
- Students: will begin by reflecting on Do Now question. Throughout the lesson students will be actively engaged in categorizing and synthesizing information. At the conclusion of the lesson students will be asked to complete a charting activity for homework.
- Technology: will enhance student learning by actively engaging students in visual, auditory, and participatory skills.

**Resources:**

- Davison, James W, Castillo, Pedro, Stoff, Michael. The American Nation. New Jersey; Prentice Hall, 2000.
- Services. Public Broadcasting. WLIW21. 9 July 2008 <<http://www.wliw.org/>>
- Smart Board Technology Version 10
- Carter, Alice. "White Southerners' Defense of Slaveholding: Article Two." The Valley Of The Shadow. 2008. The University of Virginia's Curry School of Education. 10 July 2008.  
<http://www.vcdh.virginia.edu/teaching/vclassroom/proslavewsht2.html>
- The National Park Service. "Lincoln Home National Historic Site." 10 July 2008.  
<http://www.nps.gov/archive/liho/slavery/al15.htm>
- [www.google.com](http://www.google.com)

**Instructional/Environmental Modifications:**

- Modifications can be made by simplifying the primary source vocabulary and content. The many visuals and interactive activities lend themselves to a better understanding of the material for students with learning disabilities.

**Time Required:**

- Planning- Teacher should practice the interactive activities before presenting the lessons.
- Implementation- Two 40 minute classroom periods
- Assessment- One in class assessment at the end of lesson two should take approximately 10 minutes. Students will also complete an at home written assignment which should take approximately 30 minutes. Time to should be allotted in class to review the results of student work.

**Reflection:**

- This lesson was created in conjunction with the BOCES Teaching American History Grant.
- This lesson allows the user to gain experience with the Smart Board Technology.
- This lesson incorporates the best classroom practice because it utilizes a variety of different learning styles and can be modified easily.