

UNIT 7 LEARNING EXPECTATIONS

1. This document is a summation of what you need to master for the Unit Test.
2. Review the overview below and be able to answer the questions as we analyze the Unit.
3. Quizzes and Exit Ticket Assessments that will align with the overview below.
 - a. This is a Study Resource.
 - b. This can be used to assist in completing your Do Now.
 - c. **INCORPORATE LEARNED INFORMATION WITHIN YOUR EXIT TICKETS**
4. Your answers need to incorporate Perspectives and ISPICE.

| INQUIRY ARC | WHAT IS OUR MORAL OBLIGATION IN TIMES OF GREAT CRISIS? |
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| <p>Purpose For Learning</p> <p><i>How to connect the unit to being successful and achieving your goals.</i></p> <ol style="list-style-type: none"> 1. Is there a line you are not willing to cross when it comes to achieving your goals? 2. Character is everything! How will you display character while you pursue your dreams even when you feel you are being done wrong? 3. No one is going to give you your dream. What will you compromise and what are you not willing to compromise? | <p>Students study the causes and consequences of reform movements during the early to mid-nineteenth century, including: women’s suffrage and abolitionism. Students review the history of American slavery, focusing deeply on the facets of nineteenth century slavery in the United States. They analyze and compare the lives of the enslaved with the lives of freedmen and determine causes for the expansion of both abolitionist and pro-slavery movements. Asking What is our moral obligation in times of great crisis, students examine how reformers chose to act for social justice and the impacts of different types of action, especially in regard to slavery and abolition during the antebellum years. Students participate in a Paideia seminar on John Brown in Cornerstone 4. Culminating with an argumentative essay addressing the compelling question, students will then take authentic informed action by writing and creating their own movement for how they intend to fulfill their moral obligation in times of great crisis to be performed publicly at a city-wide Cornerstone showcase event.</p> <p>As an adolescent and as you pursue your goals into adulthood, you will be faced with decisions that will question your character, beliefs and the culture you want to create as you pursue your goals. If a “friend” asks you to skip school, steal, cheat or lie. What will you do? What will you decide? Will your goals and character trump your friendship? As you grow into adulthood, you must begin to understand what you will stand for and what you will not stand for. Compromise can be a good for certain decisions BUT compromise can keep you from your dreams and ultimately lead you down a path of failure and mediocrity.</p> <p>Never compromise in your pursuit of being great, but compromise will be needed to become great.</p> |
| <p>Unit 7 – CRISIS AND COMPROMISE: ANTEBELLUM AMERICA</p> | |
| <p>Big Ideas (Main Ideas)</p> <ul style="list-style-type: none"> • As Americans start to embrace the political power of individual action, social change in the United States begins to take shape. • In response to the steady stream of immigration, the definition of American citizenship begins to evolve. • Individuals both for and against the institution of slavery produced bodies of work to rally people for their cause. • Disagreements between the North and the South, especially over the issue of slavery, led to escalating tensions within the country. • The nation's unresolved stance on slavery began at the founding of the country and continues to be felt until this day. | |

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| DC Content Power Standards | Compelling Questions | Supporting Questions |
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| Use the italicized questions to answer the DC Content Power Standards. | | |
| <p>8.7.8: Explain the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Sojourner Truth, Maria Stewart, Margaret Fuller, Lucretia Mott, and Susan B. Anthony).</p> <p><i>Explain through ISPICE and Perspectives how the American Revolution is connected with the Constitution.</i></p> | <p>CQ1: When is the right time to fight?</p> <p><i>Explain how the Constitution and Declaration of Independence applies to this question?</i></p> <p><i>How were the motives of the abolition movement and suffrage movement similar yet different?</i></p> <p>Explain why your movement is important and why it is a time to take a stance.</p> | <p>SQ1: Who were the leaders for women’s rights and what were their goals?</p> <p>SQ2: How did the women’s suffrage movement intersect with abolition?</p> |
| <p>8.8.4: Trace the development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and the strategies that were tried to both overturn and preserve it.</p> <p>8.10.3: Identify the various leaders of the abolitionist movement.</p> <p><i>Explain the difference of state vs. federal power, how slavery was settled, and how state and individual citizen rights were handled.</i></p> | <p>CQ2: How did slavery change American society?</p> <p><i>Before answering this question think about the different perspectives, ISPICE, and the concept of Equity vs. Progress in which government leaders have to consider in regards to state vs. federal power, slavery, citizen and state rights and the Native Americans and creating a more perfect union.</i></p> <p>What is the topic that has changed American society? What compromises have allowed for your movement to occur? What will you no longer compromise on?</p> | <p>SQ3: What was the institution of American slavery?</p> <p><i>Give a deep answer. Discuss ISPICE. How slaves were treated mentally, physically and spiritually.</i></p> <p>SQ4: Who benefited from or supported slavery?</p> <p><i>Discuss the North and South and explain why.</i></p> <p>SQ5: Who benefited from or supported abolition?</p> <p>SQ6: Who was John Brown and how did he justify his actions toward abolishing slavery?</p> <p>SQ7: When, if ever, is violence morally justifiable in struggles for political or social change?</p> |

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| <p>8.3.6: Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.</p> <p><i>Use ISPICE and Perspectives to complete your answer</i></p> | <p>CQ3: Are some issues too great to compromise?</p> <p><i>Use ISPICE and Perspectives to complete your answer. Think about today and how well the Constitution and the Declaration of Independence is performing. Then compare to the issues of slavery, suffrage and any other issues that are important and should be protected.</i></p> <p>Did the laws create the best government and United States possible? Were the laws constitutional? Explain with examples.</p> | <p>SQ8: Did the compromises unite or divide the country?</p> |
| | | <p>SQ9: How did the nature of the compromises change nearer to the Civil War?</p> |
| | | <p>SQ10: What was the point of no return leading to the Civil War?</p> |
| | | <p>SQ10: How did the different interpretations of the Constitution lead to the development of early political parties</p> |
| <p>Unit Performance Task</p> | <p>Students write a five-paragraph persuasive essay evaluating the actions of different people from the time period and the extent to which they responded to the crisis of the times. Students then create their own movement that will involve a logo, slogan, hashtag, and protest song with calls to action they will perform for the public.</p> | |