

## GRADE EIGHT **COMPARING CULTURES:** **NORTH (New Englanders) VS. SOUTH (Virginians)**

### INDICATORS

#### **Social Studies: HISTORY**

- 9** Explain the causes of the Civil War with emphasis on:
  - a. Slavery;
  - c. The different economies of the North and South;

#### **Social Studies: CITIZENSHIP RIGHTS AND RESPONSIBILITIES**

- 1** Show the relationship between participating in civic and political life and the attainment of individual and public goals including:
  - b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

#### **Social Studies: SKILLS AND METHODS**

- 3** Write a position paper or give an oral presentation that includes citation of sources.

#### **English Language Arts: ACQUISITION OF VOCABULARY ►► TOOLS AND RESOURCES**

- 7** Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

#### **English Language Arts: READING PROCESS ►► COMPREHENSION STRATEGIES**

- 2** Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

#### **English Language Arts: WRITING PROCESS**

- 2** Conduct background reading, interviews or surveys when appropriate.
- 3** Establish a thesis statement for informational writing or a plan for narrative writing.

#### **English Language Arts: WRITING APPLICATIONS**

- 4** Write informational essays or reports, including research, that:
  - a. pose relevant and tightly drawn questions that engage the reader;
  - b. provide a clear and accurate perspective on the subject;
  - c. create an organizing structure appropriate to the purpose, audience and context;
  - d. support main ideas with facts, details, examples and explanations from sources; and
  - e. document sources and include bibliographies.
- 5** Write persuasive compositions that:
  - a. establish and develop a controlling idea;
  - b. support arguments with detailed evidence;
  - c. exclude irrelevant information; and
  - d. cite sources of information.

### **English Language Arts: RESEARCH**

- 2** Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
- 5** Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.
- 7** Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.

### **English Language Arts: COMMUNICATION ►► ORAL AND VISUAL**

- 8** Deliver informational presentations (e.g., expository research) that:
  - a.** demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b.** support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c.** include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d.** use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e.** draw from multiple sources, including both primary and secondary sources, and identify sources used.

## ACTIVITIES

(See the resource listings below for Internet Resources, *Opening the Door West Plus!* Bonus Materials, and the WOUB/Shelburne Films DVD documentary *Opening the Door West* tie-ins to the activities.)

- **Ohio Model Curriculum Lesson Plans**

- ▶ PDF documents available for download.  
See instructions under Resources.

- ▶ **“Why Did Americans Fight Other Americans?”**

13 pages

- Students will work in cooperative groups to research the causes of the Civil War. The focus question of this lesson is, “Do events and circumstances from 1820-1861 support President Lincoln’s statement, “All knew that this interest [slavery] was, somehow, the cause of the war?” Students will show evidence of learning through student-created presentations (e.g., graphics, multi-media presentations, mini-dramas, debates) and a written post-assessment.

- ▶ **“Get on Board”**

- This lesson combines learning activities on the Underground Railroad, abolitionist movement and the writing of a position paper. Students will view a documentary, research a historical figure and write a two-page position paper.

## INTERNET RESOURCES

- **Ohio Model Curriculum Lesson Plans**

- ▶ Go to Ohio’s Instructional Management System: <http://ims.ode.state.oh.us/ode/ims/Default.asp?bhcp=1>
- ▶ Use the search area below the introduction to choose:
  - Search within - choose Lesson Plans.
  - Content Area – choose the Subject Area.
  - Grade Band – choose the grade from the drop down menu.
  - Type in a keyword from the title of one of the above lesson plans.
  - Click search. The site provides a list of possible lesson plans.
  - Navigate (scroll, next) to the lesson’s title and click the download button. The PDF file downloads and opens.

- **“Before Brother Fought Brother:**

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=484](http://edsitement.neh.gov/view_lesson_plan.asp?id=484)

- ▶ Life in the North and South 1847-1861” EdSiteMent (National Endowment for the Humanities is association with marcopolo-eudcation.org)

- **The Reader’s Companion to American History, Houghton Mifflin College Division:**

- ▶ “Colonial Culture” [http://college.hmco.com/history/readerscomp/rcah/html/ah\\_018000\\_colonialcult.htm](http://college.hmco.com/history/readerscomp/rcah/html/ah_018000_colonialcult.htm)
- ▶ “New England Colonies”  
[http://college.hmco.com/history/readerscomp/rcah/html/ah\\_064300\\_newenglandco.htm](http://college.hmco.com/history/readerscomp/rcah/html/ah_064300_newenglandco.htm)

- **Guided Readings: Colonization University of Houston’s Digital History:**

<http://www.digitalhistory.uh.edu/database/subtitles.cfm?titleID=97>

- ▶ Eighteen readings on colonization include: Life in Early Virginia, Slavery Takes Root in Colonial Virginia, Founding New England, The Puritans, Regional Contrasts.

- **Ohio History Central**

- ▶ African Americans: <http://www.ohiohistorycentral.org/entry.php?rec=570>
- ▶ American Civil War: <http://www.ohiohistorycentral.org/entry.php?rec=463>
- ▶ Black Laws of 1807: <http://www.ohiohistorycentral.org/entry.php?rec=1505>
- ▶ Runaway Slaves: <http://www.ohiohistorycentral.org/entry.php?rec=626>
- ▶ Ohio Black Laws, 1804: [http://library.stitch.edu/blackhistorymonth/PDFS/Ohio Black Laws.pdf](http://library.stitch.edu/blackhistorymonth/PDFS/Ohio%20Black%20Laws.pdf)  
Downloadable PDF file.

- **Library of Congress American Memory Project:**
  - ▶ Letter, Thomas Jefferson to Benjamin Banneker  
*<http://memory.loc.gov/ammem/mchtml/corlst.html#B>*
    - Scroll down and click “Letter, Thomas Jefferson to Benjamin Banneker expressing his belief that blacks possess talents equal to those of “other colours of men, 30 August 1791.”
- **Slaves and the Courts:** *<http://memory.loc.gov/ammem/sthtml/sthome.html>*
- **The Geography of Slavery in Virginia:** *<http://www.vcdh.virginia.edu/gos/index.html>*
- **Henry R. Burke**
  - ▶ Slavery in the Ohio River Valley: *[http://www.coax.net/people/lwf/HRB\\_ORV.HTM](http://www.coax.net/people/lwf/HRB_ORV.HTM)*
  - ▶ Abolitionists David Putnam Jr.: *[http://www.coax.net/people/lwf/HRB\\_DP.HTM](http://www.coax.net/people/lwf/HRB_DP.HTM)*
- **Runaway Andrew, Marietta, Ohio, 1827:**  
*<http://www.afrigeneas.com/forumdl/index.cgi?noframes;read=3911>*
- **“First Person Narratives of the American South”**  
*<http://docsouth.unc.edu/fpn/texts.html>*  
University of North Carolina’s Documenting the American South web site.
- **“North American Slave Narratives”** *<http://docsouth.unc.edu/neh/texts.html>*  
University of North Carolina’s Documenting the American South web site.

## BONUS MATERIALS - MUSIC

LOCATION	TITLE	SOURCE	LENGTH
CD	“March” - H. Blennerhassett. ca. 1796-1804. American composer	sound track	02:03
CD	“Sprints in the Mist”: Native American tradition	sound track	02:30
CD	“The Negroe” - 1751: African American Tradition	sound track	02:24
CD	“Water Music” - G. F. Handle. (1800 arrangement) European composer	sound track	01:52

## BONUS MATERIALS - INTERVIEWS WITH AN EXPERT

LOCATION	TITLE	SOURCE	LENGTH
DVD	Causes of Conflict: The Concept of Land - Louise Zimmer	Interview with an Expert	01:37
DVD	Citizens of a Republic - Dr. Andrew Cayton	Interview with an Expert	01:41
DVD	Consequences of Conflict: Divided Loyalties - Louise Zimmer	Interview with an Expert	00:32
DVD	North vs. South: Cultural Differences of the 1790s - Ray Swick	Interview with an Expert	04:17
DVD	Northwest Ordinance: Article 6 Issues & Impact - Alan Eckert	Interview with an Expert	01:38
DVD	Northwest Ordinance: Article 6 Issues & Impact - Dr. Andrew Cayton	Interview with an Expert	04:01
DVD	Northwest Ordinance: Governing New Lands - Dr. Andrew Cayton	Interview with an Expert	02:35
DVD	Northwest Ordinance: Guiding Tenets - Dr. Andrew Cayton	Interview with an Expert	01:04
DVD	Northwest Ordinance: Principals of Citizenship - Dr. Andrew Cayton	Interview with an Expert	01:54
DVD	Servant vs. Slave: Black Pioneers - Henry Burke	Interview with an Expert	02:56
DVD	The Cultural Mix - Dr. Andrew Cayton	Interview with an Expert	00:41
DVD	The Cultural Mix - Louise Zimmer	Interview with an Expert	01:30

## BONUS MATERIALS – PAINTINGS AND DRAWINGS

LOCATION	TITLE	SOURCE	TYPE
CD	An Overseer Doing His Duty - Latrobe	Paintings/Drawings	Watercolor

## WOUB/SHELBURNE FILMS DVD DOCUMENTARY OPENING THE DOOR WEST

CHPT #	CHAPTER NAME	START TIME	DETAILS(S)
2	Ohio Lands	04:10	Native Americans of the Northwest Territory
8	Spies & Rangers	00:26	Ohio Company (New England Culture), Virginia (Southern Culture)
8	Spies & Rangers	01:56	Careers: Virginia scouts and rangers “Long Knives”
8	Spies & Rangers	02:54	Conflict - Settlers, Natives: Virginia scouts and rangers hated by the Native Americans
8	Spies & Rangers	03:25	Wants vs. Needs: Want: to avoid conflict with natives, Need: protection of Virginia scouts
9	Farmer’s Castle	05:11	Ownership of black slaves in the Ohio Company vs. Virginia