



**Literacy Design
Collaborative**

Causes of the Civil War

★ TASK

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After reading selected articles, students will write an argumentative essay stating what they believe to be the main cause of the Civil War, with their opinions substantiated by evidence gleaned from their readings.

GRADES

5

DISCIPLINE

 **Social
Studies**

COURSE

Any

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template EL3 - Argumentation

What was the primary cause of the Civil War? After reading selected informational texts, write an argumentative essay in which you identify what you believe to be the primary cause of the Civil War and argue your position. Give three example(s) from the selected articles to support your opinion. What conclusion can you draw about the south's motives for secession?

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCR.W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCR.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCR.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCR.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Custom Standards

8.3.5.B

Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.D

Causes of the Civil War

Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. (Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability)

Texts

- 🔗 **BrainPOP - Causes of the Civil War. BrainPOP video that provides an introduction of the concept of causes of the Civil War. (student)**
- 🔗 **The Civil War: 10 Things You Should Know (but probably don't). (student)**
- 🔗 **Primary Sources Offer Insight on War's Cause. (student)**
- 🔗 **Top 5 Causes of the Civil War. (student)**
- 🔗 **The Causes of the Civil War, 2.0. (student)**

Student Work Rubric - Opinion Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Opinion	Introduces the topic and an unclear opinion.	Introduces the topic and a clear opinion on the topic with an inconsistent focus on the opinion.	Introduces the topic and a clear opinion on the topic with a consistent focus on the opinion.	Introduces the topic and a clear and specific opinion with a consistent focus on the opinion.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources .	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes reasons with minimal facts and details.	Includes reasons and some related facts and details.	Includes reasons with relevant facts and details that support the opinion .	Explains reasons, facts and details that support the opinion.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end. Uses linking words/phrases (e.g., for instance, in order to, in addition) to connect opinion and reasons.	Sequences sentences and groups related information logically in paragraphs or sections that introduce the topic, state an opinion, supply logically ordered reasons, and provide a conclusion . Uses linking words/phrases (e.g., consequently, specifically) to connect opinion and reasons.	Sequences sentences and groups related information logically in paragraphs or sections that introduce the topic, state an opinion, supply logically ordered reasons, and provide a unifying conclusion. Consistently and precisely uses linking words/phrases (e.g., consequently, specifically) to connect opinion and reasons.
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and domain-specific vocabulary precisely .	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level . Uses varied language and domain-specific vocabulary precisely.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Many people think that they know what caused the Civil War. Nine out of ten people would probably tell you that the institution of slavery caused the Civil War. However, as with all things in history, there are many different points of view. You will learn about three causes and choose and defend the issue that stands out as the primary cause of the Civil War.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

PRE-ASSESSMENT: Ability to engage with a task similar to the teaching task for assessment purposes.

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

SUMMARIZE AND PARAPHRASE: Ability to summarize and paraphrase important components of text.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

CITE EVIDENCE: Ability to substantiate an assertion with evidence from the text.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
Not provided	PRE-ASSESSMENT: Ability to engage with a task similar to the teaching task for assessment purposes.	SHORT CONSTRUCTED RESPONSE After reading the article, explain what you would have done if you were President Lincoln. Would you have arrived in Washington early or would you have traveled as planned? Use evidence from the text to support your position.	Student meets expectations if he/she does the following: Use the same rubric as will be used for the classroom assessment (found towards the end of this module)	<ul style="list-style-type: none"> Link this task to earlier class content. Discuss and share student responses. Clarify timetable and support plans for the task. Pacing: 45 min.
Not provided	TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns	NOTES As you watch the BrainPOP video about the causes of the Civil War, take notes about the causes listed for the Civil War.	Student meets expectations if he/she does the following: Completed note sheet	<ul style="list-style-type: none"> Pass out the teacher created graphic organizer. Circulate and assist as necessary as students are watching the video. At the conclusion of the video, go over the responses and have students self-correct as necessary. Pacing: 30 min.
Not provided	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	NOTES In your own words, what are the important features of a good response to this prompt?	Student meets expectations if he/she does the following: Completed Task Reflection Sheet	Pass out the prompt reflection sheets and guide a class discussion about what each part of the prompt means. Use questions like: ~What will you have to do to successfully answer this part of the prompt? ~What do you need to learn to be able to do this? ~What parts of this seem easy / what parts seem hard? Review the reflection sheets and read them over so you have a good sense of how well each student understands the task. Provide additional feedback and support as necessary in the following days. Pacing: 20 min
Reading Process				
Not provided	ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.	LIST In your vocabulary notebook, list words and phrases listed below. Add definitions, and (if appropriate) notes on connotation in this context. abolition industry secede / Secession confederate economy agriculture	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Lists appropriate phrases. Provides accurate definitions. 	<ul style="list-style-type: none"> After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed. Pacing: 30 min.

Causes of the Civil War

<p><i>Not provided</i></p>	<p>NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</p>	<p>NOTES From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism. Use the teacher-created note taking sheet.* L3 Why is it important in the process of inquiry to "identify gaps" or "unanswered questions" about the topic?</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> Identifies relevant elements. Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). 	<ul style="list-style-type: none"> Teach a model format for note taking. Check that early student work is in the assigned format (or in another format that gathers the needed information effectively). <p>Pacing: 40 min</p>
<p><i>Not provided</i></p>	<p>SUMMARIZE AND PARAPHRASE: Ability to summarize and paraphrase important components of text.</p>	<p>NOTES In the margins of your articles, paraphrase the content of the article and do your best to put the essential information into your own words.</p>	<p>Student meets expectations if he/she does the following:</p> <p>Paraphrasing should appear for every paragraph within each article.</p>	<p>Students should be using the summarizing and paraphrasing skills that have been taught for approximately 4 weeks this school year.</p> <p>Pacing: 40 min</p>
<p><i>Not provided</i></p>	<p>ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.</p>	<p>SHORT CONSTRUCTED RESPONSE Define "plagiarism" and list ways to avoid it.</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> Provides accurate definition Lists several appropriate strategies 	<ul style="list-style-type: none"> Discuss respect for others' work to assemble evidence and create texts. Discuss academic penalties for stealing others thoughts and words.
<p>Transition to Writing</p>				
<p><i>Not provided</i></p>	<p>BRIDGING: Ability to begin linking reading results to writing task.</p>	<p>OUTLINE Now that you've read and taken notes on several articles, go back and re-read the prompt. Re-read your notes and ask yourself if you: a. have an opinion b. have enough information to support your position</p>	<p>Student meets expectations if he/she does the following:</p> <p>None</p>	<ul style="list-style-type: none"> Discussion-based strategies. Small group discussion using question. <p>Pacing: 10 min</p>
<p><i>Not provided</i></p>	<p>BRIDGING: Ability to begin linking reading results to writing task.</p>	<p>OUTLINE Students will be broken into three distinct groups. The causes will be narrowed to three possible causes of the Civil War: States' Rights, the Election of Abraham Lincoln, and Slavery. Students will decide upon which group they closest align with and choose that view as their position.</p>	<p>Student meets expectations if he/she does the following:</p> <p>Students will complete the outline defending their position. A</p>	<p>Pacing: 1 day</p>

Causes of the Civil War

			completed outline will meet expectations.	
Writing Process				
<i>Not provided</i>	CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.	SHORT CONSTRUCTED RESPONSE Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of argument. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2). <p>Pacing: 30 min.</p>
<i>Not provided</i>	PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.	OUTLINE Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions.
<i>Not provided</i>	CITE EVIDENCE: Ability to substantiate an assertion with evidence from the text.	LONG CONSTRUCTED RESPONSE Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
<i>Not provided</i>	DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.	LONG CONSTRUCTED RESPONSE Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	Student meets expectations if he/she does the following:	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.

Causes of the Civil War

			<ul style="list-style-type: none"> ● Provides complete draft with all parts. ● Supports the opening in the later sections with evidence and citations. 	
Not provided	<p>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>LONG CONSTRUCTED RESPONSE Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> ● Provides complete draft with all parts. ● Supports the opening in the later sections with evidence and citations. ● Improves earlier edition. 	<ul style="list-style-type: none"> ● Sample useful feedback that balances support for strengths and clarity about weaknesses. ● Assign students to provide each other with feedback on those issues.
Not provided	<p>COMPLETION: Ability to submit final piece that meets expectations.</p>	<p>LONG CONSTRUCTED RESPONSE Turn in your complete set of drafts, plus the final version of your piece</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> ● Fits the "Meets Expectations" category in the rubric for the teaching task. 	Not Provided

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided