

# SIOP Lesson – 8<sup>th</sup> Grade Social Studies

## Unit

The Age of Jackson

## Lesson Plan

The Nullification Crisis

### This Lesson Addresses:

**5B History** - The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to summarize arguments on protective tariffs, taxation, and the bank.

**18B Government** - The student understands the dynamic of the powers of the national government and state governments in a federal system. The student is expected to describe historical conflicts arising over the issue of states' right including the Nullification Crisis.

**22A Citizenship** - The student understands the importance of the expression of different points of view in a democratic society. The student is expected to identify different points of view of political parties and interest groups on important historical and contemporary issues.

**22C Citizenship** - The student understands the importance of the expression of different points of view in a democratic society. The student is expected to summarize a historical event in which compromise resulted in a peaceful resolution.

**30 Social studies skills** - The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- (A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;
- (E) support a point of view on a social studies issue or event;
- (F) identify bias in written, oral, and visual material;

## **Content Objectives**

The student will be able to identify the political and economic reasons for the Nullification Crisis.

## **Language Objectives**

The student will identify vocabulary associated with the Nullification Crisis.

## **Metacognitive Objectives**

The student will analyze the differing points of view during the Nullification Crisis, and summarize how armed conflict was avoided.

## **Materials**

Handout – A Nation Divided – The Nullification Crisis

Handout – Tariff of 1828 – Point of View

Handout – The Nullification Crisis – Cause and Effect

Handout – Filmstrip – Sequence of Events

Word Wall – Vocabulary terms, definitions, and visual representations

Blank copy paper or card stock

Map Pencils/Crayons/Markers

Scissors

Glue/Stapler/Clear Adhesive Tape

## **Procedure – Building Background**

1. Before the lesson, have the vocabulary from the Nullification Crisis posted on your word wall. For maximum effectiveness, make each word interactive by folding a piece of card stock in half, writing the vocabulary term on the front, drawing an example right next to the word, and in the inside flap, write the definition of the word.
2. Have the students copy the words that are used in the Nullification Crisis lesson in their notes.
3. In groups of four, have students define each word.
4. Have students either create a visual or a kinesthetic demonstration for each word.
5. Have each group share their visuals or kinesthetic with the whole class.
6. Discuss with students the concept of Point of View and how it impacts history.
7. Explain to students that they are going to investigate an incident which almost led to a war within the United States.

## **Procedure – Comprehensible Input, Lesson Delivery**

1. Hand out to each student the “Tariff of 1828-Point of View” worksheet to each student.

2. Using either their books or other resources, have them describe the Tariff of 1828 in the first box as a group.
3. Discuss with all groups what they have written about the Tariff of 1828.
4. In their groups, students are to describe how both the northern and southern states felt about the Tariff.
5. Discuss with all groups their responses.
6. Have students talk about how point of view fits in with the Tariff of 1828.

### **Procedure – Comprehensible Input, Strategies, Practice**

1. If you have a computer and the means to project images, go to the Ignite Media Gallery found at:  
[http://www.ignitelearning.com/media\\_gallery/u11t1stb\\_comptar\\_C.shtml](http://www.ignitelearning.com/media_gallery/u11t1stb_comptar_C.shtml) and discuss with students what they have viewed. **In order to watch the video, you must have Real Player found at <http://www.real.com>**
2. In their groups, students are to complete “The Nullification Crisis-Cause and Effect” handout. They can use their textbooks or other resources.
3. Have students discuss in a whole class setting their results.
4. Hand out the filled out filmstrip or the blank filmstrip to the students. (You can find a blank filmstrip at:  
<http://www.saisd.net/ADMIN/curric/SStudies/handson/cwfilmstrip.gif> )
5. Students are to either draw what happened in each panel or complete the idea for each panel.
6. Once finished, they can cut out the filmstrip and glue the strips together.

### **Assessment**

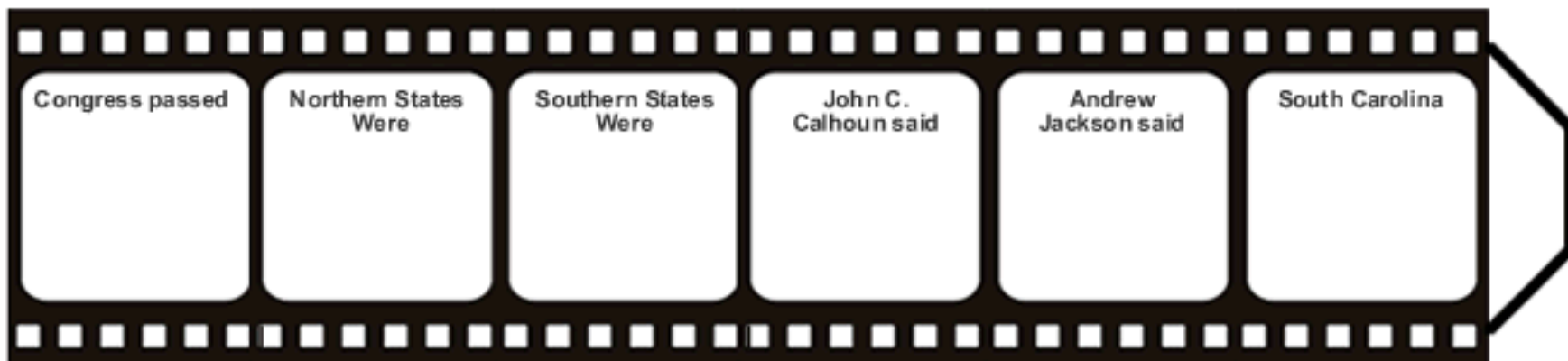
1. Have students complete the “A Nation Divided-The Nullification Crisis” chart
2. In the boxes, they are to describe how the national government felt and reacted to the crisis. They are also to describe how South Carolina felt and reacted to the crisis.
3. They are to then decide on who they feel was right and write their reasons why in either the “National Government” side or the “South Carolina” side.
4. Finally, students are to color the flag, cut on the jagged line and attach it to the front of the chart.

### **Technology Application**

Have students create an original PowerPoint presentation demonstrating the main idea of the Nullification Crisis and how it was resolved.

### **Extensions**

Students can dramatize a contemporary issue which demonstrates the concept of point of view.



# Nullification Crisis Vocabulary

<b>Nullification</b>	
<b>Compromise</b>	
<b>Tariff</b>	
<b>Secede</b>	



## A Nation Divided – The Nullification Crisis

National Government	South Carolina

