

## **Conflict and Compromise**

This lesson is part of a larger unit studying the importance of compromising in the democratic process. It will be taught in an Alternative Education Humanities class. The class is typically a heterogeneous grouping of 35 juniors and seniors. These students come to class with a variety of backgrounds and prior knowledge. Thus it is important to plan units that address enduring themes of social studies, in this case, within the context of U.S. history. Choosing a theme that is engaging and relevant to them as lifelong learners is a must. This unit seeks to engender thoughts and actions around the question: When and how do we compromise? There are many examples throughout our nation's history of compromising - after all it is the essence of the democratic process - but students must grapple with the sacrifices that have been made throughout. They must also discover for themselves on a personal level when/what/if they are willing to compromise as individuals for the benefit of their community. To engage in this topic is a first step towards active citizenship.

## Conflict and Compromise

Lesson Name	Compromises: Maine and Kansas
Grade Level	11-12
Estimated number of lessons	1 to 2 days: 45 min. classes
Prerequisite skills/content	Familiarity with close reading imagery Basic understanding of the American Civics and Government

### Essential Question: What does it mean to compromise?

Applicable Standards:	(C&G.F1) Explaining basic civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations
Civics and Government (1)	(H.F1) Explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
History (1)	
English Language Arts (2)	(RI.11.c.) Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.  (W.3) Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation.
Inquiry Objectives	<ol style="list-style-type: none"> <li>1. Identify the Missouri Compromise of 1820</li> <li>2. Identify and describe the repercussions of The Compromise</li> <li>3. Identify and connect to present day compromises: Nationally, Locally, Individually</li> </ol>

Supporting Question 1	Supporting Question 2	Supporting Question 3
1. Who or what was involved in the Missouri Compromise of 1820?	2. What were the impacts of the Missouri Compromise upon individuals and groups?	3. When is compromise not enough to settle a conflict/issue?

Formative Assessment / Performance Task	Formative Assessment / Performance Task	Formative Assessment / Performance Task
<i>Have students compare two state maps circa 1820 of Maine and Kansas. They will complete a close reading questionnaire and a comparison chart to determine the populations considered in the new state/territory.</i>	<i>To help develop their understanding of repercussions of The Missouri Compromise, students will evaluate primary and secondary reading sources by collecting facts and main ideas. Using those facts and ideas, they will create a visual representation of the causes and effects on individuals and groups.</i>	<i>Have students think about what happens when compromise does not work by looking at the national results of state boundaries combined with the issue of slavery. Students will answer the above question using evidence from the sources below.</i>
Featured Sources	Featured Sources	Featured Sources
<a href="#">U.S Map 1820</a> <a href="#">Moses Greenleaf: Maine 1820</a> <a href="#">Reynold's U.S. Map 1856</a> (to refer to Kansas)	<a href="#">Reynold's U.S. Map 1856</a> (map) <a href="#">Bleeding Kansas</a> and <a href="#">timeline</a> (reading:all) <a href="#">Emigration to Kansas</a> (pg.s 25-36) <a href="#">Missouri Compromise</a> (reading:all))	<a href="#">Compromise of 1850</a> (map) <a href="#">Kansas Nebraska Act 1854</a> (map) <a href="#">United States 1861</a> (map) <a href="#">Holmes to Jefferson</a> (pg.2 paragraphs 1-5)

Summative Performance Task	Students will identify a national, local or a personal issue that requires a compromise and through facilitated discussion will support their reasoning for this as the best option. Other students in the discussion will need to counter argue and all will need to compromise. A written reflection of the process will be required.
Modifications	ELL - Close reading of images is an intervention unto itself, but making sure the context is clear for these learners is important. Pre-reading strategies will be used, as well as, teacher annotated texts. IEP - Since the goals of individual IEP's vary, accommodations and differentiation will happen according to individual need. 504 - All lessons allow for individual 504 outlined accommodations and Tier I and II strategies employed.
Taking Informed Action	Students who choose a national issue will have the chance to write a letter to the editor or elected official. Students who choose a local issue may write or contact local elected officials or authorities. Students who choose a personal issue may add their compromise into their personal goals, classroom portfolio or address the issue with their person facilitated by staff.