

Teacher Guide for the Lesson on **Nullification Crisis**

Standard:
8.7(D)

Content Objective:

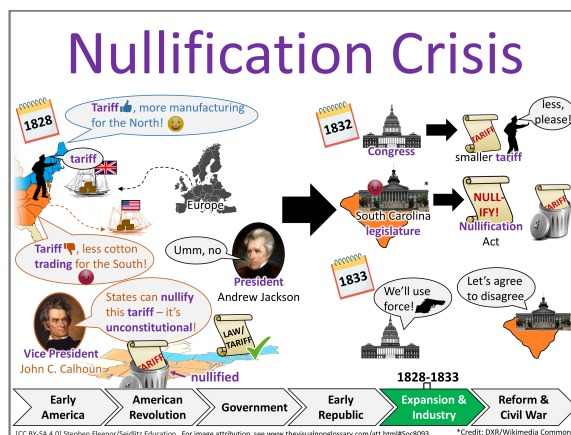
We can analyze how the **Nullification Crisis** contributed to growing divisions between different sections of the United States.

Language Objective: Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

South Carolina seceded from the Union 27 years later, in 1860. How did the **Nullification Crisis** contribute to South Carolina's **secession** ?

The **Nullification Crisis** contributed to South Carolina's **secession** by...

Other key vocabularies: [states' rights](#), [secession](#)



By studying this visual, students might:

Notice	Wonder
<ul style="list-style-type: none"> • Congress passed a tariff that helped the North but hurt the South. 	<ul style="list-style-type: none"> • Why was the tariff such a big deal to the South?
<ul style="list-style-type: none"> • South Carolina responded with the Nullification Act. 	<ul style="list-style-type: none"> • Could other states also nullify laws they didn't like?
<ul style="list-style-type: none"> • President Andrew Jackson threatened to use force. 	<ul style="list-style-type: none"> • Why did Calhoun support South Carolina but Jackson didn't?

<ul style="list-style-type: none"> • Vice President John C. Calhoun supported South Carolina’s stance. 	<ul style="list-style-type: none"> • What would have happened if Jackson had actually used force?
<ul style="list-style-type: none"> • The timeline includes years 1828, 1832, and 1833, showing how the event escalated. 	<ul style="list-style-type: none"> • How did this event influence the decision to secede later?

EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
<p>What occurred during the Nullification Crisis?</p> <p>During the Nullification Crisis, ...</p>	<p>How is the Nullification Crisis related to states’ rights?</p> <p>The Nullification Crisis is related to states’ rights because...</p>	<p>South Carolina seceded from the Union 27 years later, in 1860. How did the Nullification Crisis contribute to South Carolina's secession?</p> <p>The Nullification Crisis contributed to South Carolina's secession by...</p>

Example Student Responses to the Observational Question

Low-Level	High-Level
<p>During the Nullification Crisis, South Carolina didn't want the tariff, so they said no to the law.</p>	<p>During the Nullification Crisis, South Carolina's legislature passed the Nullification Act to reject a federal tariff, arguing it hurt their economy and violated states' rights.</p>

RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation



[Here is an example](#) of structuring a conversation with Q-SSS-A.

Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.

Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
<p><i>Purpose for Reading: The purpose for reading is to explore how economic and political disagreements during the Nullification Crisis revealed tensions in the United States.</i></p>	<ul style="list-style-type: none"> • Differences in how the North and South felt about the tariff • Actions taken by South Carolina • Reactions of federal leaders like Andrew Jackson • Examples of states' rights • Any compromises or resolutions 	<p>How did the Nullification Crisis expose tensions between the North and South and between federal and state governments?</p> <p>The Nullification Crisis exposed tensions between the North and South and between federal and state governments by...</p>

STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:




- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.

DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <p><i>Triangle is bottom-left</i></p>	 <p><i>Square is bottom-left</i></p>	 <p><i>Circle is bottom-left</i></p>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.