

Social Studies Gr 6 Unit 4

Unit: Social Sciences and History , Grade(s) Grade 6

The Civil War & Reconstruction

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: Why was compromise an unsuccessful strategy in preventing conflict?

EQ2: What were the major events that played a role in starting the Civil War?

EQ3: Did slavery cause the civil war?

EQ4: How did the Civil War make or change modern America?

EQ5: Did Reconstruction move us closer to or further away from our nation's ideals?

EQ6: Can one society truly understand and rebuild another society's broken social structure?

EU1: Although the United States became unified with the ratification of the Constitution, various factions and regional groups still sought to protect their interests and way of life

EU2: The seeds of the Civil War were sewn in the compromises made within the Constitution that protected slavery, the subsequent ineffectual political compromises, and the growing Southern belief that central government served as an extension of Northern interests.

EU3: The country began to develop into two different societies with distinct economies, culture, and political views that could not be held together by further compromises that pleased neither side and avoided solving the issue of slavery

EU4: Throughout the 1800s, sectionalism, economic interests, slavery, and states' rights all tore at the Union

EU5: From 1861 to 1865, the US saw the bloodiest conflict in its history, with over 600,000 Americans dead
Geography influenced why the war was fought, how it was fought, and how Reconstruction was managed.

EU6: The Civil War transformed the United States into valuing nation over section; into seeing the federal government as the engine of social and economic progress; and into having a modern economy

EU7: By the end of Reconstruction, slavery was dead, the Union preserved, and both North and South transformed. However, the ideal of a society purged of racial injustice went unfulfilled as the South remained segregated for almost another 100 years

EU8: Reconstructive issues such as states' rights and sectionalism and citizenship have since remained issues
Americans have never threatened war upon each other to the extent that they did in the 1860s.

Students will be able to...

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Compare and contrast differing interpretations of current and historical events
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Evidence of Learning/ Assessment

- Competency 1 - Civil War Journal
- Competency 2 - Reconstruction
- Formative Assessments
 - Differentiated Interactive Notebook Entries
 - Student Role-Playing Activities
 - Exit Slips & 3-2-1 Reflections
 - Teacher-Created Quizzes
 - [Digital Formative Assessment Options](#)

Instructional Design/Learning Plan

- Suggested Sequence for Learning
- Suggested Learning Activities
 - Analyze and bring to life images depicting the different ways of life in the North and the South in the mid-1800s.
 - Draw and annotate images to illustrate how life in the North was different from life in the South.
 - Interpret a metaphor used by Abraham Lincoln to warn of the potential end of the Union.
 - Analyze maps and bring to life images to understand how tensions developed between the North and the South in the mid-1800s.
 - Create an argument to answer the question: How did slavery create tension among the states prior to the Civil War?
 - Use primary sources to experience different aspects of the Civil War.
 - Visit five sites at the battlefield at Gettysburg in July 1863. Write a eulogy honoring those who fought and died during the Civil War.
 - Write a letter from the perspective of a young person who has a family member that took the other side in the Civil War.
 - Examine positive and negative changes in the lives of Southern African Americans after the Civil War.
 - Analyze images to evaluate how close African Americans came to full citizenship during Reconstruction.
 - Consider the values expressed by participants in the civil rights movement. Write a statement to examine your own civil rights.

Unit Materials

National Geographic - American Stories

DBQ Project

InfoBase

Standards Covered

*ELA NJSL**RH: Reading History and Social Studies**

Craft and Structure

- RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

Key Ideas and Details

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Range of Reading and Level of Text Complexity

- RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST: Writing History, Science and Technical Subjects**Production and Distribution of Writing**

- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Range of Writing

- WHST.6-8.10: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Research to Build and Present Knowledge

- WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

Text Types and Purposes

- WHST.6-8.1: Write arguments focused on discipline-specific content.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

***Social Studies NJSLs**

SOC.6.1.8: U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.8.5: Civil War and Reconstruction (1850-1877)

- SOC.6.1.8.A: Civics, Government, and Human Rights
 - SOC.6.1.8.A.5.a: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
 - SOC.6.1.8.A.5.b: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- SOC.6.1.8.B: Geography, People, and the Environment

- SOC.6.1.8.B.5.a: Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
- SOC.6.1.8.C: Economics, Innovation, and Technology
 - SOC.6.1.8.C.5.a: Assess the human and material costs of the Civil War in the North and South.
 - SOC.6.1.8.C.5.b: Analyze the economic impact of Reconstruction on the South from different perspectives.
- SOC.6.1.8.CS5: Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.
- SOC.6.1.8.D: History, Culture, and Perspectives
 - SOC.6.1.8.D.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.
 - SOC.6.1.8.D.5.b: Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
 - SOC.6.1.8.D.5.c: Examine the roles of women, African Americans, and Native Americans in the Civil War.
 - SOC.6.1.8.D.5.d: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

SOC.6.3.8: Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS.A: Civics, Government, and Human Rights

- SOC.6.3.8.A.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- SOC.6.3.8.A.2: Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

SOC.6.3.8.CS.D: History, Culture, and Perspectives

- SOC.6.3.8.D.1: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Additional Properties

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