

4 People/Perspectives of the Civil War

Content Area: **Social Studies**
Course(s): **Social Studies 7 - History**
Time Period: **December**
Length: **4**
Status: **Published**

Unit Overview:

This unit will examine the roles and impact that African Americans, Native Americans, women, and other marginalized groups had on the Civil War.

Essential Questions:

1. How did the roles of women, African Americans, Native Americans, and other marginalized groups impact the Civil War?
2. Do you believe the outcome of the Civil War has any bearing on how marginalized people are treated today?

Enduring Understandings:

The American Civil War continued to showcase inequalities for African Americans, Native Americans, women, and other marginalized groups.

Standards/Indicators/Student Learning Objectives (SLOs):

SOC.6.1.8.HistoryUP.5.b Examine the roles of women, African Americans, and Native Americans in the Civil War.

Lesson Titles:

1. African Americans in the Civil War
2. Women in the Civil War
3. Native Americans in the Civil War
4. Other Marginalized Groups in the Civil War

Career Readiness, Life Literacies, & Key Skills:

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Inter-Disciplinary Connections:

LA.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.
LA.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.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Equity Considerations

Amistad Mandate

Topic: African Americans in the Civil War

Materials Used: Glory movie and activities

Addresses the Following Component of the Mandate:

- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

N/A

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Albert Cashier, Transgender Union Soldier

Materials Used: Online Resources for research

Addresses the Following Component of the Mandate:

- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Joseph Pierce, Corporal for the Union

Materials Used: NPS Handbook "Asians and Pacific Islanders in the Civil War"

Addresses the Following Component of the Mandate:

- Political
- Social

Summative Assessment:

Unit Assessment

Benchmark

Skills-based assessment

Reading responses

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Resources & Materials:

Civil War Perspectives PPT Presentation

Textbook "The American Journey"

Glory Video

Excerpts from Ken Burn's "Civil War" Video Series

Achieve 3000

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

1. Civil War Perspectives Presentation Activity (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)
2. Marginalized person project (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)
3. Academic Enrichment
4. Peer Mentoring
5. Organizational Management

Formative Assessment:

- Anticipatory Set

- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills

- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Google Classroom

Kahoot

Quizlet

Blooket

Socrative

Edpuzzle

TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.CS1

Understand and use technology systems.

Computer Science and Design Thinking Standards

CS.6-8.8.2.8.ITH.2

Compare how technologies have influenced society over time.