3 The Civil War

Content Area: **Social Studies**
Course(s): **Social Studies 7 - History**
Time Period: **November**
Length: **6**
Status: **Published**

Unit Overview:

This unit will focus on the Civil War, including the two sides, their strengths and weaknesses, the battles and strategies used by both sides, the Emancipation Proclamation and the opportunities for African Americans in the war effort, the Gettysburg Address, the hardships faced by both sides, and ultimate victory for the North.

Essential Questions:

1. What was the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War?

2. Why would a country be willing to risk losing thousands of people in a Civil War?

3. How does the Emancipation Proclamation and Gettysburg Address still impact Americans?

Enduring Understandings:

1. The American Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.

2. The American Civil War has its roots in the failure of political compromise during the Constitutional Convention regarding slavery.

Standards/Indicators/Student Learning Objectives (SLOs):

SOC.6.1.8.HistoryCC.5.b	Analyze critical events and battles of the Civil War from different perspectives.
SOC.6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SOC.6.1.8.HistoryCC.5.d	Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

Lesson Titles:

1. The Two Sides

2. Civil War Battles

3. Emancipation Proclamation

4. Gettysburg Address

5. Civil War Escape Room

6. The End of the Civil War

7. CIvil War Exhibit

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.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Equity Considerations

Amistad Mandate

Topic: Slavery and the Civil War

Materials Used: U.S. History Through Maps

Addresses the Following Component of the Mandate:

- Slavery in America

Holocaust Mandate
N/A

LGBTQ and Disabilities Mandate
N/A

Climate Change
N/A

Asian American Pacific Islander Mandate
N/A

Summative Assessment:

- Civil War Exhibit Analysis
- Civil War RAFT
- Unit Assessment

Benchmark

Skills-based assessment
Reading responses
Writing responses

Alternative Assessments

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

Resources & Materials:

Textbook "The American Journey"

America: The Story of Us Video Series

Feature Films - Lincoln & Gettysburg

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

Achieve 3000

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

1. Civil War overview video segment/reading guide/questions/mapping activity. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)

2. Thinking about the two sides reading guide/questions/chart comparison/north vs. south analysis group activity. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating)

3. Emancipation Proclamation primary source analysis/questions/rank order analysis/group activity. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating)

4. Civil War battles project. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)

5. Gettysburg Address primary source analysis/questions/group activity. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating)

6. The end of the Civil War video segment/reading guide/questions/graphic organizer. (Blooms:

Remembering, Understanding, Applying, Analyzing, Evaluating)

7. Civil War unit review/test/RAFT (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)

8. Civil War Exhibit analyzing various documents and artifacts/completion of exhibit analysis. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)

9. Academic Enrichment

10. Organizational Management

11. Peer Mentoring

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. |