

2017 Honors Unit 6 Contributing Factors, Events, and Consequences of the American Civil War 1848-1877

Content Area: **Social Studies**
Course(s): **English I, U.S. History I, U.S. History II**
Time Period: **January**
Length: **2 weeks**
Status: **Published**

Enduring Understandings

- The Civil War was caused by ideological, economic, and political differences about the future course of America, but above all else the Civil War was settled the long standing dispute over American slavery.
- Efforts to reunite the country through Reconstruction were contested, and resisted.
- What is legitimate authority? Why do people fight? Is conflict inevitable? Is it desirable? Is there such a thing as a good war? Can morality be legislated?

Essential Questions

- In what ways, and to what extent did the forces of growth and expansion tie the United States together as a country, and contribute to disunion?
- To what degree did the Civil War and Reconstruction forge a new sense of identity and nationhood for the American people?
- How did American expansionism effect the issue of slavery?
- How did American the Declaration of Independence, the Constitution, the Emancipation Proclamation, and the Gettysburg Address contribute to basic American principles?
- Assess the importance of the 13th, 14th, and 15th amendments.
- How did the Civil War effect American foreign policy?
- What was the role of African-Americans during the war?
- Why did Reconstruction fail?

Standards/Indicators/Student Learning Objectives (SLOs)

SWBAT compare and contrast the American Revolution to the American Civil War

analyze the contributions of Abraham Lincoln

analyze the major documents of the era including Lincoln's Inaugural speeches, the Emancipation Proclamation, the Gettysburg Address, and the 13th-15th Amendments

compare and contrast the presidents of this era to the first three presidents and modern era presidents

examine cause and effect over time and how the ending of slavery impacted America

predict lingering issues that are left unresolved by Reconstruction

compare and contrast the General/Presidency of Washington and Grant

understand the implications of Johnson's impeachment

hypothesize how things may have been different had Lincoln lived

propose solutions on how to repair the North and the South after the Civil War's end

SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
SOC.6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
SOC.6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
SOC.6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
SOC.6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
SOC.6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
SOC.6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
SOC.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.6.1.12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy

contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

SOC.6.1.12.CS4

Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

21st Century Skills and Career Ready Practices

Communication and Collaboration when creating battle internet assignments

Information and media literacy as we watch the video segments and complete internet research

Critical Thinking and Problem Solving

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

Inter-Disciplinary Connections

ELA

Math

Science

LA.RH.9-10.2

Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LA.RH.9-10.3

Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

LA.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

LA.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LA.RH.9-10.6

Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

MA.N-Q.A.1

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

LA.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

LA.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically

(e.g., in an equation) into words.

LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.1	<p>Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.</p>

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

- DBQ analysis of the factors leading to the Civil War
- Bloom's Taxonomy
- Abstract writing
- DBQ writing
- Thesis statement writing
- Socratic Questioning on the factors leading to the war and the effectiveness of Reconstruction
- Deductive/Inductive analysis determining what advantages and disadvantages each side had and how this impacted the outcome of the Civil War
- Thematic thinking (US military history, technology and its impact, expansion over time)
- Annotation writing when reading the notes from AMSCO chapter 14
- Pair/Share at the end of class activities to review information on a daily basis
- Lecture on the factors leading to, the major events and people of, and the resolution of the American Civil War
- Music analysis (Battle Hymn of the Republic, John Brown's Body, and Dixie)
- Artifact analysis of Civil War re-enactment items
- Linking historical events (Am. Rev. and Civil War)
- Delsea One

- SWAG

Modifications

Formative Assessment

Warm-ups

Short Answer Exercise analyzing quotes from leaders of the Civil War

Music Analysis students will listen and evaluate Civil War songs such as John Brown's body, the Battle Hymn of the Republic, and Dixie

Map Analysis to determine which states were Union, which were Confederate, and which were border states

Anticipatory Set

Ken Burns video segments

Gettysburg Video Clip

Discussion of conflicts in current events

Comparison activity to the American Revolution

Closure

Written Summary on another student's battle presentation

Exit Ticket about the presidents

1 Minute Essay comparing and contrast the Revolution and the Civil War

Whip Around on Reconstruction

Summative Assessment

- DBQ on reasons for the Civil War from DBQ prep workbook by Walch Publishing
- Exams: One on the factors leading up to the Civil War and one on the events and consequences of the war
- Presentations: Students will complete internet research on a battle, create their own Google Slides presentation, and share it with the class.
- Marking Period Assessments for the 3rd Marking period

- Quiz on tier three words associated with the Civil War
- Quiz on the events leading up to the war consisting of multiple choice questions
- Short Answer Practice on the Factors Leading up to the War
- AP Multiple Choice Practice Test
- Map Quiz on the North and the South
- FRQ practice on the effectiveness of Reconstruction

Benchmark Assessments

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

AMSCO United States History: Preparing for the AP Examination

Cengage AP test generator

5 Steps to a Five

AP Central and listserv

DBQ prep workbook by Walch publishing

The American Pageant

The American Spirit

America: The Story of US DVD for segments on the Civil War

PBS's The Abolitionists to analyze various leaders of the movement.

The Civil War by Ken Burns from PBS

Ford's Theater Websites

[Dred Scott and Native American](#) article

[Fugitive Slave Law](#) Article

https://www.smithsonianmag.com/history/black-women-and-liberty-early-washington-dc-180977150/?utm_source=facebook.com&utm_medium=socialmedia

[Rollins sisters podcast](#) (African American suffragists)

[Buchanan influences Dred Scott by Smithsonian Magazine](#)

[James Buchanan and LGBTQ History](#)

[Harriet Tubman](#) movie Fact vs Fiction

[Joseph Rainey First Black Member of Congress](#)

[Uncivil Podcast](#): Women in the Civil War as soldiers.

[Kids in the Civil War](#)

[Jane Johnson](#) fights for abolition

[Fugitive Slave Hiding places Smithsonian Magazine](#)

[Harriet Tubman and William Still article.](#)

[William Still Underground Railroad PBS resources.](#)

[Female Union Soldier](#)

[Mary Ellen Pleasant: Underground Railroad Conductor](#)

Attempts to desegregate rail cars by Elizabeth Jennings: ["The first Rosa Parks"](#)

Amistad Resources:

- Slave Narratives
- Historic Black Colleges
- Timeline of factors leading up to the Civil War
- The Civil War and Reconstruction
- Landmark Speeches: The Lincoln-Douglas Debates

CommonLit:

- What to the Slave is the Fourth of July? by Frederick Douglass