Unit 04: The Civil War

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 12**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, students will be examining the Civil War, which pitted Americans against Americans in a struggle over states' rights, slavery, and the future of our country. Students will explore major people, battles, causes, and outcomes of the war while developing an understanding of how the war affected the Americans fighting and those left on the home front.

Standards

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.6-8.3	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).
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.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.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).
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.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.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.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.
LA.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.
LA.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.
LA.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.
LA.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.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.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.
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.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.5.a	Assess the human and material costs of the Civil War in the North and South.
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.

Essential Questions

- Why did the Civil War happen?
- How were Americans impacted during the war both at home and on the front lines?
- How did the Civil War change America?

Application of Knowledge and Skills...

Students will know that...

- 1. Eleven slave-holding Southern states seceded in 1860 and 1861 and became known as the Confederate States of America. Four slave-holding states stayed loyal to the Union and were known as border states.
- 2. The Northern States had a great advantage in their amount of population, factories, and railroads compared to the South.
- 3. Ironclads were iron-plated boats, which were first used in combat during the Civil War.
- 4. The most well known African-American soldiers were the fighting men of the Massachusetts 54th.
- 5. President Abraham Lincoln's most famous speech was the Gettysburg Address.
- 6. The Civil War began in April 1861 and ended in April 1865.
- 7. Many Civil War soldiers wrote diaries of their experiences.
- 8. Common Core Focus: Major events and varying perspectives of the Civil War era.

Students will be able to...

- a. Identify which states were Confederate, Union, and border states.
- b. Create a graph to display numerical data comparing population, factories, and railroad mileage between the North and South.
- c. Summarize the historical significance of the Ironclads.
- d. Analyze the long-term importance of African-American contributions during the Civil War.
- e. Describe the continuing power of the Gettysburg Address.
- f. Trace the main events of the Civil War.
- g. Empathize and describe the experience of Civil War soldiers.
- h. Common Core Focus: Reflect on major events of the Civil War and Write from the perspective of an individual from the Civil War era.

Assessments

- Unit Test Summative: Written Test Test on the major people, battles, causes, and results of the Civil War. Specific emphasis on written response dealing with formulating an opinion in order to display student knowledge 6.1.8.A.5.a 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.9
- "Ironclads" Questions Formative: Other written assessments Students will watch a video about the Battle of the Ironclads and answer ten comprehension questions. 6.1.8.D.5.b RH.6-8.7 WHST.6-8.6
- Civil War Journal Summative: Personal Project Create a journal of a Civil War soldier's experiences. Each journal will have eight entries covering all of the years of the war. The journal will also include illustrations that a real soldier may have included. 6.1.8.C.5.a 6.1.8.D.5.b 9.1.12.A.1 9.1.12.E.1 RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-

8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.3 WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 WHST.6-8.10

- Civil War Map Diagnostic: Other visual assessments Based on the previous units, students will create a color-coded map of the states that joined the Confederacy and the states that stayed loyal to the Union. The four border states will be indicated to the students as slave-holding states that stayed loyal to the Union. 6.1.8.B.5.a RH.6-8.7

- Comparing Resources Formative: Other visual assessments Students will be given data regarding population, factories, and railroads. They will create a double bar graph to compare the data visually. 6.1.8.B.5.a RH.6-8.7

- Comprehension Questions Formative: Other written assessments Complete comprehension questions regarding contributions of the famous African-American Civil War soldiers, including the Massachusetts 54th. Write one paragraph arguing how the outcome of the Civil War can be directly linked African American support for the North. 6.1.8.D.5.c RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.4 WHST.6-8.6 WHST.6-8.8 WHST.6-8.9

- Gettysburg Address Formative: Expository Essay Listen to the Gettysburg Address and write a paragraph responding to two questions. What is the reason for the speech's enduring popularity? What is your favorite quote and why? 6.1.8.A.5.a RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.9

- Timeline Formative: Other visual assessments Students will work in pairs. They will create a timeline of the Civil War. Each pair will be assigned a different person or battle to highlight for its key role in the war. The timeline will be colorfully presented with pictures and captions on poster paper. 6.1.8.D.5.a 6.1.8.D.5.b RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 WHST.6-8.2 WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.8 WHST.6-8.9

Activities

- Students will label a map of the US states that participated in the Civil War as either Union, Confederate, or border states
- Students will create a bar graph using data on population, factories, and railroads; afterward, students will explain how each of these resources led to an advantage for the North
- Students will listen to popular Civil War music such as "Battle Hymn of the Republic," "Dixie," and "When Johnny Comes Marching Home Again," then discuss what the songs meant emotionally for each side during the war
- Students will watch an excerpt from "The Battle of Antietam" and then discuss what role geography played in this battle
- Students will look at maps of the Battle of Shiloh and then discuss what role geography played in this battle
- Listen to the Gettysburg Address and write a paragraph in response to the prevalent themes
- Create a poster of the Civil War addressing most of the major events in a timeline, but using one person or event as the focal point for overall poster's design
- Read journal entries from real civilians and soldiers living through the Civil War
- Create fictional journals cataloguing the experience of living during the Civil War
- Use Civil War battle maps from Maps101, then research the troop movements before and after a battle and next describe for the class how certain battles were interrelated (see specified link) http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3281%3Atelling-the-story-of-the-civil-war-grades-6-8&cid=164%3A6-8&Itemid=11

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Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- To create a Civil War journal, students will be given eight suggested topics to write about; one topic for each required journal entry
- To create the Civil War journal, the students will be required to use six of the eight suggested topics; the other two journal entries can be based on the suggestions or other topics the students develop themselves (intermediate activity)
- Provide a completed map of the US states that participated in the Civil War as either Union, Confederate, or border states
- Provide an exemplar for the completed bar graph
- Pair mixed ability students together to work for completing the major events of the Civil War poster
- As necessary give students completed study guides
- Modify tests and quizzes as required or in certain situations as appropriate

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: slaves, Confederacy, Union, border, population, factories, railroads, ironclad, Civil War

Content specific modifications to extend learning for gifted students may include:

- To create the Civil War journal, the students will have the option of writing their journal from the perspective of a real person who lived during the war; this option will add significant difficulty to the project since it will require the student to research not just the conditions during the war, but more in-depth contributions of a specific person (challenge activity)

Integrated/Cross-Disciplinary Instruction

The Civil War journal is a great teaching opportunity for the language arts teachers to guide the students in the use of transitional words and phrases. Also, to create the Civil War journal, the students will be required to use a greater amount of descriptive language than they are accustomed. Better use of descriptive language and transitions can be taught contextually in language arts classes using the journal as the framework for the lessons.

Resources

- America: History of our Nation textbook - Prentice Hall, (c)2007
- America: History of our Nation teacher's edition - Prentice Hall, (c)2007
- "The Civil War" documentary - by Ken Burns, PBS, (c)1990
- "Ironclads" documentary - Atlas Video, (c)2002
- "The Battle of Antietam" video - The History Channel, (c)2006
- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.