Unit 09: The Civil War

Content Area: **Social Studies**
Course(s): **US History 1**
Time Period: **Semester 2**
Length: **3 Weeks**
Status: **Published**

Standards

	Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
6.1.12.CivicsPR.4.a	Draw from multiple sources to explain 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.
	Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
6.1.12.GeoSV.4.a	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
	Civics, Government, and Human Rights: Participation and Deliberation
	Civic participation and deliberation are essential characteristics of productive citizenship.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Enduring Understandings

1. The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

A. The North's greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War.

B. Both the Union and the Confederacy mobilized their economies and societies to wage the war even

while facing considerable home front opposition.

C. Lincoln's decision to issue the Emancipation Proclamation changed the purpose of the War, enabling many African Americans to fight in the Union Army and helping prevent the Confederacy from gaining full diplomatic support from European Powers.

D. Asian, African Americans, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.

E. Although Confederate leadership showed initiative and daring early in the War, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South's environment and infrastructure.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. To what extent do circumstances determine the actions of individuals or do individuals determine the circumstances of their times?

2. How did various long-term and short-term factors contribute towards the defeat of the Confederate States of America?

3. How did the purpose of the Civil War change throughout the course of the War?

4. To what degree did the Civil War solve the various sectional conflicts between the North and the South?

Knowledge and Skills

1. Which side of the Civil War was most likely to win the conflict at its onset in 1861?

   Population demographics

   Industrial capacity

   Economic wealth

   War Strategies

   Anaconda Plan

   Winfield Scott

   First Battle of Bull Run

   Stonewall Jackson

   Battle of Ft. Donelson

   Battle of Shiloh

2. How did the Industrial Revolution alter the way in which Americans waged war in the 19th century?

   Minie Bullets

   Springfield Rifle

   Ironclad

3. Why did the Civil War prove to be a larger and longer conflict than both sides anticipated?

   Peninsular Campaign

   George McClellan

   Battle of Seven Pines

   Robert E. Lee

   Seven Day's Battle

   Battle of Antietam

   Battle of Fredericksburg

Ambrose Burnside

4. What were the different motivations and purposes of the Emancipation Proclamation?

   Confiscation Acts of 1862

   "Prayer of 20 Million" by Horace Greeley

   Abraham Lincoln's Emancipation Draft

   William Seward

   Gideon Welles

   Preliminary Emancipation

   Emancipation Proclamation

5. How did role of African Americans in society and the war effort change in 1863?

   Frederick Douglas

   African American Delegation

   Lincoln's "Remarks on Colonization"

   Gen. Benjamin Butler

   54th Massachusetts Infantry

   Contraband Regiments

6. What was the significance of individuals on specific battles?

7. Why was 1863 the turning point year of the Civil War?

   Emancipation Proclamation

   Battle of Chancellorsville

   Battle of Gettysburg

   Battle of Vicksburg

   Gettysburg Address

8. How did the Civil War alter the size, strength, and reach of the Federal government?

Suspension of Habeas Corpus

Ex Parte Merryman

Martial Law

Conscription Acts

Morrill Tariff and Land Grant Acts

13th Amendment

9. What were the causes and consequences of the Confederacy's refusal to surrender in 1864 and 1865?

Election of 1864

William T. Sherman

Sherman's "March to the Sea"

Battle of Spotslvania

Siege of Petersburg & Richmond

Surrender at Appomatox Courthouse

10. What was the short-term and long-term significance of the Civil War in America?

Death toll

Federalism

End of Slavery

Proclamation of Amnesty and Reconstruction

Transfer Goals

Students will be able to indepedently evaluate the role the media plays in influencing the public's perception a war's successes and failures.

Students will be able to independently assess how the idea of compromise can break down when involved in controversial issues.

Resources

- Textbooks:
  - The Americans by George Danzer
    - Chapter 11
  - American Yawp - Stanford University

    Who Built America

    Openstax - Rice University

  - By the People: A History of the United States by James W. Fraser
    - Chapter 14
- Primary Source Documents
  - Abraham Lincoln, Preliminary Emancipation Proclamation September 1862
  - Abraham Lincoln, Emancipation Proclamation January 1863
  - War Dept. General Order 143 May 1863
  - Abraham Lincoln, Gettysburg Address November 1863
  - Abraham Lincoln, Letter to Albert Hodges April 1864
- Video Clips
  - Film: Lincoln, Executive Cabinet Scene
  - Film: Glory

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

PBS from Indentured Servants to Racial Slavery

Dissent in America

Frederick Douglass Autobiography Narrative

Bound for Canaan by Fergus Bordewich

Gangs of New York Movie

slavevoyages.org

Give Me Liberty, Foner

American History, Brinkley

Amsco Review Book

Upfront Magazine

SHEG

Lies My Teacher Told Me

Facing History

Bill of Rights Institute

Myth America (secondary source)

Amistad movie

History Channel Video clips/articles

12 Years a Slave movie

Presidents series

For the Record (primary source)

Montclair State slave law database

I Think History resources

American Revolution Reader, Bronsman

The Portrait of America, secondary source

A March of Liberty - History of the Supreme Court

Voices of Freedom Vols 1-2

Retracing the Past Vols 1-2

Generations

American Indian Museum

Smithsonian

National Archives

AI (Gemini, Copilot, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit