

# 8th Grade Unit 3: Civil War and Reconstruction (1850-1877)

Content Area: **Social Studies**  
Course(s): **Social Studies 8**  
Time Period: **Marking Period 4**  
Length: **8 weeks**  
Status: **Published**

## Performance Expectations: US History: America in the World

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The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

SOC.6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
SOC.6.1.8.HistoryCC.5.b	Analyze critical events and battles of the Civil War from different perspectives.
SOC.6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.
SOC.6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
SOC.6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
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).
SOC.6.1.8.HistoryCC.5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
SOC.6.1.8.HistoryCC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.
SOC.6.1.8.HistoryCC.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

## Performance Expectations: Interdisciplinary Connections

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LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.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).
LA.W.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.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## **Performance Expectations: 21st Century Life and Career Skills**

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CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

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.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.

## **Performance Expectations: Technology**

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TECH.8.1.8.A.1

Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2

Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.B.1

Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

TECH.8.1.8.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.8.D.CS2

Demonstrate personal responsibility for lifelong learning.

TECH.8.1.8.D.CS3

Exhibit leadership for digital citizenship.

## **Accommodations and Modifications**

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*English Language Learners*

Strategies may include:

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- Use graphic organizer web chart
- Identify words that create an image
- Use pair work for students to choose recurring themes and main idea in different resources
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify themes

### *Special Education/504 Plans*

Strategies may include:

- Use visuals
- Introduce key vocabulary before the lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use strong student as a "buddy"
- choral reading
- chants/songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow IEP Modifications/504 plans
- Chunking of information
- Study Guides
- Leveled Texts
- Visual Cues and modeling
- word walls and word banks

### *Gifted and Talented*

Strategies may include:

- personal word walls/ word rings
- introducing key vocabulary before the lesson (word clusters)
- teacher modeling
- pattern sentences

### *Students at Risk of School Failure*

Strategies may include:

- Provide peer tutoring

- Use a strong student as a "buddy"
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- one on one instruction
- multisensory techniques
- brain breaks
- scaffolded questioning
- modified assignments
- study guides

## **Assessments**

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### Formative Assessments

- Participation/Observations
- Questioning
- Socratic Seminars
- Anecdotal Notes
- Exit Slips
- Peer/Self Assessment
- Rubrics
- Teacher-created project-based assessment
- Turn & Talk

### Alternate Assessments

- Teacher-created project-based assessment
- Alternate running records
- Discussion Circles
- Turn and Talks

### Benchmark Assessments

- Unit Assessment

### Summative Assessments

- Final Writing Assessment
- Final Unit Assessment

## Core Ideas

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- Historical contexts and events shaped and continue to shape people’s perspectives.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Historical events may have single, multiple, direct and indirect causes and effects.

## Content

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- 13th Amendment
- 14th Amendment
- 15th Amendment
- Approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South
- Cause and effects that led to the Civil War
- Costs of the Civil War
- Course and outcome of the Civil War
- Economic impact of Reconstruction
- Events and battles of the Civil War
- Impact of the Emancipation Proclamation and the Gettysburg Address
- Roles of various groups in the Civil War (women, African Americans, Native Americans)
- Ways in which minority groups (women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities) have contributed to society

## Resources

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- American Journey Textbook
- Online databases
- Online textbook components
- Primary and secondary sources
- StoryCorps interviews