

# Unit IV: Total War and Surrender

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **5 weeks**  
Length: **Length of unit**  
Status: **Published**

## Unit Overview

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The students will learn how the Civil War ended, the impact of total war and the consequences of the surrender of Robert E. Lee at Appomattox.

## Transfer

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Students will be able to independently use their learning to understand the long-term impact of the American Civil War. Students will realize that rebuilding the nation will be a process, not an event.

## Meaning

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## Understandings

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Students will understand that...

- the war became more brutal during the latter years.
- the destruction of property and land led to bitterness and anger.
- April 1865 laid the groundwork for the resolution of the conflict and a foundation for the future of the South.

## Essential Questions

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Students will keep considering...

-How does total war impact the nation and the average citizen?

-Why is the Civil War considered the first modern war?

-Why is Appomattox Court House considered a place of healing rather than a Civil War battlefield?

-What features of the end of the Civil War are unique in reference to world history?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

the Confederate and Union strategies in campaigns such as the Atlanta campaign, Sheridan in the Shenandoah, and the March to the Sea.

the success and failures of the North and the South in the completion of the Anaconda Plan and the defensive war as was evidenced by Civil War battles and engagements.

evidence of the metamorphosis of trench warfare in the later stages of the war.

significant battles to show evidence of guerilla war as part of the strategy of both sides.

the role of partisan fighters in the West and trans-Mississippi regions.

the significance of new technologies such as the submarine, the steel warship, steam power, railroads, and the machine gun to the prosecution of the conflict.

the significance of the presidential election of 1864 during the crisis of the Civil War.

the surrender of Richmond, siege of Petersburg, Saylor's Creek, Five Forks, Appomattox Court House, and Wilmer MacLean.

the importance of April 1865 as a crossroad in American History.

the actions of E.R. Lee and U.S. Grant in laying the foundations for the South's surrender.  
Robert E. Lee's decision to surrender at Appomattox Court House, Virginia.  
the significance of Grant's generous terms and their effect on the ending of resistance.  
Lee's preeminent role in preventing guerilla warfare from breaking out in the Carolina frontier.  
Joshua Chamberlin and John Cordon as key figures at the surrender ceremonies.  
the conclusion of the Civil War to the conclusion of other wars reviewed in U.S. History I.  
the surrender of the confederate government after the Army of Northern Virginia was dissolved.  
the United States reunited in 1865.  
the economies of the North and South at the end of the Civil War.  
the status of blacks in the North and the South at war's end  
the political difficulties facing the federal government with regard to admission of former Confederate states into the Union

### **Students will be skilled at...**

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Students will develop the following skills:

- Compare the Confederate and Union strategies in campaigns such as the Atlanta campaign, Sheridan in the Shenandoah, and the March to the Sea.
- Evaluate the success and failures of the North and the South in the completion of the Anaconda Plan and the defensive war as was evidenced by Civil War battles and engagements.
- Explain and give evidence of the metamorphosis of trench warfare in the later stages of the war.
- Analyze significant battles to show evidence of guerilla war as part of the strategy of both sides.
- Examine the role of partisan fighters in the West and trans-Mississippi regions.
- Evaluate the significance of new technologies such as the submarine, the steel warship, steam power, railroads, and the machine gun to the prosecution of the conflict.
- Explain the significance of the presidential election of 1864 during the crisis of the Civil War.
- Identify surrender of Richmond, siege of Petersburg, Saylor's Creek, Five Forks, Appomattox Court House, and Wilmer MacLean.
- Evaluate the importance of April 1865 as a crossroad in American History.

Compare the actions of E.R. Lee and U.S. Grant in laying the foundations for the South's surrender.

Defend Robert E. Lee's decision to surrender at Appomattox Court House, Virginia.

Comprehend the significance of Grant's generous terms and their effect on the ending of resistance.

Acknowledge Lee's preeminent role in preventing guerilla warfare from breaking out in the Carolina frontier.

Identify Joshua Chamberlin and John Cordon as key figures at the surrender ceremonies.

Compare the conclusion of the Civil War to the conclusion of other wars reviewed in U.S. History I.

Describe the surrender of the confederate government after the Army of Northern Virginia was dissolved.

Identify the United States reunited in 1865.

Compare the economies of the North and South at the end of the Civil War.

Examine the status of blacks in the North and the South at war's end.

Analyze the political difficulties facing the federal government with regard to admission of former Confederate states into the Union

## **Academic Vocabulary**

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War of Exhaustion

Guerilla Warfare

Total War

European recognition

Partisan fighting

Radical Republicans

Shenandoah Valley

March to the Sea

Petersburg

Cold Harbor

Appomattox Court House

Trench warfare

General Order #14

## Learning Goal 1

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*Categorize* the factors that contributed to Union victory and Confederate defeat

- Categorize the factors that contributed to Union victory and Confederate defeat

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.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
MA.S-IC	Making Inferences and Justifying Conclusions
MA.S-ID	Interpreting Categorical and Quantitative Data
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.

## Target 1

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List reasons that the Confederate Army lost and the Union was victorious.

- List reasons that the Confederate Army lost and the Union was victorious.

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.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship

and equality for African Americans.

SOC.6.1.12.B.4.a

Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.

SOC.6.1.12.C.4.c

Explain why the Civil War was more costly to America than previous conflicts were.

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.

## Target 2

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Describe how total warfare and a war of exhaustion led to Union victory.

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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.c

Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

SOC.6.1.12.B.4.a

Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.

SOC.6.1.12.C.4.b

Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

SOC.6.1.12.C.4.c

Explain why the Civil War was more costly to America than previous conflicts were.

SOC.6.1.12.D.4.e

Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

## Learning Goal 2

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*Identify* the key people, places, and events which contributed to the end of the Civil War

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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.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

LA.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the

	topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
MA.S-ID.B	Summarize, represent, and interpret data on two categorical and quantitative variables
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12	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.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

## Target 1

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Describe how Petersburg, Cold Harbor, the Shenandoah Valley and the March to the Sea were indicative of Union strategic success and Confederate tactical losses.

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- Describe how Petersburg, Cold Harbor, the Shenandoah Valley and the March to the Sea were indicative of Union strategic success and Confederate tactical losses.

SOC.6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
SOC.6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.

## Target 2

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Summarize ways in which Sherman, Lincoln, Grant, and Sheridan contributed to Union victory in the latter stages of the war.

- Summarize ways in which Sherman, Lincoln, Grant, and Sheridan contributed to Union victory in the latter stages of the war.

SOC.6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
SOC.6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
SOC.6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
SOC.6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

## Learning Goal 3

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*Examine* the political, economic, and social impact of the Civil War on the nation as a whole

- Examine the political, economic, and social impact of the Civil War on the nation as a whole

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.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.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
MA.S-ID	Interpreting Categorical and Quantitative Data
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12	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.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.



WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.

## **Target 1**

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Explain ways in which the generous terms at Appomattox contributed to the healing of the nation and the building of a modern South.

- Explain ways in which the generous terms at Appomattox contributed to the healing of the nation and the building of a modern South.

SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
SOC.6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

## **Target 2**

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Identify problems created by the Radical Republicans which led to bitterness and strife in the post-bellum South.

- Identify problems created by the Radical Republicans which led to bitterness and strife in the post-bellum South.

SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
SOC.6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

## **Summative Assessment**

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All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessments may include, but not be limited to problem based learning, projects, common assessments, and other activities. Common summative assessments will be devised by core content teachers and must include benchmark assessments.

## **21st Century Life and Careers**

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WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
WORK.9-12.9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

## **Formative Assessment and Performance Opportunities**

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Teacher Observation

Cooperative Learning groups

Learning Stations

Do Now

Exit Strategies

Student Self Assessment

Journals

All Write Activities

Student Polling

Quizzes (Written and Oral)

## **Differentiation/Enrichment**

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Differentiation:

IEP modifications and 504 accommodations

Enrichment:

College Prep

Primary Source Document analysis

Guest Speakers

Journal Writing

## **Unit Resources**

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May include, but not be limited to:

Travel Brain's Simulation Activity

Ken Burns Civil War documentary

Online websites and resources

DVD's

Social Studies Databases

Student Response Systems

Projector/Speaker Systems

Primary Source Documents

Document Cameras

Online Portfolios

Teacher Resource Kit