Unit II: African Americans, the Common Soldier and the Middle War Years

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

Unit Overview

Students will investigate events and individuals relevant to the Middle War Years. The experiences of African Americans and the common soldier will be highlighted in the unit.

Transfer

Students will be able to independently use their learning to gauge the impact of the American Civil War on the development of modern America.

Meaning

Understandings

Students will understand that...

-the experience of war varies based upon identity

-officers and enlisted men had distinctively different experiences during the American Civil War.

-the middle war years saw an expansion in the scope of battle and the intensity of the fighting.

-the trials and triumphs of African American soldiers have a direct connection to the Civil Rights Movement of the 1960's.

Essential Questions

Students will keep considering...

How does the experience of war vary based upon identity?

Why was the American Civil War the most devastating in history?

How can the Civil Rights Movement be directly traced to the Civil War?

How did the war change during the Middle War years?

Application of Knowledge and Skill

Students will know...

Students will know...

the results of key battles such as, but limited to, Antietam, Fredericksburg, Chancellorsville, Gettysburg, Hampton Roads, Vicksburg, Chattanooga, and New Orleans.

the Confederate and Union strategies in campaigns such as the Peninsula, Tennessee, Lee's invasions of the North, the Jackson Valley Campaign, the blockade and the trans-Mississippi.

the significance of ironclad warships to the outcome of the Civil War.

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.

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

the 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.

blockade runners and contrast their role to that of a traditional Navy.

the various roles of cavalry (scouting, screening, fighting, rear guard) by both sides during the war.

Civil War weapons and how it applied to the tactical doctrine of the era.

the descriptions of a Civil War battle through the use of Northern and Southern newspapers, propaganda and soldiers' letters.

the effects of geography and terrain on Civil War battles.

the role of selected Northern politicians, soldiers, and citizens during the American Civil War

the role of selected Southern politicians, soldiers and citizens during the American Civil War.

the impact of the war on these selected individuals.

why Civil War soldiers fought using internet research of biographies, letters and diaries.

the rigors of training and camp life experienced by soldiers of both sides.

the various food and drink consumed by Civil War soldiers.

the experiences in battle of Civil War soldiers to those of our troops in recent events in the war on terror.

the experiences of common soldiers in Civil War prisons such as Fort Delaware and Andersonville and compare them to modern day prisons in the United States.

Civil War era illnesses and those indigenous to our society today. Identify Frederick Douglas, Sojourner Truth, Harriet Tubman, the 54th Massachusetts regiment, contraband, Fort Pillow and sgt. William Carney

the impact of Emancipation Proclamation on the North and the South.

the efforts of Abraham Lincoln for the cause of black freedom at the beginning, middle, and end of the Civil War.

the contribution of black sailors in the Union navy.

the struggles of African Americans in the Civil War to those blacks in subsequent U.S. wars.

Students will be skilled at...

Students will be skilled at...

Describe and assess the results of key battles such as, but limited to, Antietam, Fredericksburg, Chancellorsville, Gettysburg, Hampton Roads, Vicksburg, Chattanooga, New Orleans, Chickamauga, and Lookout Mountain.

Compare the Confederate and Union strategies in campaigns such as the Peninsula, Tennessee, Lee's invasions of the North, the Jackson Valley Campaign, the blockade and the trans-Mississippi.

Explain this significance of ironclad warships to the outcome of the Civil War.

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.

Identify blockade runners and contrast their role to that of a traditional Navy.

Distinguish between the various roles of cavalry (scouting, screening, fighting, rear guard) by both sides during the war.

Demonstrates an understanding of Civil War weapons and how it applied to the tactical doctrine of the era.

Compare the descriptions of a Civil War battle through the use of Northern and Southern newspapers, propaganda and soldiers' letters.

Analyze the effects of geography and terrain on Civil War battles.

Analyze the role of selected Northern politicians, soldiers, and citizens during the American Civil War.

Analyze the role of selected Southern politicians, soldiers and citizens during the American Civil War.

Describe the impact of the war on these selected individuals.

Identify why Civil War soldiers fought using internet research of biographies, letters and diaries.

Describe the rigors of training and camp life experienced by soldiers of both sides.

Explain the various food and drink consumed by Civil War soldiers.

Compare the experiences in battle of Civil War soldiers to those of our troops in the war on terror.

Describe the experiences of common soldiers in Civil War prisons such as Fort Delaware and Andersonville and compare them to modern day prisons in the United States.

Distinguish between Civil War era illnesses and those indigenous to our society today. Identify Frederick Douglas, Sojourner Truth, Harriet Tubman, the 54th Massachusetts regiment, contraband, Fort Pillow and sgt. William Carney Evaluate the impact of Emancipation Proclamation on the North and the South.

Appraise the efforts of Abraham Lincoln for the cause of black freedom at the beginning, middle, and end of the Civil War.

Evaluate the contribution of black sailors in the Union navy.

Compare the struggles of African Americans in the Civil War to those blacks in subsequent U.S. wars.

Academic Vocabulary

Confederate States of America

defensive war

Ironclads

Trans-Mississippi Region

Antietam

Emancipation

Gettysburg and Vicksburg

blockade runners

Oh be Joyful!

Drill

Frontal assault

flank attack

International diplomacy

bushwackers

commerce raiders

regiment

stevedores

1st Colored Kansas

54th Massachusetts

Learning Goal 1

Investigate the political, social, and economic factors which led to slavery, the Emancipation Proclamation, and black soldiers in combat

- Investigate the political, social, and economic factors which led to slavery, the Emancipation Proclamation, and black soldiers in combat

MA.S-ID	Interpreting Categorical and Quantitative Data
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
MA.S-IC	Making Inferences and Justifying Conclusions
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.
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.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.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
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.
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

Describe how the Emancipation Proclamation impacted African Americans and black soldiers in particular.

- Describe how the Emancipation Proclamation impacted African Americans and black soldiers in particular.

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

Target 2

Make and defend the arguments both helped and hindered the Southern war effort.

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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.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

Learning Goal 2

Examine and rank the key turning points of 1862 – 63 (politically, economically, and militarily)

- Examine and rank the key turning points of 1862 – 63 (politically, economically, and militarily)

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
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.
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.5	Economics, Innovation, and Technology
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.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.
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

Depict Gettysburg and Vicksburg as the turning points of the American Civil War.

- Depict Gettysburg and Vicksburg as the turning points of the American Civil War.

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.

Target 2

Explain ways in which the economic struggles of the South contributed to military failure on the battlefield.

- Explain ways in which the economic struggles of the South contributed to military failure on the battlefield.

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.

Learning Goal 3

Analyze the impact of the Common Soldier on the American Civil War.

- Analyze the impact of the Common Soldier on the American Civil War.

MA.S-ID	Interpreting Categorical and Quantitative Data
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
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.
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.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.
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	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.1	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.C.2	Analyze the common traits of effective state, national, or international leaders.

Target 1

Describe how camp life, measles camp and DRILL, DRILL, DRILL create the armies that won the American Civil War.

- Describe how camp life, measles camp and DRILL, DRILL, DRILL create the armies that won the American Civil War.

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

Identify ways in which the American character is changed as a result of the experiences of the Common Soldier.

- Identify ways in which the American character is changed as a result of the experiences of the Common Soldier.

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.

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessmnets 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

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

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

Differentiation:

IEP modifications and 504 accommodations

Enrichment:

College Prep

Primary Source Document analysis

Guest Speakers

Journal Writing

Unit Resources

May include, but not be limited to:

Civil War Documentaries

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