

# Unit 8: The Civil War ("The Civil War") Grade 8

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

## Unit Overview

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At the start of the Civil War, both the North and the South had strengths and weaknesses. The North, however, had a larger population and industries that could make war supplies. The Union and the Confederacy had different plans for winning the war. Early on, the Confederacy won some important eastern battles, but the Union had victories in the west. Lincoln issued the Emancipation Proclamation, which freed slaves in Confederate states under Union control. African American soldiers and civilians played an important role in the war. New technologies added to the horror of the war. On both sides civilians and soldiers suffered. The southern economy fell into ruin. Many women contributed to the war effort. Grant's plan for total war produced a string of important Union victories. Lincoln was reelected in 1864. The war's end in 1865 represented a turning point in American History.

## Transfer

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Students will be able to independently use their learning to

- Vote
  - Realize that war although often romanticized isn't glamorous and can have serious consequences.
  - Compromise
  - Resolve conflicts
  - Recognize the qualities of a strong, efficient leader
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## Meaning

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## Understandings

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Students will understand that...

-The main events and personalities of the American Civil War.

**- THE ROLE OF LGBTQ SOLDIERS DURING THE CIVIL WAR (IN PARTICULAR THE FACT THAT THE TERMS HETEROSEXUAL AND HOMOSEXUAL DID NOT EXIST UNTIL 30 YEARS AFTER THE WAR)**

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

### **Essential Questions**

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Students will keep considering...

- 1.) What would have happened if the South had won the war?
- 2.) Why did the North win the war?
- 3.) Why did the South lose the war?

### **Application of Knowledge and Skill**

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

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Students will know...

- 1.) Explain the issues that divided the nation.
- 2.) Describe the strengths and weaknesses of the North and the South
- 3.) Identify the leaders of each side in the war.
- 4.) Describe the strategies each side adopted to win the war.
- 5.) Explain how early encounters dispelled hopes for a quick end to the war

- 6.) Identify the victories of the Confederates.
- 7.) List the victories of the Union.
- 8.) Identify Lincoln's primary goal in the war.
- 9.) Describe the effects of the Emancipation Proclamation
- 10.) Explain African Americans' contribution to the war effort both in the Union army and behind Confederate lines
- 11.) Describe conditions for Confederate and Union soldiers.
- 12.) Explain what problems each side faced at home.
- 13.) Summarize how the war affected the economies of the North and the South.
- 14.) Identify the role women played in the war.
- 15.) Explain why the Union victories at Vicksburg and Gettysburg were important.
- 16.) Describe Grant's plan for ending the war.
- 17.) Identify Lincoln's hopes for the Union after his reelection.
- 18.) Summarize why the Civil War was a major turning point in U.S. history.

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

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Students will be skilled at...

recalling simple names, dates, and facts

sequencing events and creating time lines

recognizing main ideas

using symbols and symbolizing in maps and documents

integrating math and language arts into Social Studies lessons

specifying and predicting the reasoning and outcomes of decisions

investigating primary sources

experimenting with hypothetical situations and what-ifs

Problem solving using contextual experiences related to the unit

decision-making and choosing the best course of action for contemporaries of the time period and relating such to the present

## **Academic Vocabulary**

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border state

martial law

Battle of Bull Run

*Virginia*

*Monitor*

Battle of Antietam

Battle of Fredericksburg

Battle of Chancellorsville

Battle of Shiloh

dispel

encounters

emancipate

Emancipation Proclamation

54th Massachusetts Regiment

Fort Wagner

Copperhead

draft

habeas corpus

income tax

inflation

profiteer

siege

Battle of Gettysburg

Pickett's Charge

Gettysburg Address

total war

Appomattox Court House

## **Learning Goal 1**

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Students will deepen their understanding of the Civil War, with an emphasis on the advantages and disadvantages of the North and the South

### **(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)**

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
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.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.

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.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.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.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.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.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.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.B	Use an ellipsis to indicate an omission.
LA.L.8.2.C	Spell correctly.
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

LA.L.8.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.8.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.8.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.8.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.8.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.8.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.8.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.8.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.8.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.8.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.8.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.8.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.8.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.8.CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.8.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.8.CCSS.ELA-Literacy.CCRA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

## Target 2

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Explain how early encounters dispelled hopes for a quick end to the war.

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SOC.6.1.8.CS5	Civil War and Reconstruction: 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.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

## Target 3

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Describe the effects of the Emancipation Proclamation.

SOC.6.1.8.CS5	Civil War and Reconstruction: 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.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

## Target 4

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Summarize how the war affected the economies of the North and the South.

SOC.6.1.8.CS5	Civil War and Reconstruction: 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.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

## Target 5

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Explain why the Union victories at Vicksburg and Gettysburg were important.

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.CS5	Civil War and Reconstruction: 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.



## Advanced Learning Goal

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Students will deepen their understanding of the Civil War, with an emphasis on the advantages and disadvantages of the North and the South

## Advanced Target 1

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Analyze the strengths and weaknesses of the North and South going into the Civil War

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.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.
SOC.6.1.8.CS5	Civil War and Reconstruction: 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.

## Advanced Target 2

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Describe how early encounters dispelled hopes for a quick end to the war.

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.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.
SOC.6.1.8.CS5	Civil War and Reconstruction: 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.

## Advanced Target 3

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Read and identify the effects of the Emancipation Proclamation.

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.CS5	Civil War and Reconstruction: 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.

## **Advanced Target 4**

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Summarize how the war affected the economies of the North and the South.

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.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
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.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
SOC.6.1.8.CS5	Civil War and Reconstruction: 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.

## **Summative Assessment**

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

Alternative assessments may include but are not limited to any combination of the following:

Common Assessment

Reading Like A Historian: Emancipation Proclamation

Docs Teach: Emancipation Proclamation, Gettysburg Address, Letter from Robert E. Lee, etc

DBQ Project: The Battle of Gettysburg: Why was it a Turning Point?

problem-based learning, projects or presentations, common paper/pencil assessments, primary source writing with essential questions

Common summative assessments will be devised by the 8th grade social studies teachers during common planning time.

Primary Source Documents: Photographs, Soldier's diaries, newspaper articles, Lincoln's 1st and 2nd Inaugural Address, Emancipation Proclamation, Gettysburg Address

## **21st Century Life & Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.8	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.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **Formative Assessment and Performance Opportunities**

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Lecture

Group Work

Think-Pair-Share

Technology implementation

Do Nows

Directed Reading

Graphic Organizers

Primary and Secondary Sources

Picture Prompts

Projects

Teacher observation

cooperative learning opportunities

guided practice

classroom centers

atlas/geography activities

primary source examination

essential question writing

## **Accommodations/Modifications**

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Google expedition with tiered questions

Station activity with leveled questions

Civil War newscast based on student choice/academic needs

Enrichment opportunities: Advanced classes will incorporate more Level 4 Knowledge Utilization processes. Advanced classes will have broader and more specific essential writing activities. These classes will also have to incorporate more decision-making, problem-solving, relating experiences, and investigation activities.

Differentiation: 504 and IEP modifications will be closely followed and modified to for the needs of specific students. Regular planning with Inclusion Instructors to best implement these specific practices will take place throughout the academic school year.

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

- guided notes
- modified assessments
- modified assignments
- student-generated research projects
- task-based assessments
- test corrections

## **Advanced Class Modifications**

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## Unit Resources

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guest speakers

interactive white board activities

Internet activities

supplemental textbooks/ teacher resources

social studies notes and hand-outs

videos and online videos for audio and visual learners

activity cards

American history websites

youtube

safari montage

helpful bulletin boards and posters

exit tickets

on-line project builder

## NEWSCURRENTS (LGBTQ RESOURCES)

New Jersey Amistad Commission Interactive Curriculum - <http://www.njamistadcurriculum.net/>

Resource- Unit 8: The Civil War and Reconstruction <http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction>

## Digital Resources

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**1.) Digital Public Library of America** - <https://dp.la/> - link to DPLA home search engine for various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

a.)  
[https://dp.la/item/1c7402781644de3f35f0f45edf1e4e6b?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2BAmerican%2BCivil%2BWar](https://dp.la/item/1c7402781644de3f35f0f45edf1e4e6b?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DThe%2BAmerican%2BCivil%2BWar) - Bibliography of the American Civil War (text)

b.)  
[https://dp.la/item/27a8e835177a9cccc7a3f7ae2be26486?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fpage%3D%26q%3DThe%2BAmerican%2BCivil%2BWar%26utf8%3D%25E2%259C%2593](https://dp.la/item/27a8e835177a9cccc7a3f7ae2be26486?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fpage%3D%26q%3DThe%2BAmerican%2BCivil%2BWar%26utf8%3D%25E2%259C%2593) - Two Soldiers

(image)

c.)  
[https://dp.la/item/6ba6d3c80d31fd997081c2cecb3563ac?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fpage%3D2%26q%3DThe%2BAmerican%2BCivil%2BWar%26utf8%3D%25E2%259C%2593](https://dp.la/item/6ba6d3c80d31fd997081c2cecb3563ac?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fpage%3D2%26q%3DThe%2BAmerican%2BCivil%2BWar%26utf8%3D%25E2%259C%2593) - American Indian in the Civil War (text)

d.)  
[https://dp.la/item/28a456bb985b47b35edd3b942a2fa32b?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fpage%3D2%26q%3DThe%2BAmerican%2BCivil%2BWar%26utf8%3D%25E2%259C%2593](https://dp.la/item/28a456bb985b47b35edd3b942a2fa32b?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Fpage%3D2%26q%3DThe%2BAmerican%2BCivil%2BWar%26utf8%3D%25E2%259C%2593) - Desertion During the Civil War (text)

**2.) Digital History website** - <http://www.digitalhistory.uh.edu/era.cfm?eraID=7&smtid=3> - link to various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=7&smtID=1> - overview of the Civil War (overview)
- b.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=7&smtID=6> - Music of the Era (music)
- c.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=7&smtID=7> - Film of the Era (film)
- d.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=415](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=415) - Gettysburg primary source (documents)
- e.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=433](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=433) - The Emancipation Proclamation (documents)
- f.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=400](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=400) - Hardships on the Southern Home Front (documents)
- g.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=414](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=414) - Resistance to Enlisting African-American in the Union Army (documents)

**3.) CK-12 Social Studies (Basic and Advanced Online Texts)** - [http://www.ck12.org/history/#view\\_books](http://www.ck12.org/history/#view_books) link to various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/5.2/> - The New York City Draft Riots (basic)
- b.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/5.2/> - The New York City Draft Riots (advanced)
- c.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/5.3/> - The Emancipation Proclamation (basic)
- d.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/5.3/> - The Emancipation Proclamation (advanced)
- e.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/5.4/> - The Political Cartoons of Thomas

Nast (basic)

f.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/5.4/> - The Political Cartoons of Thomas Nast (advanced)

**4.) ABC-clio.com** - <http://americanhistory.abc-clio.com/> link to various "topics" of the curriculum including on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <http://americanhistory.abc-clio.com/Authentication/LogOn?returnUrl=%2FTopics%2FDisplay%2F1187662> - A War Begins (lesson overview)
- b.) <http://americanhistory.abc-clio.com/Topics/Display/1879613> - Major Events of the War (lesson overview)
- c.) <http://americanhistory.abc-clio.com/Topics/Display/1187668> - War on the Home Front (lesson overview)
- d.) <http://americanhistory.abc-clio.com/Topics/Display/1187674> - A Soldier's Life (lesson overview)

**5.) Reading Like A Historian** - <http://sheg.stanford.edu/civil-war-reconstruction> - link to various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <http://sheg.stanford.edu/emancipation-proclamation> - The Emancipation Proclamation as a primary source (with essential questions)
- b.) <http://sheg.stanford.edu/thomas-nast> - Thomas Nast's Political Cartoon as a primary source (with essential questions)

**6.) Docsteach** - <https://www.docsteach.org/> - link to various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <https://www.docsteach.org/activities/teacher/comparing-civil-war-recruitment-posters> - Comparing Civil War Recruitment Posters
- b.) <https://www.docsteach.org/activities/teacher/black-soldiers-in-the-civil-war> - Black Soldiers in the Civil War

**7.) Beyond the Bubble** - <https://beyondthebubble.stanford.edu/assessments> - links to various lessons and sources on The Civil War including:

- a.) <https://beyondthebubble.stanford.edu/assessments/morale-after-fredericksburg> - Morale After Fredericksburg

**8.) NJ Amistad Commission Curriculum** (free resource which requires login) - <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>;

<http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction>