

07_ Unit 7: Civil War and Reconstruction

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **8 weeks/ 35 - 40 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 8

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that

- There were events in the early to mid 1800s kept the nation together and there were events that pulled it apart.
- There were various factors and events that influenced the outcome of the Civil War.
- The Reconstruction Era impacted the shape of the South's economy and political structure.
- The Reconstruction Era brought with it strides in Civil Rights for African Americans.

CONTENT AREA STANDARDS

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.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.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
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.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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.W.8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- The fugitive slave act was a punishing blow to the abolitionist movement.

The Civil War did not have only one cause but was caused by a series events and decisions.

Procedural Knowledge

Students will be able to:

- Identify the events that eventually led to the Civil War
- Identify the events that eventually led to the Civil War
- Analyze the military tactics of the North and South.
- Assess and summarize the impact of the War on the people, the economy and the geography of the US.
- Investigate the role of women, African Americans, and Native Americans during the war.
- Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- Identify the motivations of leaders from the North and South.

- Analyze the battles of Fredricksburg, Gettysburg, Antietam, Bull Run, Vicksburg
- Analyze the importance of Grant's acendency to General of the Union Forces
- Analyze the role of Sherman's March to the Sea
- Explain what was Reconstruction was including its goal.
- Identify and explain the many steps taken during Reconstruction to promote rights to African Americans.
- Analyze the impact of Reconstruction on the South.
- Summarize the legacy of Reconstruction on the US.

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- exit tickets

Summative Assessments

- graphic organizers
- homework
- culminating activity

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

<http://www.njamistadcurriculum.net/about> - NJ Amistad Commission

www.tei.com

Supplemental:

www.history.com

www.cnn10.com

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English

Technology/Multi-Media - Audio/visual media analysis

Math - computations

Visual and Performing Arts - debate

Social Studies - ethics

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.