Unit 1 - The American Civil War and Reforging the Union

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 1**
Length: **approx 15 weeks**
Status: **Published**

NCS 8th grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Chapter 14: The Nation Divided (1846-1861)

Chapter 15: The Civil War (1861-1865)

Chapter 16: Reconstruction and the New South (1863-1896)

Revolution in Texas, Mexican-American War, development of third parties, popular soveriegnty, Compromise of 1850, Kansas-Nebraska Act, Election of 1856, Dred Scott, John Brown, Lincoln-Douglas debates, Harper's Ferry, Election of 1860, secession and the beginnings of the Civil War.

Social mores of the Old South, economic development of the Old South; advantages and disadvantages of both the United States and the Confederacy; military technology; outcomes of significant battles; social aspects of the Civil War (Emancipation Proclamation, Civil War and Reconstruction Amendments); mobilization and domestic issues and policies during the war; social, economic and political impact of the war: Reconstruction plans (presidential vs congressional reconstruction plans); economic development of the "New South"' home rule; Compromise of 1877; Booker T. Washington vs W.E.B. DuBois; sharecropping and tenant farming.

Enduring Understanding

Beliefs influence actions

Conflict leads to changes, both positive and negative

The Civil War was fought over states' rights issues more than over the morality of slavery

Social and economic challenges can divide nations and lead to war

The Civil War was a "total war" and was the defining moment in American history

Patriotism became sacralized to the point of equal existence with conventional denominational faiths

Essential Questions

What is freedom?

What is a just war?

To what extent was slavery a "cause" of the Civil War?

Did Abraham Lincoln free the slaves?

How did the nation try but fail to deal with growing sectional differences?

Was the war inevitable after the sectional crises of the 1850s?

Was the Civil War detrimental or beneficial to the industrialization of America? In what ways?

Why do we have to fight wars?

Do we have to fight wars?

How could political issues or ideas ever become more important than family loyalties?

Some say our country remains wounded by the slavery experience and the Civil War. In what ways might this claim be true and in what ways untrue?

How can countries avoid the kind of bloodshed and devastation we experienced during our Civil War?

How much diversity can any nation tolerate?

Skills

Identify the causes of sectional conflict in the United States prior to the Civil War

Identify numerous events that occurred prior to the Civil War that indicated intensifying feelings with respect to slavery. These events and individuals included the Fugitive Slave Act of 1850, the Compromise of 1850, bounty hunters, the Christiana riots, Harriet Beecher Stowe's *Uncle Tom Cabin,* "Bleeding Kansas," the Dred Scott decision, the Underground Railroad and Harriet Tubman, Preston Brooks and Charles Summer, President James Buchanan, The Lincoln-Douglas debates and John Brown's raid

Identify key individuals and their roles in the war (Robert E. Lee, Abraham Lincoln, Elizabeth Cady Stanton, Frederick Douglas, Harriet Tubman, Clara Barton, Ulysses Grant, Jane Adams)

Identify the major differences between the cultures and economies of both the northern and southern states prior to the Civil War

Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact

American life. 6.1.8.A.5.a

Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South 6.1.8.A.5.b

Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War 6.1.8.B.5.a

Assess the human and material costs of the Civil War in the North and South 6.1.8.C.5.a

Analyze the economic impact of Reconstruction on the South from different perspectives 6.1.8.C.5.b

Prioritize the causes and events that led to the Civil War from different perspectives 6.1.8.D.5.a

Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war 6.1.8.D.5.b

Examine the roles of women (their contribution to the antislavery movement), African Americans, andNative Americans in the Civil War 6.1.8.D.5.c

Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives 6.1.8.D.5.d

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 6.1.12.D.4.b

Identify important abolitionists and describe their work

Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War. 6.1.12.D.4.a

Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period 6.1.8.D.4.b

Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad 6.1.8.D.4.c

Analyze the election of 1860

Recognize different points of view about states' rights

Describe the surrender of General Lee to General Grant at Appomattox Court House

Analyze plans for the Reconstruction of the US

Analyze the reactions of both the Southerners & Northerners to Reconstruction efforts

Examine why people moved west in the late 1800s

Analyze what happened to Native Americans as people moved west

Examine the industries and inventions of the late 1800s that changed how people lived

Analyze how new industries and work demands led to the formation of unions

Identify how the population grew and changed after the Civil War

Learning Targets include but not limited to:

The Civil War resulted from complex regional differences involving political, economic and social issues, as well as different views on slavery

How and why the Civil War started and who it was between

What life was like for people living in the south after the Civil War

The Civil War and Reconstruction had a lasting impact on the development of the United States

The important pieces of legislation that were passed as a result of the Civil War and its aftermath

Performance Tasks include but not limited to:

Blog/Wiki on International Civil Wars, Just Wars, Total War, Freedom

Fugitive from Labor Cases - Henry Garnett (1850) and Moses Honner (1860)

Civil War Newspaper

Personal Project Choice - write & present a play that tells about a conflict in a family that lives in a border state; draw a map where the major battles of the Civil War were fought; write a patriotic American poem, make a poster/collage that tells about the work of the Underground Railroad.

Civil War Timeline

DBQ's - Why did the South lose the Civil War?

Reconstruction

Standards

Includes but not limited to:

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.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the

	Antebellum period.
SOC.6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
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.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Assessments

Performance Tasks

Quizzes & Tests

DBQs

Projects & Presentations

Student Participation/Class Discussions

Homework

Resources/Instructional Materials

Pearson History of Our Nation textbook

Smartboard

Primary Source documents - Photos of Civil War, Fugitive Slave Cases, Dred Scott Decision, Kansas Nebraska Act of 1854, Abstract of census and returns of election of a territorial legislature in Kansas, 3/30/1855

National Archives

Civil War Blog

Daily Current Events

CNN 10 Student News

Upfront Magazine

Internet Sites & Videoes

Online Outline of Civil War

NJ Commission of Holocaust

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills/Career Education

Focus on the development of 21st Century Content Skills:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics

- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.