

Course: U.S. History 1
Unit 4: The Civil War

Year of Implementation: 2019-2020

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

New Jersey ELA Standards

(<https://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>)

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. 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.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as

needed.

New Jersey Core Curriculum Content Standards 21st Century Life and Careers

(<http://www.state.nj.us/education/cccs/2014/career/9.pdf>)

Standards:

9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.G.1 Analyze risks and benefits in various financial situations.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

12 Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Standards:

2014 NJCCC Standard(s), Strand(s)/CPI # (<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>)

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.

6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

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.

6.1.12.C.4.a Assess the role that economics played in enabling the North and South to wage war.

6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the 22 economies of the North and South.

6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.

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.

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.

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.

Transfer Goal(s): Students will be able to independently use their learning to students will be able to independently evaluate how failed attempts to compromise can lead to wide-scale conflict with lasting effects. Students will do this by analyzing primary and secondary sources, evaluating sources for bias and credibility, and using their learning to provide evidence to support a logical argument. Such skills will prepare students to engage in the 21st century world as active, informed global citizens who can communicate effectively through written, oral, and visual means (Long Term Goals 3, 4 and 5).

Enduring Understandings

Students will understand that. . .

EU1

conflict is a result of a perceived need for political, economic, or social change by a population.

EU2

technology has impacted society in both helpful and harmful ways.

Essential Questions

EU1

- Was the Civil War inevitable?
- How does polarization develop and prevent compromise in a society?
- In what ways do political groups help create as well as solve problems?
- Do the political causes of the Civil War continue to plague the nation after its conclusion?

EU 3

the outcome of war is dependent upon many factors, including military techniques and strategies as well as political, economic, and social influences.

EU 2

- How did photography impact the Civil War?
- Can the Civil War be considered a modern war?

EU 3

- How did political and military decisions contribute to the successes and failures during this war?
- Is “total war” justified?
- Which minority group contributed the most to the success of the Civil War?
- What economic issues surface when a nation goes to war?

Knowledge

Students will know. . .

Causes of the Civil War

- the technological advancements that invigorated slavery within the United States (EU 2).
- ways in which a person’s culture reflects the knowledge, values, traditions and beliefs of his/her heritage and geographical location (EU 1).
- the meaning of the term polarization and the ways that it applies to Antebellum and modern America (EU 1).
- the events that led to the secession of the Southern states from the Union and the formation of the Confederate States of America (EU 1).
- key documents that influenced the movement toward secession (EU 1).
- the sectional lifestyles and how they impacted the differing views regarding secession (EU 1).
- the ways in which the failure to compromise between the North and South caused the Civil War (EU 1).

Civil War

Skills

Students will be able to. . .

- read and analyze primary source documents to determine different points of view (EU 1,3).
- draw inferences from factual material (EU 1, 2, 3).
- recognize and interpret different points of view (EU 1, 3).
- detect bias in data presented in various forms (EU 1, 3).
- compare and contrast the credibility of differing ideas or accounts (EU 1, 3).
- formulate a historically defensible claim (thesis statement) (EU 1, 2, 3).

- the key military/political figures influential in the war (EU 3).
- the advantages/disadvantages of the North and the South during the war (EU 3).
- the war strategies and tactics used by the North and the South and how they influenced the outcome of the war (EU 3).
- key documents that influenced the movement towards equality for all citizen (EU 1).
- the ways in which African-Americans contributed to the war effort in both the North and the South (EU 3).
- the ways in which the war affected those on the home front and how resources were mobilized for the war (EU 1, 2, 3).
- the effects of the “Total War” concept on the war and on the Southern economy and culture (EU 3).

Stage Two - Assessment

Other Evidence:

Test, Quizzes, Prompts, Self-assessment, Observation, Dialogues, etc.

- Essay
- DBQ
- Tests (Standard and Authentic)
- Presentations
- Research Projects

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:**

Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

Causes of the Civil War

- Students will create a timeline representing the divisive sectional issues of the 1850's in U.S. history. This activity may follow a class lecture on the issues leading to the Civil War **(A) (EU 1, 3)**.
- Students will complete a causes to the Civil War DBQ. Students will analyze primary source documents that will be applied to their argumentative thesis statement **(A, M) (EU 1)**.
- Students will read primary source documents about the reactions to Uncle Tom's Cabin, Bleeding Kansas, the Beating of Charles Sumner, the Dred Scott Decision, the Lincoln-Douglas Debates, and the Election of 1860. Students will create a Venn Diagram of the reactions felt by the North and South **(A, M) (EU 1)**.
- Students will read and annotate an excerpt from Dr. Brene Brown's *Braving the Wilderness* (which focuses on the causes and effects of polarization in today's society). As they read, students will annotate for connections between the reading and their lives, history, or current events. Students will then discuss the connections they made in a Socratic Seminar **(A, M) (EU 1)**.
- Students will analyze Civil War song lyrics to determine the goals and advantages of both sides of the conflict. Students will compare/contrast the specific ways that Confederate and Union troops viewed the war. Recommended songs include: "Bonnie Blue Flag," "Battle Cry Freedom," "God Save the South," and "The Stars and Stripes" **(A, M) (EU 1, 3)**.
- Students will examine current issues that might potentially foster a secessionist movement, looking at what political issues might launch a division in government. Students will discuss any recent events that showcase such happenings **(M,T) (EU 1)**.
- Students will write an editorial in response to a controversial contemporary global conflict and analyze the polarization of the opposing sides of the conflict **(M,T) (EU 1, 2, 3)**.
- In groups, students will identify a modern day piece of literature that has had national and global significance similar to *Uncle Tom's Cabin*. They will compare and contrast the historical and modern pieces of literature. Each group will present their chosen piece of modern literature to the class, making the case that it has had the greatest impact on modern society **(M,T) (EU 3)**.
- Utilize the resources on the Amistad Commission website: <http://www.njamistadcurriculum.net/history/units> **(M) (EU 1, 2, 3)**.

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- Students will create a chart identifying the key advantages and disadvantages of North and South heading into the Civil War **(A, M) (EU 2, 3)**.
- Students will identify the battle strategies used by both sides by watching clips of *America: The Story of Us*, *Gettysburg*, and *Gone With the Wind* **(A) (EU 2, 3)**.
- Students will complete a graphic organizer to identify the contributions of minority groups (immigrants, women, Native Americans, African Americans) during the Civil War **(A) (EU 3)**.

- Students will create a chart/timeline of the key battles of the Civil War **(A) (EU 1)**.
- Students will create a campaign slogan for the election of 1864 referencing their position on the war **(M) (EU 1)**.
- Students will create a newspaper that could have been printed during the Civil War. Articles will highlight a key general/leader, key battles, social issues in the North and the ongoing issue of slavery **(A, M) (EU 1, 2, 3)**.
- Using chromebooks, students will create a Google Slides presentation based off a technological, medical, military etc. advancement during the Civil War. Students will identify what society was like before the fighting began, and explain how it changed during the Civil War **(A) (EU 2)**.
- Analyze the impact of the Civil War on African American volunteers by watching the movie *Glory*. Students will write a reaction highlighting their response to the hardships faced by the African American volunteers, as well as their response to how the overall conflict is presented through the movie **(A, M) (EU 1, 2, 3)**.
- Begin class with a reading of the Gettysburg Address. Ask students to research, organize and record examples that justify Lincoln's assertion that all men are created equal **(A, M) (EU 1)**.
- Take on the role of a military general planning a specific battle in the Civil War. Develop a strategy that will utilize troops and technology to win the battle **(M) (EU 2, 3)**.
- Evaluate the impact of Total War tactics on Southern infrastructure, economies, and civilian morale **(M) (EU 2, 3)**.
- During the Civil War, Abraham Lincoln suspended the right of habeas corpus. In the aftermath of 9/11, the U.S. government passed several new laws to provide for national security known as the Patriot Act. Students will research further into civil liberties issues raised since 9/11 and will answer the question "Is the Patriot Act constitutional?" Students must defend their opinion using primary sources **(M, T) (EU 1)**.
- Students will research a modern civil war that occurred within the last twenty years. Students will find the causes and effects of the selected civil war, identify any propaganda/prior events used by to justify each side's view of the conflict, compare Southern secession with the chosen conflict, and write a summary of what common causes can be found between the modern civil war and the American Civil War. Students will then present their written findings to the class and engage in a larger group discussion about the similarities amongst the discussed conflicts **(A, M, T) (EU 1)**.