



Park Hill School District

Building Successful Futures • Each Student • Every Day

The American Civil War and Reconstruction Curriculum

Course Description: This course will introduce the American Civil War era from the earliest seeds of disunion at the Constitutional Convention to the end of Reconstruction. Particular attention will be given to events that unfolded in Missouri and the Trans-Mississippi Theatre and the subsequent results in the region. Students will participate in simulations, group activities and individual presentations.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2.5 Weeks	Prelude to War	Topic 1: Slavery in America Topic 2: Westward Expansion Topic 3: The Constitution and Slavery
2 Weeks	Disunion of the 1850's	Topic 1: Geography of the 1850's Topic 2: Abolitionist Crusade Topic 3: State's Rights
2.5 Weeks	The War Begins 1861-1862	Topic 1: Sides Compared Topic 2: Secession
2 Weeks	Total War--1862	Topic 1: The Battle of Antietam Topic 2: The Emancipation Proclamation Topic 3: The Homefront Topic 4: African Americans and the War Effort
3 Weeks	The Turning Point of the War 1863	Topic 1: Gettysburg vs. Vicksburg Topic 2: War on the Northern Home front

		Topic 3: Gettysburg Address Topic 4: Kansas-Missouri Border War
2.5 Weeks	Union Victory 1864- Appomattox	Topic 1: Surrender at Appomattox Topic 2: 1864 Presidential Election Topic 3: Grant and Sherman
2.5 Weeks	Reconstruction	Topic 1: Reconstruction Topic 2: New Amendments vs. Jim Crow

Unit 1: Prelude to War

Subject: American Civil War and Reconstruction

Grade: 10-12

Name of Unit: Prelude to War

Length of Unit: 2.5 weeks

Overview of Unit: This unit will provide students with a foundation for many of the causes of the American Civil War, including topics such as the beginnings and evolution of slavery, westward expansion up to 1850, and the role the US government played in leaving the question of slavery partially unanswered.

Priority Standards for unit:

- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.
- 9-12.AH.4.GS.A Analyze the relationships among the branches of government to explain conflicts and the changing power of each.

Supporting Standards for unit:

- 9-12.AH.2.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.
- 9-12.AH.2.CC.B Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.
- 9-12.AH.4.EC.B Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.
- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010
- 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.

- 9-12.AH.4.GS.A Analyze the relationships among the branches of government to explain conflicts and the changing power of each.
- 9-12.AH.5.GS.B Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- 9-12.AH.5.GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.AH.6.GS.C Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
connections between historical context and peoples' perspectives at the time in United States history.	Explain	Understand	2
the responses of United States' leaders to the challenges of the period.	Evaluate	Evaluate	3
how political developments and Constitutional Amendments of the period altered the relationship between government and people	Analyze	Analyze	2
the relationships among the branches of government to explain conflicts and the changing power of each	Analyze	Analyze	2

Essential Questions:

1. Why did the institution of slavery develop in colonial America?
2. How did westward expansion create a sectional crisis?
3. How did the Constitution attempt to address the issue of slavery?

Enduring Understanding/Big Ideas:

1. Due to the development of cash crops in the agrarian South, slavery became more a "peculiar" institution of the South.
2. As the nation grew west, the addition of states began to change the balance of power in Congress.
3. The founding fathers failed to adequately resolve the issue of slavery in the new republic.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Antebellum	Abolitionist
Blockade	Artillery
Casualty	Battery
Confederacy	Bayonet
Confederate	Breastworks
Conscript	Cash crop
Democratic Party	Cavalry
Drill	Earthwork
Federal	Flank
Industry	Infantry

Massacre Offensive Ratify Republican Party Rout Siege Theater	Mason-Dixon Line Militia Musket Muzzle-loading Napoleonic Tactics “Peculiar Institution” Popular Sovereignty Secession Sectionalism Skirmish Smoothbore State’s Rights Territory Union
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Resources for Vocabulary Development: Civil War Trust

Topic 1: Slavery in America

Engaging Experience 1

Title: Slavery in America

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.2.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.

Supporting:

- 9-12.AH.4.EC.B Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.
- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c.

1870-2010

Detailed Description/Instructions: To begin the lesson, students answer 10 true/false questions regarding the institution of slavery in America. Students then grade the assignment as a class and graph the scores. A discussion over their scores and their pre-conceived ideas of slavery is discussed. Students are then provided with a packet of primary/secondary sources, charts, graphs, other data regarding slavery and a packet of 25 questions based off the material that drill deeper into the subject of slavery in America. Discussion follows.

Bloom's Levels: Analyze

Webb's DOK: 3

Rubric: See key

Topic 2: Westward Expansion

Engaging Experience 1

Title: Alternate Missouri Compromise

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.
- 9-12.AH.2.CC.B Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.
- 9-12.AH.2.G.B Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.

Supporting:

- 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: After discussing, as a class, the background of slavery and its expansion in the United States and the details of the Missouri Compromise (including the causes, the various interests of each group involved, and the ultimate compromise and impact on the war) assign students to small groups or pairs and have each group come up with an alternate Missouri Compromise plan. Their ultimate goal should be to appease all sectional interests (or make all groups compromise on some level). They should not only draw their compromise on a map, but they also need to have a detailed description of how this plan would work and explain why this is a better alternative to the actual Missouri Compromise. Once all groups have finished, have each group present to the class. As the students present, the rest of the class should ask questions and try to “poke holes” in this plan. Once all groups have presented, have a discussion regarding the idea that no plan could really prevent the oncoming war and no sectional side could truly be appeased.

Bloom’s Levels: Create

Webb’s DOK: 4

Topic 3: The Constitution and Slavery

Engaging Experience 1

Title: Analyzing the Constitution

Suggested Length of Time: 60-90 Minutes

Standards Addressed

Priority:

- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.
- 9-12.AH.4.GS.A Analyze the relationships among the branches of government to explain conflicts and the changing power of each.

Supporting:

- 9-12.AH.4.GS.A Analyze the relationships among the branches of government to explain conflicts and the changing power of each.
- 9-12.AH.5.GS.B Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- 9-12.AH.5.GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.AH.6.GS.C Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.

Detailed Description/Instructions: Provide each student with a copy of the US Constitution, their task will be to annotate the document looking for several key features including the following:

- a. The role and responsibilities of the President
- b. The function and responsibilities of the Legislative branch
- c. The organization and the responsibilities of the Judicial branch
- d. Any mention of slavery and how the US Constitution addresses the status of slaves

Once students have completed this task, come together as a class and review their information, especially addressing the issue of slavery. Center the discussion around the background writers of the Constitution and the potential solutions and problems of the clauses addressing slavery.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario

Manifest Destiny: Interactive Map

You and your group members are going to create an interactive map via mapsalive.com that demonstrates the path of westward expansion. Your map **MUST** include colonization, Indian Removal, and the Acquisition of Texas/War with Mexico; you may choose to include additional territorial additions.

The following must be included on your map:

1. Original colonies
 - a. An outline of North America
 - b. Detail where the original areas of colonization were on the map, including the original 13 colonies—designate the years they ended slavery (if applicable)
 - c. Include a “pop out” aspect for this section. Examples: short video, image and explanation, something to help summarize this section of American history.
 - d. Separately summarize why colonists settled where they did, you can do this by state or region
2. Indian Removal Act
 - a. Detail the new territory gained from the Indian Removal Acts on your map
 - b. Include a “pop out” aspect. Examples: Trail of Tears, Native American Leaders, tribes displaced by the act
 - c. Illustrate the path for the Trail of Tears
 - d. In newly added states, include the years that slavery was abolished AND when they were added as states
 - e. Separately summarize why Americans wanted to settle in the regions controlled by Native Americans
3. Movement West and the War with Mexico
 - a. Detail the new territory gained from the period of movement west to the War with Mexico on your map
 - b. Include a “pop out” aspect—trail to the west, Gold Rush, key people or groups
 - c. Illustrate where new railroads and canals were created during this time period
 - d. Separately summarize why Americans wanted to settle the western regions
4. Other acquisitions to consider:
 - a. Louisiana Purchase
 - b. Addition of MO and ME
 - c. Adams-Onis Treaty
 - d. Oregon Treaty

Rubric for Engaging Scenario:

Map Scoring Rubric		
Original Colonies	Total Points Possible	
Map correctly details where original colonies were located	Points earned	Comments: Total points for section:
“Pop out” aspect is included in the map	Points earned	
Written Summary	Points earned	
Indian Removal Act	Total Points Possible	
Map correctly details the areas gained from the Indian Removal Act	Points earned	Comments: Total points for section:
“Pop out” aspect is included in the map	Points earned	
Written Summary	Points earned	
Movement West and War with Mexico	Total Points Possible	
Map correctly details territory gained from the move west and War with Mexico	Points earned	Comments: Total points for section:
“Pop out” aspect is included in the map	Points earned	
Written Summary	Points earned	
Optional Additional Acquisitions	Possible Points earned	
Map details additional acquisitions	Points earned	Comments: Total points for section:
TOTAL POINTS: / points		

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Slavery in America	Slavery in America	To begin the lesson, students answer 10 true/false questions regarding the institution of slavery in America. Students then grade the assignment as a class and then graph the scores. A discussion over their scores and their pre-conceived ideas of slavery is discussed. Students are then provided with a packet of primary/secondary sources, charts, graphs, other data regarding slavery and a packet of 25 questions based off the material that drill deeper into the subject of slavery in America. Discussion follows.	1 Day
Westward Expansion	Alternate Missouri Compromise	After discussing, as a class, the background of slavery and its expansion in the United States and the details of the Missouri Compromise (including the causes, the various interests of each group involved, and the ultimate compromise and impact on the war) assign students to small groups or pairs and have each group come up with an alternate Missouri Compromise plan. Their ultimate goal should be to appease all sectional interests (or make all groups compromise on some level). They should not only draw their compromise on a map, but they also need to have a detailed description of how this plan would work and explain why this is a better alternative to the actual Missouri Compromise. Once all groups have finished, have each group present to the class. As the students present, the rest of the class should ask questions and try to “poke holes” in this plan. Once all groups have presented, have a discussion regarding the idea that no plan could	1 Day

		really prevent the oncoming war and no sectional side could truly be appeased.	
The Constitution and Slavery	Analyzing the Constitution	Provide each student with a copy of the US Constitution, their task will be to annotate the document looking for several key features including the following: a. the role and responsibilities of the President b. the function and responsibilities of the Legislative branch c. the organization and the responsibilities of the Judicial branch d. any mention of slavery and how the US Constitution addresses the status of slaves Once students have completed this task, come together as a class and review their information, especially addressing the issue of slavery. Center the discussion around the background writers of the Constitution and the potential solutions and problems of the clauses addressing slavery.	60-90 Minutes

Unit 2: Disunion of the 1850's

Subject: American Civil War and Reconstruction

Grade: 10-12

Name of Unit: Disunion of the 1850's

Length of Unit: 2 weeks

Overview of Unit: This unit will provide students with a foundation for many of the causes of the American Civil War that occurred during the 1850's including topics such as the expansion of slavery, compromises over slavery, and the violence and sectional division that took place over the question of slavery in America.

Priority Standards for unit:

- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States ~~post C. 1870~~ are connected to changing identity and culture.
- 9-12.AH.2.GS.C Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.
- 9-12.AH.6.GS.C Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- 9-12.AH.5.PC.C Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.

Supporting Standards for unit:

- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.
- 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.
- 9-12.AH.2.CC.B Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.
- 9-12.AH.2.G.B Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.
- 9-12.AH.5.G.A Evaluate the causes and consequences of demographic shifts and internal migrations.

- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
how the physical and human characteristics of regions in the United States ~~post C. 1870~~ are connected to changing identity and culture	Analyze	Analyze	3
the expansion of political parties, interest groups and political machines to determine their effect on American government and policy	Analyze	Analyze	3
the changing roles and influence of political parties and interest groups on governmental decision-making	Evaluate	Evaluate	3
social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals	Evaluate	Evaluate	3
laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history	Analyze	Analyze	3

Essential Questions:

1. How did the compromises during the 1850's fail to address the growth of slavery, westward expansion, and lead to increased tensions between North and South?
2. How did the abolitionist movement become a significant force during the 1850's in speaking out against slavery?
3. How did the theory of states' rights develop and lead to eventual secession?

Enduring Understanding/Big Ideas:

1. The compromises during the 1850's failed to maintain the balance of power in Congress and led to mistrust, unwillingness to compromise, and violence.
2. The abolitionist movement began to infiltrate a variety of American institutions to create a climate for reform and abolishment of slavery.
3. The question of federalism, not clearly defined, provided an opportunity for Southern states to defend Southern institutions from federal encroachment.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Antebellum	Abolitionist
Blockade	Armory
Casualty	Arsenal
Confederacy	Artillery
Confederate	Battery
Conscript	Bayonet
Democratic Party	Border States
Drill	Cash crop
Federal	Fortification
Industry	Garrison
Massacre	Infantry
Offensive	Mason-Dixon Line
Ratify	Militia
Republican Party	Musket
Rout	Muzzle-loading
Siege	"Peculiar Institution"
Theater	Popular Sovereignty
	Republican Party
	Secession
	Sectionalism
	Skirmish
	Smoothbore

	State's Rights Territory Union
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Resources for Vocabulary Development: Civil War Trust

Topic 1: Geography of the 1850's

Engaging Experience 1

Title: Geography of the 1850's

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.
- 9-12.AH.2.CC.B Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.

Supporting:

- 9-12.AH.2.G.B Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.
- 9-12.AH.5.G.A Evaluate the causes and consequences of demographic shifts and internal migrations.
- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.

Detailed Description/Instructions: Students will complete maps that illustrate the Compromise of 1850 and the Kansas-Nebraska Act of 1854. Students will answer questions that guide them thru westward expansion, growth of slavery and the failure of Congressional compromise.

Bloom's Levels: Apply

Webb's DOK: 3

Rubric: See key

Topic 2: Abolitionist Crusade

Engaging Experience 1

Title: Abolitionist Crusade

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.2.GS.C Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.
- 9-12.AH.6.GS.C Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- 9-12.AH.5.PC.C Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.

Supporting:

- 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: In this lesson, students research and categorize 15 anti-slavery advocates/abolitionists. With this information, they attempt to explain how abolitionism contributed to a growing anti-slavery climate in the North during the thirty years before the Civil War.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: See key

Topic 3: State's Rights

Engaging Experience 1

Title: State's Rights Storyboard

Suggested Length of Time: 60-90 Minutes

Standards Addressed

Priority:

- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.

Supporting:

- 9-12.AH.2.GS.C Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.
- 9-12.AH.5.GS.B Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- 9-12.AH.6.GS.B Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: After discussing in class the concept of state's rights and some of the details behind this movement, students will create an AVID-style storyboard to illustrate and explain the evolution of this movement. The students will separate their paper into 4 sections and title each one of the following: Background (Virginia and Kentucky), Hartford Convention, Tariff of Abominations, and John C. Calhoun. For each section the student will write a brief summary about that topic, include an illustration or visual, and a higher-level question to search for broader meaning.

Bloom's Levels: Understand; **Webb's DOK:** 2

Engaging Scenario

Engaging Scenario

Sequence Chart: Causes of the Civil War

Using the AVID Sequence Chart students will be given 4 main events (Westward Expansion, Slavery and Abolition, State's Rights, and Sectionalism) and they need to identify 2 sub-events for each that helped to lead to the Civil War. For each sub-event they need to include a brief 1 sentence summary to show their understanding of the event. Once they complete their chart, they will pair up to explain and defend their choices to a classmate. Once everyone has finished, have a whole class discussion in which each student shares out at least one response and their defense for it, allowing for some conversation between students and review/reteaching of the major concepts of this unit.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Geography of the 1850's	Geography of the 1850's	Students will complete maps that illustrate the Compromise of 1850 and the Kansas-Nebraska Act of 1854. Students will answer questions that guide them thru westward expansion, growth of slavery and the failure of Congressional compromise.	2 Days
Abolitionist Crusade	Abolitionist Crusade	In this lesson, students research and categorize 15 anti-slavery advocates/abolitionists. With this information, they attempt to explain how abolitionism contributed to a growing anti-slavery climate in the North during the thirty years before the Civil War.	1 Day
State's Rights	State's Rights Storyboard	After discussing in class, the concept of state's rights and some of the details behind this movement students will create an AVID-style storyboard to illustrate and explain the evolution of this movement. The students will separate their paper into 4 sections and title each one of the following: Background (Virginia and Kentucky), Hartford Convention, Tariff of Abominations, and John C. Calhoun. For each section the student will write a brief summary about that topic, include an illustration or visual, and a higher-level question to search for broader meaning.	60-90 Minutes

Unit 3: The War Begins 1861-1862

Subject: American Civil War and Reconstruction

Grade: 10-12

Name of Unit: The War Begins 1861-1862

Length of Unit: 2.5 weeks

Overview of Unit: This unit will provide students with a foundation for many of the events during the first year of the American Civil War, 1861-1862. Topics addressed will include political, military and social aspects of the beginning of the conflict.

Priority Standards for unit:

- 9-12.AH.5.CC.C Trace changes in military strategies and technologies as a response to the challenges of the Cold War.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.6.CC.B Trace the origins of ~~twenty-first~~ (19th) century conflicts to understand U.S. policies and actions.
- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.

Supporting Standards for unit:

- 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- 9-12.AH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.AH.5.GS.D Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.
- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.
- 9-12.AH.2.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
changes in military strategies and technologies as a response to the challenges of the Cold War	Trace	Understand	2
laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history	Analyze	Analyze	3
the responses of United States' leaders to the challenges of the period	Evaluate	Evaluate	3
the origins of ~~twenty-first~~ (19th) century conflicts to understand U.S. policies and actions	Trace	Understand	2
a chronological sequence of related events in United States history	Analyze	Analyze	2
laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history	Analyze	Analyze	3

Essential Questions:

1. Why did the Southern states secede in the spring of 1861?
2. How did the strengths and weaknesses of the North and South affect their ability to wage war?
3. Why did American men, North and South, rush to enlist in 1861?

Enduring Understanding/Big Ideas:

1. With the election of Abraham Lincoln, Southern states believed slavery would eventually be abolished, choosing secession over submission.
2. While the North had virtually every tangible advantage, Southerners believed they were fighting the second American Revolution.
3. American men enlisted for a variety of reasons including patriotism, regional loyalty, defense of home, and sense of adventure.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Antebellum	Armory
Blockade	Arsenal
Casualty	Artillery
Confederacy	Battery
Confederate	Bayonet
Conscript	Border States
Democratic Party	Breastworks
Drill	Breech-loading
Federal	Brigade
Industry	Campaign
Massacre	Canister
Offensive	Cartridge
Ratify	Cash crop
Republican Party	Cavalry
Rout	Company
Siege	Corps
Theater	Defilade
	Earthwork
	Enfilade
	Entrenchments
	Flank
	Fortification
	Garrison
	Greenbacks
	Hardtack
	Haversack
	Infantry
	Ironclad
	Militia

	Minie Bullet Monitor Musket Muzzle-loading Napoleonic Tactics “Quaker Guns” Regiment Republican Party Rifled-Musket Rifled Secession Sectionalism Shot Shell Skirmish Smoothbore State’s Rights Territory Union Zouave
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Resources for Vocabulary Development: Civil War Trust

Topic 1: Sides Compared

Engaging Experience 1

Title: Sides Compared – USA vs CSA

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.
- 9-12.AH.6.CC.B Trace the origins of twenty-first (19th) century conflicts to understand U.S. policies and actions.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.

Supporting:

- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.
- 9-12.AH.2.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will be provided with a T-Charts that lists the advantages and disadvantages of both the USA and the CSA at the start of the war. In small groups students will examine each characteristic to determine why it is a strength or weakness, then determine how that characteristic could impact the outcome of the war. When completed, the entire class will discuss the findings of the small groups.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: Class participation

Topic 2: Secession

Engaging Experience 1

Title: The Legality of Secession-Philosophical Chairs

Suggested Length of Time: 1.5 Days

Standards Addressed

Priority:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.6.CC.B Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.

Supporting:

- 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- 9-12.AH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.AH.5.GS.D Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Present students with 3 documents: Lincoln's First Inaugural Address, South Carolina's Decision to Secede, and the US Constitution. With each document include questions to guide their reading and focus their attention on the idea of secession and the reasons and justification for it. Once students have read the documents and answered the questions, present them with the statement: Secession is illegal. They must decide, based on the documents and their analysis, whether they agree or disagree with this statement.

Organize those who agree on one side of the room and those who disagree on the other side. Students will then have a discussion, citing specific evidence from the documents, based on their point of view and attempting to persuade students to their side of the room. Students may move

throughout the room as the discussion progresses if a student brings up a particularly good point. At the end of the discussion, students will write a reflection in which they justify their personal thought process and explain the text that most convinced them and detail the strongest argument made from each side during the discussion itself.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Scenario

Engaging Scenario

Civil War Military Branches

Your Task:

You and your group members are to become experts on your given branch of the military and teach the rest of the class about it. You need take into account the following details to focus your research, but you are welcome to go above and beyond the topics that follow if you feel that it will help to create a better understanding of your particular branch. The format of your presentation is up to you and your group members, but there are certain items that must be included. You have access to any materials in the room including, textbooks, internet, etc.

You MUST Include:

- Duties and responsibilities in battle
- Tactics and training
- Weapons used
- Any differences that occurred between the north and the south
- Major people or leaders (at least 2) associated with this branch
- Any battle (at least 2) in which your branch played a key role, what that role was, and how it led to victory or defeat
- How this branch evolved or changed throughout the war
- Comparison to the modern military (is your branch still in existence based on its duties, how is it different, etc.)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Sides Compared	Sides Compared USA vs CSA	Students will be provided with a T-Charts that lists the advantages and disadvantages of both the USA and the CSA at the start of the war. In small groups students will examine each characteristic to determine why it is a strength or weakness, then determine how that characteristic could impact the outcome of the war. When completed, the entire class will discuss the findings of the small groups.	45 Minutes
Secession	The Legality of Secession-Philosophical Chairs	Present students with 3 documents: Lincoln's First Inaugural Address, South Carolina's Decision to Secede, and the US Constitution. With each document include questions to guide their reading and focus their attention on the idea of secession and the reasons and justification for it. Once students have read the documents and answered the questions, present them with the statement: Secession is illegal. They must decide, based on the documents and their analysis, whether they agree or disagree with this statement. Organize those who agree on one side of the room and those who disagree on the other side. Students will then have a discussion, citing specific evidence from the documents, based on their point of view and attempting to persuade students to their side of the room. Students may move throughout the room as the discussion progresses if a student brings up a particularly good point. At the end of the discussion, students will write a reflection in which they justify their personal thought process and explain the text that most convinced them and detail the strongest argument made from each side during the discussion itself.	1.5 Days

Unit 4: Total War - 1862

Subject: American Civil War and Reconstruction

Grade: 10-12

Name of Unit: Total War - 1862

Length of Unit: 2 weeks

Overview of Unit: This unit will focus on the events of the war from the spring of 1862 through the late spring of 1863; with a special focus on life on the Southern home front, the battle of Antietam, the issuance of the Emancipation Proclamation and its political and military impacts.

Priority Standards for unit:

- 9-12.AH.5.CC.C Trace changes in military strategies and technologies as a response to the challenges of the Cold War.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.
- 9-12.AH.5.CC.D Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.
- 9-12.AH.5.PC.C Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.

Supporting Standards for unit:

- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.
- 9-12.AH.6.CC.B Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- 9-12.AH.3.PC.A Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.5.GS.B Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.

- 9-12.AH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.4.EC.A Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.
- 9-12.AH.3.EC.C Trace the changing relationship between government and business through economic regulation and deregulation.
- 9-12.AH.4.EC.B Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.
- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.
- 9-12.AH.6.GS.C Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- 9-12.AH.5.PC.A Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
changes in military strategies and technologies as a response to the challenges of the Cold War	Trace	Understand	2
the responses of United States' leaders to the challenges of the period	Evaluate	Evaluate	3
connections between historical context and peoples' perspectives at the time in United States history	Explain	Understand	2
how political developments and Constitutional Amendments of the period altered the relationship between government and people	Analyze	Analyze	3
social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals	Evaluate	Evaluate	3
the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities	Analyze	Analyze	3

Essential Questions:

1. How did the governments address the changing nature of the conflict from a limited war to a total war?
2. How did the war impact the Southern home front?
3. How did the battle of Antietam contribute to Lincoln's decision to issue the Emancipation Proclamation, allowing the nation to fight for union and abolition of slavery?
4. How did African Americans contribute to the Union war effort?

Enduring Understanding/Big Ideas:

1. As a result of the Battle of Bull Run, both sides realized this was going to be a long, bloody conflict, forcing the Union government to implement the Anaconda Plan.
2. The South's lack of a manufacturing center led to an inability to produce weapons of war and provide for the basic needs of its citizens.
3. With the Union victory at Antietam, Lincoln felt confident in his ability to add the abolition of slavery as a war measure.
4. With the passage of the Emancipation Proclamation, African Americans began to enlist in the Union army.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Antebellum Blockade Casualty Confederacy Confederate Conscript Democratic Party Drill Federal Industry Massacre Offensive Ratify Republican Party Rout Siege Theater	Abolitionist Armory Arsenal Artillery Battery Bayonet Border States Breastworks Breech-loading Brigade Campaign Canister Cartridge Cash crop Cavalry Company Contrabands Corps Defilade Earthwork Emancipation Enfilade Entrenchments Flank Fortification Furlough Garrison Greenbacks Infantry Mason-Dixon Line Militia Minie Bullet Musket Muzzle-loading Napoleonic Tactics Parole Regiment

	Rifled-Musket Rifled Smoothbore Union
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Resources for Vocabulary Development: Civil War Trust

Topic 1: The Battle of Antietam

Engaging Experience 1

Title: The Battle of Antietam Role Play

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 9-12.AH.5.CC.C Trace changes in military strategies and technologies as a response to the challenges of the Cold War.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.

Supporting:

- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.
- 9-12.AH.6.CC.B Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will assume the role of commanding general of the Army of the Potomac and be provided with documents relating to events that culminated with the Battle of Antietam. Students will draw up battle plans for the army and in doing so understand the importance of strategy and the difficulties involved in creating “battle plans.” Students will then present their plans to the class

Bloom's Levels: Create

Webb's DOK: 4

Rubric: Class participation and completion

Topic 2: The Emancipation Proclamation

Engaging Experience 1

Title: Analysis of the Emancipation Proclamation

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.

Supporting:

- 9-12.AH.3.PC.A Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.5.GS.B Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Provide each student with a copy of the Emancipation Proclamation and have them follow along as you read aloud. Have the students read through the document again on their own. Have students read through the document a third time, this time have them analyze the text itself. Have them address both the political and military significance, and how it could be considered that it had no impact at all. Come together in a class discussion and organize their thoughts into a T-chart. Additionally, have students respond to the question: Did Lincoln have the authority to issue this document? Discuss their ideas and the impact this document had on public perception of the war as a whole.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: The Home front

Engaging Experience 1

Title: The Southern Home front - Women and the Civil War

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.5.CC.D Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.

Supporting:

- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.4.EC.A Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.
- 9-12.AH.3.EC.C Trace the changing relationship between government and business through economic regulation and deregulation.
- 9-12.AH.4.EC.B Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.

Detailed Description/Instructions: Students will read a variety of primary sources from the Civil War period and examine the contributions and discuss place of women in the mid nineteenth century and their contribution to the war effort as nurses.

Bloom's Levels: Analyze

Webb's DOK: 3

Rubric: See key

Topic 4: African Americans and the War Effort

Engaging Experience 1

Title: African Americans Join the Fight

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.5.CC.D Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.
- 9-12.AH.5.PC.C Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.

Supporting:

- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.
- 9-12.AH.6.GS.C Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- 9-12.AH.5.PC.A Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will be given a primary source document to analyze, either a letter from the mother of a black soldier to the President or a letter from a black Corporal to the President. Students will read their given letter and respond to questions that analyze the purpose and content of the text. After students finish, ask them to draw conclusions and infer what life might have been like as an African American soldier. Have them compare that experience to what they already know about that of the white soldier's experience. Finally, show a series of clips from the film *Glory* and have them reflect on whether their conclusions were accurate about the life of African American soldiers. Have them write a reflection on this idea and have them give a more detailed comparison between the life of a white and black soldier considering things like pay, treatment, supplies, duties, and anything else they deem necessary.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario

Sequence Chart: Causes of the Civil War

Using the AVID Sequence Chart students will be given 4 main topics from 1861 (Eastern Theater of Operations, Western Theater of Operations, The Home Front and the Political Front) and they need to identify 2 sub-events for each that help explain the sequence of events for 18. For each sub-event they need to include a brief one sentence summary to show their understanding of the event. Once they complete their chart, they will pair up to explain and defend their choices to a classmate. Once everyone has finished, have a whole class discussion in which each student shares out at least one response and their defense for it, allowing for some conversation between students and review/reteaching of the major concepts of this unit.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Battle of Antietam	The Battle of Antietam Role Play	Students will assume the role of commanding general of the Army of the Potomac and be provided with documents relating to events that culminated with the Battle of Antietam. Students will draw up battle plans for the army and in doing so understand the importance of strategy and the difficulties involved in creating “battle plans”. Students will then present their plans to the class	2 Days
The Emancipation Proclamation	Analysis of the Emancipation Proclamation	Provide each student with a copy of the Emancipation Proclamation and have them follow along as you read aloud. Have the students read through the document again on their own. Have students read through the document a third time, this time have them analyze the text itself. Have them address both the political and military significance, and how it could be considered that it had no impact at all. Come together in a class discussion and organize their thoughts into a T-chart. Additionally, have students respond to the question: Did Lincoln have the authority to issue this document? Discuss their ideas and the impact this document had on public perception of the war as a whole.	1 Day
The Home Front	The Southern Home front - Women and the Civil War	Students will read a variety of primary sources from the Civil War period and examine the contributions and discuss place of women in the mid nineteenth century and their contribution to the war effort as nurses.	1 Day

African Americans and the War Effort	African Americans Join the Fight	Students will be given a primary source document to analyze, either a letter from the mother of a black soldier to the President or a letter from a black Corporal to the President. Students will read their given letter and respond to questions that analyze the purpose and content of the text. After students finish, ask them to draw conclusions and infer what life might have been like as an African American soldier. Have them compare that experience to what they already know about that of the white soldier's experience. Finally, show a series of clips from the film <i>Glory</i> and have them reflect on whether their conclusions were accurate about the life of African American soldiers. Have them write a reflection on this idea and have them give a more detailed comparison between the life of a white and black soldier considering things like pay, treatment, supplies, duties, and anything else they deem necessary.	2-3 Days
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Unit 5: The Turning Point of the War 1863

Subject: American Civil War and Reconstruction

Grade: 10-12

Name of Unit: The Turning Point of the War 1863

Length of Unit: 3 weeks

Overview of Unit: This unit will focus on the major battles of 1863, including Gettysburg and Vicksburg, while giving special focus to the war impact on the Northern home front, the Gettysburg Address, and guerilla fighting in the Trans-Mississippi Theater.

Priority Standards for unit:

- 9-12.AH.5.CC.C Trace changes in military strategies and technologies as a response to the challenges of the Cold War.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.5.CC.D Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.
- 9-12.AH.2.GS.B Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.

Supporting Standards for unit:

- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.
- 9-12.AH.6.CC.B Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.4.EC.A Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.
- 9-12.AH.3.EC.C Trace the changing relationship between government and business through economic regulation and deregulation.
- 9-12.AH.4.EC.B Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.

- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.2.GS.C Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.
- 9-12.AH.5.GS.B Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.2.CC.B Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.2.G.B Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.
- 9-12.AH.5.G.A Evaluate the causes and consequences of demographic shifts and internal migrations.
- 9-12.AH.3.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.5.PC.A Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
changes in military strategies and technologies as a response to the challenges of the Cold War	Trace	Understand	2
the responses of United States' leaders to the challenges of the period	Evaluate	Evaluate	3
the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities	Analyze	Analyze	3
the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves	Evaluate	Evaluate	4
how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture	Analyze	Analyze	3

Essential Questions:

1. How did the Union government address the changing nature of the war in 1863?
2. How did the war impact the Northern home front?
3. Why did guerilla warfare develop as a unique feature in the Trans-Mississippi Theater?
4. How did the battles of Gettysburg and Vicksburg act as a turning point in the war?

Enduring Understanding/Big Ideas:

1. Opposition to Lincoln's administration led to political and social dissent throughout the Union.
2. Total war contributed to the Union need to institute a draft and the inclusion of women and minorities to support the war.
3. A lack of military and political presence along the Kansas-Missouri border led to the development of guerilla warfare.
4. The Union victories at Gettysburg and Vicksburg shifted momentum in the war to the North.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Antebellum Blockade Casualty Confederacy	Abolitionist Border States Breastworks Breech-loading

Confederate	Brigade
Conscript	Campaign
Democratic Party	Canister
Drill	Cartridge
Federal	Cavalry
Industry	Company
Massacre	Contrabands
Offensive	Copperheads
Ratify	Corps
Republican Party	Earthwork
Rout	Entrenchments
Siege	Flank
Theater	Fortification
	Furlough
	Garrison
	Greenbacks
	“Lost cause”
	Mason-Dixon Line
	Militia
	Minie Bullet
	Musket
	Muzzle-loading
	Napoleonic Tactics
	Parole
	Regiment
	Rifled-Musket
	Rifled
	Skirmish
	Smoothbore
	Union

Resources for Vocabulary Development: Civil War Trust

Topic 1: Gettysburg & Vicksburg

Engaging Experience 1

Title: Compare and Contrast the Battles of Gettysburg and Vicksburg

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- 9-12.AH.5.CC.C Trace changes in military strategies and technologies as a response to the challenges of the Cold War.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.

Supporting:

- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.
- 9-12.AH.6.CC.B Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will complete the AVID “Compare and Contrast Bubble” after learning about the Battles of Gettysburg and Vicksburg. Students will write qualities that these two battles have in common (similarities) in the middle and use the outer bubbles to record important differences.

Bloom’s Levels: Apply

Webb’s DOK: 3

Rubric: See key

Topic 2: War on the Northern Home Front

Engaging Experience 1

Title: Describing the Draft Riots and the Copperheads

Suggested Length of Time: 1.5 Days

Standards Addressed

Priority:

- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.5.CC.D Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.

Supporting:

- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.4.EC.A Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.
- 9-12.AH.3.EC.C Trace the changing relationship between government and business through economic regulation and deregulation.
- 9-12.AH.4.EC.B Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will create two graphic organizers, one revolving around the New York City Draft riots and the other around the Copperhead political party. Each student will complete the AVID “Describing an Historical Event” graphic organizer in which they will have 7 boxes, each titled as follows: Event, Who, When, Where, Why, How, and Significance. In each box students will write the appropriate information about each event in the corresponding boxes. When students finish, have a conversation about what these two events have in common in terms of reaction to political changes made by the Union government under Abraham Lincoln.

Bloom’s Levels: Understand

Webb’s DOK: 2

Topic 3: Gettysburg Address

Engaging Experience 1

Title: The Gettysburg Address

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.2.GS.B Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.

Supporting:

- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.2.GS.C Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.
- 9-12.AH.5.GS.B Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will read a variety of primary sources: Lincoln's Gettysburg Address, newspaper articles and letters discussing the Lincoln's speech. Students will read and analyze the material and answer questions that guide students through the documents. Students will evaluate the speech and the criticisms made against Lincoln and decide if Lincoln can answer the charges made against him.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 4: Kansas-Missouri Border War

Engaging Experience 1

Title: Guerilla Fighting in the Trans-Mississippi Theater

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.
- 9-12.AH.5.CC.C Trace changes in military strategies and technologies as a response to the challenges of the Cold War.

Supporting:

- 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.2.CC.B Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.2.G.B Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.
- 9-12.AH.5.G.A Evaluate the causes and consequences of demographic shifts and internal migrations.
- 9-12.AH.3.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.5.PC.A Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will be given a series of brief primary source documents (a few sentences to a paragraph each) and as they read through them, they will determine the loyalty of the author of each document. After they have completed this step, have them pair up to make a list of factors that push citizens to one side or another and what those sides might have in common.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario:

Civil War Slang Skit Review:

Together with your group, you are to create a 3-5-minute skit in which you and your group members review the major topics from this unit. The catch is you are to speak using Civil War era slang. You are to write out the dialogue for the skit (to turn in) and you will be presenting these in front of the class, so they need to be thorough and well thought out. You should include at least 25 different slang terms and you need to include topics from all themes of the war era: military, political, social, cultural, and economic.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Gettysburg & Vicksburg	Compare and Contrast the Battles of Gettysburg and Vicksburg	Students will complete the AVID “Compare and Contrast Bubble” after learning about the Battles of Gettysburg and Vicksburg. Students will write qualities that these two battles have in common (similarities) in the middle and use the outer bubbles to record important differences.	45 Minutes
War on the Northern Home Front	Describing the Draft Riots and the Copperheads	Students will create two graphic organizers, one revolving around the New York City Draft riots and the other around the Copperhead political party. Each student will complete the AVID “Describing an Historical Event” graphic organizer in which they will have 7 boxes, each titled as follows: Event, Who, When, Where, Why, How, and Significance. In each box students will write the appropriate information about each event in the corresponding boxes. When students finish, have a conversation about what these two events have in common in terms of reaction to political changes made by the Union government under Abraham Lincoln.	1.5 Days
Gettysburg Address	The Gettysburg Address	Students will read a variety of primary sources: Lincoln’s Gettysburg Address, newspaper articles and letters discussing the Lincoln’s speech. Students will read and analyze the material and answer questions that guide students thru the documents. Students will evaluate the speech and the criticisms made against Lincoln and decide if Lincoln can answer the charges made against him.	1 Day

Kansas-Missouri Border War	Guerilla Fighting in the Trans - Mississippi Theater	Students will be given a series of brief primary source documents (a few sentences to a paragraph each) and as they read through them, they will determine the loyalty of the author of each document. After they have completed this step, have them pair up to make a list of factors that push citizens to one side or another and what those sides might have in common.	1 Day
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Unit 6: Union Victory 1864 - Appomattox

Subject: American Civil War and Reconstruction

Grade: 10-12

Name of Unit: Union Victory 1864-Appomattox

Length of Unit: 2.5 weeks

Overview of Unit: This unit examines the final months of fighting and the shift into total war under Grant and Sherman as well as the implications that this fighting has on the presidential election of 1864.

Priority Standards for unit:

- 9-12.AH.5.CC.C Trace changes in military strategies and technologies as a response to the challenges of the Civil War.
- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.
- 9-12.AH.2.CC.A Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.

Supporting Standards for unit:

- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.5.GS.D Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.
- 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.2.GS.C Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.
- 9-12.AH.5.GS.D Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.

- 9-12.AH.6.GS.C Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
- 9-12.AH.5.PC.A Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.5.PC.A Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
changes in military strategies and technologies as a response to the challenges of the Cold War	Trace	Understand	2
a chronological sequence of related events in United States history	analyze	analyze	3
the plans for and results of political reintegration of Southern states after the Civil War	Compare and contrast	Analyze	3

Essential Questions:

1. How did victory on the battlefield contribute to Lincoln's victory in the election of 1864?
2. How did Union generals Grant and Sherman change the style of fighting in the war?
3. Why does Appomattox symbolize the end of the war?

Enduring Understanding/Big Ideas:

1. Sherman's victory in Atlanta gave the American people the confidence to continue to support Lincoln's war policies in seeing the war to the end, instead of a negotiated peace by the Democrats.
2. Grant and Sherman's acceptance of total war, despite higher casualties, allowed them to wage war against Southern military and civilian targets (i.e., economy, resources, and Southerner's ability to support the war) leading to ultimate victory.
3. With Robert E. Lee's surrender of the Confederate army to US Grant's Union army at Appomattox, Southern resistance effectively ceased.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Antebellum	Abatis
Blockade	Abolitionist
Casualty	Border States
Confederacy	Breastworks
Confederate	Breech-loading
Conscript	Brigade
Democratic Party	Campaign
Drill	Canister
Federal	Cartridge
Industry	Cavalry
Massacre	Company
Offensive	Corps
Ratify	Earthwork
Republican Party	Entrenchments
Rout	Flank
Siege	Fortification
Theater	Furlough
	Garrison
	Greenbacks
	Infantry
	Militia
	Minie Bullet

	Napoleonic Tactics Parole Reconstruction Regiment Radical Republicans Rifled-Musket Rifled Shebangs Skirmish Stockade Torpedoes Total War Union
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Resources for Vocabulary Development: Civil War Trust

Topic 1: Surrender at Appomattox

Engaging Experience 1

Title: Lee and Grant: The Surrender at Appomattox

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.
- 9-12.AH.5.CC.C Trace changes in military strategies and technologies as a response to the challenges of the Cold War.
- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.4.GS.A Analyze the relationships among the branches of government to explain conflicts and the changing power of each.

Supporting:

- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.5.GS.D Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.
- 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will be provided copies of the correspondence between Generals Grant and Lee in the days leading up to the meeting at Appomattox Court House. Students will paraphrase and put into their own words the meaning and objective of each letter between the two generals. Students will then describe the importance of these letters as a foundation for the ultimate surrender of Lee's Confederate forces.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: 1864 Presidential Election

Engaging Experience 1

Title: Lincoln's Reelection

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.
- 9-12.AH.4.GS.A Analyze the relationships among the branches of government to explain conflicts and the changing power of each.

Supporting:

- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.2.GS.C Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.
- 9-12.AH.5.GS.D Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.
- 9-12.AH.6.GS.C Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
- 9-12.AH.5.PC.A Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will create a graphic organizer regarding the presidential election of 1864. Each student will complete the AVID "Describing an Historical Event" graphic organizer in which they will have 7 boxes, each titled as follows: Event, Who, When, Where, Why, How, and Significance. In each box students will write the appropriate information about the election for both Abraham Lincoln and George McClellan in the corresponding boxes. When students finish, have a conversation about the results of the election and how the events on the battlefield impacted the voting public.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 3: Grant and Sherman

Engaging Experience 1

Title: Grant and Sherman - Compare and Contrast

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.
- 9-12.AH.5.CC.C Trace changes in military strategies and technologies as a response to the challenges of the Cold War.

Supporting:

- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.5.PC.A Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.

Detailed Description/Instructions: At the conclusion of the military operations of the Civil War, students will complete an AVID “Compare and Contrast Bubble” Students will compare and contrast the leadership style and policies of the two key Union Generals in the last year of the Civil War

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario

Presidential Election of 1864:

Imagine it is 1864 and you are a member of the campaign staff for either the Republican or Democratic Party (you will be given your party momentarily) in the upcoming presidential election. The class will be broken up into two groups: one favoring Lincoln and one favoring McClellan. As part of each presidential campaign, it is your responsibility to get your chosen leader elected. You will be playing one of the following roles:

- Candidate (portraying Lincoln or McClellan in the debate and creating opening remarks)
- Intro Speaker(s) (introducing the candidate)
- Question writer(s) (drafting questions to be asked of the opposing candidate as well as responses to each question)
- Publicists (producing flyers and other campaign materials)

You will be working with your group members to prepare for the debate. You will be given resources to use to help formulate your campaign ideas and debate discussion platforms. You will be given a specific role within your group to focus on, but all members should be contributing an equal amount of work.

You will assume your assigned roles and I will be serving as moderator. Each team's question writers should submit their questions to the moderator before the start of the debate.

1. The Democratic team will introduce their speaker first, followed by the Republican team (Intro Speakers, this is your job). **1-2 minutes**
2. Each candidate, once introduced, may make his opening speech. **1 minute**
3. Once the opening speeches are concluded, the teacher will ask the pre-written questions to each of the candidates.
4. After a candidate has been given a chance to answer a question, his opponent may then have a chance to respond.
5. Each candidate will give a brief closing statement to summarize why they should be elected. **1 minute or less**
6. We will then have an in-class election to determine who we would have been elected based on the information provided in the debate.

You will turn in all materials for both individual and group points that will be combined to create a final grade for this assignment.

Rubric for Engaging Scenario:*Voting:*

As the election unfolds your task is to rate each of the following for each party. Your rating should be unbiased and based solely on the performance and content presented before you, not which political party or candidate you personally align with.

Introductory Speech: Rate the performance of each party on the following scale, write a sentence or two explaining your vote for each candidate.

Score	1-dreadful	2-poor	3-average	4-good	5-excellent
Consider	How well did the speech introduce the candidate and his or her background and qualifications for office? Does the speech make you think this is someone who knows the candidate well? How did the speech excite the audience? Would this make you willing to support this candidate?				

Lincoln (R) ____/5

McClellan (D) ____/5

Justification: _____

Opening Candidate Speech: Rate the performance of each candidate on the following scale, write a sentence or two explaining your vote for each candidate.

Score	1-dreadful	2-poor	3-average	4-good	5-excellent
Consider	How well did the speech introduce the candidate and his or her central campaign themes? Does the speech make you think this is someone worth listening to in the future? How did the speech excite the audience? Were you left with questions or confused? Would you vote for this candidate?				

Lincoln (R) ____/5

McClellan (D) ____/5

Justification: _____

Debate: Rate the performance of each candidate on the following scale, write a sentence or two explaining your vote for each candidate.

Score	1-dreadful	2-poor	3-average	4-good	5-excellent
Consider	Competency: Did the candidate answer appropriately? Was the candidate prepared? Performance: Did he speak clearly? Mistakes: Were any critical mistakes made? Were minor mistakes harmful or did they simply get bypassed? Memorability: Will you remember anything positive after the debate ends or will you be left with no good lines, explanations, or comments? Were you left with unanswered questions?				

Lincoln (R) ____/5

McClellan (D) ____/5

Justification: _____

Closing Speeches: Rate the performance of each candidate on the following scale, write a sentence or two explaining your vote for each candidate.

Score	1-dreadful	2-poor	3-average	4-good	5-excellent
Consider	Does this speech fire you up to vote? Is it exciting enough to keep supporters thinking of victory?				

Lincoln (R) ____/5

McClellan (D) ____/5

Justification: _____

Commercial/Publicity: After viewing the candidates commercial and looking at posters and buttons, rate each one on the following scale, write a sentence or two explaining your vote for each candidate.

Score	1-dreadful	2-poor	3-average	4-good	5-excellent
Criteria	At the end you are absolutely clueless about why this commercial would have encouraged you to vote for this candidate *Posters and buttons were hurried and lack focus, major errors, etc.	You can see the point behind the commercial, but it is put together so poorly that you are not convinced *Posters and buttons are bland, are missing or have little factual basis	Its central point is clear, and you are somewhat, but not overwhelmingly convinced by it *Posters and buttons are dull and may be inaccurate	Its central point is very clear, and you are convinced *Posters and buttons are each unique, but lack pizzazz	It is extremely convincing and effective, it is memorable in a great way *Posters and buttons are clever and accurate

Lincoln (R) ____/5

McClellan (D) ____/5

Justification: _____

Based on the performances and products created in class, Which Candidate do you think won?
Put aside your political feelings and your outside knowledge of Lincoln and McClellan, who convinced you to vote for them, explain your reasoning:

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Surrender at Appomattox	Lee and Grant: The Surrender at Appomattox	Students will be provided copies of the correspondence between Generals Grant and Lee in the days leading up to the meeting at Appomattox Court House. Students will paraphrase and put into their own words the meaning and objective of each letter between the two generals. Students will then describe the importance of these letters as a foundation for the ultimate surrender of Lee's Confederate forces.	1 Day
1864 Presidential Election	Lincoln's Reelection	Students will create a graphic organizer regarding the presidential election of 1864. Each student will complete the AVID "Describing an Historical Event" graphic organizer in which they will have 7 boxes, each titled as follows: Event, Who, When, Where, Why, How, and Significance. In each box students will write the appropriate information about the election for both Abraham Lincoln and George McClellan in the corresponding boxes. When students finish, have a conversation about the results of the election and how the events on the battlefield impacted the voting public.	1 Day
Grant and Sherman	Grant and Sherman - Compare and Contrast	At the conclusion of the military operations of the Civil War, students will complete an AVID "Compare and Contrast Bubble" Students will compare and contrast the leadership style and policies of the two key Union Generals in the last year of the Civil War	45 Minutes

Unit 7: Reconstruction

Subject: American Civil War and Reconstruction

Grade: 10-12

Name of Unit: Reconstruction: 1865-1877

Length of Unit: 2.5 weeks

Overview of Unit: This unit will focus on the political, social, and economic impacts of the war and Reconstruction as the nation attempts to rebuild following the Civil War.

Priority Standards for unit:

- 9-12.AH.2.CC.A Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.2.GS.A Analyze the period of Reconstruction to determine its effect on separation of powers checks and balances power of the central government.
- 9-12.AH.2.GS.B Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.
- 9-12.AH.2.EC.A Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions.

Supporting Standards for unit:

- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.4.GS.A Analyze the relationships among the branches of government to explain conflicts and the changing power of each.
- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.AH.5.GS.D Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.
- 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- 9-12.AH.3.PC.A Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.3.PC.B Analyze the changing relationship between individuals and their place in society including women, minorities, and children.
- 9-12.AH.5.PC.C Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the plans for and results of political reintegration of Southern states after the Civil War	Compare and contrast	Analyze	3
the responses of United States' leaders to the challenges of the period	Evaluate	Evaluate	3
the period of Reconstruction to determine its effect on separation of powers checks and balances power of the central government	Analyze	Analyze	3
the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves	Evaluate	Evaluate	3
how the goals of Reconstruction impacted the economic recovery and growth of regions	Evaluate	Evaluate	3

Essential Questions:

1. How did Presidential and Congressional plans for reconstruction differ in the objective of reuniting the country?

2. Why were the 13th, 14th, and 15th Amendments to the Constitution necessary following the Civil War?
3. How did life change for the freedmen following the conclusion of the Civil War and reconstruction?
4. How did the Civil War change the United States? Politically? Socially? Economically? Militarily?

Enduring Understanding/Big Ideas:

1. While the fighting of the Civil War ended, political tension increased between the President and Congress over the process of readmitting Southern states.
2. To address the status of African Americans Constitutional amendments were necessary in order to protect their civil rights.
3. Early gains of the freedmen during reconstruction were lost as a result of the passage of Jim Crow Laws, Black Codes, and the rise of the KKK.
4. As a result of the Civil War: The power of the federal government increased, slavery was abolished, the nation (north) became an industrial leader and the Union was preserved thru military victory.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Antebellum Blockade Casualty Civil Rights Confederacy Confederate Conscript Democratic Party Drill Federal Impeach Industry Massacre Offensive Ratify Republican Party Rout Siege Theater	Abolitionist Black Codes Border States Emancipation Jim Crow Laws Ku Klux Klan “Lost Cause” Mason-Dixon Line Parole “Peculiar Institution” Reconstruction Radical Republicans Secession Sectionalism State’s Rights Union

Resources for Vocabulary Development: Civil War Trust

Topic 1: Reconstruction

Engaging Experience 1

Title: Phases of Reconstruction

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 9-12.AH.2.CC.A Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.2.GS.A Analyze the period of Reconstruction to determine its effect on separation of powers checks and balances power of the central government.
- 9-12.AH.2.GS.B Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.
- 9-12.AH.2.EC.A Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions.

Supporting:

- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.4.GS.A Analyze the relationships among the branches of government to explain conflicts and the changing power of each.
- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.AH.5.GS.D Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.
- 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- 9-12.AH.3.PC.A Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.3.PC.B Analyze the changing relationship between individuals and their place in society including women, minorities, and children.
- 9-12.AH.5.PC.C Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Sequence Chart: Causes of the Civil War

Using the AVID Sequence Chart students will be given the 4 main phases of Reconstruction (Presidential, Congressional, Return of Home Rule and Legacy of Reconstruction) and they need to identify 2 sub-events for each that help describe that particular topic. For each sub-event they need to include a brief one sentence summary to show their understanding of the event. Once they complete their chart, they will pair up to explain and defend their choices to a classmate. Once everyone has finished, have a whole class discussion in which each student shares out at least one response and their defense for it, allowing for some conversation between students and review/reteaching of the major concepts of this unit.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: New Amendments vs Jim Crow

Engaging Experience 1

Title: Comparing Constitutional Amendments to Jim Crow Laws

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.2.CC.A Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.2.GS.A Analyze the period of Reconstruction to determine its effect on separation of powers checks and balances power of the central government.
- 9-12.AH.2.GS.B Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.
- 9-12.AH.2.EC.A Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions.

Supporting:

- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.4.GS.A Analyze the relationships among the branches of government to explain conflicts and the changing power of each.
- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.AH.5.GS.D Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.
- 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- 9-12.AH.3.PC.A Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.3.PC.B Analyze the changing relationship between individuals and their place in society including women, minorities, and children.
- 9-12.AH.5.PC.C Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will be given copies of primary sources including the 13th, 14th, and 15th amendments as well as excerpts of Jim Crow laws and Black Codes. Have students read through these documents and analyze them for meaning--focusing on the purpose of the amendments and laws as well as the reaction by both northerners and southerners. Then have students create a list of ways in which the Jim Crow laws, and Black Codes undermine the newly passed amendments. Have a class discussion on how this impacts the next century of American history--including Supreme Court cases like Plessy vs Ferguson, the creation of the Ku Klux Klan, and ultimately the Civil Rights era of the 1960s.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario

AVID “Cause and Effect Chart”--The Civil War

Students will complete the AVID Cause and Effect Chart, specifically examining the social, political, economic, and military causes and effects of the war itself. For each box students should have at least 2 examples and corresponding descriptions. Students will then pair up to compare and consolidate their charts with what they deem the “most significant” causes and effects. Then combine as a whole class and have a discussion to create a class version of this, students should be able to justify and defend their choices for the most significant causes and effects.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Reconstruction	Phases of Reconstruction	Sequence Chart: Causes of the Civil War Using the AVID Sequence Chart students will be given the 4 main phases of Reconstruction (Presidential, Congressional, Return of Home Rule and Legacy of Reconstruction) and they need to identify 2 sub-events for each that help describe that particular topic. For each sub-event they need to include a brief 1 sentence summary to show their understanding of the event. Once they complete their chart, they will pair up to explain and defend their choices to a classmate. Once everyone has finished, have a whole class discussion in which each student shares out at least one response and their defense for it, allowing for some conversation between students and review/reteaching of the major concepts of this unit.	2 Days
New Amendments vs Jim Crow	Comparing Constitutional Amendments to Jim Crow Laws	Students will be given copies of primary sources including the 13th, 14th, and 15th amendments as well as excerpts of Jim Crow laws and Black Codes. Have students read through these documents and analyze them for meaning--focusing on the purpose of the amendments and laws as well as the reaction by both northerners and southerners. Then have students create a list of ways in which the Jim Crow laws, and Black Codes undermine the newly passed amendments. Have a class discussion on how this impacts the next century of American history--	1 Day

		including Supreme Court cases like Plessy vs Ferguson, the creation of the Ku Klux Klan, and ultimately the Civil Rights era of the 1960s.	
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Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.