

## Unit 4: The U.S. Civil War and Reconstruction (1860 – 1877)

### 8<sup>th</sup> Grade Social Studies

18 Class Meetings

*Revised June 2022*

#### Essential Questions

- How has the essential idea of political compromise hurt and help our democracy?
- To what degree did the Civil War resolve the disputes between the North and the South?
- Was the system created after the Civil War designed to heal our nation, or punish the South?

#### Enduring Understandings with Unit Goals

**EU 1:** The compromises that leaders accepted sought to preserve the union yet failed to address root causes of north and south regional tensions.

- Investigate the tensions that led to the southern states seceding from the union.
- Examine how the 1860 election of Abraham Lincoln was the tipping point for the abolition of slavery and the catalyst for war.

**EU 2:** The U.S. Civil War was the result of two distinctly different sets of values, both economically and socially.

- Formulate an opinion for why southerners may have believed that their way of life and economic survival were at risk.
- Explore how geography and economic advantage in the North was the catalyst for victory.

**EU 3:** With the assassination of Abraham Lincoln, the path towards reconciliation and healing was impossible to achieve.

- Interpret the effect that the North had in their military occupation of the south.
- List the ways that the North tried to help recently freed slaves and incorporate them as free citizens.

#### Standard

##### CT Social Studies Frameworks Standards:

- INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 6–8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- INQ 6.8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- HIST 8.1 Analyze connections among events and developments in historical contexts.
- HIST 8.2 Classify series of historical events and developments as examples of change and/or

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continuity.

- HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.
- HIST 8.4 Explain how and why perspectives of people have changed over time
- HIST 8.9 Explain multiple causes and effects of events and developments in the past.

#### **Common Core State Standards:**

- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **ISAAC Vision of the Graduate Competencies**

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### **Unit Content Overview**

1.

**Vocabulary:** Bleeding Kansas, Kansas-Nebraska Act, popular sovereignty, Missouri Compromise, Dred Scott, Fugitive Slave Act, Abolitionists, Uncle Tom’s Cabin, Harriet Tubman, Underground Railroad, secession, Confederate States of America, Jefferson Davis, Battle of Gettysburg, Appomattox Courthouse, 13<sup>th</sup> Amendment, John Wilkes Booth, Jim Crow, Freedman’s Bureau.

#### **Interdisciplinary Connection:**

- Language Arts – reading informational texts

### **Daily Learning Objectives with *Do Now Activities***

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Students will be able to...

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#### Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Paragraph frames and sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Graphic organizers
- Cornell notes
- Accountable talk
- Homework
- Word walls with visuals
- Anchor charts
- Small group instruction
- Conferencing
- Text and video chunking with guiding questions
- Close reading with text-dependent questions

#### Differentiated Instruction for English Learners

- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessments

#### Assessments

##### **FORMATIVE ASSESSMENTS:**

- Do Now
- Student discussions and responses
- Exit Slips (Explanatory Ps)

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- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Revision worksheets
- Homework

#### **SUMMATIVE ASSESSMENTS:**

- Quiz - EU 1
- Quiz - EU 2
- Unit 5 Test
- Performance Task – Informing audiences outside the classroom

### Unit Task

**Unit Task Name:**

**Description:**

**Evaluation:**

### Unit Resources

- American Journey, McGraw-Hill
- Primary and secondary sources about Slavery, Jim Crow,
- Chrome-book apps or technology allowing for video presentations