

Civil War Survey / 10-12 / Unit 1

Subject	Grade	Unit	Suggested Timeline
Civil War Survey	10-12	Pre-1860 Disunion in America	2 weeks

Grade Level Summary

Students will be able to assess and explain the causes of the American Civil War.

Grade Level Units

- Unit I- Pre 1860: Disunion in America
- Unit II- Life of the soldier and the Home Front
- Unit III- The Country Goes to War
- Unit IV The Shifting Tides
- Unit V - The War Comes to an End
- Unit VI- Post 1865: Effects of the War

Unit Title

Pre 1860: Disunion in America

Unit Overview

The Civil War put constitutional government to its most important test as the debate over the power of the federal government versus states' rights reached a boiling. The survival of the United States as one nation was at risk, and the nation's ability to bring to reality the ideals of liberty, equality, and justice depended on the outcome of the war.

Unit Essential Questions

1. Was the Civil War a war for national supremacy, to end slavery, or another reason?
2. How did the debate over states' rights lead to secession?
3. How did economic differences between the North and the South lead to conflict?
4. How did the inclusion of new states divide the union?

Key Understandings

1. The issue was not slavery per say, but who decided whether slavery was acceptable, local institutions or federal government. This question of local or federal control to permit or prohibit slavery as the country expanded west became increasingly acute in new states, eventually leading to that fateful artillery volley at Fort Sumter.
2. During the American Revolution, the founding fathers were forced to compromise with the states to ensure ratification of the Constitution. The debate over which powers rightly belonged to the states and which to the Federal Government became heated again in the 1820s and 1830s fueled by the divisive issue of whether slavery would be allowed in the new territories forming as the nation expanded westward.
3. The South's slave economy supported agriculture, while the North's free society enabled industrialization. By the beginning of the Civil War, only one-ninth of the United States' industrial capacity was situated in the South. The North, meanwhile, produced 97 percent of the country's firearms and 93 percent of its iron.
4. The inclusion of new states divided the union because as long as there were an equal number of slave-holding states in the South as non-slave-holding states in the North, the two regions had even representation in the Senate. However, each new territory that applied for statehood threatened to upset this balance of power.

Focus Standards Addressed in the Unit

8.1.12.A	Evaluate chronological thinking
8.1.12.B	Synthesize and evaluate historical sources
8.1.12.C	Evaluate historical interpretation of events
8.1.12.D	Synthesize historical research

Important Standards Addressed in the Unit

8.3.U.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
8.1.U.C	Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
8.2.U.A	Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
8.2.U.C	Evaluate continuity and change in Pennsylvania are interrelated in the U.S.

Misconceptions

1. Most southerner didn't own slaves so they wouldn't secede for slavery.
2. President Lincoln went to war over slavery.

Proper Conceptions

1. In 1860 despite not owning slaves most southerners supported their rich neighbors to have slaves.
2. President Lincoln wrote a letter to the New York Tribune that included this statement: "If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all the slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that."

Concepts

1. What parts of society were involved in the Civil War? And how?
2. How were civilians affected by the Civil War? What were the roles of slaves, free blacks, and women?
3. What were the causes of the Civil War?
4. Preparing for War.

Competencies

1. Men were taken from their farms, factories, and plantations and sent to fight one another leaving women and children to take care of the home front. Huge casualties meant everyone was affected by the carnage, even those living far from the scene of the battle.
2. Women on both sides spied and fought in the war, women cared for the wounded as well cooking, wrote letters, and did laundry. In September of 1862 the Emancipation Proclamation allowed slaves and free black men join and fight with Union soldiers.
3. Students will analyze the economic and social differences that caused the Civil War as well as the Compromise of 1850, the Fugitive Slave Act, Uncle Tom's Cabin, and the Dred Scott Decision to identify causes of the Civil War.
4. Students will appreciate the sacrifice and volunteerism necessary for America to take up arms against their families and will critically analyze the "necessary evils" of government control that people will accept during war.

Vocabulary

Civil War, habeas corpus, Confederacy, states rights, emancipation (proclamation), freed men Union, copperhead, conscription, Antebellum

Assessments:

Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.

Test/quizzes-Periodic quizzes and tests within the unit

Review Game- periodic review game strategies will be used to highlight important concepts.

Class Discussion- Question and answer format will often be applied to assess students daily on concepts from the unit and correct any misunderstandings.

Written/oral report – Periodic reports will be assigned to assess student understanding of concepts from unit.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction coordinating lectures, power points , group activities, and technology

3b *Questioning/discussion techniques* – Classroom debate of controversial issues and consistently assigning relevance to topics

3c *Engaging students in learning* – Varied activities, movement, student involvement (role plays, “what if” scenarios, etc.)

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class writing assignments, quizzes

3e *Flexibility and responsiveness* – Acquisition of new information and willingness to guide student led discussion and activities

Differentiation:

- Provide graphic organizers
 - Provide multiple concrete examples
 - Break extended assignments into smaller identifiable parts with checkpoints along the way
 - Pair stronger students with struggling students for peer assistance
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Interdisciplinary Connections:

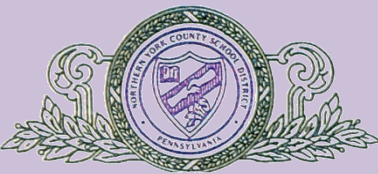
- Writing skills-English
 - Reading skills-English
 - Research process-using technology
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Additional Resources:

- Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
 - Text
 - Field Trip to National Civil War Museum and Gettysburg National Military Park
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Created By:

David T. Ramsey

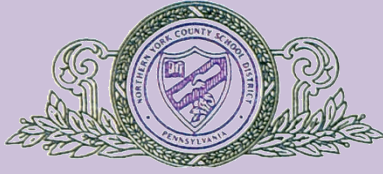


Civil War Survey / 10-12 / Unit 2

Subject	Grade	Unit	Suggested Timeline
Civil War Survey	10-12	Life of the Soldier and the Home Front	3 weeks

Grade Level Summary

Students will be able to assess and explain the causes of the American Civil War.



Civil War Survey / 10-12 / Unit 2

Grade Level Units

- Unit I- Pre 1860: Disunion in America
- Unit II- Life of the Soldier and the Home Front
- Unit III- The Country Goes to War
- Unit IV The Shifting Tides
- Unit V - The War Comes to an End
- Unit VI- Post 1865: Effects of the War

Unit Title

Life of the Soldier and the Home Front

Unit Overview

In studying the Civil War's common soldier who he was and how the conflict transformed his life we try to better understand the millions of men who risked their lives in virtual anonymity. What motivated these men when ordered across open ground in the face of relentless gunfire? When we study the lives of men like these we gain insights into the courage and sacrifice demonstrated by each and every Civil War soldier. Time and again, they were asked to perform tasks that would have been unthinkable in their past lives as farmers, teachers, lawyers, or shop owners.

Unit Essential Questions

1. What was daily life like for a Civil War soldier?
2. How did Civil War soldiers combat boredom in camp and anxiety as battle approached?
3. How did Civil War soldiers cope with being away from home and family?
4. What can historians learn about their daily life from their writings, possessions, and photographs?
5. What were the political motives and personal values of Civil War soldiers?

Key Understandings

1. During the campaigns, soldiers would be in battle 1 day out of 30. Their life was filled with drill and entertainment. Despite such diversions, soldier's dealt with exposure due to poor shelter, unhealthy food, sickness and disease.
2. Soldiers combated boredom with music, cards, and gambling. To cope with the anxiety of battle soldiers wrote letters home or turned to religion.
3. The arrival of newspapers or mail from home was cause for celebration. Soldiers spent free time in camp writing to family or sweethearts.
4. The Civil War was the first photographically documented war. It captured images of devastation and death as well as images of soldiers relaxing in camp. This gives us an understanding of the daily life of the Civil War. Likewise writings and soldier's possessions gave us an understanding of what the soldiers were thinking and valued.
5. Scholars see the Confederacy as a symbol of racism and slavery and northern troops as soldiers for freedom. Another characteristic that Union and Confederate soldiers shared was that Soldiers become very close to their comrades in the same regiment. Sometimes they put loyalty to such groups ahead of loyalty to nation or patriotic cause.

Focus Standards Addressed in the Unit

8.1.12.A	Evaluate chronological thinking
8.1.12.B	Synthesize and evaluate historical sources

8.1.12.C	Evaluate historical interpretation of events
8.1.12.D	Synthesize historical research

Important Standards Addressed in the Unit

8.3.U.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
8.1.U.C	Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
8.2.U.A	Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
8.2.U.C	Evaluate continuity and change in Pennsylvania are interrelated in the U.S.

Misconceptions 1. A civil war soldier's life was spent mostly in combat. 2. Lack of food was a big problem with the soldiers.	Proper Conceptions 1. Only a fraction of any soldier's time was spent in front line combat. Instead, the majority of his existence revolved around the routines of camp life. 2. The main problem with the food is not the lack of it, but the quality of the food.
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Concepts 1. Emotions of the Civil War Soldier: From Camp Boredom to Battle Chaos 2. What Their Writings Reveal About Soldier Life 3. Personal Values and Political Motives of Civil War Soldiers 4. Camp Life Innovations 5. Escaping Boredom and Anxiety	Competencies 1. Students analyze Civil War letters, diaries, songs, and historic photographs to identify with soldiers' feelings during and after battle. 2. Students create their own journals to gain an understanding of the role of journals to the historian, assess soldiers' journals, and then compare journal entries to more modern communication, such as e-mails and text messages. 3. Students examine soldiers' belongings, written material and stationery to identify personal and political values. 4. Students further identify the material culture of soldiers and compare those materials with their needs in camp and on campaign 5. Students explore soldiers' leisure time activities, including games, and write an advice column for soldiers on how to avoid boredom and deal with stress.	Vocabulary cavalry, enlisted men, Goober Peas, haversack, campaign, infantry, officer, hardtack, bedroll, Bonnie Blue Flag, breastwork, drill, dysentery, foraging, furlough, picket, salt pork, scurvy, typhoid,
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Assessments:

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Test/quizzes-Periodic quizzes and tests within the unit

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Suggested Strategies to Support Design of Coherent Instruction

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Differentiation:

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Interdisciplinary Connections:

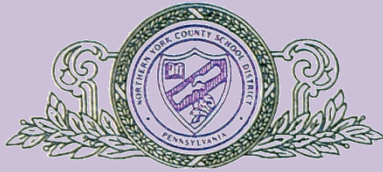
- Writing skills-English
 - Reading skills-English
 - Research process-using technology
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Additional Resources:

- Time period photos and primary documents
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 - Field Trip to National Civil War Museum and Gettysburg National Military Park
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Created By:

David T. Ramsey



Civil War Survey / 10-12 / Unit 3

Subject	Grade	Unit	Suggested Timeline
Civil War Survey	10-12	The Country Goes to War	4 weeks

Grade Level Summary

Students will be able to explain the significance of modern technologies of living and warfare, as well as being able to assess the strategies and significance of the major battles of the American Civil War.

Grade Level Units

- Unit I- Pre 1860: Disunion in America
- Unit II- Life of the soldier and the Home Front
- Unit III- The Country Goes to War
- Unit IV The Shifting Tides
- Unit V - The War Comes to an End
- Unit VI- Post 1865: Effects of the War

Unit Title

The Country Goes to War

Unit Overview

The Civil War was a time of great social and political upheaval. The War itself consisted of nearly 10,500 battles, engagements and other military engagements, such as skirmishes, sieges, reconnaissance's. The engagements were fought in 23 states and resulted in over 650,000 casualties. It was also a time of great technological change. Inventors and military men devised new types of weapons, such as the repeating rifle and the submarine that forever changed the way that wars were fought. Even more important were the technologies that did not specifically have to do with the war, like the railroad and the telegraph. Innovations like these did not just change the way people fought wars—they also changed the way people lived.

Unit Essential Questions

1. What was the sequence of events that led up to the Civil War?
2. What was the relationship of war and technology in the Civil War, focusing on the role of the telegraph, weapons, railroads and ironclads?
3. How did the Union and the Confederacy each design strategies around their unique strengths and weaknesses?
4. How did the combination of new weapons and old tactics contribute to the destruction brought about by the Civil War?
5. What were the major battles of the Civil War?

Key Understandings

1. Events such as John Brown's raid on the arsenal in Harper's Ferry, to start a slave uprising. Secondly the election of Abraham Lincoln, South Carolina and six other states seceded from the Union.
2. Technologies from the hot air balloon to the submarine to new rifles made the American Civil War the first industrial and modern war. Commanders in the Civil War made great use of the telegraph, making communication easy and instant. The use of railroads became critically important in transporting troops and supplies.
3. The Union had the edge in number of men by about two to one. The North also had greater industrial capacity. They also controlled the Nation's navy at the outset of the war. The South's greatest strength may have been they had the most skilled generals. They also controlled the Mississippi River Delta that the North used great resources to gain control of. Before the war, many Southerners knew how to hunt and ride a horse. So the Confederacy developed a skilled cavalry.
4. The U.S. Civil war was an event that was unparalleled in the annals of military history. It was a revolution of warfare in itself. U.S. Generals re-wrote military strategy to encompass all aspects of modern technology developed.
5. The major Battle's of the Civil war include Fort Sumter, The Battle of Bull Run, and Fredericksburg. An early turning point in the war was the Battle of Antietam.

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Focus Standards Addressed in the Unit

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Important Standards Addressed in the Unit

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<p>Misconceptions</p> <ol style="list-style-type: none"> The first land battle of the Civil War was the Battle of Manassas or first Battle of Bull Run. Civil War soldiers were old and overweight. 	<p>Proper Conceptions</p> <ol style="list-style-type: none"> Actually the Battle of Philippi Bridge in Virginia preceded the first Battle of Bull Run. Most Civil War soldiers were young and emaciated from drilling and marching and small food rations.
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<p>Concepts</p> <ol style="list-style-type: none"> How photography impacted our view of the war. What were the strategies of the North and South in the Civil War? What technologies changed they style of war? 	<p>Competencies</p> <ol style="list-style-type: none"> Students examine technological innovation had an enormous impact on the way people fought and remember the Civil War. Students will analyze the political strategies and examine the resources of the North and South. Students will be able to identify and discuss the relationship of war and technology in the Civil War, focusing on the role of the telegraph, weapons, railroads and ironclads. 	<p>Vocabulary</p> <p>Armory, Campaign, blockade, cavalry, garrison, indivisible, Anaconda Plan, Harper’s Ferry, Antietam, Battle of Bull Run, Fort Sumter, John Brown, rifle, musket, ironclad,</p>
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Assessments:

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Differentiation:

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Interdisciplinary Connections:

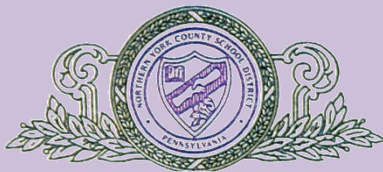
- Writing skills-English
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Additional Resources:

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Created By:

David T. Ramsey



Civil War Survey / 10-12 / Unit 4

Subject	Grade	Unit	Suggested Timeline
Civil War Survey	10-12	The Shifting Tides	4 weeks

Grade Level Summary

Students will be able to explain the significance of the shifting tide in the major battles of the American Civil War

Grade Level Units

- Unit I- Pre 1860: Disunion in America
 - Unit II- Life of the soldier and the Home Front
 - Unit III- The Country Goes to War
 - Unit IV The Shifting Tides
 - Unit V - The War Comes to an End
 - Unit VI- Post 1865: Effects of the War
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Unit TitleThe Shifting Tides

Unit Overview

During the first half of 1863, doubts about the Federal army's ability to defeat the Confederate forces mounted across the North. Antiwar feelings combined with anger over many of the wartime actions of President Abraham Lincoln led to a deadly riot in New York. But July 1863 also marked a significant turning point in the Civil War. During the first days of that month, the Union forces won two major battles. In the West, the North's successful siege of Vicksburg, Mississippi, enabled it to establish control over the entire length of the Mississippi River. In the East, the Union victory at the famous Battle of Gettysburg forced Lee to abandon his efforts to bring the war onto Northern soil. These victories encouraged Union troops across the country. They also increased public support for the Lincoln administration in the North.

Unit Essential Questions

1. What battles were the turning points of the Civil War?
2. Does Abraham Lincoln deserve to be called the "Great Emancipator"?
3. What were the political turning points of the Civil War and assess their significance to the outcome of the conflict.
4. How did the union have the advantage following 1863?
5. What was the importance of rivers in the war in the West?
6. Why was 1863 the pivotal year of the Civil War?

Key Understandings

1. Many consider July 1863 to be the turning point of the Civil War. Two important battles resulted in Confederate defeats: the Battle of Gettysburg and the Fall of Vicksburg.
 2. This title has been the subject of controversy but Abraham Lincoln is widely known as the Great Emancipator for his actions during and following the Civil War.
 3. The Emancipation Proclamation and the northern blockade of the south were the political turning points because they redefined the goals of the war for both North and South.
 4. Federal victories from mid-1863 onwards helped sustain the Union soldier's morale. For the Confederacy a people whose armies are beaten, railways wrecked, cities burned, countryside occupied and crops laid waste, lose their will and ability to continue fighting.
 5. Control of navigable rivers was of primary importance during the Civil War because they were major arteries of the operation in that era. This was true in both the economic and military spheres.
 6. 1863 was the year of the Emancipation of the Slaves. It was probably one of the most important years of the war from a psychological standpoint and contained some of the most important legislature and most famous battles of the entire war.
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Focus Standards Addressed in the Unit

8.1.12.A	Evaluate chronological thinking
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Important Standards Addressed in the Unit

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8.2.U.C	Evaluate continuity and change in Pennsylvania are interrelated in the U.S.
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Misconceptions 1. The Emancipation Proclamation freed all the slaves in the United States. 2. Civil War regiments were made up of convicts.	Proper Conceptions 1. The loophole was that the proclamation only applied to states and territories "in rebellion against the United States." 2. The Confederacy passed a Conscription Act in 1862 the Union in 1863. Neither allowed men to be released from jail in order to serve in the armies. It is possible that communities that could not meet their quotas may have released men from light sentences if they agreed to military service. But these men would have been drafted into regular regiments.
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Concepts 1. What was the turning point of the Civil War? 2. What was the significance of the Gettysburg Address? 3. What did the Emancipation Proclamation do?	Competencies 1. Students will be able to discuss the political, social, and military effects of the Union victories at Gettysburg and Vicksburg. 2. Students will be able to analyze the impact of the Gettysburg Address during the Civil War and evaluate its importance and relevance today. 3. The Emancipation Proclamation did not free all slaves in the United States. Rather, it declared free only those slaves living in states not under Union control.	Vocabulary Siege, Emancipation Proclamation, Army, Battery, Border States, Brigade, Caisson, Cannister, Colors, Enfilade, Entrenchments, Mason_Dixon Line, Napoleonic Tactics, Limber, Rebel Yell, West Point
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Assessments:

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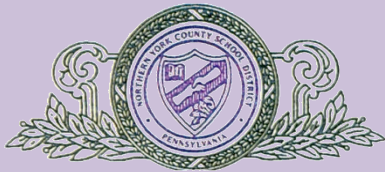
Interdisciplinary Connections:

- Writing skills-English
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**Civil War Survey / 10-12 / Unit 5**

Subject	Grade	Unit	Suggested Timeline
Civil War Survey	10-12	The War Comes to an End	3 weeks

Grade Level Summary

Northern victory in the war preserved the United States as one nation and ended the institution of slavery that had divided the country from its beginning. But these achievements came at the cost of 625,000 lives--nearly as many American soldiers as died in all the other wars in which this country has fought combined.

Grade Level Units

- Unit I- Pre 1860: Disunion in America
 - Unit II- Life of the soldier and the Home Front
 - Unit III- The Country Goes to War
 - Unit IV The Shifting Tides
 - Unit V - The War Comes to an End
 - Unit VI- Post 1865: Effects of the War
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Unit TitleThe War Comes to an End

Unit Overview

Robert E. Lee's Army of Northern Virginia held off attacks by the Union Army of the Potomac commanded by a series of ineffective generals until Ulysses S. Grant came to Virginia from the Western theater in 1864. After battles at The Wilderness, Spotsylvania, Cold Harbor, and Petersburg, Grant forced Lee to surrender at Appomattox in April 1865. In the West, Union armies also won a series of victories over Confederate armies. In 1864-1865 General William Tecumseh Sherman led his army deep into the Confederate heartland of Georgia and South Carolina, destroying their economic infrastructure while General George Thomas defeated the Confederacy's Army of Tennessee at the battle of Nashville. By the spring of 1865 the Confederate armies' surrendered and Union soldiers captured the fleeing Confederate President Jefferson Davis, resistance collapsed and the war ended. The long, process of rebuilding a united nation free of slavery began.

Unit Essential Questions

1. Why did the Union army wage "total war" against the South?

Key Understandings

1. In the late summer of 1864, Sherman and his Army burned Civilian homes, and killed livestock. From the
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<ol style="list-style-type: none"> 2. What was the outcome of the Civil War? 3. Was the Civil War worth its costs? 4. Why was the Union successful in the war? 5. How did the poor treatment of prisoners cause so many deaths at Andersonville? 	<p>Shenandoah Valley Sherman moved south destroying anything in his path all the way to Atlanta and Savannah. When his army turned north, it destroyed everything up to N.C. These tactics broke will of the civilians and soldiers.</p> <ol style="list-style-type: none"> 2. The results of the Civil War were the decisive defeat of the C.S.A, and their eventual resumption of their status in the U.S. 3. The North had an advantage in its ability to produce soldiers and supplies. The South counted on the North not having the desire to stay in the war. What they failed to take into account was the resolve of Lincoln. It is said the longer the war went on, the better the North's chances of winning. 4. The appointment of Grant to command was as much a public relations move as a military one it showed the public that the Union had military leaders comparable to the South. Grant, unlike previous Union commanders, did not seek to win the war through a decisive battle, or take risky operations that had led such commanders as Pope, Burnside, and Hooker to defeat. Conversely, Lee could not clearly defeat Grant which had a negative effect on Southern morale. 5. Even though it served as a prison for only 14 months, it imprisoned about 45,000 soldiers of which close to one third died. Causes of death ranged from malnutrition and disease to poor sanitary conditions and exposure to the weather.
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Focus Standards Addressed in the Unit

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8.1.12.C	Evaluate historical interpretation of events
8.1.12.D	Synthesize historical research

Important Standards Addressed in the Unit

8.3.U.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
8.1.U.C	Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
8.2.U.A	Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
8.2.U.C	Evaluate continuity and change in Pennsylvania are interrelated in the U.S.

<p>Misconceptions</p> <ol style="list-style-type: none"> 1. U.S. Grant wasn't always a military hero. 2. The Glory Battle Wasn't The First Time African-American Troops Went Into Battle. 	<p>Proper Conceptions</p> <ol style="list-style-type: none"> 1. When Ulysses S. Grant volunteered for service he quickly became a general under General Henry Halleck. These men had different leadership styles, and Halleck stated that Grant was insubordinate removing him from command until he went to Washington to replace McClellan. Grant's rise began soon afterward, when
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- Lincoln told those who were asking him to fire Grant, "I can't spare this man—he fights."
- In October 1862—before the Emancipation Proclamation the First Kansas Colored Volunteers fought and repelled Confederate cavalry at Island Mound, Missouri.

Concepts	Competencies	Vocabulary
<ol style="list-style-type: none"> Students will understand the struggle to make an end to slavery a goal of the Civil War. The student will be able to summarize the effects Ironclads on the navy. Students will evaluate the role of Sherman's "total war" tactics in bringing about a Union victory. Students will describe living conditions at the Andersonville prisoner of war camp. 	<ol style="list-style-type: none"> The film "Glory" addresses a significant episode in U.S. history, the effort by abolitionists to make the Civil War into a war to end slavery, rather than just a war to preserve the Union. The effects of Ironclads were important because the US Navy realized that wooden ships would be outdated. The legacy of iron and steel was in the future. The idea of Ericsson's revolving turret still exists in today's navy. Sherman launched his "march to the sea," abandoning supply lines and living off the land. He invaded from Atlanta to Savannah. On the way, he destroyed resources for the war effort. This "total war" strategy was designed to break southerner's will. While this policy was effective in bringing the South to its knees, many have questioned the morality of this way of war. Conditions for the prisoners in the camp deteriorated rapidly as the number of captives increased. Diseases ran rampant with little medicine or treatment available for the ill. Food was scarce and many prisoners appeared as skeletons and died of starvation, dysentery, or other parasitic, bacterial or fungal diseases. 	Infernal Machine, Ironclad, Shebangs, Torpedo Boats. Total War, U.S.C.T.: United States Colored Troops, Sherman's March to the Sea, scuttle, turret, pillage. POW's

Assessments:

Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.

Test/quizzes–Periodic quizzes and tests within the unit

Review Game- periodic review game strategies will be used to highlight important concepts.

Class Discussion- Question and answer format will often be applied to assess students daily on concepts from the unit and correct any misunderstandings.

Written/oral report – Periodic reports will be assigned to assess student understanding of concepts from unit.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction coordinating lectures, power points , group activities, and technology

3b *Questioning/discussion techniques* – Classroom debate of controversial issues and consistently assigning relevance to topics

3c *Engaging students in learning* – Varied activities, movement, student involvement (role plays, "what if" scenarios, etc.)

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class writing assignments, quizzes

3e *Flexibility and responsiveness* – Acquisition of new information and willingness to guide student led discussion and activities

Differentiation:

- Provide graphic organizers

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- Provide multiple concrete examples
 - Break extended assignments into smaller identifiable parts with checkpoints along the way
 - Pair stronger students with struggling students for peer assistance
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Interdisciplinary Connections:

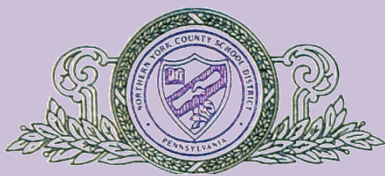
- Writing skills-English
 - Reading skills-English
 - Research process-using technology
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Additional Resources:

- Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
 - Text
 - Field Trip to National Civil War Museum and Gettysburg National Military Park
-

Created By:

David T. Ramsey



Civil War Survey / 10-12 / Unit 6

Subject	Grade	Unit	Suggested Timeline
Civil War Survey	10-12	Post 1865: Effects of the War	2 weeks

Grade Level Summary

The Civil War confirmed the political unification of the United States, led to freedom for more than four million enslaved Americans, established a more powerful and centralized federal government, and laid the foundation for America's emergence as a world power in the 20th century. Though freedom did not lead to equality for former slaves, the Civil War initiated immense constitutional changes that redefined the nature of American society.

Grade Level Units

- Unit I- Pre 1860: Disunion in America
- Unit II- Life of the soldier and the Home Front
- Unit III- The Country Goes to War
- Unit IV The Shifting Tides
- Unit V - The War Comes to an End
- Unit VI- Post 1865: Effects of the War

Unit Title

Post 1865: Effects of the War

Unit Overview

The Union victory in the Civil War in 1865 gave approximately 4 million slaves their freedom, but the process of rebuilding the South during Reconstruction from 1865-1877 introduced a new set of challenges. Under the administration of President Andrew Johnson, new southern state legislatures passed restrictive “black codes” to restrict the labor opportunities of former slaves and other African Americans. Outrage in the North over these codes diminished support for Presidential Reconstruction and led to the more radical wing of the Republican Party. During Radical Reconstruction, which began in 1867, blacks were given the right to vote, gained a voice in government for the first time in American history, winning elections to southern state legislatures and even to the U.S. Congress. In less than a decade, however, reactionary forces including the Ku Klux Klan would reverse the changes instilled by Radical Reconstruction in a violent backlash that restored white supremacy in the South.

Unit Essential Questions

1. What were the successes and challenges of reuniting the nation following the Civil War?
2. How were the roles of women and other minorities in society changed because of the war?
3. Was it possible to have reconciliation after the Civil War?
4. What problems did Reconstruction government face in the South?
 7. How did the Civil War “make” modern America?

Key Understandings

1. The main success was reunification; the first challenges were the south’s infrastructure, providing medical care for veterans, Jim Crow laws and the KKK.
2. Women made significant contributions in the area of nursing during the civil war. After the war African American men were granted the right to vote in 1870. However, it was not until 1920 that women earned the right.
3. In the Ken Burns documentary about the Civil War, he claims that veterans, both Union and Confederate, were able to put aside their differences and become more like brothers again; after all, they were all from the same country.
4. Lack of education and job skills for the freed slaves, corruption from carpetbaggers, and the establishment of “black codes” were all problems facing the Reconstruction government.
5. Medical breakthroughs from dealing with wounded soldiers, ambulance corps, Western Expansion with the transcontinental railroad and Homestead Act.

Focus Standards Addressed in the Unit

8.1.12.A	Evaluate chronological thinking
8.1.12.B	Synthesize and evaluate historical sources
8.1.12.C	Evaluate historical interpretation of events
8.1.12.D	Synthesize historical research

Important Standards Addressed in the Unit

8.3.U.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
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8.2.U.C	Evaluate continuity and change in Pennsylvania are interrelated in the U.S.

Misconceptions

1. The North subjected the South to military rule during Reconstruction.
2. There's a legend that Reconstruction was an oppression of the Southern people; that they were put under so-called "carpetbag rule."

Proper Conceptions

1. The Union army was demobilized very fast at the end of the Civil War. By 1866, there are between 10-15 thousand soldiers left in the South. And if there were outbreaks of violence, they would be brought in to suppress it.
2. There were a few carpetbag governors that is, Northerners who came south. The vast majority of carpetbaggers, moved there right after the war because the South was the new pioneer society and a place of opportunity.

Concepts

1. Students will examine Andersonville's impact on the nation during the post-war months.
2. Students will be able to discuss Lincoln's ideas on Reconstruction.
3. Students will be able to discuss John Wilkes Booth's reasons for assassinating President Lincoln.
4. Students will be able to list the 13th, 14th, and 15th Amendments.
5. Students will be able to discuss the positive and negative outcomes of the Civil War.

Competencies

1. Historians have argued over whether appalling conditions at Civil War prisons -- in the North and South -- were the result of insufficient resources and mismanagement or included something more intentional: retaliation and deliberate cruelty.
2. Because Lincoln believed that the South had never legally seceded, so his plan was based on forgiveness. He thus issued the Proclamation of Amnesty and Reconstruction in 1863.
3. A Marylander by birth, Booth was a Confederate sympathizer. A supporter of slavery, and believed that Lincoln was going to overthrow the Constitution and destroy the South.
4. Known collectively as the Civil War Amendments, they were designed to ensure the equality for recently emancipated slaves. The 13th Amendment prohibited slavery, the 14th Amendment guaranteed the right of citizenship, and the 15th Amendment gave African Americans the right to vote.
5. The Civil War preserved the union, enforced the Emancipation Proclamation, paved the way for industrialization in the transcontinental railroad, telephone, and steel industry. Negative effects such as a loss of land owned by the Southern Plantation owners, and a loss of respect by the carpetbaggers.

Vocabulary

Reconstruction, carpetbaggers, Ku Klux Klan, black codes, Presidential Reconstruction, Radical Reconstruction,

Assessments:

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- Provide graphic organizers
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Interdisciplinary Connections:

- Writing skills-English
 - Reading skills-English
 - Research process-using technology
-

Additional Resources:

- Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
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