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| <b>Course Title – MD United States History 1</b>  |  |
| <b>Implement start year – 2016-2017</b>   |  |
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| <b>Unit # 4 , topic – Civil War &amp; Reconstruction</b>  |  |
| <b>Transfer Goal –</b><br>Students will be able to independently use their learning to make informed decisions about local, state, and national events in order to positively contribute to society.  |  |
| <b>Stage 1 – Desired Results</b>  |  |
| <u><b>Established Goals</b></u><br><br><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b><br>(http://www.nj.gov/education/cccs/2009/final.htm)<br><br><b>Common Core Curriculum Standards for Math and English</b><br>(http://www.corestandards.org/)   | <u><b>21<sup>st</sup> Century Themes</b></u><br><u>( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</u><br><br><input type="checkbox"/> _ Global Awareness<br><input checked="" type="checkbox"/> _ Financial, Economic, Business and Entrepreneurial Literacy<br><input checked="" type="checkbox"/> _ Civic Literacy<br><input type="checkbox"/> _ Health Literacy<br><input checked="" type="checkbox"/> _ Environmental Literacy                         |
| 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.<br><br>6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. | <u><b>21<sup>st</sup> Century Skills</b></u><br><br><i>Learning and Innovation Skills:</i><br><input type="checkbox"/> _ Creativity and Innovation<br><input checked="" type="checkbox"/> _ Critical Thinking and Problem Solving<br><input checked="" type="checkbox"/> _ Communication and Collaboration<br><br><i>Information, Media and Technology Skills:</i><br><input checked="" type="checkbox"/> _ Information Literacy<br><input checked="" type="checkbox"/> _ Media Literacy |

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| <p>6.1.12.A.4.c Judge the effectiveness of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments in obtaining citizenship and equality for African Americans.</p> <p>6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p> <p>6.1.12.C.4.a Assess the role that economics played in enabling the North and South to wage war.</p> <p>6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>CCS.ELA-literacy.rh.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> | <p><input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p> <p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Leadership and Responsibility</p>  |
| <p><b><u>Enduring Understandings:</u></b><br/> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Political, economic, and social change within a population can result in conflict.</p> <p><i>EU 2</i> The outcome of war is dependent upon many factors, including military techniques and strategies as well as political, economic and social influences.</p> <p><i>EU 3</i> The consequences of war lead to economic, social, and political shifts in a society.</p>  | <p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What was the biggest factor in the divide between the North and the South?</li> <li>• Why did the South secede?</li> <li>• Did Abraham Lincoln's election cause the Civil War?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Was war between the North and South necessary?</li> <li>• Did the advantages and disadvantages affect the outcome of the Civil War?</li> <li>• Should the South have surrendered when they did?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Were the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments effective?</li> <li>• How do you reconstruct a nation when war has ended?</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Did Reconstruction have a negative or positive effect on American society?</li> </ul>  |
| <p><b><u>Knowledge:</u></b><br/> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• The events that led to secession</li> <li>• Key historical figures leading up to the Civil War</li> <li>• Threats imposed against the Southern way of life</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Beliefs of the North and South</li> <li>• Advantages and disadvantages of the North and South</li> <li>• Key historical figures involved in the Civil War</li> <li>• Key battles of the Civil War</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments</li> <li>• Ways in which Southerners resisted change</li> <li>• Impact of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments</li> <li>• Changes of African Americans way of life</li> </ul> | <p><b><u>Skills:</u></b><br/> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Read a timeline</li> <li>• Read and interpret historical documents</li> <li>• Read and interpret a map</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast graphic organizers</li> <li>• Read and interpret a map</li> <li>• Interpret political cartoons</li> <li>• Read and interpret historical documents</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Read and interpret historical documents</li> <li>• Interpret political cartoons</li> <li>• Compare and contrast graphic organizers</li> </ul> |

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

- The student is a mediator in an assigned location in which there is a conflict between two opposing factions. In looking at the potential effects of society, the mediator will help create a treaty. The treaty should be written using information including events leading up to the conflict, the stances that both sides are taking. In taking into account the effects that the war has had on both sides so far, the treaty will offer compromises and possible resolutions to end the conflict. (EU1, EU2, EU3)

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Tests/Quizzes
- Timelines
- Observations
- Class Discussions
- Presentations
- Community Based Experience

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Define key vocabulary (A)
- Map the Confederate, Union, and Border States (A)
- Create a timeline of key events leading up to and including the Civil War (A)
- Chart the different ideologies, resources, and infrastructure between the North and South (A, M)
- Chart key battles and their outcomes (A)
- Venn Diagram comparing the results of the Civil War (A, M)
- Write short biographies on a chosen key figure that had a significant impact on the war (A, M)
- Write a diary as a soldier fighting in the Civil War (A, M, T)
- Role play viewpoints from each side (M, T)
- Compare and contrast life for African Americans before, during and after the Civil War (M)
- Read and dissect the Emancipation Proclamation and Gettysburg Address (M)
- Create a political cartoon illustrating views on one of the following: Lincoln, Scalawags, Carpetbaggers, and Current Events (M, T)
- Create a graphic organizer to show and summarize the reconstruction amendments (A, M)
- Choose Your Own Adventure book activity; students are given two choices for various situations a slave may encounter and make a decision to see how their story unfolds based on their choices (M)
- Summarize a current event on an oppressed population (M, T)