

## The American Civil War Curriculum Map and Pacing Guide

Month	Standard/Learning Target	Program Materials/Resources	Vocabulary	Assessment
September - October	<ul style="list-style-type: none"> <li>• Gathering and Using Evidence</li> <li>• Chronological Reasoning</li> <li>• Geographic Reasoning</li> <li>• Key Ideas and Concepts</li> </ul> <p><b>Social Studies Standards: See Frameworks below</b></p>	<p><b>Review of Syllabus and Classroom Expectations</b> <b>Duration: Approx 1-2 days</b></p> <p><b>Unit 1: Introduction</b></p> <ul style="list-style-type: none"> <li>• The American Civil War</li> <li>• Perspectives</li> <li>• Outline</li> </ul> <p><b>Duration: Approx 1 week</b></p> <p><b>Unit 2: Causes and Events Leading to the Civil War</b></p> <ul style="list-style-type: none"> <li>• A Turbulent Environment</li> <li>• Causes of Secession and the War</li> <li>• Outbreak</li> <li>• Border States</li> <li>• Should the South Have Gambled on Secession</li> </ul> <p><b>Duration: Approx 4-5 weeks</b></p>	Border states Secession Napoleonic Tactics Compact theory Entrepot Free State of Jones Upper South Deep South Abolition Sectionalism Northwest Ordinance The Missouri Compromise The Wilmot Proviso The Compromise of 1850 The Kansas-Nebraska Act Dred Scott Harriet Beecher Stowe Lecompton Constitution Tariffs Infrastructure Federalism Anti-Federalism States' Rights Voluntary Nature of the Union Homestead Act Morrill Tariff Pacific Railroad Acts Legal Tender Act Revenue Acts National Banking Acts Articles of Confederation Nullification Crittendon Compromise	Vocab Quiz, Quizzes, Unit Exams, Short Answer Responses, Classroom Activities, Presentations, Projects, Readings, and Essays

## The American Civil War Curriculum Map and Pacing Guide

			Fire-eaters Copperheads Unionists Cordon Sanitaire Habeas Corpus Know Nothings	
<b>October - November</b>	<ul style="list-style-type: none"> <li>• Gathering and Using Evidence</li> <li>• Chronological Reasoning</li> <li>• Geographic Reasoning</li> <li>• Key Ideas and Concepts</li> </ul> <p><b>Social Studies Standards: See Frameworks below</b></p>	<b>Unit 3: Military Overview</b> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Public sentiment</li> <li>• Political and Military Leadership</li> <li>• Environment</li> <li>• Technology</li> <li>• Infantry</li> <li>• Armies</li> <li>• Civil Warfare</li> </ul> <p><b>Duration: Approx 4-5 weeks</b></p>	Public sentiment Insurgency Radical Republicans Moderate Republicans War Democrats Siege Enfilade Henri Jomini William Hardee Grape shot Canister Case shot Solid shot Contraband Chattel Esprit de Corps Corp d' Armee Battallion Carre System Three-part Battle Plan Cordon strategy Frontal assault Flanking maneuver Turning maneuver	Vocab Quiz, Quizzes, Unit Exams, Short Answer Responses, Classroom Activities, Presentations, Projects, Readings, and Essays
<b>November - December</b>	<ul style="list-style-type: none"> <li>• Gathering and Using Evidence</li> <li>• Chronological Reasoning</li> <li>• Geographic Reasoning</li> <li>• Key Ideas and Concepts</li> </ul>	<b>Unit 4: Overview of the Civil War</b> <ul style="list-style-type: none"> <li>• Theaters, Campaigns, and Battles</li> </ul>	Trans-Mississippi Lines of communications Ironclads Conscription War debt	Vocab Quiz, Quizzes, Unit Exams, Short Answer Responses, Classroom Activities, Presentations, Projects, Readings, and Essays

## The American Civil War Curriculum Map and Pacing Guide

	<p><b>Social Studies Standards:</b> See Frameworks below</p>	<ul style="list-style-type: none"> <li>• Overview of the War</li> <li>• Casualties</li> <li>• Cost and Financing of the War</li> <li>• European Intervention</li> <li>• “Lost Cause” Interpretation</li> </ul> <p><b>Duration: Approx 4 weeks</b></p>	<p>Inflation The Trent Affair Lost Cause</p>	
<p><b>December - March</b></p>	<ul style="list-style-type: none"> <li>• Gathering and Using Evidence</li> <li>• Chronological Reasoning</li> <li>• Geographic Reasoning</li> <li>• Key Ideas and Concepts</li> </ul> <p><b>Social Studies Standards:</b> See Frameworks below</p>	<p><b>Unit 5: Eastern Theater</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Early Operations (July-Oct 1861)</li> <li>• Jackson’s Valley Campaign (Mar-Jun 1862)</li> <li>• McClellan’s Peninsula Campaign (Apr-Jul 1862)</li> <li>• Lee’s First Northern Initiative (Aug-Oct 1862)</li> <li>• Second Richmond Campaign (Dec 1862-May 1863)</li> <li>• Lee’s Second Northern Initiative (Jun-Dec 1863)</li> <li>• Grant v Lee; Virginia Campaigns (May-Jun 1864)</li> <li>• Siege of Petersburg and Richmond</li> </ul>	<p>Anaconda Plan Cashier Emancipation Proclamation Guerilla Warfare</p>	<p>Vocab Quiz, Quizzes, Unit Exams, Short Answer Responses, Classroom Activities, Presentations, Projects, Readings, and Essays</p>

## The American Civil War Curriculum Map and Pacing Guide

		<ul style="list-style-type: none"> <li>• Retreat to Appomattox (Apr 1865)</li> <li>• A Guerilla War Avoided</li> </ul> <p><b>Duration: Approx 10-12 weeks</b></p>		
<b>March-May</b>	<ul style="list-style-type: none"> <li>• Gathering and Using Evidence</li> <li>• Chronological Reasoning</li> <li>• Geographic Reasoning</li> <li>• Key Ideas and Concepts</li> </ul> <p><b>Social Studies Standards: See Frameworks below</b></p>	<p><b>Unit 6: Western Theater</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Early Operations (Aug 1861-Aug1862)</li> <li>• Central Tennessee Campaign (Feb-Jun 1862)</li> <li>• Bragg's Kentucky Campaign (Aug 1862-Jun 1863)</li> <li>• Vicksburg Campaigns (Dec 1862-Jul 1863)</li> <li>• Eastern Tennessee (Sep-Nov 1863)</li> <li>• Red River Campaign (Mar-May 1864)</li> <li>• Atlanta Campaign (Nov 1863-Aug 1864)</li> <li>• Hood's Offensive: Franklin-Nashville Campaign</li> <li>• Sherman's March to the Sea (Oct-Dec 1864)</li> </ul> <p><b>Duration: Approx 10-12 weeks</b></p>	Total Warfare	Vocab Quiz, Quizzes, Unit Exams, Short Answer Responses, Classroom Activities, Presentations, Projects, Readings, and Essays

# The American Civil War Curriculum Map and Pacing Guide

<p><b>May</b></p>	<ul style="list-style-type: none"> <li>Gathering and Using Evidence</li> <li>Chronological Reasoning</li> <li>Geographic Reasoning</li> <li>Key Ideas and Concepts</li> </ul> <p><b>Social Studies Standards: See Frameworks below</b></p>	<p><b>Unit 7: Reconstruction</b></p> <ul style="list-style-type: none"> <li>The Basic Reconstruction Issues</li> <li>Moderate Republican "Presidential Reconstruction"</li> <li>Radical Republican "Congressional Reconstruction"</li> <li>State-based Reconstruction</li> <li>Reconstruction: The Verdict</li> </ul> <p><b>Duration: Approx 4 weeks</b></p>	<p>Reconstruction</p> <p>Natural or human equality</p> <p>Civil equality</p> <p>Political equality</p> <p>Social equality</p> <p>Segregation</p> <p>Black codes</p> <p>Freedmen's Bureau</p> <p>Civil Rights Act</p> <p>13<sup>th</sup>-15<sup>th</sup> Amendments</p> <p>The Compromise of 1877</p>	<p>Vocab Quiz, Quizzes, Unit Exams, Short Answer Responses, Classroom Activities, Presentations, Projects, Readings, and Essays</p>
<p><b>June</b></p>	<ul style="list-style-type: none"> <li>Gathering and Using Evidence</li> <li>Chronological Reasoning</li> <li>Geographic Reasoning</li> <li>Key Ideas and Concepts</li> </ul> <p><b>Social Studies Standards: See Frameworks below</b></p>	<p><b>Unit 8: Readings from Historians, Historical Fiction, Alternative History, etc., with critical analysis and discussion</b></p>		<p>Vocab Quiz, Quizzes, Unit Exams, Short Answer Responses, Classroom Activities, Presentations, Projects, Readings, and Essays</p>

## Social Studies Frameworks Grades 9-12

### A. Gathering, Interpreting, and Using Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.

## The American Civil War Curriculum Map and Pacing Guide

2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments, using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

### **B. Chronological Reasoning and Causation**

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

### **C. Comparison and Contextualization**

1. Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.

# The American Civil War Curriculum Map and Pacing Guide

2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

## **D. Geographic Reasoning**

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships between patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing connections between places and regions.

## **E. Economics and Economics Systems**

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets.

# The American Civil War Curriculum Map and Pacing Guide

4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the effects on the national and global economy.

## **F. Civic Participation**

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.