



## Marietta City Schools

### 2024–2025 District Unit Planner

*Individuals and Societies IB HOTA Y1*

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**Hours**

*22.5 Hours*

#### **Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

8: US Civil War: causes, course and effects (1840–1877)

This section focuses on the US Civil War between the North and the South (1861–1865), which is often perceived as the great watershed in the history of the United States. It transformed the country forever, but the war created a new set of problems: how would the country be reunited? How would the South rebuild its society and economy? How would the four million freed former slaves fit into society?

- Slavery: cotton economy and slavery; conditions of enslavement; adaptation and resistance; abolitionist debate—ideological, legal, religious and economic arguments for and against slavery, and their impact
- Origins of the Civil War: the Nullification Crisis; states’ rights; sectionalism; slavery; political issues; economic differences between the North and South
- Reasons for, and effects of, westward expansion and the sectional debates; the crises of the 1850s; compromise of 1850; political developments, including the Lincoln–Douglas debates and the presidential election of 1860
- Union versus Confederate: strengths and weaknesses; economic resources; role and significance of leaders during the Civil War; role of Lincoln; significant military battles/campaigns
- Factors affecting the outcome of the Civil War; the role of foreign relations; the Emancipation Proclamation (1863) and participation of African Americans in the Civil War
- Reconstruction: presidential and congressional plans; methods of southern resistance; economic, social and political successes and failures

#### **Unit Description and texts**

This is the first unit that will constitute the “deep” dive. This unit is designed to prepare students for success on Topic 8 of Paper 3.

Students will use InThinking

Transfer goals/Skills	Approaches to learning (ATL)
<p><b>Skills:</b></p> <p>Students' thinking  Research  Communication  Social  Self-management</p> <p><i>(Keep 1-3 used during the unit. Aim for a variety to help facilitate learning. Delete those not used and this statement)</i></p> <p><b>Details:</b></p>	<p><b>Category:</b> Communication  <b>Cluster:</b> Communication Skills  <b>Skill Indicator:</b> Students will negotiate ideas and knowledge with peers and teachers.</p> <p><b>Category:</b> Thinking  <b>Cluster:</b> Critical Thinking Skills  <b>Skill Indicator:</b> Students will gather and organize information in order to formulate an argument.</p> <p><b>Category:</b> Thinking Skills  <b>Cluster:</b> Transfer  <b>Skill Indicator:</b> Students will be able to use the OPCVL format on a variety of sources.</p> <p><b>Category:</b> Affective Skills  <b>Cluster:</b> Managing State of Mind  <b>Skill Indicator:</b> Students will practice focus and concentration</p>
Content/skills/concepts	Learning process
<p><b><u>Students will know the following content:</u></b></p> <p style="text-align: center;"><b><u>GA DoE Standards</u></b></p> <p><b>SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.</b></p> <p>a. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.</p> <p>b. Examine James K. Polk's presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.</p> <p>c. Analyze the impact of the Mexican War on growing sectionalism.</p> <p>d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.</p>	<p>Socratic Seminar</p> <p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p><b>Details:</b> Students will have multiple opportunities to collaborate during this unit. They will begin to discuss how to formulate an appropriate historical question. Additionally, students will have opportunities to conduct their own research to find historic evidence in support of an argumentative claim. Finally, students explore various methods for note taking.</p>

e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, and the election of 1860 as events leading to the Civil War.

**SSUSH9 Evaluate key events, issues, and individuals related to the Civil War**

a. Explain the importance of the growing economic disparity between the North and the South

through an examination of population, functioning railroads, and industrial output.

b. Discuss Lincoln's purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.

c. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.

d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.

**SSUSH10 Identify legal, political, and social dimensions of Reconstruction.**

a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln's assassination and Johnson's impeachment.

b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen's Bureau) to support poor whites, former slaves, and American Indians.

c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.

d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.

e. Analyze how the Presidential Election of 1876 marked the end of Reconstruction.

**Students will know the following content:**

US Civil War: Causes, Course, and Effects (1840 to 1877)

**Students will develop the following skills:**

**Map and Globe Skills:**

1. use a compass rose to identify cardinal directions
3. use a letter/number grid system to determine location

- 4. compare and contrast the categories of natural, cultural, and political features found on maps
- 5. use graphic scales to determine distances on a map
- 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- 7. use a map to explain impact of geography on historical and current events
- 8. draw conclusions and make generalizations based on information from maps
- 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

**Information Processing Skills:** 1, 2, 3, 5, 6, 8, 10, 11, 17

- 1. compare similarities and differences
- 2. organize items chronologically
- 3. identify issues and/or problems and alternative solutions
- 5. identify main idea, detail, sequence of events, and cause and effect in a social studies Context
- 6. identify and use primary and secondary sources
- 7. interpret timelines, charts, and tables
- 8. identify social studies reference resources to use for a specific purpose
- 11. draw conclusions and make generalizations
- 12. analyze graphs and diagrams
- 17. interpret political cartoons

**Students will grasp the following concepts:**

**IB Command Terms:**

- Discuss
- To what Extent

Language and Learning	TOK Connections	CAS connections
<p>Activating background knowledge</p> <p><b>Details:</b> This unit is the first deep dive for the semester. Students will be required to master a broad base of historic information and knowledge in order to construct effective arguments.</p>	<p>Ways of knowing</p> <p><b>Details:</b> Students will explore how information is passed from one group or time period to the next. Students will examine the “Lost Cause” myth and how it still dominates perception of the reconstruction period.</p>	<p>Creativity</p> <p><b>Details:</b> Students will use various academic disciplines to analyze the events prior to and during the American Civil War.</p>

**Essential Understandings and Questions**

**Factual:**

What events and personalities led to the outbreak of the US Civil War?

How did the course of the war unfold?

What were the plans and realities of Reconstruction?

**Conceptual:**

Wars are traumatic, watershed events for any country. They are complex and have winners and losers.

**Debatable:**

To what extent did the Civil War change the socio/economic realities of the United States?

**Common Assessment Tasks**

**List of formative and summative assessments.**

<b>DP Assessments</b>	<p><b>Assessment Objectives:</b> Students will continue to demonstrate the ability to establish an historic thesis (claim) and support it with relevant and appropriate information. Accurately use the OPCVL framework with regards to an historic claim. Students will master a body of information. Students will begin to learn effective research skills and continue using historical thinking skills.</p>	<b>Formative Assessments</b>	<p>Vocabulary Quiz or Quizzed  OPCVL Activity  Student Created Learning Materials</p>	<b>Summative Assessments</b>	<p><b>HOTA Paper 3: Section 8: US Civil War: causes, course and effects (1840–1877)</b>  Students will complete a constructed response to the prompt of their choice</p>
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**Learning Experiences**

Add additional rows below as needed.

Topic or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
Causes, course and effects of the US Civil War.	<p><b>HOTA Paper 3: Section 8:</b> US Civil War: causes, course and effects (1840–1877)</p> <p>Students will complete a constructed response to the prompt of their choice</p>	Students will use the information provided to create a learning web of either the causes of the civil war or the effects of the war.

**Content Resources**

[IBO Understanding DP Assessments](#)

[ThinkIB](#)

[IB History Subject Brief](#)

[DoE US History Inspire Site](#)

[US History Teacher Notes](#)

[Discovery Education Experience](#) (searchable by subject- login required: student Google Email)