Marietta City Schools

District Unit Planner

Individuals and Societies US History

Unit title	*Unit 5 - Sectionalism, Civil War, and Reconstruction*	**Unit duration (hours)**	*13.5 Hours*

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

GA DoE Standards

Standards

SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.
a. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.
b. Examine James K. Polk's presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.
c. Analyze the impact of the Mexican War on growing sectionalism.
d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.
e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harpers 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.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. compare similarities and differences
2.organize items chronologically
3. identify issues and/or problems and alternative solutions
4.distinguish between fact and opinion
identify main idea, detail, sequence of events, and cause and effect in a social studies context
6.identify and use primary and secondary sources
9. construct charts and tables
11.draw conclusions and make generalizations
17. interpret political cartoons

Map and Globe Skills:

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

Literacy Skills:

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

L11-12WHST1: Write arguments focused on discipline-specific content
L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Essential Questions

Factual—
Why were the Northern states in a better position to fight the Civil War?
Why did the President and Congress disagree over Reconstruction?

Conceptual—
How did the growth of Sectionalism lead to the outbreak of the Civil War?
How did the United States fulfill Manifest Destiny?
How did individuals influence the Civil War?

Debatable-
How does conflict within a society result in change?
How did location, individuals, and groups impact the Civil War conflict?
How did the Reconstruction period influence American history?

On-Level Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Unit 4 CFA

Summative Assessment(s):

Unit 4 Summative in Performance Matters

Honors Assessment Tasks

Formative Assessment(s):

Unit 4 CFA

Summative Assessment(s):

Unit 4 Summative in Performance Matters

On-Level Learning Experiences

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
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	**Gagoola vs. Tangmania** (Civil War simulation) - Understanding importance of resources, geography, strategy to Civil War	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.

South through an examination of population, functioning railroads, and industrial output. d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.		
All for Unit	USH EOC Review Guide for Students USH EOC Review Activity for Students Students will use information in the review guides and in class to complete tasks aligned to the GSE.	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.
Honors Learning Experiences		
Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**
Reconstruction Era	Students in small groups will answer the questions below and place information on google slides or powerpoint, followed by a class-wide discussion. Research Questions: ● How did Reconstruction succeed in its goals and where did it fail (provide specific examples)? ● In what ways did the political, social, and economic changes during Reconstruction lay the groundwork for future conflicts (ex rise of Jim Crow, civil rights movements)? ● What lasting impacts of Reconstruction can we still see in US society today?	Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.
Reconstruction Era	**Reflective Journal Activity:** Students will connect the themes of Reconstruction to modern issues using the writing prompt" How do the debates over voting rights and civil rights today reflect the unresolved issues of the Reconstruction Era?	Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.
Sectionalism & Civil War	**Sectionalism & Civil War:** **Students in small groups will complete a review of Union vs the Confederacy examining maps, speeches, and differences between the North and South.** **https://docs.google.com/document/d/1Ey20Jo72R25riUlzWQIl6Irn8rqHrGQgl5mPBmaPnvI/preview**	Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.

Civil War, Reconstruction, and Civil Rights	**Visual Timeline Activity:** Students in small groups will create a visual timeline showing the progression from Reconstruction to the Civil Rights Movement, highlighting key turning points in US History regarding racial equality and federal power.	Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.

Content Resources

On-Level

Sectionalism: Book Project Unit 4A Book

https://docs.google.com/document/d/1-T4VHVli9T2I1lOyxjtCTlBCRVnjW3vQcQc11U9D5xc

Unit 4B Book
https://docs.google.com/document/d/1ye6C7BbH_14lOmP3JChfczud7C-4_cfj7ZWO6sXG-jM/edit

SSUSH 8 Packet and Review Packet

SSUSH 8 Questions

SSUSH 9 Packet

SSUSH 9 Questions

SSUSH 10 Packet

SSUSH 10 Questions

Readings and Document Analysis

Support Resources
DoE US History Inspire Site

Honors
Fakebook Assignment
Fakebook Template and Example - Google Slides

Crash Course US History
Civil War Part 1: The Civil War, Part I: Crash Course US History #20
Civil war Part 2: The Civil War Part 2: Crash Course US History #21
Reconstruction: Reconstruction and 1876: Crash Course US History #22

New Visions Curriculum:
https://curriculum.newvisions.org/social-studies

DBQ Civil War Activities
https://docs.google.com/document/d/1Ey20Jo72R25riUlzWQIl6Irn8rqHrGQgl5mPBmaPnvI/preview

DoE US History Milestone Study Guide DoE US History Milestone Achievement Level Descriptors for Parents US History Teacher Notes US History Student Notes/Text Discovery Education Experience (searchable by subject- login required: student Google Email) 4A Activities SSUSH8 Vocabulary and definitions SSUSH8 Infographic Activity SSUSH8 Venn Diagram SSUSH8 b - e: timeline with leveled activities and questions 4B Activities SSUSH9 Vocabulary Introduction and mind map activity SSUSH9a graphic organizer and DBQ SSUSH9b activity SSUSH9c graphic organizer activity SSUSH9d battles graphic organizer SSUSH 9 c and d exit ticket questions	