

The Civil War

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. - Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives. - Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system. - Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. - Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems. - Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings. - Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. - Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets. - Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. - Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. - Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural	Transfer	
	Students will be able to independently use their learning to make informed decisions based upon chronological reasoning and historical perspective.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - chronological reasoning requires wrestling with issues of causality, significance, context, and perspective. - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens.	ESSENTIAL QUESTIONS - What ideas and beliefs are worth fighting for? - Should the needs of one group supersede the needs of another?
Acquisition		
Students will know... - that the Civil War began when Confederate forces attacked Fort Sumter in South Carolina. - that the North and South had many different strengths, strategies, and purposes in the Civil War. - that soldiers in the Civil War came from every region, and each side expected a victory. - that the Confederates decisively won the First Battle of Bull Run. - that the South won several important		Students will be skilled at... - distinguishing powers and responsibilities. - describing the impact of organizations on people. - analyzing the influence of ideas and principles on social and political systems. - explaining the relevance of personal interests and perspectives. - assessing how laws address public issues. - analyzing the causes and effects of public policies. - comparing means of changing society

characteristics. • Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. • Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. • Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. • Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation. • His.1.6-8. Analyze connections among events and developments in broader historical contexts. • His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. • His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. • His.5.6-8. Explain how and why perspectives of people have changed over time. • His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created. • His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation. • His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. • His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. • His.14.6-8. Explain multiple causes and effects of events and developments in the past. • His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. • His.16.6-8. Organize applicable evidence into a coherent argument about the past. • His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.	victories in the East during 1862, but the Union responded with a vital triumph of its own. • that Lincoln’s Emancipation Proclamation had an enormous effect in America and abroad. • that the Civil War affected civilians as well as soldiers. • that many Northern and Southern women took on new responsibilities during the war. • that, when Americans went to war, most were not prepared for the horrors of battle. • that the Civil War led to political change and strained the economies of the North and South. • that African Americans showed courage and skill as soldiers in the Union army. • that the Battle of Gettysburg marked a turn in the war as the Union forces defeated the Confederates. • that after a long, bloody summer, Union forces captured major Southern strongholds, and as a result, Lincoln won re-election. • that after four years of fighting against unfavorable odds, the South finally surrendered at Appomattox Court House. Five days later, Lincoln was assassinated. <u>vocabulary</u>: sectionalism, secede, fugitive, popular sovereignty, civil war, arsenal, secession, states’ rights, border state, Union, confederate, emancipation, blockade, casualty, ironclad, habeus corpus, draft, bounty, inflation, entrench, siege	overtime. • explaining the roles of buyers and sellers. • constructing maps to explain spatial patterns. • using geographic representations to explain relationships. • using mapping and graphing techniques to analyze spatial patterns. • comparing and contrasting cultural and environmental characteristics. • explaining the relationship between environment and identity. • explaining how innovation impacts cultural practices. • evaluating the influences of environmental change. • analyzing connections in history and classifying events. • explaining and analyzing influences on historical perspectives. • explaining how and why perspectives change over time. • analyzing the influence of perspective on the historical record. • classifying and critiquing secondary sources. • evaluating the limitations of historical evidence. • evaluating historical sources for relevancy and utility • analyzing cause and effect relationships. • distinguishing between long-term causes and triggering events to develop an argument. • integrating evidence from multiple sources into a reasoned argument. • critiquing varying media for historical accuracy
Content Area Literacy Standards		21st Century Skills
• RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.		• <i>reason effectively</i>

● RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). ● RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). ● RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. ● RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. ● WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. ● WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. ● WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.	● <i>think creatively</i> ● <i>collaborate with others</i> ● <i>communicate clearly</i>
--	---

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>

● 1.OA.1 Use

● 1.OA.1 Use

Technology Integration

District Materials

● 1.OA.1 Use