

Grade 8 Unit 4: Civil War and Reconstruction

Enduring Understandings/Skill Focus	Assessment Plan	
<ul style="list-style-type: none"> As the war began and states took sides, the North and South drew plans and hoped for an early victory. The early years of the war were indecisive, as neither side seemed able to defeat the other. President Lincoln’s decision to issue the Emancipation Proclamation opened the way for African Americans to join the Union army. The war caused divisions in both North and South while changing the lives of civilians and soldiers alike. Union victories at Gettysburg and Vicksburg in 1863 forced the South’s surrender in April 1865. As the Civil War ended, Americans faces the problem of how to reunite the nation. Disagreements over Reconstruction led to conflict in the government and in the South. With the end of Reconstruction, African Americans in the South lost many of the rights they had gained. <p>Students will consider the following questions: How was the Civil War a political, economic and social turning point?</p> <p>In what ways did the Civil War transform the nation?</p> <ul style="list-style-type: none"> Why did the Civil War break out between the North and South in 1861? What were the outcomes of battles where Confederate and Union forces faced in Virginia and at sea? How did the fighting in the Civil War spread to the western United States? How were the lives of many Americans affected by the Civil War? 	<p>Performance Tasks:</p> <ul style="list-style-type: none"> Examinations Performance Projects Essays Collaborative/Group Projects Portfolio Presentations Short Answer Questions Simulations/Reenactments/Role Play 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Group Discussion Direct Observations Oral Questioning
	<p>Students will be able to ...</p> <ul style="list-style-type: none"> Analyze and interpret primary source documents Identify geographic features and interpret their significance Create an argument for opposing viewpoints Determine the sequence of events and their importance Distinguish myth vs. reality in historical documents Critique various sources for historical accuracy Understand the existence of more than one perspective on any historical event Identify and evaluate bias in historical documents Take an active position in historical debate/arguments Identify and accurately describe complex ethical dilemmas Recognize and interpret historical dilemmas while making connections with modern day events Present/demonstrate information in a manner which reveals the understanding of material 	

<ul style="list-style-type: none"> How did the Union win the war? <p>How did a deeply divided nation move forward after the Civil War?</p> <ul style="list-style-type: none"> What problems did the nation face in rebuilding the Union? Why did the return to power of pre-war Southern leadership lead Republicans in Congress to take control of Reconstruction? What issues did the South in its rebuilding, and African-Americans, face as Reconstruction ended? 	<ul style="list-style-type: none"> Use knowledge of concepts, terms, and historical figures to construct a thesis or argument Distinguish between a primary and a secondary source Correlate the cause and effect relationship in historical events
Texts	NJSLS- Social Studies
<p>Holt McDougal United States History, Beginnings to 1877 textbook</p> <p>Samuel Cabbie Letter</p> <p>George McClelland Letter</p> <p>John Sweet Letter</p> <p>Zachariah Benefield Letter</p> <p>William Norton Letter</p> <p>Emancipation Proclamation</p> <p>The Gettysburg Address</p> <p>The Last Salute of the Army of Northern Virginia</p> <p>Articles of Agreement</p> <p>Chicago Platform</p> <p>Baltimore Platform</p>	<p>6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.</p> <p>6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p> <p>6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).</p>

U.S. Constitutional Amendments, 1870 13 th , 14 th , 15 th Amendments Booth' Original Plan		6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives		
SIOP Strategies		Accom/Mod/GT/AT		
<ul style="list-style-type: none"> • Word Sort • Think-Pair-Share • KWL Chart • Numbered Head Together • Stand and Share 		<p><i>Accommodations/ Modifications:</i></p> <p>Call and Response, Jigsaw, Partner Reading, Oral Presentation, Online Tools, Verbal Prompting, Graphic Organizers, Goal Setting, Guided Peer Discussions, Self-Monitoring, Listening to music, Interactive write, Theatre representations, Present a rap about concepts/themes/chapters, Roleplay, Culturally relevant thematic units, Think-Pair-Share, Thumbs Up, Number Cards. Line-ups, Inside-Outside Circles, Blogging, Anticipatory Guides, Confer, Compare, and Clarify. Alternative assignments, provide examples of correctly completed work, use study partners whenever reading or writing is required, present information in multiple formats, alternate grading system, different test items</p> <p><i>Gifted and Talented/Academically Talented:</i></p> <p>Expand students' time for free reading, compact curriculum to allow gifted students to move more quickly through the material, refrain from having them complete more work in the same manner</p>		
Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 st Century Skills	Academic Vocabulary	
Mathematics: Visual and Performing Arts: Health/PE: World Languages: Language Arts: RI.CR.8.1, RI.CI.8.2, RI.CI.8.3, RI.CI.8.4, RI.CI.8.5, RI.CI.8.6, RI.CI.8.7, RI.CI.8.8, RI.CI.8.9, SL.II.8.2, SL.PI.8.4, W.WP.8.4 W.WR.8.5, W.SE.8.6	Substitution: Digital versions of materials are available. Augmentation: Students prepare, complete, and submit summative assessments using Schoology.	<input type="checkbox"/> Creativity & Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Economic and Government Influences <input type="checkbox"/> Critical Thinking & Problem Solving	Tier 1	N/A
			Tier 2	<i>Academic Vocabulary</i> words not in general use, not content specific and appear far more in written texts than in speech <i>Examples in this Unit:</i>

Science: Technology: Career Ready Practices: 9.1.8.EG.3, 9.4.8.CT.3, 9.4.8.IML.1	Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.	<i>Students must use problem solving and critical thinking skills in many classroom questions.</i> <input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <input checked="" type="checkbox"/> Global and Cultural Awareness <input checked="" type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Information Literacy		<ul style="list-style-type: none"> innovation, executive Examples for Teaching: <ul style="list-style-type: none"> Introduce words during or after text Student friendly definitions
			Tier 3	Domain-Specific Vocabulary <ul style="list-style-type: none"> words related to a specific content or field of study students are likely to encounter in the future Examples in this Unit <ul style="list-style-type: none"> border states, ironclads, emancipation, habeas corpus, total war, siege, secede Examples for Teaching: <ul style="list-style-type: none"> Contextualize the words Mental Models

Learning Map (Pacing Guide)

Lessons	Text (s)	Learning Outcomes, Topics, and Suggested Activities
Week 1		Weekly Overview: <ul style="list-style-type: none"> Students will be learning: As the war began and states took sides, the North and South drew plans and hoped for an early victory. Focusing Question: In what ways did the Civil War transform the nation? Why did the Civil War break out between the North and South in 1861? Students will be doing: Civil War Vodcast Notes, John Brown Essay, Choosing Sides Map Activity, Disunion Slides and Activities, Civil War Animated Battle Map

Week 2		<p>Weekly Overview:</p> <p>Students will be learning: The early years of the war were indecisive, as neither side seemed able to defeat the other.</p> <ul style="list-style-type: none"> • Focusing Question: In what ways did the Civil War transform the nation? <p>Why did the Civil War break out between the North and South in 1861?</p> <ul style="list-style-type: none"> • Students will be doing: Civil War Animated Battle Map, Country Goes to War Slide and Student Note Sheet, 1860 Map Worksheet,
Week 3	<p>Samuel Cabbie Letter</p> <p>George McClelland Letter</p> <p>John Sweet Letter</p> <p>Zachariah Benefield Letter</p> <p>William Norton Letter</p>	<p>Weekly Overview:</p> <ul style="list-style-type: none"> • Students will be learning: The war caused divisions in both North and South while changing the lives of civilians and soldiers alike. <p>Focusing Question: In what ways did the Civil War transform the nation?</p> <p>How were the lives of many Americans affected by the Civil War?</p> <ul style="list-style-type: none"> • Students will be doing: Life at War Slide and Worksheet, The Home Front, Jigsaw State Activity, Civil War Letters, Where Battles Happen Worksheet, Analyzing a Primary Source,
Week 4	Emancipation Proclamation	<p>Weekly Overview:</p> <ul style="list-style-type: none"> • Students will be learning: President Lincoln's decision to issue the Emancipation Proclamation opened the way for African Americans to join the Union army. • Essential Question: In what ways did the Civil War transform the nation? <p>What were the outcomes of battles where Confederate and Union forces faced in Virginia and at sea?</p> <ul style="list-style-type: none"> • Students will be doing: Antietam and Emancipation Slide, Timeline, Graphic Organizer, Emancipation Proclamation Excerpt, Emancipation Quiz

Week 5	The Gettysburg Address	<p>Weekly Overview:</p> <ul style="list-style-type: none"> • Students will be learning: Union victories at Gettysburg and Vicksburg in 1863 forced the South's surrender in April 1865. <p>Essential Question: In what ways did the Civil War transform the nation?</p> <p>How did the fighting in the Civil War spread to the western United States?</p> <ul style="list-style-type: none"> • Students will be doing: Shifting Tides Slides and Activities, Shifting Tides Timeline and Map, The Gettysburg Address Reading and Questions,
Week 6	<p>The Last Salute of the Army of Northern Virginia</p> <p>Articles of Agreement</p> <p>Chicago Platform</p> <p>Baltimore Platform</p>	<p>Weekly Overview:</p> <ul style="list-style-type: none"> • Students will be learning: Union victories at Gettysburg and Vicksburg in 1863 forced the South's surrender in April 1865. • Essential Question: In what ways did the Civil War transform the nation? <p>How did the Union win the war?</p> <ul style="list-style-type: none"> • Students will be doing: Bringing the War to an End Slides and Activities, Bringing the War to an End Timeline and Map, Election of 1864 Debate- Lincoln v. McClellan, The last Salute of the Army of Northern Virginia, Articles of Agreement
Week 7	<p>U.S. Constitutional Amendments, 1870</p> <p>13th, 14th, 15th Amendments</p> <p>Booth' Original Plan</p>	<p>Weekly Overview:</p> <ul style="list-style-type: none"> • Students will be learning: As the Civil War ended, Americans faces the problem of how to reunite the nation. Disagreements over Reconstruction led to conflict in the government and in the South. With the end of Reconstruction, African Americans in the South lost many of the rights they had gained. • Essential Questions: How did a deeply divided nation move forward after the Civil War? • What problems did the nation face in rebuilding the Union? • Why did the return to power of pre-war Southern leadership lead Republicans in Congress to take control of Reconstruction?

		<ul style="list-style-type: none"> • What issues did the South in its rebuilding, and African-Americans, face as Reconstruction ended? • Students will be doing: Effects of War Slides and Activities, Reconstruction Slide, Student Reconstruction Cards,
Week 8		<p>Weekly Overview:</p> <ul style="list-style-type: none"> • Students will be learning: As the Civil War ended, Americans faces the problem of how to reunite the nation. Disagreements over Reconstruction led to conflict in the government and in the South. With the end of Reconstruction, African Americans in the South lost many of the rights they had gained. • Essential Questions: How did a deeply divided nation move forward after the Civil War? • What problems did the nation face in rebuilding the Union? • Why did the return to power of pre-war Southern leadership lead Republicans in Congress to take control of Reconstruction? • What issues did the South in its rebuilding, and African-Americans, face as Reconstruction ended? • Students will be doing: Effects of War Slides and Activities
Week 9		<p>Weekly Overview: Cumulative review and Test</p> <p>Essential Question: How was the Civil War a political, economic and social turning point?</p> <ul style="list-style-type: none"> • Students will be doing: Civil War Essay, Civil War Unit Test, Civil War Project, Unit 4 Portfolio