

Unit 8: Civil War & Reconstruction

Unit #:	APSDO-00022747	Duration:	7.0 Week(s)	Date(s):	
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Team:
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Grades:
8

Subjects:
Social Studies

Unit Focus

In this unit, students will examine the causes, events, and consequences of the American Civil War. In addition, students will understand the legacies created by the Civil War and Reconstruction Era. The assessment for this unit will be a synthesis/illustration of a topic related to the American Civil War or Reconstruction Era and a position statement debating the success or failure of Reconstruction. Primary instructional materials for this unit include *The American Nation* textbook, historical documents, other secondary sources, graphic organizers, and maps.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 8</i></p> <ul style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources. <i>CCSS.ELA-LITERACY.RH.6-8.1</i> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <i>CCSS.ELA-LITERACY.WHST.6-8.2A</i> Develop the topic with relevant, well- 	<p>T1 (T2) Create question(s) or statement(s) that advance research and analysis.</p> <p>T2 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p> <p>T3 (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language.</p> <p>T4 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U103) Governments allow individuals and groups varying access to participation and power.</p> <p>U2 (U601) Cooperation: Conflict can have significant costs and benefits for both</p>	<p>Q1</p> <p>To what extent did the Civil War and Reconstruction Era bring change to American society?</p>

<p>chosen facts, definitions, concrete details, quotations, or other information and examples. <i>CCSS.ELA-LITERACY.WHST.6-8.2B</i></p> <ul style="list-style-type: none"> • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <i>CCSS.ELA-LITERACY.WHST.6-8.2C</i> • Use precise language and domain-specific vocabulary to inform about or explain the topic. <i>CCSS.ELA-LITERACY.WHST.6-8.2D</i> • Establish and maintain a formal style and objective tone. <i>CCSS.ELA-LITERACY.WHST.6-8.2E</i> • Provide a concluding statement or section that follows from and supports the information or explanation presented. <i>CCSS.ELA-LITERACY.WHST.6-8.2F</i> • 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. <i>CCSS.ELA-LITERACY.WHST.6-8.7</i> • Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <i>CCSS.ELA-LITERACY.RH.6-8.7</i> • Distinguish among fact, opinion, and reasoned judgment in a text. <i>CCSS.ELA-LITERACY.RH.6-8.8</i> • 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 	<p>winners and losers. U3 (U602) Cooperation: Conflict can be created in the struggle for resources, power and sovereignty.</p>	<p>Q2 (Q904) What are characteristics of discrimination? Q3 How does the Civil War create a culture of remembrance that can still be seen today?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
<p>K1 The Missouri Compromise and the Compromise of 1850 were intended to resolve the conflict over slavery in the West</p> <p>K2 <i>Uncle Tom's Cabin</i> changed the attitudes of northerners toward slavery</p> <p>K3 The Kansas-Nebraska Act led to violence erupting in the territory of Kansas</p> <p>K4 The Dred Scott decision repealed the Missouri Compromise</p> <p>K5 The Republican Party and Lincoln moved to the forefront in the debate over slavery</p> <p>K6 The Election of 1860 led to a secession crisis that divided the nation</p> <p>K7 There were various strengths and</p>	<p>S1 Cite specific textual evidence from primary and secondary sources to support analysis</p> <p>S2 Read and interpret maps, graphs and charts to establish or determine a relationship/pattern</p> <p>S3 Communicate ideas through different genres, media formats, and styles of presentation</p> <p>S4 Construct arguments using precise and knowledgeable claims with supporting evidence</p> <p>S5 Respond to counterclaims and evidence that attempts to disprove a point of view</p>	

<p>format for citation. <i>CCSS.ELA-LITERACY.WHST.6-8.8</i></p> <ul style="list-style-type: none"> • Draw evidence from informational texts to support analysis reflection, and research. <i>CCSS.ELA-LITERACY.WHST.6-8.9</i> • By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. <i>CCSS.ELA-LITERACY.RH.6-8.10</i> <p>Connecticut Goals and Standards <i>Social Studies : 8</i></p> <ul style="list-style-type: none"> • Analyze connections among events and developments in historical contexts. <i>HIST.8.1</i> • Explain multiple causes and effects of events and developments in the past. <i>HIST.8.9</i> • Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <i>INQ.6-8.2</i> • Organize applicable evidence into a coherent argument about the past. <i>HIST.8.10</i> • Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. <i>HIST.8.7</i> 	<p>weaknesses of the North and South at the start of the war</p> <p>K8</p> <p>Both the Union and Confederate armies experienced key victories and defeats and their soldiers experienced significant hardships</p> <p>K9</p> <p>The Emancipation Proclamation added a second purpose to the war and led to the participation of African Americans</p> <p>K10</p> <p>The southern economy suffered greatly during the war due to the Union blockade and total warfare</p> <p>K11</p> <p>Women and African-Americans participated in the Civil War in a variety of important roles</p> <p>K12</p> <p>The early steps that were taken toward Reconstruction aimed at making it easier for the South to rejoin the Union</p> <p>K13</p> <p>The plan for Radical Reconstruction aimed at securing political rights for African Americans and ending the power of wealthy planters</p> <p>K14</p> <p>The passage of the 13th, 14th and 15th amendment promoted civil rights for African Americans</p> <p>K15</p>	
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Southern conservatives resisted Reconstruction efforts and passed laws to prevent African American from voting

K16

Sharecropping replaced the institution of slavery and kept African Americans in "cycle of poverty"

K17

The election of 1876 led to the end of Reconstruction and the rise of Jim Crow segregation as a way of life in the South for many years to come

K18

A "New South" economy developed when Reconstruction ended