

Unit Name: Unit 2 D - The American Civil War
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SET-UP

Subject: **Social Studies** Country:
Course/Grade: **U.S. History I** State/Group: **NJ**
School: **EHTHS**

UNIT SUMMARY

Fought 1861-1865, the American Civil War was the result of decades of sectional tensions between the North and South. Focused on slavery and states' rights, these issues came to a head following the election of Abraham Lincoln in 1860. Over the next several months eleven southern states seceded and formed the Confederate States of America. During the first two years of the war, Southern troops won numerous victories but saw their fortunes turn after losses at Gettysburg and Vicksburg in 1863. From then on, Northern forces worked to conquer the South, forcing them to surrender in April 1865.

This unit should take approximately 12 days.

UNIT RESOURCES

Printed Materials:

See Performance Task.

Resources:

Internet Resource Links:

<http://www.mrburnett.net/civilwar.html>
<http://www.civilwar.org/?qclid=CKqOhPeOx6kCFU175Qodqi4Egg>
<http://www.pbs.org/civilwar/>
<http://smithsonian.gov>
<http://www.digitalhistory.uh.edu/historyonline/hollywood.cfm>

STAGE ONE

GOALS AND STANDARDS

Standard State: NJ

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the

American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

UNDERSTANDINGS

The students will gain knowledge of major battles of the Civil War ie. 1st Bull Run, Antietam, Gettysburg, Vicksburg, Surrender at Appomattox.

Advantages and disadvantages of the North and South

ESSENTIAL QUESTIONS

1. Was war inevitable after the sectional crisis of the 1850's?
2. To what extent was slavery a "cause" of the Civil War?
3. What effect did the concept of "total war" have on the South? What were its lasting impacts?
4. A good way to measure the "trauma" during a period in American history is to look at its effects as measured by amendments to the U.S. Constitution. Using this as a criteria what were the major problems of this time period and how were they permanently addressed in the U.S. Constitution?

KNOWLEDGE AND SKILLS

SWBAT identify Union, Confederate and Border States.

SWBAT compare and contrast the advantages and disadvantages of the North & South

SWBAT summarize the outcomes & effects of the major battles (see Enduring Understandings).

SWBAT explain the Emancipation Proclamation & its effects on the war.

SWBAT evaluate Lincoln's objective during the war.

SWBAT examine the roles of African Americans & women during the war.

SWBAT identify methods & materials that changed the nature of warfare.

STAGE TWO

PERFORMANCE TASKS

Title: Map Activity

Map activity identifying Union, Confederate and Border States.

Title: Differentiated Instructional Lesson

The Civil War - Suggested Activity

This week we will work on a project that will focus many important aspects of the Civil War. Each group will be teaching the class through a variety of different methods. Some of the methods that you will use could be a video project, a biography, a diary, a newscast, a pictorial, a collage, charts, as well as posters. Each group will have one week in the computer lab to prepare their projects. You will be responsible for using your text as well as online articles and pictures.

Group 1 - will be responsible for making a pictorial, several charts, newspaper articles and biographies on all of your objectives.

Objectives:

1. Explain how the Civil War began.
2. Explain advantages that the North and South had during the Civil War.
3. Describe the Anaconda Plan.
4. Create a one-page biography on Stonewall Jackson, George McClellan, Ulysses S. Grant, David Farragut, and Robert E. Lee.
5. Summarize the Battle of Bull Run, Shiloh, and Antietam. Who won? Why did that side win?

Group 2 – will be responsible for creating a newscast.

Objectives:

1. Explain why Britain remained neutral.
2. Explain Lincoln's motives for issuing the Emancipation Proclamation.
3. Summarize the political problems that faced the North and the South. I.e. – problems with habeas corpus, conscription, bounties, and draft riots.

Group 3 – You will be responsible for creating a power point presentation, as well as a pictorial of the lives of all of the people listed below.

Objectives:

Please explain how war affected

1. Southern slaves
2. The Southern economy
3. The Northern Economy
4. Soldiers on both sides
5. African American soldiers in the North
6. White women in both the North and the South

7. Taxation in the North
8. Healthcare

Group 4 – You will be responsible for creating a collage and several diary entries.

Objectives:

1. Create a collage that would show pictures of Fort Pillow, Andersonville, and other prison camps.
2. Each person in the group will write a diary entry of their life in a Civil War prison.

Group 5 - You will be responsible for creating a power point or roll play by creating a video project.

Objectives:

1. Describe the battle of Gettysburg and its outcome.
2. Describe Grant’s siege at Vicksburg.
3. Summarize the key points of the Gettysburg Address.
4. Trace the final events of the war leading to the surrender at Appomattox.

Group 6 – Your group will responsible for creating charts with pictures. Some of your information will be found in your textbook. You will also be responsible for creating a poster that highlights all of the dramatic changes as a result of the Civil War. Each group member will also be responsible for writing a one-page story on the changes in the lives of the

1. African Americans
2. The Southern Planter
3. The northern factory worker

Objectives:

1. Summarize the economic, political and social effects of the Civil War.
2. Explain how the Civil War dramatically changed the lives of individuals especially African Americans.

Rubric for DI Project

Oral Presentation Rubric : The Civil War Project

Teacher Name:

Student Name: _____

CATEGORY	4	3	2	1
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Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.

OTHER EVIDENCE

These are all suggested activities:

Class participation on the role of slavery as a cause of the Civil War.

Presentation of D.I. Lesson

Teacher made tests and quizzes

Worksheets / Primary Sources

"America the Story of Us" view the "Civil War." The students will then complete questions that go along with the video.

STAGE THREE

LEARNING ACTIVITIES

Students will evaluate various sources and create a project that involves a DI lesson. The students will evaluate Internet Sources. They will also present their findings to the class (Public Speaking).

Students will evaluate primary source documents ie. Emancipation Proclamation and Gettysburg Address