

Abstract

In this unit, we will examine the factors, such as expansion, changing economies, ideas of freedom and equality and how they led to internal conflict in North Carolina and in the United States. Students examine migration and immigration as well as the various reasons that have an effect on both concepts, such as new ideas, culture, work/business cycle, environmental changes and societal changes. Students will study how technology and innovation have an effect on patterns of development and economic growth. Students investigate how these changes emerged and continue to affect our state and region.

CIVIL WAR

Unit 5

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| **Unit Title: The Civil War** | | | **Conceptual Lens(es):**  History, Civics & Government/ Economics/ Geo. Environment/ Culture | | |
| **Unit Compelling Question** | What factors helped drive the North and South apart in the mid-1800s? | | | | |
| **Unit Outline Of Standards With Topics Covered** | **History** | **Civics & Government** | **Economics & PFL** | **Geography & Environmental Literacy** | **Culture** |
| 5.H.1 Analyze the chronology of key events in the United States.  -5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).  -5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.  -5.H.1.3 Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction. | 5.C&G.1 Understand the development, structure and function of government in the United States.  -5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).  -5.C&G.1.3 Analyze historical documents that shaped the foundation of the United States government.  5.C&G.2 Analyze life in a democratic republic through the rights and responsibilities of citizens.  -5.C&G.2.1 Understand the values and principles of a democratic republic. 5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of the "common good" according to the United States Constitution (Bill of Rights).  - 5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.  -5.C&G.2.4 Explain why civic participation is important in the United States. | 5.E.1 Understand how a market economy impacts life in the United States.  -5.E.1.2 Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States | 5.G.1 Understand how human activity has and continues to shape the United States.  -5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.  -5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.  -5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).. | 5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States  -5.C.1.2 Exemplify how the interactions of various groups have resulted in the borrowing and sharing of traditions and technology.  -5.C.1.3 Explain how the movement of goods, ideas and various cultural groups inf |
| **Generalizations And Essential Questions** | **Interactions between different cultural groups are often shaped by differing perceptions**   * What impact did Harriet Beecher Stowe’s book “Uncle Tom’s Cabin” have on Northern and Southern people? * How did the Civil War transform society? | **The United States government borrowed and adapted the idea of self-governments that often lead to debates ultimately resulting in governments addressing basic needs of the people.**   * Why was the Missouri Compromise and the Compromise of 1850 needed? * What was the immediate and long-term effect of the Emancipation Proclamation? | **The achievement of a nation's goals are often tied to its economic decision-making which impacts production, specialization, technology and division of labor on the Nation’s economy.**   * What were the advantages and disadvantages of each side when the Civil War began? * Why did the Union have an advantage over the South in financing the war? | **Physical environment dictates settlement patterns, and impact the way people meet basic needs.**   * How did the battles at Gettysburg and Vicksburg affect the outcome of the war? * What was the significance of Sherman’s “March to the Sea”? * How did the toll of deaths and injuries affect the Union and Confederacy? | **Movement of goods, ideas and diverse cultural groups influenced the development of regions in the United States.**   * How did African Americans contribute to the Union victory? * How did the cultural narratives of diverse ethnic groups reveal their values, lifestyles, beliefs and struggles? |

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| **Critical**  **Content** | **Students should know:**   * What events led to the Civil War * How economic dependencies led to differences between the North and South * Who and what were “free labors” * What the goal was of the Missouri Compromise. * Who were abolitionists, and what did they want. * What Lincoln's promise to do about slavery when he was first elected to office. * Explain the attack on Ft. Sumter * Explain what Lincoln meant when he referred to Harriet “as the little who wrote the book that started this Great War”. * How did technology contribute to the heavy loss of lives during the war? * Explain how Grant’s victory at Vicksburg made the war more difficult for the Confederate Army. * Explain the importance of the Battle of Antietam. * How the end of slavery affected white landowners. * What technological advances did both sides use during the war? * How the war create opportunities for women. * What were Jim Crow laws, and their intentions? |
| **I Can Statements…** | **Students should be able to state I can…**   * Analyze the effects of major battles and wars had on the development of our nation during Reconstruction * Explain how war or conflict affects a nation’s social, political and economic development. * Explain how technology has helped to overcome environmental challenges * Identify the role of the United States in International trade * Identify the role of a market economy in supply and demand. * Define production, specialization, division of labor, and economic growth. * Explain how different cultures contributed to the economic, cultural and social development of a nation. * Explain how the movement of goods and ideas can be influenced by the desire for wealth and scarcity. |

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| Key Vocabulary:  Tier 1 | Tier 2 | Tier 3 |
| * Gettysburg * Emancipation Proclamation * Draft * Technology * Plantation * Reconstruction * Sharecropping * Slave State * Free State * Underground Railroad * Compromise * Abolitionist * Seceded * Fugitive Slave Law * Abraham Lincoln * Ku Klux Klan | * Union * Confederacy * Free labor * Cotton Gin * Bleeding Kansas * Harriet Beecher Stowe * Black Codes * Gettysburg * Trench Warfare * Uncle Tom’s Cabin * Freedman’s Bureau | * Tourniquet * Clara Barton * Eli Whitney * Latitude 36 degrees 30 in North * Henry Clay * Carpetbaggers * 13th, 14th, 15th Amendments * Sherman’s march to the Sea * George Mead * George B. McClellan * Robert E. Lee * Ulysses S. Grant |

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| Key People: | * Abraham Lincoln * Jefferson Davis * Ulysses S. Grant * Robert Lee * Harriet Beecher Stowe * George B. McClellan * Sharecroppers * George Meade | |
| Notable Events: | * Missouri Compromise * Underground Railroad * Compromise of 1850 * Bleeding Kansas * Election of Abraham Lincoln * Confederate secession * Ft. Sumter * Gettysburg * Antietam * Pickett’s Charge | |
| Notable Documents and nonfiction Text: | * [**Mason-Dixon Line**](http://www.history.com/this-day-in-history/mason-and-dixon-draw-a-line) * [**Gettysburg Address**](http://www.history.com/topics/american-civil-war/gettysburg-address) * [**http://www.civil-war.net**](http://www.civil-war.net) **(This database has a variety of primary source letters, battle photos, and maps)** * [**Sharecropping**](http://faculty.polytechnic.org/gfeldmeth/0110201q.html) * [**Medical Care during the Civil War**](http://www.civilwar.org/education/pdfs/civil-was-curriculum-medicine.pdf) * [**Combat locations/conditions**](http://www.civilwar.org/hallowed-ground-magazine/winter-2013/life-of-the-civil-war-soldier-camp.html) * [**African Union Soldiers**](http://commentatornotes.com/wp-content/uploads/2015/11/Black-civil-war-soldiers.jpg) * [**Emancipation Proclamation**](http://www.history.com/topics/american-civil-war/emancipation-proclamation/videos) * [**Bleeding Kansas**](http://4dd34f22663229aedc9f-f25e5af506250707bee41d12ee1175f7.r67.cf2.rackcdn.com/9F78BE24-3245-48C4-8F44-FAA6BCBDF993.jpg) | |
| Learning Connections: | | |
| *Before Topic is taught (prior learning):* | | ***After Topic is taught (anticipated learning):*** |
| * Revolutionary War * Slave Trade * Triangular Trade * Cash Crop * Bill of Rights * The US Constitution * Manifest Destiny * Texas Annexation * Trail of Tears | | This topic will examine the internal conflict of the Civil War period and the plan and action of repairing the damages after democratic solutions were ineffective. This examination will include the political, social, cultural, and economic repercussions of the Civil War and how dynamics of putting the Union back together including but not limited to incorporating newly freed slaves into society, accepting rebelling states and soldiers, and changing the plantation economy of the south. Students will be able to tie in this learning to the challenges faced by African Americans as they fight for equality politically, socially, and economically up to modern time. |

**Sample Questions Connected to Unit Literacy**

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|  | **Factual Knowledge** | **Conceptual Knowledge** | **Procedural Knowledge** | **Meta-Cognitive** |
| **Remember** | What were the major industries in the North and the South? | What were some of the conditions of the Missouri Compromise? | What was the ultimate destination of the Underground Railroad and why? | Did the Emancipation Proclamation put an end to slavery? Why or why not? |
| **Understand** | Why did “Uncle Tom’s Cabin” upset Southerners? | Why did the South feel the need to succeed from the Union? | How would compare and contrast the Union and Confederate army’s battle tactics? | What impact did Lincoln’s assassination have on the South during Reconstruction? |
| **Apply** | How did the Cotton Gin increase wealth for Southern Plantation owners? | How did “Bleeding Kansas” end the thought of compromise between the North and South? | If Ft. Sumter has not be captured by the Confederate, would the North have declared war? Why or why not? | As a freed Slave in 1865 what were some of the challenges they faced socially and politically? |
| **Analyze** | How did the book “Uncle Tom’s Cabin” both anger Southerners, and inform Northerners? | In the 1850’s why did artists make Black people in book illustrations look like white people? | What impact did the Civil War have on America's reputation as a nation? | Why did some White Southerners feel threatened by African Americans during the period of Reconstruction? |
| **Evaluate** | The importance of the Underground Railroad. | How did slaves adapt to their environment before and after the war? | What information would you cite to defend the actions of the plantation owner's treatment of slaves before and after the Civil War? | What if the war ended in 1863, would slavery still exist in America? Even after the Emancipation Proclamation? |
| **Create** | Create a timeline of the 10 most significant battles of the Civil War from 1861 to 1865 | Identify causes and consequences of the Civil War | Interpret the economic, social, and political events from the Mexican War to the outbreak of the Civil War. | Compare and contrast the strategies of Booker T. Washington and W.E.B. Du Bois for achieving equality for African Americans |

**Sample Learning Activities Connected to Unit Literacy**

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|  | **Factual Knowledge** | | **Conceptual Knowledge** | | **Procedural Knowledge** | | **Meta-Cognitive** | |
| **Text Dependent Tasks** | * Create an annotated timeline of the events in students’ lives to illustrate how historians approach chronological thinking. * Write a speech supporting Abraham Lincoln's Emancipation Proclamation. Include in your speech specific passages from the document that support the complexity of this document beyond freeing slaves. Explain how this document also targeted the North, Europe, the South's economy, Lincoln's views on slavery, and the power of the executive branch. Compare it to one other document that had wider implications than previously learned.   (CR, A, SPL, P, W) | | * Choose one or two documents to quickly engage students, and spark conversations. Guide students as they analyze, focus on specific content, examine document details, and form hypotheses about the subject(s). * Have students create school appropriate memes to interpret Amendments Thirteen - Fifteen. | | * Choose representative primary source works of art (paintings, sculpture, architecture) and ask students to analyze the importance of the works to the particular civilization and the impact/influence the works have on today’s society. * Provide a copy of the “Jim Crow Laws (circa 1868) for students to read and discuss its impact on race relations in today’s society. | | * Evaluate the use of religion as a means of enforcing laws and maintaining social order. * Compare and contrast the rights of from Native American vs. the belief of Americans’ Manifest Destiny ideals. | |
| **Legend** | CR = Close Reading | A = Annotating | | SPL = Speaking and Listening/Conversations | | P = Pre-Writing | | W = Writing |

**Unit Resources**

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| Unit 4 – The American Civil War | | |
| Resource Title | **Location** | **Summary** |
| Missouri Compromise | <https://youtu.be/JTSbn5cE4LA?list=PLq4aHNnQemYf3sNMx0dZ9goHofzjfS2-P> | Give a breakdown of the conditions that led to the Missouri Compromise. |
| Compromise of 1850 | <https://youtu.be/byk1UY4JP2E?list=PLq4aHNnQemYf3sNMx0dZ9goHofzjfS2-P> | Henry Clay and the Struggle for the Union explores the turbulent forty years leading up to the Civil War; it is the first documentary ever produced on Henry Clay of Kentucky. |
| Cause of the Civil War | <https://youtu.be/FN2huQB-DmE?list=PLq4aHNnQemYf3sNMx0dZ9goHofzjfS2-P> | A Ken Burns video of how The Civil War was fought in 10,000 places. 2% of the general population died in the war and it changed forever the lives of all who lived through it. |
| Battle of Antietam | <https://youtu.be/HjIbFTrqwU8?list=PLq4aHNnQemYf3sNMx0dZ9goHofzjfS2-P> | Antietam National Battlefield rangers describe how 23,000 soldiers were killed, wounded or missing after twelve hours of savage combat on September 17, 1862. |
| Battle Injuries of the Civil War | <https://youtu.be/qSEVyzKmlyU?list=PLq4aHNnQemYf3sNMx0dZ9goHofzjfS2-P> | This is an excerpt from “Gone with the Wind” as Scarlett confront the doctor to help her with a birth we see the many injured lying in the street of Atlanta. |
| Appomattox Surrender | <https://youtu.be/6L-oNn3hXrE?list=PLq4aHNnQemYf3sNMx0dZ9goHofzjfS2-P> | This is a clip from a movie that shows a conversation General Lee and Grant had to end the Civil War. |
| Reconstruction | <https://app.discoveryeducation.com/player/view/assetGuid/88df611b-994d-4caf-be75-ecc95aaef1a0> | Civil War Reconstruction Area including the details that led up to the war, as well as the post-war events. |
| Reconstruction (The Beanbody Histories) | <https://app.discoveryeducation.com/player/view/assetGuid/6602dd31-55e8-4614-b3b5-a3b9fb645bda> | (DE) Examines the Reconstruction period that followed the American Civil War. The program takes a look at how the government dealt with the broken Confederacy. |