

LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE

Unit Title: The Civil War and Reconstruction Era

Unit Designers: Dean Hall, Carol Bianchi, Paul Giggey

Level(s): Grade 11 Time Span: 4 weeks

Content Area:

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|--|--------------------------------------|---|--|
| <input type="checkbox"/> Career Prep | <input type="checkbox"/> Health/PE | <input type="checkbox"/> M&C Languages | <input checked="" type="checkbox"/> Social Studies |
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science & Tech | <input type="checkbox"/> Visual & Perf. Arts |

Summary of Unit:

Disagreements and heightened regional tensions led to the break up of the Union. After the Civil War the nation embarked on a period known as Reconstruction during which attempts were made to reunite the Union.

Content Standards/Performance Indicators:

A. Applications of Social Studies Processes, Knowledge, and Skills

A.2. Making Decisions Using Social Studies Knowledge and Skills: Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.

- a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros, and cons, building on the ideas of others, and sharing information in an attempts to sway the opinions of others.
- b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills and other relevant information.

D. Geography

D.1. Geographic Knowledge, Concepts, Themes, and Patterns: Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

- d. Evaluate the impact of change, including technological change, on the physical and cultural environment.

E. History

E.1. Historical Knowledge, Concepts, Themes and Patterns: Students understand major eras, major enduring themes, and historic influence in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

- a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
- b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences and people in the history of the United States and world and the implications for the present and future.
- c. Trace and critique the roots and evolution of democratic ideas and constitutional principles in the history of the United States and the world using historical sources.

E.2. Individual Cultural, International, and Global Connections in History: Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.

- a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.

English Language Arts:

D. Language

D2. Mechanics: Students demonstrate the use of the structures and conventions of Standard American English in their communication.

- a. Use appropriate punctuation, spelling, and sentence and paragraph structure to suit purpose, situation and audience.

Key Pre-Requisites:

Knowledge:

Slavery was one of the causes of the Civil War
The North fought the South

Skills:

Map skills
Analyzing political cartoons

Enduring Understandings:

Irreconcilable differences led to the struggle for the American ideal.
Conflicting philosophies became major obstacles to reuniting America

Essential Questions that Guide and Focus This Unit:

What was the justification for having slavery in America?
Why did compromise fail?
Why was this era a watershed in U.S. history?

Key Knowledge and Skills students will acquire as a result of this unit:

Knowledge:

There were many factors causing the Civil War
The results of the Civil War continue to haunt us

Skills:

Self Reflection
Analyzing primary sources

How will students provide evidence of their understandings?

Create Civil War era diaries (reflective essays)
Bundle test & essay- History E1b
Participate in Election 1860
Develop a plan of Reconstruction

Teaching and Learning experiences used to help students understand:

Review analysis of primary sources/secondary sources
View movie on Civil War
View movie on slavery
Election of 1860
Analysis of causes-long & short term for Civil War
Evaluation/analysis of various Reconstruction plans
Mapping the war

Provisions for Extending Learning:

Research a battle of Civil War

How will technology be used to increase student achievement?

RenBurns video "Civil War"

Uncle Tom's Cabin-movie

Glory-movie

Smartboard

Internet to research Election of 1860 and primary sources

Instructional Resources:

McDougal Littell resources

Attach a copy of the unit assessment tool, including criteria for evaluation of student performance/product.

Civil War Essay