

Understanding by Design: Mountain Home High School

Designer Name(s): Tawnya Garey

Date:

Subject Area: US History I

Grade Level(s): 10

Unit Title/Focus: Conflict & Cooperation, Civil War and Reconstruction

Estimated Amount of Instructional Time: ~15 days

Stage 1 – (Desired Results)

State Content and Skill Standards:

State Standards USH1

Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States

1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity

1.1.4 Discuss the causes and effects of various conflicts in American history

4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights

4.1.3 Evaluate issues in which fundamental values and principles are in conflict

3.1.2 Compare the economic development of the North with the South

4.1.3 Evaluate issues in which fundamental values and principles are in conflict

Enduring Understandings:

1- The expansion into the west fueled economic, social and political division within the country. This dominoes into stresses on the national government's ability to maintain supremacy over the states increasing movement to sectionalism. The 10th Amendment.

2- The debate over slavery was more than just to be or not to be. It was more than just a moral debate.

3- Slavery was an essential part of the nation's economy and that it could not simply, just stop. Where there any other options to slavery?

4. The constant role women played in the abolitionist movement, the war, and the nation's economy.

5. The Underground Railroad, its movement, its conductors, and its impact on the abolitionist movement.

6. The causes and reasons the southern states felt justified in the secession from the union and the creation of the confederate states.

7. The events, battles, and political stands that were made during the Civil War. President Lincoln's actions during this war and fallout from those actions.

8. The events that led to Southern surrender and the end of the Civil War.

9. The political and economic complications due to the Reconstruction plan of the president. What were the divisions within the national government regarding these plans?

10. The socio-political changes in the US Constitution. Freedom, citizenship, and voting rights of former slaves.

Essential Questions:

1. What were the economic differences between the North and the South?
2. What was the Wilmont Proviso and why did southerners oppose it?
3. What did Northern states do to counter the Fugitive Slave Law?
4. What was the Underground Railroad?
5. What did Harriet Beecher Stowe do to inflame passions in the South?
6. How did the slavery issue affect the Whig Party?
7. What were the issues and outcome of the 1856 election?
8. What were the issues that divided Lincoln and Douglass?
9. Why did the Southern states secede from the union?
10. Why did Lincoln establish the Emancipation Proclamation?
11. What dramatic social and economic changes were brought about by the Civil War?
12. Why was Gettysburg a key victory for the Northern states?

13. *What were the opposing ideas on Reconstruction?*

Big Idea(s)

< Example: ... >

What Students will know:

1. *The debate on the expansion of slavery.*
2. *Weak Presidential leadership.*
3. *Growing sectionalism.*
4. *Rise of the Republican Party.*
5. *The role of slavery.*
6. *Economics and expansion of the geographic regions.*
7. *Interpretations of the 10th Amendment.*
8. *Immediate causes of the war.*
9. *Key Turning points of the war.*
10. *New military technology.*
11. *Strategies on both sides.*
12. *Major political and military leaders.*
13. *European support.*
14. *Executive Powers*
15. *Resistance to the war effort*
16. *Effects of Military occupation.*
17. *Limits on presidential and congressional powers.*
18. *Development of a new labor system.*
19. *Reconstruction: resistance and decline.*
20. *Enfranchisement and Civil Rights.*
21. *Reorganization of southern social, economic, and political systems.*
22. *Supremacy of the federal government.*
23. *The question of secession*
24. *Dwindling support for Civil Rights.*

What Students will be able to do:

1. Understand how the Mexican War increased tensions between the North and the South.
2. Clarify the importance of slavery on the American economy.
3. Trace the abolitionist movement and know its key players.
4. The role women played in social changes of the mid 1800's.
5. The terms and relevance of the Missouri Compromise of 1850.
6. Trace the Underground Railroad and know how it operated.
7. Recall the violence that erupted over free soil verses slave states admission into the union.
8. Identify the relevance of Dred Scott v. Sanford.
9. Create a timeline of events leading up to the civil War.
10. Identify the impact westward expansion had on impending difficulties leading to the south need to secede.
11. Understand the need for the nation to hold its constitutional supremacy over states' rights and the 10th Amendment.
12. How the Confederacy was shaped in the months prior to the war.
13. Who were the key players in the formation of the Confederacy?
14. Describe the military technologies that were developed in the war and describe their effects they had on the war.
15. Describe the various battles and their significance to the outcome of the war.
16. Discuss the laws that President Lincoln implemented to cripple the South and its success. His use of Executive Powers.
17. Discuss the Anaconda Plan and its success.
18. Understand the concept of "total war."
19. Know the role of women during the Civil War.
20. Know the conditions in which the South surrendered to the North.
21. Know the constitutional debates over how Reconstruction should occur.
22. Analyze the effectiveness of Reconstruction.
23. Explain how the resistance affected its success.
24. In what ways did the south resist Reconstruction?
25. Understand the reasoning behind Congress's impeachment of Andrew Johnson.
26. Debate the successes and failures of Reconstruction.
27. Know the fundamental differences between Lincoln, Johnson, and Congressional Reconstruction plans. Be able to organize these differences.
28. Be able to document the social, political, and economic challenges that faced freed slaves.
29. Describe the cycle of poverty.
30. Know the political deal making that occurred with the election of 1876.

	<p>31. Understand how this compromise affected the end of reconstruction.</p> <p>32. Discuss the legacy of Reconstruction.</p> <p>33. Apply new knowledge of Reconstruction to prior knowledge of the growing pains of the Civil Rights Movements in the decades that followed Reconstruction</p>
<p>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</p>	
<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Create a Timeline logging the events leading up to the Civil War. 2. Write a Slave Narrative. 3. Create a Foldable (tri-fold) illustrating the Compromise of 1850. 4. Map out free soil and slave territory on an 1850's map. 5. Label a map of the Underground Railroad. 6. Map important battles. 7. Timeline the battles of the Civil War and include notations of various plans and strategies of both the North and the South. 8. Graphic Organizer: Lee/Grant 9. Create a graphic organizer comparing the Reconstruction plans of Lincoln, Johnson, and Congress. 10. Timeline Reconstruction. 	<p>Other Evidence:</p> <ol style="list-style-type: none"> 1. Students will complete a study guide which requires them to identify the major concepts and key terms of the events leading to, the Civil War, and Reconstruction. Outline form. 2. Key Terms Quiz 3. Pop Quiz on battles of the Civil War, and occasional quizzes on the prior day's notes and concepts. 4. Unit Test consisting of Multiple Choice, historical identification, short answer AND essays.
<p>Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:</p>	
<p>Learning Activities:</p> <p>Day 1: <i>Introduction of the Civil War... What are our preconceived ideas of this war?</i> <i>Pre-assessment.</i> <i>Discuss essential question for day 1</i> <i>Layout a timeline of the highlights of the Crisis, Civil War, and Reconstruction.</i> <i>Teacher led notes/discussion</i></p> <p>Day 2: <i>Discuss essential question of the day</i> <i>Read about the Wilmot Proviso, then, discuss how it is significant.</i> <i>Discussion of Harriet Beecher Stowe's book Uncle Tom's Cabin and its impact on the South.</i> <i>Using a Map of the US dated mid 1850's students track and label the Underground Railroad.</i> <i>Teacher led notes/discussion - "Bleeding Kansas",</i></p> <p>Day 3: <i>Discuss essential question of the day</i> <i>Diagram the evolving political parties and their platform</i> <i>Whig, Know-Nothing, Free-Soil, Republican, Democratic</i> <i>In Groups or as individuals: Presidential Chart for Abraham Lincoln.</i> <i>Assign homework: primary source readings for Day 4's class (Slave Narratives).</i> <i>Assign homework: Due on the day of the Exam. Study Guide and Key Terms.</i></p> <p>Day 4: <i>Review previous days' material.</i> <i>Discuss the Essential Question of the day.</i> <i>Teacher led notes/discussion</i> <i>Discussion of Dred Scott v. Sanford</i></p>	

Day 5:

Discuss the violence that erupted over western land.

Foldable of the Compromise of 1850.

Map out Free Soil land and Slave land on a map of the 1850's.

Discuss the Slave Narratives Primary Source Reading.

Day 6:

Lincoln versus Douglass election of 1860, document the debate and outcome of the election.

Reading, Civil War Trust "Jefferson Davis"

Timeline the events leading up to the South's attempt to secede from the Union.

Assign homework: Write a Slave Narrative, be creative and put us there ... make us believe you were there.

Day 7::

Review previous days' material.

Take up homework.

Discuss the Essential Question(s) of the Day.

"Who Am I?" identification game using index cards stating either a role, a person, a key term, or event.

Day 8:

Discuss The War ... The battles of the Civil War.

Using a Maps of Vicksburg and Gettysburg, map out Union and Confederate troops, and their movement.

Graphic Organizer: Compare Robert E. Lee and Ulysses S. Grant.

Discuss the events of the Confederate Surrender at Appomattox.

Day 9:

Review previous days' material.

Introduce essential question(s) of the day.

Pop Quiz on the events and battles of the Civil War.

Class will quickly grade the quizzes.

Readings of the Slave Narratives (student can choose whether the teacher will read their narratives or they will do it themselves ... each student's choice).

Watch History Channel's video on Abraham Lincoln.

*Assign homework: Read ... "Legacy of the War". *Advise of a reading assignment quiz.*

Day 10::

Review of Day 9's material.

Quiz reading

Class will grade the quizzes.

Introduce the essential question(s) for the day.

Open forum discussion of the legacy of the war.

Day 11:

Create a timeline for Reconstruction.

Foldable Comparing Lincoln's plan for reconstruction with that of Andrew Johnson, and Congress.

Outline the Civil War Amendments

Teacher led notes/discussion - Who were Scalawags and Carpetbaggers?

Day 12:

Outline the challenges of freed slaves politically, socially, and economically. Students will work with study partners.

Flash Card review of the events prior to, during, and post- Civil War.

Students ask the instructor questions for review.

Teacher will engage students in a Q&A session.

*Assign homework: Study for Exam. *Advise students the test will be multiple choice, short answer, and essay response.*

Day 13:

Students will be allowed 5 minutes to review their notes, foldable, and outlines.

Students will be allowed 5 minutes of Q&A from the teacher.

Unit Test.

Time permitting ... go over questions the students had on the test.

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)
 H=HOOK all students and hold their interest
 E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue
 R=Provide opportunities to RETHINK and REVISE their understanding/work
 E (2)=Allow students to EVALUATE their work
 T=Be TAILORED (personalized) to different needs, interests, and abilities of learners
 O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #2/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #3/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #4/DOK 1, 2, 3, 4 (circle one):
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/Resources	<ol style="list-style-type: none"> 1. Pre- assessment. 2. Blank timelines 3. Study Guide with Key Terms to be worked through by students. 4. 1850's map of the U.S. 5. copies of Slave Narratives 6. Blank Presidential Charts 7. construction paper to fold for Compromise of 1850 8. 1850's map of the U.S. 9. "Who am I?" game ... index cards 10. Maps of Vicksburg and Gettysburg, 1863 11. Compare and Contrast Graphic Organizer. 12. Pop quiz on the battle of the Civil War 13. Have Slave Narratives graded and ready to be read and shared with the class 14. History Channel's video on Abraham Lincoln 15. Quiz on reading 16. Blank timelines 17. Construction paper for foldable. 18. Flash cards 19. Test