

# FRANKLIN-SIMPSON HIGH SCHOOL

**Course Name:** U.S. History    **Unit Name:** Civil War and Reconstruction

**Quality Core Objectives:**

Unit 4 Civil War and Reconstruction	
A.1. Process Skills	<ul style="list-style-type: none"> <li>a. Apply terms relevant to the content appropriately and accurately</li> <li>b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding</li> <li>c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps</li> <li>d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms</li> <li>e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)</li> <li>i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history</li> <li>k. Analyze how the past influences the lives of individuals and the development of societies</li> </ul>
B.3. Civil War and Reconstruction	<ul style="list-style-type: none"> <li>a. Identify and analyze the technological, social, and strategic aspects of the Civil War</li> <li>b. Explain the influence of Abraham Lincoln’s philosophy of the Union and his executive actions and leadership on the course of the Civil War</li> <li>c. Describe the basic provisions and immediate impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution</li> <li>d. Evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States</li> </ul>

**Purpose of the Unit:** Students will understand the major strategic, social, and technological developments during the American Civil War. Students will analyze the influence of Abraham Lincoln’s leadership on military strategy, civil rights, and post-war policies. Students will examine and understand the impact of the post-Civil War Constitutional Amendments on African-Americans and the United States. Students will examine the various Reconstruction plans and analyze their impact on the United States, as well as compare and contrast the plans with each other (and possibly their own) to evaluate which ideas worked (or might work) best.

**Prerequisites:** Intro to SS – Government (Constitution, Bill of Rights)  
World History – Industrial Revolution

**Daily Lesson Guide**

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	B.3.a, B.3.b	<b>What caused the Civil War? What is a good thesis for this prompt?</b>	<b>Students will research available material and online material to research for an essay about the causes of the Civil War. Students will develop a multi-part thesis for the essay prompt: What caused the Civil War? Students will work on writing a</b>	<b>Clear/Modeled Expectations</b>	<b>Formative – walk-around check ins, exit slips  Summative – 5 paragraph essay, exam questions, ISN binder check</b>

			5 paragraph essay on this prompt.		
2	B.3.a, B.3.b	What caused the Civil War? How could I improve my essay?	Students will highlight completed essays (thesis, SFIs, Interpretive Statements). Students will self-reflect on their essay and explain how they could improve it. They will examine the rubric and self-assess. Then students will peer review and assess.	Learning w/ Others	Formative – walk-around check ins, exit slips  Summative – 5 paragraph essay, exam questions, ISN binder check
3	B.3.a, B.3.b	Why did the South secede from the Union? What was Northern response?	Students will summarize/take notes in ISN. Students will create a “front page” following events at Fort Sumter. Students will also write a letter in which they place blame for the war on North or South and defend their argument.	Novelty & Variety Sense of Audience	Formative – walk-around check ins, exit slips, Fort Sumter front page  Summative – exam questions, ISN binder check, Blame Letter
4	B.3.a, B.3.b	What were the goals of each side during the Civil War? How did technology impact this war?	Students will summarize/take notes in their ISN. Students will examine artifacts (e.g. Minie bullet) and video and discuss how these technologies will change tactics, strategy. Students will predict strategies for each side, then compare contrast w/ historical strategies.	Novelty & Variety	Formative – walk-around check ins, exit slips  Summative –exam questions, ISN binder check
	B.3.a, B.3.b	What were the major battles of	Students will summarize/take notes in their ISN. Students		Formative – walk-around check ins, exit slips

5		the Civil War? What were main Northern & Southern strategies?	will complete a handout analyzing the major battles and explain why they believe each battle they list should be on the list.		Summative –exam questions, ISN binder check, Major Battles Handout
6	B.3.a, B.3.b	What was life like for soldiers, women, civilians during the Civil War?	Students will summarize/take notes in their ISN. Students will examine available material and create a graphic organizer comparing/contrasting life for these groups OR write a letter from the perspective of one of these groups including details about daily life. Students will examine the policies of Lincoln & impact on civil rights.	Novelty & Variety Choice	Formative – walk-around check ins, exit slips  Summative –exam questions, ISN binder check, Life in the War graphic organizer OR letter
7	B.3.a, B.3.b	How did Lee & Grant compare w/ each other? How did war end?	Students will read material about Lee & Grant and compare/contrast using a graphic organizer. Students will explain which they prefer, then pair-share w/ same & opposites. Students will examine political platforms of 1864 election and “vote” for candidate. Then class discussion on implication of platforms on US & the war.		Formative – walk-around check ins, exit slips, 1864 election “vote” & explanation  Summative –exam questions, ISN binder check, Lee v. Grant organizer
	B.2.d	What were conditions in the US immediately	Students will use available material and online sources to research and create their own	Novelty & Variety Choice	Formative – walk-around check ins, exit slips

8		after the Civil War?	Reconstruction plans for post-Civil War America.		Summative – Reconstruction plans
9	B.2.d	How do you re-integrate the South into the Union? How do you reconstruct the South?	Students will use available material and online sources to research and create their own Reconstruction plans for post-Civil War America.		Formative – walk-around check ins, exit slips  Summative – Reconstruction plans
10	B.2.d, B.2.e	What were the various Reconstruction plans?			
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