

# Curriculum Guide ~ U.S. Civil War

**UNIT GOAL:** *Students will learn about the U.S. Civil War and the post-war Reconstruction period with the aim of gaining a basic understanding of (1) the key factors that led to the war, (2) the differing perceptions of the war, and (3) the consequences of the Civil War and Reconstruction on American society.*

## CONTENT OBJECTIVES

**Students will be able to...**

- ❑ describe the cultural, economic, and social issues that divided the U.S. and led to the Civil War.
- ❑ compare the issues that divided the U.S. to issues that have sparked conflict within other countries.
- ❑ describe the lives and roles of selected historical figures (e.g. Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, John Brown, Frederick Douglass, Clara Barton, Harriet Tubman).
- ❑ understand the war from various perspectives (e.g. soldiers, political leaders, civilians from both sides of the conflict, slaves, and former slaves).
- ❑ explain the path, the difficulties, and the enduring consequences (e.g. land ownership issues, segregation through “Jim Crow” laws)
- ❑ reflect on the legacy of the Civil War on the modern American landscape.

## LANGUAGE OBJECTIVES

**Level 500 students will be able to...**

- ❑ engage in active reading for comprehension in authentic texts
- ❑ summarize texts orally using content specific vocabulary
- ❑ express opinions orally and in writing
- ❑ write a comparison/contrast essay using appropriate transition words and a brief introduction and conclusion
- ❑ prepare and deliver a 5-10 minute oral presentation
- ❑ use verb tenses (simple past, past progressive, present and past perfect).
- ❑ use comparative forms of adjectives and adverbs.
- ❑ use complex sentences (adverb clauses) to express cause/effect.

**Level 550 students will be able to...**

- ❑ engage in active reading and discussion of authentic texts.
- ❑ summarize texts orally using content specific vocabulary.
- ❑ express and support opinions orally and in writing.
- ❑ analyze and apply strategies for introductions and conclusions in essay writing and oral presentations.
- ❑ write an opinion essay with a focused and developed

## ACADEMIC OBJECTIVES

**Level 500 students will be able to...**

- ❑ make and check predictions.
- ❑ synthesize information from maps and non-fiction texts.
- ❑ take notes from Internet sources for information sharing.
- ❑ create a graphic or PowerPoint slide to illustrate information in an oral presentation.
- ❑ research, prepare and present a 5-10 minute presentation about a historical figure from the Civil War era.
- ❑ follow writing process (brainstorming, idea organization, first draft, revision and editing)
- ❑ develop a supported written comparison of the pre-war North and South in order to understand and explain the key factors which led to the Civil War.

**Level 550 students will be able to...**


- ❑ make and check predictions.
- ❑ synthesize information from maps, video, non-fiction and fiction texts.
- ❑ evaluate the value and bias of sources.
- ❑ infer intended meaning and attitudes in fiction/poetry.

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<p>introduction, body and conclusion.</p> <ul style="list-style-type: none"> <li>❑ use verb tenses effectively.</li> <li>❑ use complex sentences (adverb clauses) to express cause/effect.</li> <li>❑ use past forms of modals to express opinions (e.g. <i>should have</i>, <i>might have</i>).</li> </ul>	<ul style="list-style-type: none"> <li>❑ research, prepare and deliver a 10 minute oral presentation about a Civil War era historical figure.</li> <li>❑ create a PowerPoint slide to organize and illustrate information in an oral presentation.</li> <li>❑ follow writing process (brainstorming, idea organization, first draft, revision and editing).</li> <li>❑ write a multi-paragraph essay in which an opinion is supported and counter-arguments are anticipated.</li> </ul>
<p><b>TECHNOLOGY OBJECTIVES</b>  <b>Level 500 and 550 students will be able to...</b></p> <ul style="list-style-type: none"> <li>❑ search for information and images on the Internet.</li> <li>❑ complete a webquest.</li> <li>❑ use Internet and on-line library search to locate materials for an oral presentation.</li> <li>❑ create a PowerPoint slide show as an aid for oral presentation.</li> </ul>	

## LEARNING COMPONENTS


*\*Click on each Learning Component to connect to cited and additional resources.*

<p><u><a href="#">Building Background Activities</a></u></p>	<ul style="list-style-type: none"> <li>❑ Discussion about perceived differences between the North and South today. Follow with predictions about differences students believe existed in the 1800s. Person survey on p. 52 of <b>Content Area ESL: Social Studies</b> can be used as a springboard.</li> <li>❑ Look at maps and discuss regional differences</li> <li>❑ Discuss causes and consequences of civil wars in other countries, past and/or present.</li> <li>❑  <b>Civil War Focused Listening Activity</b></li> </ul>
<p><u><a href="#">Reading Activities</a></u></p>	<ul style="list-style-type: none"> <li>❑ Overview: “The North and The South” in <b>Content Area ESL: Social Studies</b>. Practice active reading for information.</li> <li>❑ Overview: “The Civil War” in <b>Content Area ESL: Social Studies</b>. Practice active reading for information.</li> </ul>




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- ❑ Overview, editorials, Civil War in the news: visit the Washington post website for their special series called “Civil War 150.” Contains links to editorials, news stories, feature articles, maps, blogs.
- ❑ Causes of the War: Search the PBS website “Freedom: A History of the U.S.” for information on the lead up to the Civil War, in particular the period of compromises and growing tension between the North and South, right up to Lincoln’s election. Refer to the webisode, “A Fatal Contradiction.”
- ❑ Reconstruction and Jim Crow Overview: Search the PBS website “Freedom: A History of the U.S.” for information on Reconstruction and the Jim Crow period. Refer to the webisode, “What is Freedom?”
- ❑ Reconstruction: Voice of America Special English article with audio (July 13, 2005)
- ❑ Jim Crow Overview: PBS website, *The Rise and Fall of Jim Crow*. Read an overview of the Jim Crow period, search a timeline which outlines 100 years of segregation, view interactive maps, see examples of laws from different states.
- ❑ Virginia Jim Crow Laws: Read a sample of Virginia’s Jim Crow Laws and discuss the realities of life for former slaves and other African Americans at that time. Find resources at *The History of Jim Crow* website.
- ❑ Lincoln’s Speeches: Read and listen to Lincoln’s Gettysburg Address or read his Inaugural Speeches.
- ❑ Lincoln’s Life and Presidency: Visit the National Museum of American History’s online tour, “*Abraham Lincoln: An Extraordinary Life*.”
- ❑ Lincoln’s Life and Presidency: Visit the White House website.
- ❑ Poetry: Read and discuss poems by Francis Harper (1825-1911) in ***The Columbia Anthology of American Poetry***. Three poems are available online. *The Slave Auction, Bury Me in a Free Land, The Slave Mother*
- ❑ Historical Preservation of Civil War Sites/Interactive Battlefield Map: 2005 National Geographic feature on the fight to preserve Civil War battlefields. Contains a high-level reading on historical preservation efforts which is intertwined with some good summary information about the path of the war itself. The site also offers an excellent interactive battlefield map, a multimedia presentation with past and present

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	<p>photographs, and a very nice summary of the changing role/status of African American soldiers during the Civil War.</p>
<p><u><a href="#">Writing Activities</a></u></p>	<ul style="list-style-type: none"> <li>❑ Summary writing of main texts</li> <li>❑ Reader responses to speeches and poems</li> </ul> <p><b>Level 500</b></p> <ul style="list-style-type: none"> <li>❑ Comparison essay             <ul style="list-style-type: none"> <li>○ <b>Great Essays 2<sup>nd</sup> ed.</b>, Unit 3</li> </ul> </li> </ul> <p><b>Level 550</b></p> <ul style="list-style-type: none"> <li>❑ Argumentative essay             <ul style="list-style-type: none"> <li>○ <b>Great Essays 2<sup>nd</sup> ed.</b>, Unit 5</li> </ul> </li> </ul>
<p><u><a href="#">Oral Skills Activities</a></u></p>	<ul style="list-style-type: none"> <li>❑ Oral summary, information sharing, discussion of reading texts</li> <li>❑ Oral presentation on Civil War figure or event</li> <li>❑ Listening exercises connected to film clips, news reports, and speeches             <ul style="list-style-type: none"> <li>○  <b>Civil War Focused Listening Activity</b></li> </ul> </li> </ul>
<p><u><a href="#">Grammar Activities</a></u></p>	
<p><u><a href="#">Civic Engagement Activities</a></u></p>	<p><b>Field Trips:</b></p> <ul style="list-style-type: none"> <li>❑ Visit local library to find research materials on historical figures and events. Juvenile Biography section is a good place to start.</li> <li>❑ Visit Arlington House, the Robert E. Lee Memorial. Prepare for the trip by taking a virtual tour on the Arlington House website.</li> <li>❑ Visit the Frederick Douglass House. Advanced booking is required for groups. Virtual tour is available.</li> </ul>

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	<ul style="list-style-type: none"> <li>❑ Visit the Clara Barton House.</li> <li>❑ Visit the National Museum of American History.</li> </ul>
<b>Sample Lesson Plans</b>	<p><b>Level 500/550</b></p> <ul style="list-style-type: none"> <li>❑  <b>Causes of the Civil War</b></li> <li>❑  <b>Active reading for comprehension and use of a double entry journal</b></li> </ul>
<b>Assessment Activities</b>	<p><b>Level 500</b></p> <ul style="list-style-type: none"> <li>❑ Comparison/Contrast Essay: Write about the key factors that distinguished life in the North and life in the South leading up to the Civil War. Consider economic, social, historical, and demographic factors.</li> <li>❑ Comparison/Contrast Essay: Write about perceptions of the war from the point of view of someone fighting for the North and someone fighting for the South.</li> <li>❑ Students research, organize and deliver a 5-10 minute oral presentation on a Civil War era historical figure or event. Include at least one visual aid.</li> </ul> <p><b>Level 550</b></p> <ul style="list-style-type: none"> <li>❑ Opinion Essay: Express and support your opinion about Lee's decision to fight for Virginia and the South.</li> <li>❑ Opinion Essay: Express and support your opinion about Lincoln's planned approach to reconstruction.</li> <li>❑ Students research, organize and deliver a 10 minute PowerPoint presentation on a Civil War era historical figure or even. The presentation should have a clear and well-developed introduction and conclusion.</li> </ul>
<b>Sample Unit Plans</b>	<ul style="list-style-type: none"> <li>❑  <b>Paul McCabe 500/550 Unit Plan</b></li> </ul>