



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Individuals and Societies IB HOTA Y1

Unit Title/ Topic	<i>Unit 3: The Civil War</i>	Hours	<i>22.5 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

8: US Civil War: causes, course and effects (1840–1877)

This section focuses on the US Civil War between the North and the South (1861–1865), which is often perceived as the great watershed in the history of the United States. It transformed the country forever, but the war created a new set of problems: how would the country be reunited? How would the South rebuild its society and economy? How would the four million freed former slaves fit into society?

- Slavery: cotton economy and slavery; conditions of enslavement; adaptation and resistance; abolitionist debate—ideological, legal, religious and economic arguments for and against slavery, and their impact
- Origins of the Civil War: the Nullification Crisis; states’ rights; sectionalism; slavery; political issues; economic differences between the North and South
- Reasons for, and effects of, westward expansion and the sectional debates; the crises of the 1850s; compromise of 1850; political developments, including the Lincoln–Douglas debates and the presidential election of 1860
- Union versus Confederate: strengths and weaknesses; economic resources; role and significance of leaders during the Civil War; role of Lincoln; significant military battles/campaigns
- Factors affecting the outcome of the Civil War; the role of foreign relations; the Emancipation Proclamation (1863) and participation of African Americans in the Civil War
- Reconstruction: presidential and congressional plans; methods of southern resistance; economic, social and political successes and failures

Unit Description and texts

This is the first unit that will constitute the “deep” dive. This unit is designed to prepare students for success on Topic 8 of Paper 3.

Students will use InThinking

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Students' thinking</p> <p>Research</p> <p>Communication</p> <p>Social</p> <p>Self-management</p> <p><i>(Keep 1-3 used during the unit. Aim for a variety to help facilitate learning. Delete those not used and this statement)</i></p> <p>Details:</p>	<p>Category: Communication Cluster: Communication Skills Skill Indicator: Students will negotiate ideas and knowledge with peers and teachers.</p> <p>Category: Thinking Cluster: Critical Thinking Skills Skill Indicator: Students will gather and organize information in order to formulate an argument.</p> <p>Category: Thinking Skills Cluster: Transfer Skill Indicator: Students will be able to use the OPCVL format on a variety of sources.</p> <p>Category: Affective Skills Cluster: Managing State of Mind Skill Indicator: Students will practice focus and concentration</p>
Content/skills/concepts	Learning process
<p style="text-align: center;"><u>GSE:</u></p> <p>SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.</p> <p>a. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.</p> <p>b. Examine James K. Polk's presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.</p> <p>c. Analyze the impact of the Mexican War on growing sectionalism.</p> <p>d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.</p>	<p>Socratic Seminar</p> <p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p>Details: Students will have multiple opportunities to collaborate during this unit. They will begin to discuss how to formulate an appropriate historical question. Additionally, students will have opportunities to conduct their own research to find historic evidence in support of an argumentative claim. Finally, students explore various methods for note taking.</p>

e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, and the election of 1860 as events leading to the Civil War.

SSUSH9 Evaluate key events, issues, and individuals related to the Civil War

a. Explain the importance of the growing economic disparity between the North and the South

through an examination of population, functioning railroads, and industrial output.

b. Discuss Lincoln's purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.

c. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.

d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.

SSUSH10 Identify legal, political, and social dimensions of Reconstruction.

a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln's assassination and Johnson's impeachment.

b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen's Bureau) to support poor whites, former slaves, and American Indians.

c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.

d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.

e. Analyze how the Presidential Election of 1876 marked the end of Reconstruction.

Students will know the following content:

US Civil War: Causes, Course, and Effects (1840 to 1877)

Students will develop the following skills:

Map and Globe Skills: 1, 3, 4, 5, 6, 7, 8, 11, 12, 17

Information Processing Skills: 1, 2, 3, 5, 6, 8, 10, 11, 17

<u>Students will grasp the following concepts:</u>					
IB Command Terms: Discuss To what Extent					
Language and Learning		TOK Connections		CAS connections	
Activating background knowledge Details: This unit is the first deep dive for the semester. Students will be required to master a broad base of historic information and knowledge in order to construct effective arguments.		Ways of knowing Details: Students will explore how information is passed from one group or time period to the next. Students will examine the “Lost Cause” myth and how it still dominates perception of the reconstruction period.		Creativity Details: Students will use various academic disciplines to analyze the events prior to and during the American Civil War.	
Essential Understandings and Questions					
<p>Factual:</p> <p>What events and personalities led to the outbreak of the US Civil War? How did the course of the war unfold? What were the plans and realities of Reconstruction?</p> <p>Conceptual:</p> <p>Wars are traumatic, watershed events for any country. They are complex and have winners and losers.</p> <p>Debatable:</p> <p>To what extent did the Civil War change the socio/economic realities of the United States?</p>					
Common Assessment Tasks List of formative and summative assessments.					
DP Assessments	Assessment Objectives: Students will continue to demonstrate the ability to establish an historic thesis (claim)	Formative Assessments	Vocabulary Quiz or Quizzed OPCVL Activity	Summative Assessments	Students will complete portions of a released or simulated IB Paper 3.

	<p>and support it with relevant and appropriate information.</p> <p>Accurately use the OPCVL framework with regards to an historic claim.</p> <p>Students will master a body of information.</p> <p>Students will begin to learn effective research skills and continue using historical thinking skills.</p>		Student Created Learning Materials		
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<p>Learning Experiences</p> <p>Add additional rows below as needed.</p>
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Topic or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
Causes, course and effects of the US Civil War.	<p>HOTA Paper 3: Section 8: US Civil War: causes, course and effects (1840–1877)</p> <p>Students will complete a constructed response to the prompt of their choice</p>	Students will use the information provided to create a learning web of either the causes of the civil war or the effects of the war.

<p>Content Resources</p>

<p>Additional supports in this unit should include:</p>
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Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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Common Formative and Summative Assessments

<p>Assessment Title</p>	<p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components 3. Aligned to learning experiences <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>
<p>Formative Assessment(s):</p>	<p>N/A</p>	
<p>Summative(s) Assessment:</p>	<p>N/A</p>	
<p>Plan to address issues or concerns noted:</p>	<p>N/A</p>	

Learning Experiences

Add additional rows below as needed.

Learning Experience Title	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding <ol style="list-style-type: none"> 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.

		Include the specific quote(s) and reference page numbers or location (ex: time in video).	
LE 1:	N/A		
LE 2:	N/A		
LE 3:	N/A		
Plan to address issues or concerns noted:	N/A		

Resources listed on unit planner

Add additional rows below as needed.

<p>Resources</p>	<p>Criteria I:</p> <p>Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Criteria II:</p> <p>Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p> <p>Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>	<p>Criteria III:</p> <p>Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Common Assessment alignment to instruction and/or standards <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>
<p>Resource:</p>	<p>N/A</p>		
<p>Plan to address issues or concerns noted:</p>	<p>N/A</p>		

By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).

Curriculum Team Signatures:

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