



Marietta City Schools

District Unit Planner

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

*Individuals and Societies US History*

<b>Unit title</b>	<i>Unit 4- Sectionalism, Civil War, and Reconstruction</i>	<b>Unit duration (hours)</b>	<i>13.5 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

### GSE Standards

#### Standards

**SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.**

- Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.
- Examine James K. Polk's presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.
- Analyze the impact of the Mexican War on growing sectionalism.
- Explain how the Compromise of 1850 arose out of territorial expansion and population growth.
- Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harpers 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**

- Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.
- Discuss Lincoln's purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.
- Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.
- 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.**

- Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln's assassination and Johnson's impeachment.
- 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.
- Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.
- Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
- Analyze how the Presidential Election of 1876 marked the end of Reconstruction.

#### Concepts/Skills to be Mastered by Students

**Information Processing Skills:**

1. compare similarities and differences
  2. organize items chronologically
  3. identify issues and/or problems and alternative solutions
  4. distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
  9. construct charts and tables
  11. draw conclusions and make generalizations
  17. interpret political cartoons

**Map and Globe Skills:**

7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

**Literacy Skills:**

**L11-12RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**L11-12RHSS4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

**L11-12WHST1:** Write arguments focused on discipline-specific content

**L11-12WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**Essential Questions**

**Factual—**

Why were the Northern states in a better position to fight the Civil War?

Why did the President and Congress disagree over Reconstruction?

**Conceptual—**

How did the growth of Sectionalism lead to the outbreak of the Civil War?

How did the United States fulfill Manifest Destiny?

How did individuals influence the Civil War?

**Debatable-**

How does conflict within a society result in change?

How did location, individuals, and groups impact the Civil War conflict?

How did the Reconstruction period influence American history?

**Assessment Tasks**

*List of common formative and summative assessments.*

**Formative Assessment(s):**

Unit 4 CFA

**Summative Assessment(s):**

**Learning Experiences**

Add additional rows below as needed

<b>Objective or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b>
<b>SSUSH9 Evaluate key events, issues, and individuals related to the Civil War</b> 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. d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta,	<b>Gagoola vs. Tangmania</b> (Civil War simulation) <ul style="list-style-type: none"><li>- Understanding importance of resources, geography, strategy to Civil War</li></ul>	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.

as well as the impact of geography on these battles.		
n/a	n/a	n/a
n/a	n/a	n/a

**Content Resources**

[Unit 4A Sectionalism and Manifest Destiny Book Project](#)  
[Unit 4B The Civil War and Reconstruction Book Project](#)  
  
**[SSUSH 8 Packet](#) and Review Packet**  
  
[SSUSH 8 Questions](#)  
  
[SSUSH 9 Packet](#)  
  
[SSUSH 9 Questions](#)  
  
[SSUSH 10 Packet](#)  
  
[SSUSH 10 Questions](#)  
  
[Readings and Document Analysis](#)