

# Jefferson City Public Schools–High School Curriculum

**SUBJECT:** Grade 11-12

**COURSE:** American Civil War

**STRAND:**

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) Use a succession of maps to assess the impact of geography on historical events of the American Civil War</p> <p><b>Performance:</b> 1.4, 1.8, 1.9, 3.4, 4.2, 4.3  <b>Knowledge:</b> (SS) 5-7  <b>SSCLE:</b> PCD.1.A (US History; PPGS.2.B (Government)  <b>NETS:</b> 3  <b>DOK:</b> 2</p>	<p><u>Summative Unit Evaluation</u>            Questions over maps of:</p> <ul style="list-style-type: none"> <li>• Compromise of 1820</li> <li>• Compromise of 1850</li> <li>• Kansas/Nebraska Act</li> <li>• Alignment of States in 1861</li> <li>• 1st Bull Run</li> <li>• Peninsula Campaign</li> <li>• Fredericksburg</li> <li>• Chancellorsville</li> <li>• Gettysburg</li> <li>• Vicksburg</li> <li>• Wilderness Campaign</li> <li>• Sherman’s March to the Sea</li> <li>• Appomattox</li> </ul>	<ul style="list-style-type: none"> <li>• Students will label maps of areas of North and South United States during 1820-1865 and shade areas controlled by the North and the South</li> <li>• Handouts of outlines and maps</li> <li>• Historical atlas</li> <li>• PowerPoints of maps</li> <li>• Textbooks</li> </ul>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(B) Study, investigate and critique the political parties and interest groups of the North and South during the time period of 1850-1876 (The End of Reconstruction)</p> <p><b>Performance: 1.2, 1.5, 1.6, 1.9, 2.3, 3.6</b>  <b>Knowledge: (SS) 1,2,6,7</b>  <b>SSGLE: PPGS.2.A,C (US History)</b>  <b>NETS: N/A</b>  <b>DOK: 2,3</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to correctly interpret political cartoons and illustrations of the development of the political parties during 1850-1876 – assessed using a teacher created scoring guide</li> <li>• Cause and effect timeline – teacher created scoring guidelines on: <ul style="list-style-type: none"> <li>• political parties</li> <li>• political campaigns</li> <li>• elections</li> </ul> from 1850-1876</li> <li>• Creative writing essay created by the students for their support of a particular party or election prior to 1860, or from 1861-1865 and even Reconstruction – assessed using a teacher created scoring guide</li> </ul>	<ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>• study the aspects of campaigns, elections, and the various issues associated with the causes of the Civil War</li> <li>• investigate the position of major parties on positions of the day and determine the degree to which these positions contributed to the start of the Civil War</li> <li>• be asked to show their own degree of support for a particular party's position</li> </ul> </li> <li>• Secondary documents</li> <li>• Textbooks</li> <li>• Outside resources</li> </ul>

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<p>(C) Place in correct chronological order the major events and personalities of the American Civil War and Reconstruction between 1850-1876. They will also be able to evaluate in writing the importance of these events and individuals</p> <p><b>Performance: 1.8, 1.10, 3.1, 3.5, 3.6</b>  <b>Knowledge: (SS) 1,2,6,7</b>  <b>SSGLE: PCD.1.A; MUSWH.3a.V (US History)</b>  <b>NETS: 3</b>  <b>DOK: 2,3</b></p>	<p><u>Summative Unit Evaluation</u>  Students will distinguish between and critique the following people and events:</p> <ul style="list-style-type: none"> <li>• Abraham Lincoln</li> <li>• Jefferson Davis</li> <li>• Winfield Scott</li> <li>• U.S. Grant</li> <li>• Nathan Bedford Forrest</li> <li>• Philip Sheridan</li> <li>• William Tecumseh Sherman</li> <li>• Stonewall Jackson</li> <li>• James Longstreet</li> <li>• Fort Sumter</li> <li>• 1st Bull Run</li> <li>• Fredericksburg</li> <li>• Chancellorsville</li> <li>• Gettysburg</li> <li>• Wilderness Campaign</li> <li>• Shiloh</li> <li>• Valley Campaign</li> <li>• Battle for Richmond</li> </ul> <p>Assessed using a teacher created scoring guide</p>	<ul style="list-style-type: none"> <li>• Students will construct a timeline of: <ul style="list-style-type: none"> <li>• major battles of the Civil War and will assess the importance of each battle</li> <li>• the events leading up to the Civil War</li> </ul> </li> <li>• Textbook</li> <li>• Outside resources</li> <li>• PowerPoint</li> <li>• Presentations</li> </ul>

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<p>(D) Compare and contrast the opinions and attitudes of various historical figures on:</p> <ul style="list-style-type: none"> <li>• political</li> <li>• social</li> <li>• cultural</li> <li>• military</li> <li>• economic</li> </ul> <p>issues of that era</p> <p><b>Performance: 1.1, 1.6, 1.10, 2.3, 2.6, 3.6, 4.5</b>  <b>Knowledge: (SS) 1,3,6</b>  <b>SSGLE: PCD.1.A; PPGS.2.C (US History)</b>  <b>NETS: 3</b>  <b>DOK: 2</b></p>	<ul style="list-style-type: none"> <li>• Advanced graphic organizer – teacher created coring guide using 10: <ul style="list-style-type: none"> <li>• key people of choice</li> <li>• firsts of the Civil War</li> <li>• political/cultural changes caused by the war</li> </ul> </li> <li>• Reading for effect: <ul style="list-style-type: none"> <li>• Gettysburg Address</li> <li>• Pre-war writings of: <ul style="list-style-type: none"> <li>• Abraham Lincoln</li> <li>• Jefferson Davis</li> </ul> </li> </ul> </li> </ul> <p>– assessed using a teacher created scoring guide</p>	<ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>• read the Gettysburg Address and write an assessment on the effect that the historical document has had on history in the Unites States</li> <li>• write a paragraph comparing/ contrasting Abraham Lincoln and Jefferson Davis and their differing views at the beginning of the Civil War</li> </ul> </li> <li>• Handouts</li> <li>• Textbooks</li> <li>• Internet resources</li> </ul>
<p>(E) Discover and explain historical parallels between two factions of the American Civil War</p> <p><b>Performance: 1.6, 1.9, 1.10, 2.3, 3.1, 3.6, 4.2</b>  <b>Knowledge: (SS) 3,6</b>  <b>SSGLE: MUSWH.3a.Z; EGSA.5.F; RIGIT.6.L,O (US History)</b>  <b>NETS: N/A</b>  <b>DOK: 2,3</b></p>	<ul style="list-style-type: none"> <li>• Questions evaluating the impeachment of presidents: <ul style="list-style-type: none"> <li>• Andrew Johnson</li> <li>• Bill Clinton</li> </ul> </li> <li>• Readings and questions that will identify and explain the major goals of the North and South between 1850-1876 over these topics: <ul style="list-style-type: none"> <li>• Industrialization</li> <li>• Agriculture</li> <li>• Slavery</li> <li>• States Rights</li> <li>• Western Expansion</li> <li>• Secession</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will compare the: <ul style="list-style-type: none"> <li>• impeachment of Andrew Johnson with that of Bill Clinton and write an essay in which they present views of the similarities and contrasts</li> <li>• changing goals of the North with the changing goals of the South between 1850-1876</li> </ul> </li> <li>• Textbook</li> <li>• Handouts</li> <li>• Periodicals</li> <li>• Internet resources</li> </ul>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(F) Analyze literature and art of the time period from 1850-1876 in terms of how it reflects the:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• economic</li> <li>• political</li> </ul> <p>environment of the time in which it was produced</p> <p><b>Performance: 1.5, 1.7, 2.4, 3.5, 3.6</b>  <b>Knowledge: (SS) 1,3,4</b>  <b>SSGLE: TSSI.7.C,F (US History)</b>  <b>NETS: N/A</b>  <b>DOK: 3</b></p>	<ul style="list-style-type: none"> <li>• The study of photographs and the images they portray in history from the North and South: <ul style="list-style-type: none"> <li>• Pre-Civil war</li> <li>• Civil War battle</li> <li>• Reconstruction <ul style="list-style-type: none"> <li>– assessed using a teacher created scoring guide</li> </ul> </li> </ul> </li> <li>• Readings and questions over Civil War writers, such as: <ul style="list-style-type: none"> <li>• Harriet Beecher Stowe – <i>Uncle Tom’s Cabin</i></li> <li>• Stephen Crane – <i>Red Badge of Courage</i></li> <li>• Oliver Wendell Holmes – <i>Brother Jonathan’s Laments for Sister Caroline</i></li> <li>• Walt Whitman – <i>O Captain My Captain</i></li> <li>• Julia Ward Howe – <i>Battle Hymn of the Republic</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>• analyze etchings and photographs from 1861-1865</li> <li>• read and analyze poems from 1850-1876</li> </ul> </li> <li>• Textbooks</li> <li>• Periodicals</li> <li>• Internet resources</li> </ul>