

8th Grade/Course Social Science Unit 16: Civil War Begins

Approximate Duration of Study: [Time]

Standards & Benchmark(s)	Concepts & Skills/Essential Questions	Vocabulary Term(s)	Assessment(s)	Helpful Activities & Resources
<p>HISTORY/SOCIAL EL.MS.RH.10 - RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p>EL.MS.RH.2 - RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>EL.MS.RH.4 - RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>EL.MS.RH.5 - RH.6-8.5. Describe how a text presents information.</p> <p>EL.MS.RH.7 - RH.6-8.7. Integrate visual information with other information in print and digital texts.</p>	<p>1. How is a civil war worse than other types of war?</p> <p>Students will analyze how civil war disrupts relationships between neighbors, families and disturbs economic and trade relationships.</p> <p>2. How did new weaponry affect the outcome of the Civil War?</p> <p>Students will identify how the use of Minnie balls, rifles, iron-clad ships, and the telegraph revolutionized how the war was fought and won.</p>	<p>1. Fort Sumter</p> <p>2. Robert E. Lee</p> <p>3. Border State</p> <p>4. King Cotton</p> <p>5. Anaconda Plan</p> <p>6. Blockade</p> <p>7. First Battle of Bull Run</p> <p>8. Minnie Ball</p> <p>9. Ironclad</p> <p>10. Ulysses S. Grant</p> <p>11. Battle of Shiloh</p> <p>12. Cavalry</p> <p>13. Battle of Antietam</p>	<p>1. Quizzes</p> <p>2. Unit Test Pre & Post</p> <p>3. Projects - Student choice of 14 project options</p>	<p>1. Chapter Study Guides</p> <p>2. Graphic Organizers</p> <p>3. Map Activity #30</p> <p>4. Lee and Grant Video</p> <p>5. John Brown Video</p> <p>6. Analyze Primary Sources</p>

<p>EL.MS.RH.9 - RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. Political Systems SOC.EH.014.F - Understand the development of United States political ideas and traditions.</p> <p>✓ 4A. Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>SOC.MS.014.D - Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</p> <p>✓ 3. Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general</p>				
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<p>public opinion, special interest groups, formal parties, media).</p> <p>Economics SOC.MS.015.A - Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</p> <ul style="list-style-type: none"> ✓ 3B. Explain the relationship between productivity and wages. <p>History SOC.MS.016.A - Apply the skills of historical analysis and interpretation.</p> <ul style="list-style-type: none"> ✓ 3B. Make inferences about historical events and eras using historical maps and other historical sources. ✓ 3C. Identify the differences between historical fact and interpretation. <p>SOC.MS.016.C - Understand the</p>				
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<p>development of economic systems.</p> <ul style="list-style-type: none"> ✓ 3B. (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present. ✓ 3C. (US) Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor. <p>Social Systems SOC.MS.018.B - Understand the roles and interactions of individuals and groups in society.</p> <ul style="list-style-type: none"> ✓ 3A. Analyze how individuals and groups interact with and within institutions (e.g., educational, military). 				
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