

## Unit 4: Civil War & Reconstruction

**Start day:** 98

**Meetings:** 10 days

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### Skills and Concepts

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### Unit Summary

In this unit, students explore how the Civil War shaped America and slavery's impact on American culture. The unit begins with a study of slave narratives and spirituals to convey the slave experience and its impact on the individual. The unit shifts to an introduction of historical fiction through Michael Shaara's *The Killer Angels* emphasizing the impact of the Civil War on the individuals who fought it.

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### Essential Questions

- ***How did the Civil War redefine America?***
  - *How were Americans impacted by the Civil War both on the home front and the battlefield?*
  - *How did the institution of slavery shape the nation's identity?*
  - *How is historical fiction used to portray the mindset and conflict of the time?*

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### Learning Progressions

Cluster	Before	During	After
Reading			
Writing			
Speaking/Listening			
Language			

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### Academic Vocabulary Tier II

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## Domain Specific Vocabulary

Slave spiritual

Refrain

Chorus

Call and response

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## Literary Texts

1. **THE KILLER ANGELS, MICHAEL SHAARA**
2. **FROM THE INTERESTING NARRATIVE OF THE LIFE OF OLAUDAH EQUIANO, OLAUDAH EQUIANO; FROM THE NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, AN AMERICAN SLAVE, FREDERICK DOUGLASS**
3. **“SWING LO, SWEET CHARIOT”**
4. **“GO DOWN MOSES”**

### SUPPLEMENTARY TEXTS:

5. “Swing Lo, Sweet Chariot” (audio)
6. “Go Down Moses” (audio)
7. *Gettysburg* (film)
8. *Amistad* (film)
9. Political cartoons

### TEXT ACCESS POINTS:

1. eNotes.com
2. Gutenberg Files
3. Library of Congress
4. Literature Resource Center
5. youtube.com
6. <http://www.readwritethink.org/>
7. Ted.com
8. Poetryfoundation.org
9. Poets.org

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## Informational Texts

## Suggested Interims - Benchmarks

1. Focus Correction Area Writings: stance, transitions, use of evidence, topic sentences, organization
2. Comprehension Quizzes for Selected Readings: multiple choice and on-demand writing responses
3. Seminar Preparation Questions

## End of Unit Common Task

1. Slave Spiritual Oral Presentation
2. Socratic Seminar
3. Character Analysis Assessment (essay or project)

## Content

Name	Description	Type
Graphic Organizers from Core Six.docx	Graphic Organizers from Core Six.docx	label.contentType.docx

## Learning Plan Instructional Strategies

1. Instructional strategies/activities
  - a. Reading: comprehension quizzes, graphic organizers, note-taking, active reading, summary and analysis, inferences, character charts, direct and indirect characterization charts, and vocabulary in context (CSSD)
  - b. Writing: Slave spiritual, caricatures
  - c. Speaking and Listening: note-taking, Socratic Seminar, "accountable talk"

## Core Shifts to be Incorporated

Research: graphics, photography, group research assignments

Compare/Contrast: audio text, video interpretations, song lyrics

Reading for Meaning: guided reading chart, guided reading questions, note-taking guides, active reading, preview questions, stop and write, reflective response, KWL, turn and talk, annotation, MIAGI

Vocabulary CODE: fist lists, power decoding, concept maps, use it or lose, metaphor and similes, 3-way tie, use it or lose it, 3's a crowd

Write to Learn: pre-writing activities, warm-up writing, Focus Correction Areas, preview questions, stop and write, reflective

response, exit tickets, annotations

Circle of Knowledge: Socratic seminars, group discussions, presentations, shared inquiry questions, parking lots, chalk talk

Inductive Learning: Socratic seminars, research assignments, Focus Correction Area writing, vocabulary strategies

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### **Differentiation for Struggling Learners**

1. listening to spirituals (audio), student performance (learning styles), caricature (learning style)

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### **Differentiation for ELLs**

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### **Differentiation for Extension**

1. Offer choice for seminar questions, steer motivated students to more complex questions that require the integration of secondary sources; offer leadership roles (i.e. moderator) to seminar

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### **Common Misconceptions**

Some may believe that slave spirituals were for entertainment instead of showing intercultural connections.

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### **Instructional Resources**

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### **Suggested and Required Text**