

## Helena-West Helena School District

# ***Ratcheting Up the Three R's*** **All Subjects Instructional Unit Plan**

Subject: US History 1800-1900 Unit 2	Estimated Length of Unit: 6.5 weeks	Beginning Date: 9/28/2015	Projected Ending Date: 11/13/2015
Course: Social Studies		Grade 8 <sup>th</sup> Grade	

Unit Theme, Big Idea, or *Essential Question*:  
 What was the social, economic, and political effect of the US Civil War and Reconstruction on the development of the US?

### UBD Stage One-Desired Results (A is Optional)

- A. Students will be able to independently use their learning to... (Transfer Goals)
1. Develop historical arguments and explanations of causes of the Civil War using a variety of sources from multiple perspectives
- B. Students will understand that... (Concepts)
1. economic systems shape relationships in society.
  2. people, places and ideas change over time.
  3. conflict can lead to change.
- C. Students will know... (Facts)
1. the causes and consequences of the 19<sup>th</sup> century transportation revolution.
  2. the impact of technological advancements on the agricultural economy and slave labor.
  3. the various immigrant groups that come to the US during the early 1800s and their contributions.
  4. the reasons various urban centers developed during the 1800s.
  5. the differences between the economies of the North and the South.
  6. the role of slavery in the development of sectional conflict.
  7. the influence of various individuals on social and political developments in the US.
  8. the growth of social reform movements between 1820 and 1860.
  9. the development of the abolitionist movement and its impact.
  10. what the women's movement fought for and what the results were.
  11. what compromises involving the issues of slavery and the admission of new states were made or attempted and why they failed.
  12. how slavery contributed to the division of the nation.
  13. the events that led to the Civil War.
  14. the goals, strategies, strengths, and weaknesses of the North and the South.
  15. major battles of the early part of the American Civil War.
  16. the debate leading up to, and the results of, Lincoln's Emancipation Proclamation.
  17. how the Civil War affected the roles of women, politics, and the economies of the North and the South.
  18. major battles and turning points of the American Civil War.
  19. the events that ended the Civil War.
  20. the different plans for Reconstruction and what Radical Reconstruction meant.
  21. how Reconstruction affected politics, economics, and society in the South.

## Helena-West Helena School District

22. how rights of freed African Americans changed during Reconstruction and in the post-Reconstruction Era.
23. the successes and failures of Reconstruction in the South.

### D. Students will be able to... (Skills)

1. identify and evaluate how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s.
2. understand cause and effect relationships between immigration and its impact on cities and industry in the North.
3. analyze and compare the economies of the North and the South.
4. analyze and describe the living conditions of enslaved African Americans in the South and the unique culture they developed.
5. explain how the Second Great Awakening led to an interest in social reform.
6. identify and analyze major reform movements and who led them.
7. identify transcendentalist authors and describe their work.
8. trace the development of the abolitionist movement.
9. identify abolitionist leaders and their actions.
10. contrast the arguments for and against abolition.
11. analyze the impact of the Seneca Falls Convention on the women's reform movement.
12. identify and analyze changes in education for women.
13. evaluate the result of how women's rights in marriage, family, and careers expanded.
14. determine the causes that led to the division of the nation.
15. discuss and evaluate the political compromises that were made because of slavery.
16. draw conclusions about the Kansas-Nebraska Act.
17. analyze the new political party and its role in government.
18. identify and evaluate the importance of the Dred Scott v. Sandford decision.
19. evaluate the importance of the election of 1860.
20. analyze the significance of the attack on Fort Sumter.
21. analyze and compare arguments about whether or not the South had the right to secede.
22. identify and evaluate the goals of both the North and the South.
23. compare the strengths and weaknesses of the North and the South.
24. explain how the Union responded to defeats in the East in 1862.
25. evaluate the effect of the Emancipation Proclamation.
26. identify the changes in lifestyle during the Civil War.
27. describe the conditions of the hospitals and the prison camp during the Civil War.
28. analyze political and economic changes that occurred during the war.
29. explain why the South seemed to be winning the war.
30. analyze why the Battle of Gettysburg was a turning point in the war.
31. evaluate the idea of total war and how it affected the South.
32. identify and analyze the events that ended the Civil War.
33. compare and contrast plans for Reconstruction.
34. evaluate the effectiveness of the Freedmen's Bureau.
35. analyze black codes and the federal government's responses to them.
36. evaluate Radical Reconstruction.
37. identify important individuals and groups that played a role in Reconstruction.
38. describe and analyze what life was like for African Americans in the South during

# Helena-West Helena School District

Reconstruction. 39. analyze the significance of the election of 1876 and the end of Reconstruction.																							
Frameworks and Common CoreState Standards																							
Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening																				
Era5.2.8.1, Era5.2.8.2, Era5.2.8.3, Era5.2.8.4, Era5.2.8.5, Era5.2.8.6	CCRA.R.1, 2, 3, 4, 6, 7, 8, 9, 10	CCRA.W.1, 2, 7, 8, 9, 10	CCRA.SL.1, 2, 3, 4																				
Unit Specific Vocabulary: clipper ship, telegraph, Morse Code, strike, trade union, prejudice, discrimination, famine, nativist, productivity, domestic slave trade, yeoman, overseer, spiritual, slave codes, Underground Railroad, literacy, revival, utopia, temperance, normal school, civil disobedience, abolitionist, suffrage, coeducation, fugitive, secede, border ruffian, civil war, arsenal, martyr, states' rights, secession, border state, enlist, tributary, ironclad, casualty, Emancipation Proclamation, habeas corpus, draft, bounty, entrench, flank, resistance, total war, Reconstruction, amnesty, override, impeach, black codes, scalawag, corruption, integrated, sharecropping, poll tax, literacy test, grandfather clause, segregation, lynching.																							
<b>UBD Stage Two-Evidence</b>																							
Pre Assessment																							
<ul style="list-style-type: none"> <li>• <b>Attach Copy at the End of the Unit</b></li> </ul>																							
<p><b>Traditional Assessment</b> Each unit of study should have a traditional assessment with at least 1/3 of the points possible coming from constructed response questions.</p> <ul style="list-style-type: none"> <li>• Proposed Date for Traditional Assessment <u>  10/22/2015  _____</u></li> <li>• <b>Attach a copy to the end of this unit.</b></li> </ul>																							
<p><b>B. Project-Based Assessment</b> Choose four options for this Unit of Instruction that students can choose from for their project-based Assessment.</p> <ul style="list-style-type: none"> <li>• <b>Create a handout that lists the four options and includes instructions and a rubric for each choice.</b></li> <li>• <b>Proposed Date for Project-Based Assessment Presentations</b> <u>          </u></li> <li>• <b>Attach a copy of the handout explaining the choices for the project and how to obtain the rubric to the end of this unit.</b></li> </ul>																							
<p><b>Alternative Assessment</b> or Big Finale -----What choices will be given students for this Unit?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Comic Strip</td> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Diary</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Interview</td> <td style="padding: 5px;"><input type="checkbox"/> Letter to the Editor</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Newspaper Story</td> <td style="padding: 5px;"><input type="checkbox"/> Radio Program</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Newscast</td> <td style="padding: 5px;"><input type="checkbox"/> Monologue</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Poem or Song</td> <td style="padding: 5px;"><input type="checkbox"/> Slideshow</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Brochure</td> <td style="padding: 5px;"><input type="checkbox"/> Model</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Press Conference</td> <td style="padding: 5px;"><input type="checkbox"/> Play</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Soundtrack</td> <td style="padding: 5px;"><input type="checkbox"/> Essay</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Rewrite</td> <td style="padding: 5px;"><input type="checkbox"/> Oral Interpretation</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/></td> <td style="padding: 5px;"><input type="checkbox"/></td> </tr> </table>				<input type="checkbox"/> Comic Strip	<input type="checkbox"/> Diary	<input type="checkbox"/> Interview	<input type="checkbox"/> Letter to the Editor	<input type="checkbox"/> Newspaper Story	<input type="checkbox"/> Radio Program	<input type="checkbox"/> Newscast	<input type="checkbox"/> Monologue	<input type="checkbox"/> Poem or Song	<input type="checkbox"/> Slideshow	<input type="checkbox"/> Brochure	<input type="checkbox"/> Model	<input type="checkbox"/> Press Conference	<input type="checkbox"/> Play	<input type="checkbox"/> Soundtrack	<input type="checkbox"/> Essay	<input type="checkbox"/> Rewrite	<input type="checkbox"/> Oral Interpretation	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Comic Strip	<input type="checkbox"/> Diary																						
<input type="checkbox"/> Interview	<input type="checkbox"/> Letter to the Editor																						
<input type="checkbox"/> Newspaper Story	<input type="checkbox"/> Radio Program																						
<input type="checkbox"/> Newscast	<input type="checkbox"/> Monologue																						
<input type="checkbox"/> Poem or Song	<input type="checkbox"/> Slideshow																						
<input type="checkbox"/> Brochure	<input type="checkbox"/> Model																						
<input type="checkbox"/> Press Conference	<input type="checkbox"/> Play																						
<input type="checkbox"/> Soundtrack	<input type="checkbox"/> Essay																						
<input type="checkbox"/> Rewrite	<input type="checkbox"/> Oral Interpretation																						
<input type="checkbox"/>	<input type="checkbox"/>																						
<b>Introducing the Unit</b>																							
Anchoring Activity																							
This activity should engage the students and establish the relevance of the entire unit of study.																							
Anchoring Activity		Description of Anchoring Activity																					

# Helena-West Helena School District

Video Clip: Slavery - Crash Course US History #13 Song: Poem: Current Event: Brainstorming Activity: Socratic Seminar: Other	Show video on slavery in the US and why it is important.
--	--

Now that you have established what the students need to know and be able to do at the end of this unit of study, now plan the day-to-day learning experiences.

<b>UBD Stage Three-Learning Plan</b>		
Lesson # Date/Day	Teaching/ Delivery Method (What I will say or do)	Check for Understanding (What will the students say or do)
#1 9/28/2015	Review the previous unit. Guide students through preview of Chapter 14.	Read graphic novel – <i>Strangers on a Train</i> and discuss.
#2 9/29/2015	Show video on Life at the Beginning of the 20 <sup>th</sup> Century: Communication	Create graphic organizer determining cause and effect on the development of industrialization
#3 9/30/2015	Show slide show on Lewis Hine and Child Labor	Analyze an excerpt from Harriet H. Robinson’s autobiography.
#4 10/1/2015	Show cotton production map, discuss the invention of the cotton gin, show map of major US railroads in 1860.	Complete graphic organizer determining cause and effect of cotton production and industrial growth.
#5 10/2/2015	Show video on the Underground Railroad and discuss.	Read an excerpt from Incidents in the <i>Life of a Slave Girl</i> by Harriet Jacobs.
#6 10/5/2015	Review Chapter 14.	Complete Ch. 14 quiz.
#7 10/6/2015	Guide students through preview of Chapter 15.	Read graphic novel <i>Seeing the Light</i> and discuss.
#8 10/7/2015	Show video on Romanticism in Art and Literature and discuss	Read biography of Dorothea Dix. View and discuss cartoon on temperance.
#9 10/8/2015	Show map of slavery in the US and image of Freedom’s Journal then discuss	Read bio of Elijah Lovejoy then analyze an excerpt from Frederick Douglas’ autobiography.
#10 10/9/2015	Show video on Elizabeth Cady Stanton and Susan B. Anthony.	Complete graphic organizer summarizing individual contributions to women’s rights.
#11 10/12/2015	Review Chapter 15.	Complete Ch. 15 quiz.
#12 10/13/2015	Guide students through preview of Chapter 16.	Analyze map of US in 1861, analyze key events using a timeline.
#13 10/14/2015	Show video on An Economic Panic and the Missouri Compromise.	Complete graphic organizer describing the Kansas-Nebraska Act.
#14 10/15/2015	Show map of 1856 election and discuss.	Analyze excerpt from an essay by Henry David Thoreau on John Brown.
#15 10/16/2015	Show video of Abraham Lincoln’s Campaign for President.	Analyze political cartoon of secessionists leaving the Union.
#16 10/19/2015	Review Chapter 16.	Complete Ch. 16 quiz.
#17 10/20/2015	Guide students through preview of Chapter 17.	View map and timeline of the Civil War.

## Helena-West Helena School District

#18 10/21/2015	Show video The North and the South Mobilize for War.	Complete graphic organizer comparing the North and the South.
#19 10/22/2015	Show image of ironclads.	Read first-hand account of the battle between the Virginia and the Monitor
#20 10/26/2015	Show image of Andersonville Prison and amputation kit.	Analyze Civil War political cartoons.
#21 10/27/2015	Show video of Sherman's March to the Sea.	Complete graphic organizer determining cause and effect of the end of the Civil War.
#22 10/28/2015	Review Chapter 16.	Complete Ch. 16 quiz.
#23 10/29/2015	Guide students through preview of Chapter 18.	Read graphic novel <i>The Impeachment of Andrew Johnson</i>
#25 10/30/2015	Show video Reconstructing the Southern States	Complete graphic organizer summarizing Reconstruction plans.
#26 11/2/2015	Show map of Reconstruction Military Districts and discuss.	Compare facts about two Radical Republicans who urged equal treatment for African Americans.
#27 11/3/2015	Show video African-American Gains and Losses During Reconstruction.	Complete graphic organizer classifying improvements in education.
#28 11/4/2015	Show and analyze map of Election of 1876	Analyze an excerpt from a sharecropping contract.
#29 11/9/2015	Review Unit	Discuss progression of history in this unit.
#30 11/10/2015	Give students a study guide.	Complete a study guide.
#31 11/12/2015	Discuss answers to study guide.	Ensure correct answers on study guide.
#32 11/13/2015	Moderate review game for students.	Play a review game.
#33 11/14/2015	Give the students a formal assessment on Unit 2.	Complete the formal assessment on Unit 2.