



# Rigorous Curriculum Design

## Unit Planning Organizer

<b>Subject:</b>	8 <sup>th</sup> Grade U.S. History		<b>Grade:</b>	8
<b>Unit Number:</b>	5	<b>Unit Name:</b>	The Civil War	
<b>Unit Length</b>	35 Days (6 weeks and one buffer week)		Mins / Day: 50 Minutes per day	
<b>Unit Synopsis</b>	<p>Students will compare and contrast the geography, transportation, economy and societies of the North and South and understand how these differences led to the U.S. Civil War. Students will then examine the major events of the Civil War and the influences they had on American progress and the outcomes of the war, leading to Reconstruction. Students will create a children’s style ABC book describing the key events of the Civil War and the impact it had on the political division of the U.S.A leading to Reconstruction and the Industrial Revolution.</p>			
<b>Priority Standards</b>	<b>Current History Standards</b>		<b>Common Core Literacy Standards</b>	
	<p>8.9.3- Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.</p> <p>8.9.5- Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).</p> <p>8.10- Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8.10.2- Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.10.3- Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.</p> <p>8.10.4- Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).</p>		<p>Reading Standards in History (RH) 6- Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	

	Current History Standards	Common Core Literacy Standards
<b>Supporting Standards</b>	<p>8.9.2- Discuss the abolition of slavery in early state constitutions.</p> <p>8.10.1- Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.</p> <p>8.10.5- Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.</p> <p>8.10.6- Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.</p> <p>8.10.7- Explain how the war affected combatants, civilians, the physical environment, and future warfare.</p>	<p>Reading Standards in History (RH) 7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Speaking &amp; Listening Standards (SL) 1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Speaking &amp; Listening Standards (SL) 5- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Language Standards (L) 6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<b>Target ELD Standards</b>	<p><b>Collaborative –</b></p> <ol style="list-style-type: none"> <li>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</li> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</li> <li>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> <li>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</li> </ol>
	<p><b>Interpretive -</b></p> <ol style="list-style-type: none"> <li>5. Listening actively to spoken English in a range of social and academic contexts</li> <li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</li> <li>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</li> </ol>
	<p><b>Productive –</b></p> <ol style="list-style-type: none"> <li>9. Expressing information and ideas in formal oral presentations on academic topics</li> <li>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</li> <li>11. Justifying own arguments and evaluating others' arguments in writing</li> <li>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</li> </ol>

### Unwrapped Priority Standards

<b>“Unwrapped” Skills (Students need to be able to do)</b>	<b>“Unwrapped” Concepts (Students need to know)</b>	<b>Bloom’s Taxonomy (Level of Cognitive Rigor )</b>	<b>Depth of Knowledge (Target for Unit Mastery)</b>
Describe	the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.	Level 2	Level 3
Analyze	the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).	Level 4	Level 4
Analyze	multiple causes, key events, and complex consequences of the Civil War.	Level 4	Level 4

Trace	the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	Level 1	Level 1
Identify	the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	Level 1	Level 1
Discuss	Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	Level 2	Level 3

**Learning Progressions of Skills and Concepts**

<b>Priority History Standard</b>	<b>8.9.3-</b> Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
5.6.6-Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.	8 <sup>th</sup> Grade (above)	None	
<b>Priority History Standard</b>	<b>8.9.5-</b> Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
5.4.6-Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.	8 <sup>th</sup> Grade (above)	None	
<b>Priority History Standard</b>	<b>8.10-</b> Students analyze the multiple causes, key events, and complex consequences of the Civil War.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
None	8 <sup>th</sup> Grade (above)	11.1.4-Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.	
<b>Priority History Standard</b>	<b>8.10.2-</b> Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.		

Previous Grade	Current Grade	Next Grade
5.8.2- Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).	8 <sup>th</sup> Grade (above)	11.2.2- Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

Priority History Standard	8.10.3- Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	
Previous Grade	Current Grade	Next Grade
None	8 <sup>th</sup> Grade (above)	None

Priority History Standard	8.10.4- Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	
Previous Grade	Current Grade	Next Grade
3.4.6- Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	8 <sup>th</sup> Grade (above)	11.1.4-Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

Literacy Standard	RH.6 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
Previous Grade	Current Grade	Next Grade
Same as above	8 <sup>th</sup> Grade (above)	9-10 <sup>th</sup> - Evaluate authors' differing points of view on the same historical events or issues by assessing the authors' claims, reasoning, and evidence.

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
What was the Northwest Ordinance, and how did it influence the spread of slavery? (8.9.3)	The Northwest Ordinance impacted education and slavery in the new states north of the Ohio River. (8.9.3)
How did each of the following either raise or reduce tensions over the slavery issue: the States' Rights Doctrine, the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and the Lincoln-Douglas debates? (8.9.5)	Slavery in the U.S. was affected by Federal Laws and Supreme Court decisions. (8.9.5)
Where did the idea of secession start, and why did it create a constitutional crisis? (8.10.3)	The doctrine of nullification and secession posed constitutional issues in the U.S. (8.10.3)
What were the key causes, events, and consequences of the American Civil War? (8.10)	There were a variety of causes and events leading to the U.S. Civil War. (8.10)
How did the geography, economies, societies and transportation systems of the North and South lead to the Civil War?	The Northern and Southern U.S. varied in geographic and economic activity. (8.10.2)
To what extent did Abraham Lincoln live up to the ideals of the Declaration of Independence in his speeches and as president? (8.10.4)	The writing and speeches of Abraham Lincoln held a strong relationship with the Declaration of Independence. (8.10.4)

<b>Unit Vocabulary Words</b>	
<b>Academic Cross-Curricular Vocabulary (Tier 2)</b>	<b>Content/Domain Specific Vocabulary (Tier 3)</b>
immigration (p. 266) racism (p. 269) discrimination (p. 271) segregation (p. 271) oppression (p. 282) draft (p. 312) emancipation (p. 312)	Eli Whitney (pp. 253, 256) cotton gin (pp. 253, 256) deforestation (p. 254) agrarians (p. 256) plantation (p. 256) Industrial Revolution (p. 257) industrialist (p. 257) Frederick Douglass (p. 270) Underground Railroad (p. 278) Nat Turner (p. 278) Henry Clay (p. 291) Fugitive Slave Law (p. 292) <i>Uncle Tom's Cabin</i> (p. 293) John Brown's raid (pp. 298–299) Election of 1860 (p. 299) Abraham Lincoln (pp. 305–306) Jefferson Davis (pp. 305–306) habeas corpus (p. 313) Anaconda Plan (p. 308) Merrimac and Monitor (p. 315) Bull Run (p. 308) Vicksburg (p. 316) blockade (p. 310) Ulysses Grant (p. 318) Robert E. Lee (p. 310) total war (p. 318) William Sherman (pp. 318–319) Emancipation Proclamation (p. 312) Appomattox (p. 319) Gettysburg (p. 312)

### Resources for Vocabulary Development (Strategies, Routines and Activities)

It is suggested that the teacher frontload Unit 4 vocabulary, in effort to support student understanding of the events that led to the Civil War.

<http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

<http://ausdhistory.weebly.com/vocabulary.html>

Flashcards for Unit Vocabulary-

<http://quizlet.com/21514834/westward-expansionindustrializationreform-movements-flash-cards/>

<http://quizlet.com/12907130/usi8-westward-expansion-and-reform-flash-cards/>

<http://www.civilwar.org/education/in4/>

<http://chssp.ucdavis.edu/programs/historyblueprint/the-civil-war>

### Unit Assessments

#### Pre-Assessment

Test Description: 3 Questions formative assessment that allows students to speculate the outcome of the Civil War.

**EADMS Test Id:** Please see [www.alvordschools.org/cfa](http://www.alvordschools.org/cfa) for the most current EADMS CFA ID numbers.

#### Post-Assessment

**Test Description: EADMS Test Id:**

Please see [www.alvordschools.org/cfa](http://www.alvordschools.org/cfa) for the most current EADMS CFA ID numbers.

### Scoring Guides and Answer Keys

### Assessment Differentiation


Students with Disabilities

#### **Accommodations**

Reference IEP

#### **Modifications**

Reference IEP

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
<b>Description:</b> ABC Book- Students will create an ABC style children’s book which explains and describes the important people, events, and battles of the American Civil War. An elementary school student should be able to read the book and understand the keys that led to the Civil War and major people, events and battles of the war.		Days: 10 (1-2 to introduce & explain, the other 8 are optional for in class work time) Minutes/Day: 50
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
<b>Task 1:</b> Vocabulary Matrix	It is suggested that the teacher frontload Unit 4 vocabulary in effort support student understanding of the events leading to the Civil War.  A variety of graphic organizers can be found on the following web links- <ul style="list-style-type: none"> <li>• <a href="http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html">http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html</a></li> <li>• <a href="http://ausdhistory.weebly.com/vocabulary.html">http://ausdhistory.weebly.com/vocabulary.html</a></li> </ul>	Days:1-2  Minutes: 50 per day
<b>Task 2:</b> Compare & Contrast- The North vs. The South	Students will compare and contrast the resources of the Northern and Southern regions of the United States in the subjects of Geography, Economy, Transportation and Society.	Days: 1-2  Minutes/Day: 50 per day
<b>Task 3:</b> Timeline Activity	Students will create a timeline placing the following events in chronological order; Nat Turner’s Revolt, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Dred Scott Case, 1 <sup>st</sup> Battle of Bull Run, Antietam, Gettysburg, Gettysburg Address, Vicksburg, Surrender at Appomattox Courthouse, Lincoln’s Assassination.	Days: 2-3  Minutes/Day: 50 per day
<b>Task 4:</b> Battles of the Civil War	Students will analyze the major battles of The Civil War and complete a graphic organizer about the location, leadership, victor, how they were victorious, and the impact that the battle had on the outcome of the war.	Days: 3-5  Minutes/Day: 50 per day
<b>Interdisciplinary Connections</b>	<a href="http://www.primarysource.org/">http://www.primarysource.org/</a> Primary Source promotes history and humanities education by connecting educators to people and cultures throughout the world. In partnership with teachers, scholars, and the broader community, Primary Source provides learning opportunities and curriculum resources for K-12 educators. By introducing global content, Primary Source shapes the way teachers and students learn, so that their knowledge is deeper and their thinking is flexible and open to inquiry.	
<b>Scoring Rubric</b>	 ABC Book Rubric.docx	




21<sup>st</sup> Century Skills

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Creativity and Innovation       | <input type="checkbox"/> Initiative and Self-Direction              |
| <input type="checkbox"/> Critical Thinking and Problem Solving      | <input type="checkbox"/> Social and Cross-Cultural Skills           |
| <input checked="" type="checkbox"/> Communication and Collaboration | <input checked="" type="checkbox"/> Productivity and Accountability |
| <input checked="" type="checkbox"/> Flexibility and Adaptability    | <input checked="" type="checkbox"/> Leadership and Responsibility   |
| <input type="checkbox"/> Globally and Financially Literate          | <input type="checkbox"/> _____                                      |
| <input checked="" type="checkbox"/> Information and Media Literacy  | <input type="checkbox"/> _____                                      |

**Connections between 21<sup>st</sup> Century Skills, CCSS, and Unit Overview:**

from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>


## Authentic Performance Task 1

<b>Task Description</b>	Vocabulary Matrix-  Vocabulary Matrix.docx	<b>Suggested Length</b>	Days:1-3 Minutes/Day: 50 minutes				
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>						
	<b>(RH) 4-</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.						
	<b>Supporting Standard(s)</b>						
	None						
	<b>Target ELD Standard(s)</b>						
<b>Interpretive 6-</b> Read closely literary and informational texts and viewing multimedia to determine how meaning is conveyed implicitly and explicitly through language.							
<b>Essential Question(s)</b>	What were the key causes, events, and consequences of the American Civil War? (8.10)						
<b>Big Idea(s)</b>	There were a variety of causes and events leading to the U.S. Civil War. (8.10)						
<b>Bloom's</b>		<b>DOK</b>		<b>Scoring Rubric</b>			
Level 1 (Remember)		Level 1 (Recall)		At teacher discretion.			
<b>Teaching and Learning Sequence</b>	<b>(Suggested Instructional Strategies and Tasks)</b>						
	Frontload key vocabulary (determined from list above) terms to help students better understand content material.  Doing It Differently: Tips for Teaching Vocabulary <a href="http://www.edutopia.org/blog/vocabulary-instruction-teaching-tips-rebecca-alber">http://www.edutopia.org/blog/vocabulary-instruction-teaching-tips-rebecca-alber</a>						
<b>Resources and Materials</b>	<b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b>						
	<a href="http://www.civilwar.org/education/in4/">http://www.civilwar.org/education/in4/</a>  <a href="http://chssp.ucdavis.edu/programs/historyblueprint/the-civil-war">http://chssp.ucdavis.edu/programs/historyblueprint/the-civil-war</a>						
<b>Strategies for Differentiation</b>							
<b>All Students</b>		<b>SWD</b>		<b>ELs</b>		<b>Enrichment</b>	
		<i>Accommodations</i> <i>Reference IEP</i>		Emerging			

	<i>Modifications</i> <i>Reference IEP</i>	Expanding	
		Bridging	

<b>Scoring Rubric</b>	At teacher discretion.
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## Authentic Performance Task 2

<b>Task Description</b>	Compare & Contrast- The North vs. The South  UPO4 Task 2 Worlds of North and South.d	<b>Suggested Length</b>	<b>Days:</b> 1-2  <b>Minutes/Day:</b>  50 minutes
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	8.10.2- Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.		
	<b>Supporting Standard(s)</b>		
	8.7 - Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.		
	8.7.1 - Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.		
	8.7.3 – Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War		
8.7.4 - 4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.			
<b>Target ELD Standard(s)</b>			
<b>Expanding</b>			
<b>2.</b> Interacting via written English. Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.			
<b>Essential Question(s)</b>	How did the geography, economies, societies and transportation systems of the North and South lead to the Civil War?		
<b>Big Idea(s)</b>	There were a variety of causes and events leading to the U.S. Civil War. (8.10)  The Northern and Southern U.S. varied in geographic and economic activity. (8.10.2)		
<b>Bloom's</b>		<b>DOK</b>	<b>Scoring Rubric</b>
<b>Level 4</b> (Analyze)		<b>Level 3</b> (Construct)	At teacher discretion.


<b>Teaching and Learning Sequence</b>	<p style="text-align: center;"><b>(Suggested Instructional Strategies and Tasks)</b></p> <ul style="list-style-type: none"> <li>- Students will read Chapter 19 / Sections 2-9 in the History Alive! Textbook (pgs.254-266).</li> <li>- As students read, they are to complete the <b>WORLDS OF NORTH AND SOUTH</b> worksheet. This worksheet forms the basis of a Compare and Contrast for the two regions before the Civil War.</li> <li>- Cooperative groups are suggested as a way to help struggling students better understand the text.</li> </ul>			
<b>Resources and Materials</b>	<p style="text-align: center;"><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <ul style="list-style-type: none"> <li>- 8<sup>th</sup> Grade History Alive! Textbook</li> </ul>			
<b>Strategies for Differentiation</b>				
<b>All Students</b>	<b>SWD</b>	<b>ELs</b>	<b>Enrichment</b>	
	<p style="text-align: center;"><i>Accommodations</i></p> <p style="text-align: center;">Reference IEP</p> <p style="text-align: center;"><i>Modifications</i></p> <p style="text-align: center;">Reference IEP</p>	<p style="text-align: center;">Emerging</p> <hr/> <p style="text-align: center;">Expanding</p> <hr/> <p style="text-align: center;">Bridging</p>		
<b>Scoring Rubric</b>	At teacher discretion.			

## Authentic Performance Task 3



<b>Task Description</b>	<p>Timeline Activity- Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.</p> <ul style="list-style-type: none"> <li>• Nat Turner’s Revolt</li> <li>• Missouri Compromise</li> <li>• Compromise of 1850</li> <li>• Kansas-Nebraska Act</li> <li>• Dred Scott Case</li> <li>• 1<sup>st</sup> Battle of Bull Run</li> <li>• Antietam, Gettysburg</li> <li>• Gettysburg Address</li> <li>• Vicksburg</li> <li>• Surrender at Appomattox Courthouse</li> <li>• Lincoln’s Assassination</li> </ul>	<b>Suggested Length</b>	<b>Days:2-3</b> <b>Mins/Day:50</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>8.9.5- Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).</p> <p>8.10- Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p>		
	<b>Supporting Standard(s)</b>		
	<p>8.10.5- Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.</p> <p>8.10.6- Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.</p> <p>8.10.7- Explain how the war affected combatants, civilians, the physical environment, and future warfare.</p>		
	<b>Target ELD Standard(s)</b>		

<b>Essential Question(s)</b>	<p>How did each of the following either raise or reduce tensions over the slavery issue: the States' Rights Doctrine, the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and the Lincoln-Douglas debates? (8.9.5)</p> <p>Where did the idea of secession start, and why did it create a constitutional crisis? (8.10.3)</p> <p>What were the key causes, events, and consequences of the American Civil War? (8.10)</p>			
<b>Big Idea(s)</b>	<p>There were a variety of causes and events leading to the U.S. Civil War. (8.10)</p> <p>The Northern and Southern U.S. varied in geographic and economic activity. (8.10.2)</p> <p>The writing and speeches of Abraham Lincoln held a strong relationship with the Declaration of Independence. (8.10.4)</p>			
<b>Bloom's</b>		<b>DOK</b>	<b>Scoring Rubric</b>	
Level 3 (Apply)		Level 2 (Skills & Concepts)	 UPO4 Task 3 Rubric.xlsx	
<b>Teaching and Learning Sequence</b>	<p style="text-align: center;"><b>(Suggested Instructional Strategies and Tasks)</b></p> <p>Students will create a timeline using the following events; Nat Turner's Revolt, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Dred Scott Case, 1<sup>st</sup> Battle of Bull Run, Antietam, Gettysburg, Gettysburg Address, Vicksburg, Surrender at Appomattox Courthouse, Lincoln's Assassination. Once completing the timeline, students will be able to create and answer ten questions that address the causes and major events of the Civil War.</p> <p><b>Timeline</b> Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.</p>			
<b>Resources and Materials</b>	<p style="text-align: center;"><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <p>- 8<sup>th</sup> Grade History Alive! Textbook</p>			
<b>Strategies for Differentiation</b>				
		<i>Accommodations</i> <b>Reference IEP</b>  <i>Modifications</i> <b>Reference IEP</b>	Emerging  Expanding  Bridging	
<b>Scoring Rubric</b>	See above.			

## Authentic Performance Task 4

<b>Task Description</b>	<p><b>Battles of the Civil War-</b> Students will analyze the battles of the U.S. Civil War and the impact each battle had on the outcomes of the war.</p>  <p>UPO4 Task4 Civil War Battles.pdf</p>	<b>Suggested Length</b>	<b>Days:</b> 3-5  <b>Minutes/Day:</b>  50 per day
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>8.10- Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8.10.2- Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.10.3- Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.</p> <p>8.10.4- Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).</p>		
	<b>Supporting Standard(s)</b>		
	<p>8.10.5- Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.</p> <p>8.10.6- Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.</p> <p>8.10.7- Explain how the war affected combatants, civilians, the physical environment, and future warfare</p>		
	<b>Target ELD Standard(s)</b>		
	<b>Essential Question(s)</b>	<p>Where did the idea of secession start, and why did it create a constitutional crisis? (8.10.3)</p> <p>What were the key causes, events, and consequences of the American Civil War? (8.10)</p> <p>How did the geography, economies, societies and transportation systems of the North and South lead to the Civil War?</p>	
<b>Big Idea(s)</b>	<p>The doctrine of nullification and secession posed constitutional issues in the U.S. (8.10.3)</p> <p>There were a variety of causes and events leading to the U.S. Civil War. (8.10)</p>		



The Northern and Southern U.S. varied in geographic and economic activity. (8.10.2)							
Bloom's		DOK		Scoring Rubric			
Level 4 (Analyze)		Level 3 (Strategic Thinking and Reasoning)		 UPO4 Task4 Answer Key.docx			
Teaching and Learning Sequence	<b>(Suggested Instructional Strategies and Tasks)</b>						
	<p>Directions: in order to understand the course of the war, your job is to investigate twelve separate battles that defined the war. At each Battle Station, you'll need to collect some basic information about the battle, including the victor, date, location, and the battle's impact on the outcome of the war. At each of these stations, you'll also need to consider and reconsider your answer to the question: Why did the North win?</p> <p>Students will complete the graphic organizer and focus on some of the key battles of the civil War. Teachers may decide how to allow students to access the material.</p> <ul style="list-style-type: none"> <li>• Gallery Walk</li> <li>• Jig-saw</li> </ul> <div style="text-align: center;">             UPO4 Task4 Graphic Organizer.docx         </div>						
Resources and Materials	<b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b>						
	<p>- 8<sup>th</sup> Grade History Alive! Textbook</p> <p>-Unedited Link to History Blueprint</p> <p><a href="http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-3-strategies-and-battles.pdf">http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-3-strategies-and-battles.pdf</a></p>						
<b>Strategies for Differentiation</b>							
<b>All Students</b>		<b>SWD</b>		<b>ELs</b>		<b>Enrichment</b>	
		<i>Accommodations</i> <b>Reference IEP</b>		Emerging			
		<i>Modifications</i> <b>Reference IEP</b>		Expanding			
				Bridging			
<b>Scoring Rubric</b>		See above.					

## Engaging Scenario

## Detailed Description (situation, challenge, role, audience, product or performance)

Task: Your assignment is to create an ABC style children’s book which explains and describes the important people, events, and battles of the American Civil War. An elementary school student should be able to read your book and understand the Civil War.

## Requirements:

1. Your book must be an ABC style children’s book.
2. It must be 27 pages in length (1 page for each letter of the alphabet, and a cover page).
3. The cover page must include the title, a picture(s), and the name(s) of the author and illustrator.
4. Each “letter page” ( a page for A, B, C, and so on) must include a short paragraph between 3-5 sentences (no more, no less) to explain an important part of the Civil War, AND an illustration (picture) to support the paragraph. Each paragraph should start with “B is for ...” or “L is for...” etc.
5. Illustrations can be hand-drawn or you can cut and paste pictures from the computer.
6. The written information (as well as your illustrations) must be **accurate**. Use your notes as well as information gathered from your own research.  
Your book must also be written in your own words, at an elementary school reading level (3<sup>rd</sup> grade reading level).
7. The book must be neat and colorful. It must reflect your best work.

## Optional:

1. You may work alone or with ONE other person. If you work as a pair, one person should be the writer and the other the illustrator.
2. How you design and set-up your book (size, shape, etc.) is up to you as long as you meet all of the above requirements. Creativity is not required but is encouraged (i.e. use “pop-ups” or “lift-the-flaps”, etc.).



Civil War ABC  
Directions Handout.d

## Strategies for Differentiation

All Students	SWD	ELs	Rubric
<p>ABC Book Self Assessment Sheet.dc</p>	<p><i>Accommodations</i> <b>Reference IEP/504 Plan</b></p>	<p><b>Emerging</b> Students should focus on writing at grade levels 1-2</p>	<p>ABC Book Rubric.docx</p>
<p>ExampleABC_Book.doc</p>	<p><i>Modifications</i> <b>Reference IEP/504 Plan</b></p>	<p><b>Expanding</b> Students should focus on writing at grade levels 3<sup>rd</sup> or lower</p>	
		<p><b>Bridging</b> Make adaptations if necessary</p>	

## Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

	Successes	Challenges
Student Perspective		
Teacher Perspective		