




The US Civil War and Reconstruction (3 Weeks)
[Link to 2020-2021 Essential Standards & Pacing](#)

 **Purpose:** The purpose of this unit guide is to provide teachers with ready-to-use resources and guidance aligned to the Essential Standards & Pacing for 2020-2021 and aligned to the [FCPS Learning Model](#). Resources for purposeful assessment and meaningful learning experiences should be hyperlinked within this document for immediate access.

 **Unit Overview** 

Description

Using the past to better understand ourselves, society, and the world in the present is a core aspect of social studies education.

- This unit on the Civil War and Reconstruction era is a study in national and individual identity.
- The resources and guidance below support the development of students' thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

Unit Essential (Priority) Standard(s)

7.b,c,e- Students will apply social science skills to understand the Civil War and Reconstruction eras and their significance, including the adoption of the 13th, 14th, and 15th Amendments, *on students' identities, communities, and the world.*

JU.12 - Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

AC.16- Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.



Essential Questions:

How does the U.S. Civil War and Reconstruction impact our national identity and unity today?

[Portrait of a Graduate](#) Focus:



: I consider local, national, and global perspectives when examining issues, which enables me to understand a variety of cultures and perspectives.

How does the past impact present understanding, systems, and actions regarding prejudice and social bias?



I collaborate and support team members in the quest to learn and achieve desired outcomes by making meaningful contributions, adhering to schedules, seeking clarification, and staying focused on the goal.



I read and research to understand, evaluate, or create new information or ideas.

Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#))

Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.

- **Affirming Student Identities:** Students thrive when teachers know them well, and affirm their individual and diverse identities.
- **Class discussions:** Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.
- **Cooperative learning:** Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively
- **Constructing Knowledge:** Students make meaning of enduring concepts and systems.
- **Reflection:** Students are afforded reflection time to develop self- and social awareness

[Ways to build community in your online class](#)

Purposeful and Balanced Assessment

Intended Learning Outcomes: *What will students know and be able to do?*



- By studying the history of the US Civil War and Reconstruction, students will be able to apply their learning by analyzing primary sources to support or refute an argument.
- By studying the history of the US Civil War and Reconstruction, students will be able to apply their learning by collaborating with others to evaluate the lasting legacy of the legislative changes that resulted from the Civil War and Reconstruction era.
- By studying the history of the US Civil War and Reconstruction, students will be able to apply their learning by reflecting on their actions as an active member of their society.

- [Rubric: Standard 1](#)

Honors Extensions: Students can increase depth and complexity of each summative assessment by:

1. engaging with and citing scholarly sources from peer-reviewed journals,

2. connecting with an expert in the field for guidance and feedback,
3. conducting original research on the topic,
4. making explicit interdisciplinary connections, and
5. using the language of the discipline in their products.



Diagnostic & Formative Assessment: *The primary purpose of diagnostic and formative assessment is to gauge student understanding and that these assessments are not necessarily graded.*



- [Horizon Assessments](#) - central assessments and test items to develop and deliver school-wide.
- Digital Formative Assessment - [Civil War](#)

Check for Understanding Options (Grounding, Exit tickets, etc.)

| | | |
|--|---|---|
| 3-2-1 Google Form | Frayer Models: Concepts & Content | 1-2 Minute Paper |
| Word, Phrase, Sentence | The 3 Ys! | I Used to Think, Now I Think Form |
| What Makes You Say That? | +1 Routine | Headlines! |



- These Visible Thinking Strategies are effective formative assessments..

| Routine | Google Doc Format | Google Form Format |
|-------------------------------|----------------------|----------------------|
| <i>Think, Puzzle, Explore</i> | LINK | LINK |
| <i>See. Think, Wonder</i> | LINK | LINK |
| <i>Circle of Viewpoints</i> | LINK | LINK |
| <i>Think, Pair, Share</i> | LINK | LINK |



Summative Assessment: *How might students demonstrate mastery of the intended learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
- Select or combine performance types (or provide student choice) to be the unit's summative assessment:

| Type of PBA | Prompt and Demonstration of Learning |
|--|--|
| <p>Support a Claim or Position</p> <p>Suggested Planning Template to Modify/Use</p>  | <p>Goal: Students construct an argument (e.g., detailed outline, visual, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p>Prompt: Either Essential Question could be used for this prompt:</p> <ul style="list-style-type: none"> • How do the U.S. Civil War and Reconstruction impact our national identity and unity today? • How does the past impact present understanding, systems, and actions regarding prejudice and social bias? <p>Or, another essential question can be designed. For example:</p> <p>“From 1860 to 1877, the social, political and economic developments were so significant that the era should be referred to as a revolution.” Support, modify or refute this statement.</p> <p>Assessment and Notes</p> <ul style="list-style-type: none"> • This could be done individually or as a group. • Create personal definition for the key terms/concepts • Design a chart, designating a section for each category and students research examples of each for the time period • Final product is either supporting the claim, refuting it, or modifying. • This could be done electronically, chart paper, or as an essay format |
| <p>Explain and Evaluate</p> <p>Suggested Planning Template to Modify/Use</p>  | <p>Goal: Students understand the issues evident from the inquiry and connect/assess its relevance and impact to contemporary issues or topics.</p> <p>Prompt: Students will identify and explain a social, political, and economic impact the Civil War and Reconstruction era had on the development of American Identity. Then they will evaluate the legacy of the era on American unity today.</p> <p>Assessment and Notes: Students can demonstrate their understanding by using primary sources, notes, and research in a written format, digital presentation, or artistic collage.</p> |
| <p>Take Informed Action</p> <p>Suggested PBL Template to Modify/Use</p> | <p>Goal: Students act in ways that allow them to demonstrate agency in a real-world context.</p> <p>Prompt: As a society, how do we move forward from negative events in our past?</p> <p>Assessment Types: Action plans can be presented so that they explain and help</p> |



people navigate the complexity of the issue.



Student-Led Reflection: *What opportunities will students have to reflect on their own learning?*

- These Visible Thinking Strategies support student reflection.

| Routine | Google Doc Format | Google Form Format |
|---|----------------------|----------------------|
| <i>I used to think, ... now I think</i> | LINK | LINK |
| <i>Compass Points</i> | LINK | LINK |
| <i>Think, Puzzle, Explore</i> | LINK | LINK |

- These POG resources support student reflection.

| POG Reflection | | |
|----------------------------------|----------------------------------|---|
| Reflection Cards | Self-Assessments | IB Aligned Self-Assessments |



Strategies & Resources for Differentiated Assessment:

[Special Education](#), [English Learners](#), [Advanced Learners](#)

Academic Language

- Students will **explain** by using the language of [cause and effect](#) (i.e. explain the impact of Civil War and the 13th, 14, & 15th amendment on students' identities, communities, and the world).
- Students will **inform** by using the language of [compare and contrast](#) (i.e. compare and contrast the 13th, 14th, & 15th amendments).
- Students will **inform** by using the language of [inquiry](#) (i.e. explore injustice and unfairness during the reconstruction era).
- Students will **explain** by using the language of [inform](#) (i.e. explore the significance of the Civil War and Reconstruction eras).

Meaningful Learning Experiences: *The resources below use course content to support the development of students' skills and thinking in any learning environment.*

Ready-to-Use Resources

Face-to-Face (F), Synchronous (S), Asynchronous (A)

- [Historical Thinking Skills Activities \(F, S, A\)](#)
 - **Cause and Effect:** Civil War
 - **Continuity and Change Over Time:** Reconstruction
 - **Perspectives:** The Emancipation Proclamation
 - **Periodization:** Emancipation Proclamation
 - **Story-Telling and Narrative Creation:** US Civil War Narrative
- Stanford History Education Group [Log-in Required](#) (F,S,A)
 - [Fort Sumter](#)
 - [Civil War Photographs](#)
 - [Reconstruction SAC](#)
- [SOL Content Summaries and Activities \(F,S,A\)](#)

[Strategies & Resources](#) for Differentiated Learning:
[Special Education](#), [English Learners](#), [Advanced Learners](#)

- [Graphic Organizers in Google](#)
- [Graphic Organizer - Analyze Primary and Secondary Resources](#)
- [Sentence Starters](#)
- [AAP Critical and Creative Strategies](#)
- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

Additional Disciplinary / Content Area Resources

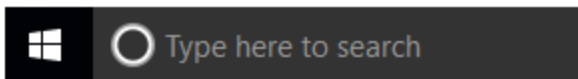
(Basal resources, Library Resources, Media Collections)

- **FCPS Created Background Information Collections**
 - [The US Civil War](#)
 - [Reconstruction](#)
- **Digital Textbook:** *Virginia and United States History*
 - Topic 7: Sectional Divisions and Civil War 1846-1865
 - Topic 8: Reconstruction 1865-1877
- **eMaps - 100's of pre-created digital maps**
 - Type "emaps" in your search bar to access

[Additional Digital Tools](#) (Not specific to content)

Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning

- **Deck Toys:** Students navigate major events leading to the Civil War with stops along the way
- **EdPuzzle:** Video clips with questions about how the Civil War impacted women, the common soldier, and African Americans.
- **Screencastomatic:** Teacher could record a lecture about the changes made to the South during the Reconstruction period, emphasizing the significance of the 13th, 14th, and 15th amendments.



- **Flipgrid:** Which of Lincoln's speeches do you consider to be the most important and why?

 **Additional Resources** 

[Virtual Guest Speakers](#)

[Virtual Field Trips](#)

[PBL Template for any course and unit: Make a Plan to Solve a Real Issue](#)

FCPS Created [Performance Assessments for US/VA History](#)

- [Google Slide and Reflection \(Leadership\)](#): Students evaluated the effectiveness of Abraham Lincoln, Andrew Johnson, or Ulysses S. Grant as president during the Civil War and Reconstruction era.
- [News Report](#): Students investigate and report on the long lasting impact of political, social, or economic issues from the Civil War and Reconstruction era.

C3 Inquiries for this Unit [General](#) and [VA Hub](#)

- [African Americans and the Civil War](#)
- [Hampton Roads Peace Conference](#)