| **Grade 4 Unit 8 The Civil War Begins** | |
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| **Unit Overview**  In this unit, students will understand the political and economic reasons, including an industrializing North and an agrarian South built largely on enslaved labor, divided the nation and eventually led to the Civil War. The election of President Abraham Lincoln in 1860 further inflamed the tensions leading to the secession of South Carolina and the first shots of the Civil War at Fort Sumter in Charleston harbor. Other states followed and formed the Confederate States of America. The militaries fighting on behalf of the Union and Confederacy during the Civil War had many differences. These differences materialized in the militia-style fighting of the Confederacy compared to the systematic plan of the Union. Students will create a strategy or plan to win a battle, and present that plan with a model group presentation. | |
| **Overarching Inquiry Question**  What strategies do you use to win a battle?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme**   * Interaction Among People * Physical Geography and Natural Resources * Development & Sustainment of a State and Nation * Economic, Settlement, Territorial Expansions | |
| **Skills Emphasis at a Glance**  **Comparison**-Identify comparisons based on common or differing characteristics.  **Causation**-Identify multiple causes and effects, to include distinguishing long-term and short-term examples.  **Periodization**-Organize historical narratives into time periods using units of time.  **Contextualization**-Make connections between historical developments in history with specific references in time, place, and broader circumstances.  **Change and Continuity**-Recognize patterns of historical continuity and changes in history. | |
| **Standard(s)**  **Standard 4:** Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850–1870.  **4.4.CE**  Explain the effects of military strategies utilized by the Union and the Confederacy.  **4.4.P**  Explain how emancipation was achieved as a result of civic participation.  **4.4.CX**  Contextualize South Carolina’s experience during the Civil War.  **4.4.CC**  Identify and evaluate the impact of political, economic, and social changes experienced throughout the Civil War.  **4.4.E**  Analyze the economic, political, and social division during the Civil War using primary and secondary sources. | |
| **I Can Statement(s)**   * I can explain the military strategies used by both the Union and the Confederacy. * I can explore South Carolina’s involvement in the Civil War. * I can explain how emancipation was obtained with citizen involvement. * I can identify and evaluate the social changes that happened during the Civil War. * I can identify and evaluate the political changes that happened during the Civil War. * I can identify and evaluate the economic changes that happened during the Civil War. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can explain the military strategies used by both the Union and the Confederacy.** | |
| * Students will complete a group brainstorming activity with the inquiry question, “What strategies do you use to win a battle?”   + 4-2-1 Strategy- Students will individually brainstorm the question by creating a list of 4 responses.   + Then they will share their list with a partner. Together they will choose the best 2 responses.   + Then they will get into a larger group of four and both pairs share responses together in groups to continue to brainstorm by putting their ideas together. The group of four will narrow their responses to 1.   + Allow all groups of four to share while the teacher records the responses. | * Here is a video that will help guide you with the [group brainstorming](https://youtu.be/GLpZ6RZHyoM) activity. * Here is the guidance for the [4-2-1 Activity](http://distrategykit.weebly.com/4-2-1.html). * How will you group your students? Here is a resource to help: [15 quick and creative ways group and partner students](https://www.scholastic.com/teachers/blog-posts/genia-connell/15-quick-and-creative-ways-group-and-partner-students/) |
| * Students will watch the animated map video about [Fort Sumter](https://www.battlefields.org/learn/maps/fort-sumter-animated-map) and see if they can decide what type of plan was being used.   + Students will use the think-pair-share to discuss their answer. | * Here is a website with guidance on the [Think, Pair Share Strategy.](http://distrategykit.weebly.com/thinkpairshare.html) |
| * Students will compare and contrast the Union’s Anaconda Plan vs. the Ironclads of the Confederacy. * Students will analyze the [Union’s Grand Strategy map](https://docs.google.com/document/d/1gcVe4D2DfINi8IIWUcw6Y02VSSBevkg80sn6dDeHG9k/edit?usp=sharing) from PBS by answering the following questions:   + What do you first notice about the map?   + What do you notice about the blue arrows?   + What is happening with the ships?   + Then students will read in groups the [modified excerpt](https://docs.google.com/document/d/1hKEBtfPbv1XY6GnJHOe5kwYUCCXpsiDXpNA9z0RchmU/edit?usp=sharing) from Encyclopedia Britannica about military strategies of the Union and Confederacy.     - Students will complete the following: Name 2 differences with the Confederacy plan vs. the Union. * After completing both activities above the students will complete a Venn diagram for the comparison of both strategies used. They will decide which one was the better plan. | * Be sure to explain that the Anaconda Plan was the Union’s Strategy * Here is a website to obtain a [Venn diagram.](https://www.template.net/design-templates/print/blank-venn-diagram/) * Be sure to print out a copy of the article for students to have a copy. |
| * Students will work in groups to analyze a [poster](https://docplayer.net/docs-images/48/23867727/images/page_6.jpg) about the first draft or conscription during the Civil War. * Students will then create their own poster to show how they would persuade citizens to fight on their side.   + First, answer these questions about the poster:     - What is the first thing you notice about the poster?     - How was the Union trying to get soldiers to fight?     - What was offered to the soldiers if they joined?     - Do you think it is going to work?   + Second, students will create their own [posters](http://www.ettc.net/tah/LessonPlan_Documents/Recruiting%20Civil%20War%20Soldiers--The%20Power%20of%20the%20Poster.pdf) and display them for other students to identify the similar questions they answered. | * This poster is part of a lesson plan from Southern Regional Institute and Educational Technology Training Center at Stockton University. The lesson is attached in the resources. * The poster can be done digitally or non-digital.   + Digital tools that could be used:     - [Canva.com](https://www.canva.com/create/posters/)     - Google Docs     - Pages or Keynote App |
| * Students will explore the differences of the amount of railroads from the North vs. the South by examining the [map](http://railroads.unl.edu/documents/view_document.php?id=rail.str.0243).   + Students discuss the differences by turning and talking with a partner to answer these questions:     - How did the increase of the railroads in the North affect how the Union was able to get supplies and navigate on land during the war?     - How did the lack of railroad in the south affect how the Confederacy was able to get supplies and navigate the land during the war?   + Then, students will write a one-minute essay about their findings. | * Here is some guidance on a [one-minute essay.](http://distrategykit.weebly.com/1-minute-essay.html) * Teachers can have students answer the questions on a piece of paper and then use the same paper to write their one-minute essay underneath their answers. |
| * Students will view the video clip about [Sherman’s March to the Sea](https://youtu.be/5c-aOnzB92I). After, students will hold a debate on whether it was inhumane or humane to burn the city of Atlanta as the march began. * Revisit the overarching question with students and follow up with probing questions.   + What did you notice about Sherman’s Plan in the video?   + What were the consequences? For whom?   + Once, students have answered the questions then put students in 2 different groups for the debate. Group 1: Agreement to Sherman’s Strategy during his march. Group 2: Disagreement to Sherman’s Strategy during his march.   + At the end of the debate, students will decide if Sherman’s choice to take a chance was a good plan. | * Here is a way to introduce the students to the [Sherman’s March from ducksters](https://www.ducksters.com/history/shermans_march_to_the_sea.php) to provide background information. * Here is a website to give you different ways to conduct a [debate](https://www.educationworld.com/a_lesson/lesson/lesson304.shtml) in the classroom. * Another alternative to a debate could be a [fishbowl.](https://www.weareteachers.com/fishbowl-discussions/) |
| **I can explore South Carolina’s involvement in the Civil War.** | |
| * Students will explore the experiences of women, enslaved Africans, and freed Africans in South Carolina during the Civil War by creating a 3-column chart in Appendix 1. Also, students will be deciding if each group intentionally planned to become involved in the Civil War.   + First, assign students to 3 groups, one for each topic to be completed in the chart. Students will write at least 4 facts for each topic in their assigned column.   + Students will use this [site](https://www.battlefields.org/learn/topics/women-war) to gather information for women to include in their chart.   + Students will use this [site](https://www.sciway.net/hist/chicora/slavery18-3.html) to gather information about enslaved Africans in South Carolina during the war to include in the chart.   + Students will use the following [site](https://www.archives.gov/education/lessons/blacks-civil-war) to gather information on freed Africans and the impacts of them becoming soldiers in the war to include in their chart. * Once all groups have gathered their information, each group will take a turn telling the other groups the information they found, so that those students can complete the 4-column chart. * Students will answer the final question under the chart: Did each group decide or plan to help fight and win during the Civil War? | * How will you group your students? Here is a resource to help: [15 quick and creative ways group and partner students](https://www.scholastic.com/teachers/blog-posts/genia-connell/15-quick-and-creative-ways-group-and-partner-students/) * Be sure students include information about Harriet Tubman, as well as how women disguised themselves as men to fight on both sides in the war. * In addition, the [Women in the Civil War](https://www.battlefields.org/learn/topics/women-war) used has other links to explore about women in the civil war. * Another [American Civil War](https://www.ducksters.com/history/civil_war.php) to explore for this activity. * Be sure to have students in their groups think about the way each different group's experiences impacted the way they planned to help or fight during the Civil War. |
| **I can explain how emancipation was obtained with citizen involvement.** | |
| * The teacher will then pose the question “What strategies do you use to win a game?” Students will answer this question using the Think-Write-Pair Share strategy. * The teacher will remind students that Frederick Douglas was a vocal abolitionist, who had the opportunity to speak with President Lincoln. The students will read an excerpt from Fredrick Douglas’s Autobiography, which is Document B on this [link](http://www.losbanosusd.k12.ca.us/view/12322.pdf).   + The students will work in groups to answer the guiding questions on page 4 of the [document](http://www.losbanosusd.k12.ca.us/view/12322.pdf) to help them analyze Frederick Douglas writings.   + Students will share their responses using their responses with an across the room buddy. * Before moving to Document A, students will use a dictionary to define the words “proclamation” and “emancipation”. Students will discuss the Emancipation Proclamation by using the “Throw the ball” technique.   + Students will begin by having a copy of [document](http://www.losbanosusd.k12.ca.us/view/12322.pdf) A to read.   + Students will take turns reading aloud the transcript until the end.   + Students will then re-read the transcript with a partner and highlight any words/phrases they think are important.   + Students will then share the information they chose to highlight with the [Throw the Ball](https://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin).   + Students will work with their partners to answer the guiding questions for Document A.   + Once students have completed the assignments with their partner, the class will have a discussion about their thoughts on the documents. * The teacher will close this lesson by asking the question, “What strategies do you use to win a battle?” Students will answer this question using the Think-Write-Share activity. | * Be sure to have student access to dictionaries (digital or print). * Be sure to print and copy the [modified transcript and document b](http://www.losbanosusd.k12.ca.us/view/12322.pdf) for each student. * Be sure to stop during the read aloud to address any words or phrases that may need more explanation for students.      * Be sure that students understand that the proclamation “aimed” to free all slaves, but that was not necessarily the case. * Here is the [site](https://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin) with how the Throw the Ball discussion is done. * This is an opportunity to use close reading strategies such as re-reading and annotation. * Teachers may want to emphasize this quote in the [document’s](http://www.losbanosusd.k12.ca.us/view/12322.pdf) introduction, “by 1862, Lincoln was considering emancipation as a necessary step toward winning the war. The South was using enslaved people to aid the war effort. Black men and women were forced to build fortifications, work as blacksmiths, nurses, boatmen, and laundresses, and to work in factories, hospitals, and armories. In the meantime, the North was refusing to accept the services of black volunteers and freed slaves, the very people who most wanted to defeat the slaveholders.” |
| * Students will now explore how citizens involved in Abolition helped to determine Abraham Lincoln’s actions to declare the Emancipation Proclamation and free slaves during the Civil War.   + Students will be put into groups of 4-5 students and will use this [site](http://www.americanabolitionists.com/illustrated-list-of-abolitionists-and-activists.html) and pick an Abolitionist or Antislavery Activist.   + Students will complete the Appendix 2 chart about the person that they choose. The chart will include the name of the person, the work of the person and how it contributed to abolition, why they were against slavery, and what they see in the picture.   + Students in their groups will present their findings to the other groups, and then as a whole class will discuss the impact that these people or citizens had on helping to free slaves. | * Teachers may want to limit the students' time with choosing a person, since there are many on the [site](http://www.americanabolitionists.com/illustrated-list-of-abolitionists-and-activists.html) being used.   + A suggestion is the teacher chooses 4 or 5 abolitionists and assigns one per group. * Teachers may want to continue the Throw the Ball discussion or choose a different discussion technique from this [site](https://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin). |
| **I can identify and evaluate the social changes that happened during the Civil War.** | |
| * Students will explore the social status of African Americans before, during and after the Civil War.   + Students will analyze three pictures of African Americans during the time before, during and after the Civil War. See Appendix 3.   + Students will use the scaffolding questions with the images to guide their analysis.   + Students will then [share](https://www.weareteachers.com/think-pair-share-alternatives/) their answers with their classmates.   + Students will hold an [inside-outside circle](https://www.weareteachers.com/think-pair-share-alternatives/) discussion to talk about the differences in the pictures depending on the time during the war. | * Teachers can pick a way for students to share the annotations. Use this [resource](https://www.weareteachers.com/think-pair-share-alternatives/). * Teachers can use a strategy from this link for engaging ways for students to share.   + [10 Fun Alternatives to Think Pair Share](https://www.weareteachers.com/think-pair-share-alternatives/) * Here is some guidance on [inside-outside circles.](http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles) * Be sure to hold students accountable to their work in the circle. |
| * Students will explore the social status of the Planter Class before, during and after the Civil War.   + Students will analyze three pictures of the planter class during the time before, during and after the Civil War. See Appendix 3.   + Students will use the scaffolding questions with the images to guide their analysis.   + Students will then [share](https://www.weareteachers.com/think-pair-share-alternatives/) their answers with their classmates.   + Students will hold an [inside-outside circle](https://www.weareteachers.com/think-pair-share-alternatives/) discussion to talk about the differences in the pictures depending on the time during the war. | * Be sure to explain to the students what the planter class was during this time period. * [The Plantation System](https://www.nationalgeographic.org/encyclopedia/plantation-system/) * Here is some guidance on [inside-outside circles.](http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles) |
| **I can identify and evaluate the political and economic changes that happened during the Civil War.** | |
| * Students will compare States’ Rights between the North and South during the Civil War.   + Students will use this [site](https://kids.kiddle.co/States%27_rights#Southern_states.27_rights) to complete a Venn diagram.   + Students will compare the differences and similarities between the Northern and Southern states.   + Students will then talk about how the differences affected the way the states planned their fighting in the war. | * Here is a site to get a [Venn Diagram](https://www.template.net/design-templates/print/blank-venn-diagram/) * Be sure to have students looking at how people’s rights affected the way they participated in the civil war. |
| * Then, Students will explain how the loss of labor and plantations in the south affected the economy.   + Students will use this [site](https://www.nps.gov/articles/industry-and-economy-during-the-civil-war.htm) to explain and answer the questions below about the loss of labor and plantations during and after the Civil War.   + Students will then explain and answer the question below about how confederate money was used during the civil war by using this [site](https://www.knowitall.org/photo/currency-during-civil-war-history-sc-slide-collection).   + Students will then explain how the economy of the south affected the way they planned to win the war. Students will do this by answering the following questions:     - How did the loss of labor affect plantations in the south?     - Why did the confederacy have to create their own currency?   + Students will discuss the answers to their questions in a [Team Huddle](https://www.weareteachers.com/think-pair-share-alternatives/).     - One student from each huddle should report out when the discussions have ended. | * Here is some guidance on a [Team Huddle](https://www.weareteachers.com/think-pair-share-alternatives/). * Teachers may choose to just complete the team huddle with groups that students are currently sitting in or mix the groups up. |
| Culminating Activity   * Teachers will randomly assign groups to either the Union or the Confederacy. * Students will use evidence of the battle plans to prepare for a debate where both sides argue their battle plan was better. | * Teachers can use the same groups they have been using in other activities in the unit. * Be sure that there is an even amount of student groups for Union and Confederacy. |

**References**

**Additional Resources**

[www.eyewitnesstohistory.com](http://www.eyewitnesstohistory.com)

<https://www.sciway.net/afam/reconstruction/economic.html>

[Recruiting Civil War Soldiers: Posters and their Power](http://www.ettc.net/tah/LessonPlan_Documents/Recruiting%20Civil%20War%20Soldiers--The%20Power%20of%20the%20Poster.pdf)

[Free and Slave States Map](https://drive.google.com/open?id=10nhfgA9-_kP6vYnrerrVmgAXvULdMM1n)

Appendix 1

Experiences of Different Groups During the Civil War Chart

|  | Women | Enslaved Africans | Freed Africans |
| --- | --- | --- | --- |
| Fact 1 |  |  |  |
| Fact 2 |  |  |  |
| Fact 3 |  |  |  |
| Fact 4 |  |  |  |
| Fact 5 |  |  |  |
| Other Facts |  |  |  |
| Final Question: Did each group decide or plan to help fight and win during the Civil War? | | | |

Appendix 2

American Abolitionist/Antislavery Activist Chart

| Name of the Abolitionist or Antislavery Activist | Work of the person and how it contributed to Abolition | Why are they against slavery? | Describe what you see in the picture |
| --- | --- | --- | --- |