

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, April 1, 2011**

Civil War

Course Essential Questions (from Phase I report):

1. Why is it important to study the Civil War?
2. How has the Civil War shaped life in the United States today?
3. What were the causes of the Civil War?
4. How did key leaders and generals shape the course of the war?
5. What role did strategy play in the Civil War?
6. How did technological advances impact the war?
7. How were soldiers and civilian lives impacted by war?
8. Could the Civil War have been avoided?

Phase II Curriculum

Unit: Causes of the Civil War

Essential Questions:

- How did the competing ideologies and views of politicians contribute to growing sectionalism among the states?
- What legislation and judicial decisions increased sectional tensions?
- How did changes in the party system increase sectional tension?
- What forms of resistance were displayed by enslaved people and what was the impact of their actions?
- How did major constitutional issues lead to sectional disputes and ultimately civil war?

Essential Understanding:

- Competing ideologies and political views of the 1840s and 1850s led to growing sectionalism
- Legislation acts/decisions and judicial rulings increased sectional tension in the 1840s and 1850s
- The rise of the Republican Party and the split of the Democratic Party was a major source of sectional tension
- The resistance of enslaved people took various forms and contributed to increased national debate over the issue of slavery
- Major constitutional issues that had been present from the time of the nation's founding led to sectionalism and the outbreak of war

Curriculum Standards

National Standard 1

The student understands how the North and South differed and how politics and ideologies led to the Civil War.

Michigan Standards:

8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)

8 – U5.1.4 Describe how the following increased sectional tensions

- the Missouri Compromise (1820)
- the Wilmot Proviso (1846)
- the Compromise of 1850 including the Fugitive Slave Act

- the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
- the Dred Scott v. Sandford decision (1857)
- changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)

(C2; C3) (*National Geography Standard 13, p. 169*)

8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)

8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2) (*National Geography Standard 13, p. 169*)

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • Sectionalism and how it was the major cause of the war • Opposing views and ideologies influenced the legislation and judicial decisions that led to the war • Southern politicians (John C. Calhoun) and judges (Roger Taney) evoked strong responses from the Northern leaders (David Wilmot), abolitionist (William Lloyd Garrison, John Brown) and enslaved people (Fredrick Douglas, Nat Turner, Harriet Tubman) • Constitutional issues made the Civil War a difficult war to avoid 	<ul style="list-style-type: none"> • Create a timeline of events that led to the Civil War • Analyze the significance of factors leading to the Civil War • Analyze multiple causation of the Civil War – slavery, states' rights, and tariffs • Debate controversial actions of individuals • Chart the secession of the southern states and explain the process and reasons for secession.

Phase III Textbook/Materials

Phase IV Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Unit: The Early War (1861-1863)

Essential Questions:

- What were the major advantages/disadvantages of the North and the South at the onset of the war?
- What innovations in military technology were used in the war and what was their impact on humans and environment?
- What were the political and military turning points of the war?
- What were the motives for fighting and the daily life experiences of soldiers and civilians during the Civil War?
- What were the reasons behind the Union's decisions to curb civil liberties?

Essential Understanding:

- The North had greater human and technological resources while the South exhibited greater military leadership in the early years of the war
- Innovations in weapons and military technology contributed to large numbers of human casualties and the destruction of property and environment
- The political turning point of the war came with Lincoln's Emancipation Proclamation, while the military turning point occurred at the Battle of Gettysburg in 1863
- A wide array of factors motivated fighting on both sides and the experience of soldiers and civilians varied according to location and social class
- The Union's controversial decision to curb civil liberties was based on national security and preservation of the Union

Curriculum Standards

National Standard 2

2a. The student understands how the resources of the Union and Confederacy affected the course of the war.

2b. The student understands the social experience of the war on the battlefield and homefront.

Michigan Standards:

8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the

- critical events and battles in the war
- the political and military leadership of the North and South
- the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (*National Geography Standard 15, p. 173*)

8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to

- his military and political leadership
- the evolution of his emancipation policy (including the Emancipation Proclamation)
- and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to Declaration of Independence (C2)

8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (*National Geography Standard 14, p. 171*)

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • The North and South each had unique advantages that shaped the military course of the war • Innovations in military technology impacted war strategies and led to heavy casualties on both sides • The war had a political turning point (Emancipation Proclamation) and a military turning point (Gettysburg) in 1863 • Although rhetoric led to voluntary enlistments on both sides of the war, the draft was also implemented by both the Union and Confederate governments • President Lincoln's decision to suspend civil liberties generated widespread controversy 	<ul style="list-style-type: none"> • Compare the human resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side. • Identify the innovations in military technology and explain their impact on humans, property, and the final outcome of the war • Identify the turning points of the war and evaluate how political and military leadership affected the outcome of the conflict. • Evaluate the timing and significance of the Emancipation Proclamation and how it altered the perceptions of the war • Debate the curbing of war time civil liberties • Develop and debate battle strategies • Map the Union, Confederate and border states
Phase III Textbook/Materials	
Phase IV Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Unit: The Late War (1863-1865)

Essential Questions:

- How did Northern and Southern war strategies change after the military turning point of the war in 1863?
- What role did women play on the home front and the battle front in the Union and the Confederacy?
- What was the experience of prisoners of war on both sides of the Civil War?
- What internal/external factors led to the ultimate demise of the Confederacy?
- What were the human and material costs of the war, and what was its impact on the nation?

Essential Understanding:

- The North implemented a “total war” strategy under the leadership of Grant and Sherman in the later years of the war while the South resorted to defensive strategies
- Women served as plantation managers, spies, nurses, and soldiers during the American Civil War
- The experiences of prisoners of war was dependent upon camp placements leaders in charge of camps
- The civil war was a costly four year engagement which led to the centralization of power and the rise of industrialism in the United States
- Weaknesses in the confederate economy and government, combined with aggressive Northern war tactics, led to the surrender of the South in 1865

Curriculum Standards

National Standard 2

2a. The student understands how the resources of the Union and Confederacy affected the course of the war.

2b. The student understands the social experience of the war on the battlefield and home front.

Michigan Standards:

8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the

- critical events and battles in the war
- the political and military leadership of the North and South
- the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (*National Geography Standard 15, p. 173*)

8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to

- his military and political leadership
- the evolution of his emancipation policy (including the Emancipation Proclamation)
- and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to Declaration of Independence (C2)

8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (*National Geography Standard 14, p. 171*)

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • Total war as a strategy that brought an end to the Civil War • The contributions of women were varied <ul style="list-style-type: none"> ○ Rose Greenhow ○ Clara Barton ○ Belle Boyd ○ Sarah Edmonds ○ Harriet Beecher Stowe ○ Dr. Mary Edwards Walker • Prison conditions were horrific: <ul style="list-style-type: none"> ○ living conditions ○ poor medical care ○ overcrowding ○ high casualty rates ○ Henry Wirz – war crimes • New developments in weapons produced heavy human and material loss • Internal/external factors led to the collapse of the Confederacy: <ul style="list-style-type: none"> ○ Inflation ○ Class struggles ○ Political Leadership ○ Total war • The war ended the agrarian system of the South and gave rise to industrialism and nationalism 	<ul style="list-style-type: none"> • Map Sherman’s march to the sea and analyze its effects on the civilian population of the South • Research contributions of women on the home front and the battle front • Map war prison sites • Describe and compare prison conditions in Union and Confederate camps • Compare the human and material costs of the war in the North and South and assess the impact of the war on the nation • Identify factors which led to the end of the Confederacy • Explain how the war altered the economic and political conditions of the nation
Phase III Textbook/Materials	
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