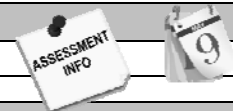


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<b>Title</b>	<b>Suggested Dates</b>
Civil War	March 21 – April 15 (20 days)



<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• Individual military and political leaders greatly impacted the events and outcome of the Civil War.</li> <li>• Abraham Lincoln’s decisions as President were some of the most influential in U.S. history.</li> <li>• The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the U.S. Constitution have significantly increased rights for people in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• How did political and military leaders influence the course of the Civil War?</li> <li>• Was Lincoln the most influential leader in United States history?</li> <li>• Which post-Civil War amendment did the most to broaden rights for people in the United States?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p><b>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</b></p> <p>8.1A identify the major eras in U.S. history through 1877 and describe their defining characteristics;</p>	<ul style="list-style-type: none"> <li>• Civil War (1861-1865): Sectionalism (Northern Industrialism, Southern Agriculture/Slavery), Leaders, Reconstruction Amendments</li> </ul>	
<p><b>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</b></p> <p>8.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<p>Significant Individuals (Examples)</p> <ul style="list-style-type: none"> <li>• Abraham Lincoln</li> </ul> <p>Events (Examples)</p> <ul style="list-style-type: none"> <li>• Reconstruction Amendments</li> </ul> <p>Time Periods</p> <ul style="list-style-type: none"> <li>• Civil War</li> </ul>	
<b>8.1 History. The student understands</b>		

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<p><b>traditional historical points of reference in U.S. history through 1877. The student is expected to:</b></p> <p>8.1C explain the significance of the following dates: 1607, 1776, 1787, 1803, and <u>1861-1865</u>.</p>	<ul style="list-style-type: none"> <li>• <u>1861-1865 Civil War</u> – Conflict between the North and South; issue of slavery, states rights (1863, Emancipation Proclamation)</li> </ul>	
<p><b>8.8 History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</b></p> <p>8.8A explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;</p>	<ul style="list-style-type: none"> <li>• <u>Jefferson Davis</u> – President of the Confederate States of America during the Civil War. Davis was an active member of the United States Government from Mississippi before the secession of the Southern States before the Civil War</li> <li>• <u>Ulysses S. Grant</u> – United States General during the civil war. Grant served as commander of western armies and then overall commander of Union armies as the Commander of the Army of the Potomac. Grant accepted the surrender of Robert E. Lee at Appomattox Courthouse in April 1865</li> <li>• <u>Robert E. Lee</u> – Commander of the Army of Northern Virginia during the Civil War. Lee resigned from the United States Army following the secession of his home state of Virginia. Lee surrendered to General Ulysses S. Grant at Appomattox Courthouse in April 1865</li> <li>• <u>Abraham Lincoln</u> – President of the United States during the Civil War. Famous speeches included his First and Second Inaugural Addresses and the Gettysburg Address. Issued the Emancipation Proclamation in 1863 freeing all slaves in areas then in rebellion. He was assassinated in April 1865 by John Wilkes Booth.</li> </ul>	<p>Great Webquest about Abraham Lincoln and decisions made prior to and during the Civil War.</p> <p><b>Abraham Lincoln’s Crossroads</b>  <a href="http://www.constitutioncenter.org/lincoln/#">http://www.constitutioncenter.org/lincoln/#</a></p>
<p><b>8.23 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</b></p> <p>8.23A analyze the leadership qualities of elected and appointed leaders of the United States such as Abraham Lincoln, John Marshall, and George Washington; and</p>	<ul style="list-style-type: none"> <li>• <u>Abraham Lincoln</u> – led the United States as President during the American Civil War. Through his leadership the Union was preserved and slavery eventually abolished after his assassination in 1865.</li> </ul>	
<p><b>8.8 History. The student understands</b></p>	<ul style="list-style-type: none"> <li>• <u>Firing on Fort Sumter</u> – Opening battle of the Civil War.</li> </ul>	<p><a href="http://www.texaslre.org/lp_archive.cfm">http://www.texaslre.org/lp_archive.cfm</a></p>

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<p><b>individuals, issues, and events of the Civil War. The student is expected to:</b></p> <p>8.8B explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House; and</p>	<ul style="list-style-type: none"> <li>• <u>Battle of Gettysburg</u> – Turning point of the Civil War in the east. Robert E. Lee’s invasion of the north was turned back by the Army of the Potomac in July 1863.</li> <li>• <u>Battle of Vicksburg</u> – General Ulysses S. Grant captured the city of Vicksburg completing the capture of the Mississippi River and cutting the Confederate States in half.</li> <li>• <u>Emancipation Proclamation</u> – Issued by President Lincoln on September 22, 1862, the Emancipation Proclamation declared that all slaves in states currently in rebellion after January 1, 1863 were free</li> <li>• <u>Assassination of President Lincoln</u> – Lincoln was assassinated on April 15, 1865 by John Wilkes Booth, a confederate sympathizer who blamed Lincoln for the South’s looming defeat in the Civil War, during a play at Ford’s Theatre in Washington D.C.</li> <li>• <u>Surrender at Appomattox Court House</u> – Lee surrender to Grant on April 19, 1865 therefore ending the war</li> <li>• Advantages and disadvantages of the North and South before and during the Civil War</li> </ul> <p>Teacher Note: Antietam, Bull Run suggest teaching</p>	<ul style="list-style-type: none"> <li>• Civil War Recruitment (April 06)</li> </ul> <p>p. 499</p>
<p><b>8.11 Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</b></p> <p>8.11A locate places and regions of importance in the United States during the 18th and 19th centuries;</p>	<ul style="list-style-type: none"> <li>• Regions: Union States, Border States, Confederate States, Mississippi Rivers</li> <li>• Cities: Washington, D.C., Richmond</li> <li>• States: All to 1876</li> </ul>	<p>p. 467</p>
<p><b>8.18 Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:</b></p> <p>8.18B describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.</p>	<ul style="list-style-type: none"> <li>• <u>Civil War</u> – Southern states argued that the federal government does not have the right to abolish slavery within the states or new territories. Following the election of Abraham Lincoln, from the pro-abolition Republican Party, 11 southern states succeeded from the Union, arguing they had the power to leave the Union.</li> </ul>	
<p><b>8.8 History. The student understands individuals, issues, and events of the Civil</b></p>	<ul style="list-style-type: none"> <li>• <u>First Inaugural Address</u> – Argued passionately for the</li> </ul>	

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<p><b>War. The student is expected to:</b></p> <p>8.8C analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.</p>	<p>preservation of union. Promised he had no intent to abolish slavery.</p> <ul style="list-style-type: none"> <li>• Second Inaugural Address – Fight for restoration of peace and the Union. “Malice towards none, with charity towards all.”</li> <li>• Gettysburg Address – The country should have a new birth of freedom. The government of the people, by the people, and for the people shall be preserved.</li> </ul> <p>Teacher Note: analyze excerpts of each and look for ideas listed in the TEK</p>	
<p><b>8.17 Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:</b></p> <p>8.17B describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States; and</p>	<ul style="list-style-type: none"> <li>• 13th Amendment – Abolished slavery in the United States.</li> <li>• 14th Amendment – Defined United States Citizenship and extend equal protection to all United States Citizens. Originally designed to protect the rights of the recently freed slaves but the</li> <li>• 14th Amendments usage has extended to other areas including civil rights and rights of the disabled.</li> <li>• 15th Amendment – Designed to protect the voting rights of African Americans males.</li> </ul>	
<b>Social Studies Skills TEKS</b>		
<p><b>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>8.31A use social studies terminology correctly;</p>	<p><b>Assurance Words</b> to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> <li>• Emancipation proclamation</li> </ul> <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p>	
<p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>8.30B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p><u>Sequencing</u> – putting events in order  <u>Categorizing</u> – Separating items/events according to similar characteristics  <u>Identifying Cause &amp; Effect</u> – identifying reasons for and results of major events  <u>Comparing</u> – finding similarities between two or more items, events, or issues  <u>Contrasting</u> – finding differences between two or more items, events, or issues  <u>Finding Main Idea</u> – describe the most important thought or overall position within a source  <u>Summarizing</u> – condense a source to its most important concepts  <u>Make generalizations</u> – the process of reducing the complexity of a topic to a more simple statement  <u>Drawing inferences</u> – find the intended meaning within a document  <u>Drawing conclusions</u> – a summarizing statement</p>	

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	<p>Examples:            Sequencing – analyze timelines            Categorizing – characteristics of each colonial region, political, economic, social            Cause/Effect – C/E American Revolution; C/E War of 1812            Comparing – Venn Diagram of Pilgrim/Puritans and Powers of Government under Federalism            Contrasting – differences between: Federalist-Anti Federalists; Democrats-Republicans; Mercantilism-Free Enterprise</p>	
<p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b>            8.30C organize and interpret information from outlines, reports, databases, and <u>visuals</u> including graphs, charts, timelines, and maps;</p> <p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b>            8.30H use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p>Students need to create as well as interpret existing visuals including</p> <ul style="list-style-type: none"> <li>• graphs</li> <li>• charts</li> <li>• timelines</li> <li>• maps</li> </ul> <p><b>TEACHER NOTE:</b> The TEKS 8.30C and H integrate automatically. But it might be helpful to explicitly show the students these “real world” math applications.</p> <p>Examples: Use the scale of a map to measure how many miles of railroad were built during a specific time period.</p>	<p>Websites to help create...</p> <p>graphs</p> <p>charts</p> <p>timelines</p> <p>Outline maps are available at <a href="#">National Geographic</a> <a href="#">Houghton Mifflin maps</a> <a href="#">Maps 101.com</a> (Password on Intranet &gt; Technology &gt; Passwords)</p> <p>p. 468</p>
<p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>8.30D identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;</p>		