

Teacher: Libby Germer	Date(s): February, 2017
Grade Level or Course: 11th grade; US/Virginia History	Content or Unit: The Civil War

STAGE 1: Desired Results - What will students be learning?

<p>SOL/Learning Objective aviors, criteria. s used in framework.</p>	<p>Civil War and Reconstruction: 1860 to 1877</p> <p>(a month-long unit, culminating in this <u>one-day lesson</u> on remembering the Civil War)</p> <p>VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by</p> <ul style="list-style-type: none"> a) evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict; b) identifying the major events and the roles of key leaders of the Civil War Era with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass; c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address; d) examining the political and economic impact of the war and Reconstruction including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States; e) examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia; f) explaining postwar contributions of key leaders of the Civil War.
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<p>Essential Questions & Understandings/Big Ideas</p>	<p>What were the causes of the Civil War?</p> <p>What were the major military and political events of the Civil War?</p> <p>Who were the key leaders of the Civil War?</p> <p>Why did Southern states secede?</p> <p>Did any state have a right to leave the Union?</p> <p>Was Lincoln right to use military force to keep the Union intact?</p> <p>How did the ideas expressed in the Emancipation Proclamation and the Gettysburg Address support the North’s war aims?</p> <p>What was Lincoln’s vision of the American nation as professed in the Gettysburg Address?</p> <p>What were the consequences of the war and Reconstruction?</p> <p>How did the Civil War affect African Americans and the common soldier?</p> <p>What was the war’s impact on the home front?</p>
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(Stages adapted from the UBD model by McTighe and

	What were the postwar contributions of Ulysses S. Grant, Robert E. Lee, and Frederick Douglass?
Key Vocabulary	Collective Memory, Lost Cause, secession, reconciliation, UVA Professor Gary Gallagher's work on 4 narratives of the Civil War in memory, the Rashomon Effect
STAGE 2: Assessment Evidence - What is evidence of mastery?	
Assessment Part 1	Students will critically examine and compare the Civil War chapter of their current textbook with a 1965 textbook used by students in Bath County, VA. Using a series of guided questions, students will list differences in the way that the books describe events leading up to the Civil War and its consequences in the South.
Possible misconceptions or learning gaps	Because my students are generally not strong or motivated readers, this text-heavy assignment will be a hard sell.
STAGE 3: Learning Plan - What are the strategies and activities you plan to use?	
Snapshot / Warm-up	I will assign five students a seemingly random action (written on an index card) and ask them to perform their action in the order of their numbered card. They will not understand why they are doing this, yet.
Teaching and Learning Activities - Small Group Emphasis	
<p>Whole Group Classroom Instruction:</p> <p>I will deliver a PowerPoint presentation using Professor Gary Gallagher's work on collective memory of the Civil War, particularly emphasizing the four different narratives he names Lost Cause, Slavery, Union, and Reconciliation.</p> <p>For each of the narratives, the Powerpoint will feature images from popular culture as well as bits of primary source texts.</p> <p>Students will take notes at their desks.</p>	

Teaching Stations
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Work Stations
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Here, in small groups, students will use their new vocabulary to decide which of Gallagher's four
representatives best fits the 1965 textbook and our current textbook (by
Pearson-Prentice Hall). What were their clues?

Each group will share out their answers.

Instructional Strategies	Differentiation	Checking for Understanding
<ul style="list-style-type: none">•••••••••	<ul style="list-style-type: none">•••••••	<ul style="list-style-type: none">••••••

Higher Level Thinking	Connections to other subject areas and/or authentic applications	Technology Use
STAGE 4: Closure - What did the students master & what are they missing?		
Lesson Closure & Student Summarizing of their Learning	I will read texts aloud that borrow heavily from one narrative or another and ask students to name them and defend their choice.	
Assessment Part 2 <ul style="list-style-type: none"> • • • • • 	Now I will ask each student to write down exactly what occurred during the Snapshot Activity. In order, who did what? If students find (as they probably will) that their accounts differ from one another, I will share with them the Rashomon Effect. How is this sociological phenomenon similar to the way Americans remember the Civil War and its effects on the South? How is it different?	

Teacher Reflection / Effectiveness of Learning

The way I want to end this unit, after having taught the Civil War for several weeks, is assigning pairs of students to record an interview with a person over 50 years of age on their memory of the Civil War. Most importantly, I want students to help each other create questions for their interviewees that will elucidate the education they received on the Civil War. Which narrative did it most closely ascribe to? Why? I hope this activity will encourage my students to consider the wisdom of their elders, to think historically about the way a person's education reflects their particular cultural context, and to practice public speaking.