

**HPISD CURRICULUM  
(SOCIAL STUDIES, UNITED STATES HISTORY)**

**EST. NUMBER OF DAYS:5 DAYS**

<b>UNIT NAME</b>	<b>UNIT 1D: REVIEW: US HISTORY TO 1877: CIVIL WAR</b>
<b>Unit Overview</b>	Students will understand the events that led to the Civil War, the course and outcome of the war, and the establishment and eventual failure of Reconstruction.
<b>Generalizations/Enduring Understandings</b>	<p><b>Constitutional Government and Federalism</b>  Reinterpretation of fundamental law in a written constitution, through altered historical circumstances and cultural values, leads to significant changes in the political culture.</p> <p>Ongoing struggles between national and state governments, and changing political attitudes, continuously redefine the balance of power in a federal system.</p> <p>Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</p> <p><b>Capitalism and Economic Abundance</b>  Free markets, free labor, and capital investment, in an environment of abundant resources and technological advances, lead to economic growth and opportunities for prosperity.</p> <p>Scientific discoveries and technological innovations shape economic development.</p> <p>Economic regulation and government stimulation of the economy modify and moderate the effects of free market capitalism to achieve other economic and political goals, such as stability and equality.</p>

Global conflict and cooperation, along with changing cultural circumstances, trigger problems and opportunities for economic development, such as expanded opportunities for trade, competition for resources, and interdependency.

### **Civil Rights and Equality**

Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.

The embodiment of the ideals of political liberty and self-determination in the Charters of Freedom, including the Bill of Rights, establish the foundation for the struggle to extend equal rights and civil liberties to all citizens regardless of economic standing, race or gender.

The ideal of individual rights continually competes with the reality of government intervention.

### **War and Diplomacy**

The failure of diplomacy and compromise often leads to war.

Wars are fought for complex reasons, some noble, such as the protection of freedom, and others immoral, such as greed and prejudice.

Wars result in significant economic, political, and social changes in domestic affairs and foreign relations.

### **American National Character**

In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.

Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.

	<p>Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.</p> <p>Individuals can significantly influence historical events and group behavior through effective leadership.</p>	
<b>Concepts</b>	Economic Opportunity, States' Rights, Civil Rights	
<b>Guiding/Essential Questions</b>	<p>What were the causes of the Civil War?</p> <p>What was the impact of the Civil War?</p> <p>What were the effects of Reconstruction?</p>	
<b>Learning Targets</b>	<b>Performance</b>	<b>Learning Progression (**Decision Point)</b>
	<p>Prerequisite Knowledge and Skills: Students can recognize from a list those terms and personalities that might have influenced the Civil War Era.</p> <p>Learning Target: Students will interpret the events that led to the Civil War, the course and outcome of the war, and the establishment and eventual failure of Reconstruction.</p>	<p><b><u>Learning Progression (**Decision Point)</u></b></p> <ul style="list-style-type: none"> <li>• Build a vocabulary from the chapter.</li> <li>• Vocabulary Assessment- Vocabulary Scramble-categorization</li> <li>• Interactive Notebook Entry</li> <li>• The Story of US-student viewing guide to be completed</li> <li>• Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at least 10 items. The map must have a textual explanation and visual</li> <li>• ESPN-Economic, social, political, environmental. Use of the painting "Farewell". North and South.</li> </ul>

		<ul style="list-style-type: none"> <li>• Self-Directed Quiz-After a “popcorn” reading of a document, students write five content based questions with an answer key. Quiz is passed to another student who may use the document to answer the SDQ. Quiz is returned to test maker who grades the quiz and files it.</li> <li>• Checks for Muddiest Point in the Unit.- students are asked to write down the area or areas that are unclear.</li> <li>• Quick Write-Students write 2-3 minutes about what was discussed or explained from the previous day. Open-ended question. Interactive Notebook entry.</li> </ul>
<b>Formative Assessments</b>	<b>Unit Vocabulary quiz</b> <b>Civil War Battle Quiz</b> <b>Dred Scott v. Sanford SDQ</b>	
<b>Summative Assessments</b>	<b>Essay test</b>	
	<b><i>TEKS</i></b>	<b><i>Specifications</i></b>
<b>TEKS (<i>Grade Level</i>) / Specifications</b> <b>RED</b> = Readiness Standards <b>GREEN</b> = Supporting Standards <b>BLUE</b> = Process Standards <i>Italics</i> = Standards Not Tested	<b>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b> <b>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;</b>	

	<p><b>(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:</b></p> <p>(E) discuss the meaning and historical significance of the mottos “E Pluribus Unum” and “In God We Trust” ; and</p>	
<b>Processes and Skills</b>		
<b>Topics</b>	<p>Frederick Douglass  Elizabeth Cady Stanton  Underground Railroad  Harriet Beecher Stowe  Dred Scott  Bull Run  Emancipation Proclamation  Clara Barton  Gettysburg  William Tecumseh Sherman  Fifteenth Amendment  Ku Klux Klan</p>	
<b>Facts</b>		
<b>Language of Instruction</b>	<p>Secession, popular sovereignty, Bleeding Kansas, Whigs, Democrats, Republicans, conscription, freedmen, war of attrition, carpetbaggers, scalawags</p>	
<b>State Assessment Connections</b>		
<b>National Assessment Connections</b>		

**Resources**

*The Americans*, Ch. 4

Textbook Ancillaries

In-Depth Resources (Unit 1)

“Lincoln-Douglas Debates”

“Emancipation Proclamation”

“On the Burning of South Carolina”

“An Inquiry on the Condition of the South”

Historic Supreme Court Decisions

*Dred Scott v. Sandford*

American Stories video series

“War Outside My Window”

“Teacher of a Freed People”

Books for Students

Catton, B. *A Stillness at Appomattox*. Franklin Center: Franklin Library, 1977.

Foner, E. *A Short History of Reconstruction*. New York: Oxford University Press, 1991.