Over the next month, we will take a close look at the following **standards**. These are the specific ideas that we will learn about as we study the American Civil War. Our study of the War between the States will include an in-depth exploration of the politics, battles, and sacrifices that encompass one of the most exciting and tragic parts of our nation’s history. These **standards** will guide us through the hard work ahead of us!

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| **8 - U5.2.1**: Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.  |
| **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 and the respective advantages and disadvantages, including geographic, demographic, economic and technological |
| **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 the Declaration of Independence  |
| **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.  |

To help us achieve these ambitious goals, we will spend the next three weeks using a great variety of resources to develop a complex understanding of the American Civil War. Assignments will be checked in as usual, but it is imperative that you hold onto **all** materials given to you until the end of the school year. Your final project and final exam scores will suffer if you do not hold yourself accountable for the resources granted you. Over the next three weeks, you can look forward to the following activities:

* Ft. Sumter Article
* Significant Civil War Figures Biography Trading Cards – 1st Edition
* War! Terrible War! – Life as a Soldier Reenactment Game (next week!)
* Discovering the Strategy Behind the War’s Great Battles mapping activity in the LRC
* In-Depth analysis of primary documents (letters and correspondence) from the war
* Final *Photo Story 3* documentary project
* Supplementary readings as needed

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| **May 2012** |
| Monday | Tuesday | Wednesday | Thursday | Friday |
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**Civil War Documentary Project: Directions and Requirements**

For our unit on the American Civil War you will be compiling important information into a final documentary project using *Photo Story* *3*. We will be traveling to the computer lab throughout the unit to give you ample time to complete the project. Your final project must include information about the following topics covered in this unit:

1. **The War Begins**
	1. Battle of Ft. Sumter, the first battle of the war
		1. Provide a brief overview and its significance to the War (on both sides)
	2. Key figures (**Lincoln, Davis, 1 Confederate offices, 1 Union officer** + more if you choose)
		1. Provide a brief biography of each person and explain their significance to the War
	3. Why the South Seceded and the North Went to War
		1. Examine the **true** reason the South seceded and why the North went to war with the Confederate States of America
2. **Daily Life**
	1. Life on the Battlefield, life as a prisoner, hardships
		1. Provide detailed information explaining what life as a Union or Confederate soldier was like
	2. Opposition to the War
		1. Summarize a few reasons why certain people/groups opposed the war effort
	3. War correspondence (**letters between soldiers/family** and **politicians/military**)
		1. Find a quotation from a letter that was sent during the Civil War and explain how snail mail played an important role for both sides of the Civil War
	4. Life as a civilian during the war
		1. Provide detailed information explaining what life as a civilian was life
	5. Race issues/54th Infantry/Emancipation proclamation
		1. Explain how race issues were at the center of the conflict by using the 54th Infantry regiment as an example of how some people looked down on blacks and how some people saw blacks as equals and heroes
3. **Battles**
	1. (your group will be responsible for the battle that you will be assigned at a later date)
	2. Provide a brief synopsis of the battle and explain how it was significant to the Union, Confederacy, or both
4. **The Battle of Gettysburg and President Lincoln**
	1. Brief overview of the three-day battle
	2. The outcome and the battle’s significance to the Civil War
	3. Examine how Lincoln’s policy on slavery changed from before the War to the later stages of the War
5. **Effects of the War**
	1. Summarize the short-term and long-term effects of the war on the North and the South

In addition, you will be required to answer this all-encompassing question on the **final exam** with your knowledge from this unit:

**Why did the north win the Civil War?**

You and your partner will complete your *Photo Story 3* documentary project together. **Both you and your partner will be responsible for *at least* 8 slides each** for a presentation that will have a minimum of 16 slides. If you have three students in your group, plan to each complete *at least* 6 slides for a total of 18 slides or more.

For each slide, you must hand in your script with recorded information at the end of each day’s lab period. Plan to have *at least* 30 seconds worth of material for each slide. Music and frilly additions are not necessary to get an A on this project – the focus is on the **content**; however, *if you have time*, an excellently crafted and beautiful documentary is preferred.

Your completed documentary is due **NO LATER THAN** Thursday, May 24, 2012 at 4:00 P.M.

Utilize your class time everyday to ensure that yours will be completed on time and be of high quality. Cyber Café is an option if you are ever absent on a lab day.

**Individual Grading Rubric for the Civil War Documentary Project**

**Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Partner(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **CATEGORY** | 4 | 3 | 2 | 1 |
| **Requirements** | All requirements are met and exceeded. | All requirements are met. | One requirement was not completely met. | More than one requirement was not completely met. |
| **Content** | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |
| **Organization** | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |
| **Workload** | The workload is divided and shared equally by all team members. | The workload is divided and shared fairly by all team members, though workloads may vary from person to person. | The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work. | The workload was not divided OR several people in the group are viewed as not doing their fair share of the work. |
| **Oral Presentation** | Interesting, well-rehearsed with smooth delivery that holds audience attention. | Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention. | Delivery not smooth, but able to hold audience attention most of the time. | Delivery not smooth and audience attention lost. |

**Essential Questions**

1. Explain why the southern states seceded from the United States.
2. Explain why the Lower South seceded before the Upper South.
3. Explain 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 and the respective geographic, demographic, economic and technological advantages and disadvantages).
4. Defend an argument for or against Lincoln’s presidency by evaluating his political and military leadership and the evolution of his emancipation policy.
5. Evaluate and defend the significance of African American men and women during the Civil War.
6. Explain how the war affected combatants, civilians, the environment, and the future of warfare (including technological developments).

**After using the yellow highlights in Chapter 15 (pp. 472-499), your textbook’s glossary, and the dictionary to help you, record a simple definition for each of the following terms:**

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| **16.1: The War Begins** | **Confederate States of America** |
| **the Union** |
| **Jefferson Davis** |
| **Abraham Lincoln** |
| **Fort Sumter** |
| **border states** |
| **Winfield Scott** |
| **cotton diplomacy** |
| **16.2: The War in the East** | **Thomas “Stonewall” Jackson** |
| **First Battle of Bull Run/First Manassas** |
| **George B. McClellan** |
| **Seven Days’ Battles** |
| **Second Battle of Bull Run/Second Manassas** |
| **Robert E. Lee** |
| **Battle of Antietam** |
| **ironclads** |
| **16.2** | **The Anaconda Plan – Scott’s Great Snake** |
| **16.3: The War in the West** | **Battle of Shiloh** |
| **David Farragut** |
| **Siege of Vicksburg** |
| **Ulysses S. Grant** |
| **16.4: Daily Life during the War** | **emancipation** |
| **Emancipation Proclamation** |
| **contrabands** |
| ***54th Massachusetts Infantry*** |
| **Copperheads** |
| **Habeas corpus** |
| **Clara Barton** |
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| **16.5: The Tide of War Turns** | **Battle of Fredericksburg** |
| **Battle of Chancellorsville** |
| **Battle of Gettysburg** |
| **George Pickett** |
| **Pickett’s Charge** |
| **Gettysburg Address** |
| **Wilderness Campaign** |
| **William Tecumseh Sherman** |
| **total war** |
| **Appomattox Court House, Virginia** |