



Grade 5 Unit 3 - A House Divided

Unit Focus

This unit will ask students to look more deeply into the causes of the Civil War, including some fundamental differences between the North and South, the Missouri Compromise, Abolitionists and the Underground Railroad, the Compromise of 1850, Bleeding Kansas, the publishing of *Uncle Tom's Cabin*, and the election of Abraham Lincoln. The escalation of tensions surrounding many of these issues all led to the development and secession of the Confederacy.

Students, as historians, will investigate and compare the life of Union and Confederate soldiers, key battles, military tactics and advancement of war technology, combat conditions, medical care, life on the battlefield and the homefront, and the end of the war. Students will work together to develop a deeper understanding of specialized and specific roles of those citizens living during this divided time in US History.

Students will analyze many primary sources including photographs, letters, journals, and maps. Students will select a topic of interest and develop a guiding question to further research, analyze a variety of materials, and design a product. Students will develop an understanding that there are alternate and competing perspectives with every argument. Through this investigation of evidence and alternate perspectives, students will identify with history through a connection to young Americans from the 19th century that experienced life during the Civil War. They will work together to question what is worth fighting for and whether or not war can be avoided. The unit will culminate in a writing experience which applies their understanding of life during the Civil War.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Performance Standards <i>Social Studies : 5</i> 1010881 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY</p> <ul style="list-style-type: none"> • INQ.3--5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. <p>1010887 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS</p> <p>1010888 Civics</p> <ul style="list-style-type: none"> • CIV.5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations and families. <p>1010897 Geography</p> <ul style="list-style-type: none"> • GEO.5.1 Use maps, satellite images, photographs and other representations to explain relationships between the locations of places and regions and their environmental 	<p>T1 Pose and pursue questions to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence (<i>Synthesizing</i>)</p> <p>T2 Evaluate diverse sources and points of view to determine what <i>really</i> happened (<i>Alternate Perspectives</i>)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 They are historians, investigating and interpreting the past from a variety of perspectives.</p> <p>U2 Geographic reasoning requires using knowledge and perspectives of the North and South to ask and answer questions and being able to apply geographic representations.</p> <p>U3 Historians and social scientists work to explain what happened</p>	<p>Q1 Considering the choices and actions of others, how and why did this event occur?</p> <p>Q2 How can geographic reasoning be applied to infer useful information and make decisions?</p> <p>Q3 How do I investigate/figure out what happened or what</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>characteristics. <i>1010901 History</i></p> <ul style="list-style-type: none"> • HIST.5.9 Explain probable causes and effects of events and developments. • HIST.5.4 Explain why individuals and groups during the same historical period differed in their perspectives. • HIST.5.5 Explain connections among historical contexts and people's perspectives at the time. 	<p>and its significance through a continuous process of questioning, research, analysis, and interpretation.</p> <p>U4 Historians develop a sense of empathy for people.</p>	<p>might happen and its significance?</p> <p>Q4 How do students, as historians, use historical context to empathetically connect with a soldier's personal experience of the Civil War?</p>
ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE SKILLS		
<p><i>1010912 DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE</i></p> <ul style="list-style-type: none"> • INQ.3--5.8 Identify evidence that draws information from multiple sources in response to compelling questions. <p><i>1010917 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION</i></p> <ul style="list-style-type: none"> • INQ.3--5.11 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data. <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> • Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. 	<p>K1 Cultural, demographic, economic, political, and geographic differences between the North and South.</p> <p>K2 The various causes of the Civil War based on an escalation of tension and conflict.</p> <p>K3 Other factors leading to the Civil War including; The Missouri Compromise, the Underground Railroad, the Compromise of 1850, the Kansas-Nebraska Act, and the Election of Abraham Lincoln.</p> <p>K4 Many factors which led to the outcome of the Civil War including the Confederate and Union armies, key battles in the North, military tactics and technology, combat conditions, medical care, food and drink and the homefront.</p> <p>K5 Life during the Civil War - battles and battle-fields, technology and equipment, uniforms, health care, food, daily-life, the homefront, etc.</p> <p>K6 Vocabulary: Civil War, North, South, Union, compromise, slave state, free state, abolitionist, Underground Railroad, secede/secession, Confederacy, Gettysburg, Emancipation Proclamation, draft, technology, Reconstruction</p>	<p>S1 identifying concepts and ideas through inquiry that present alternate perspectives</p> <p>S2 explaining differing perspectives and the connections with historical context</p> <p>S3 explaining causes and effects of events and developments</p> <p>S4 describing ways in which people benefit from and are challenged by compromise in government</p> <p>S5 using maps, photographs, and other representations to explain relationships between the locations of places and regions and their impact on the Civil War.</p> <p>S6 identifying evidence through the evaluation of text structures and note taking</p> <p>S7 constructing explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p>