

**Unit Three: Expansion, Civil War, and Reconstruction**  
**AP U.S. History / ECE History 1501**

11 Class Meetings

*Revised June 2019*

**Essential Questions**

- To what extent did the Civil War and Reconstruction transform the American identity?

**Enduring Understandings with Unit Goals**

**EU 1:** The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

- Evaluate the impact of Manifest Destiny on different groups of Americans
- Explain how westward expansion led to violent conflicts and altered the geographic makeup of the country

**EU 2:** Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

- Analyze the long-term causes and short-term catalysts that led to the Civil War
- Compare the Union and the Confederacy in terms of their economies, social structures, and central government powers

**EU 3:** The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

- Evaluate Reconstruction and its impact on the nation as a whole

**Standards**

**Common Core State Standards/College and Career Readiness Anchor Standards:**

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-Literacy.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **CCSS.ELA-Literacy.RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

## Unit Three: Expansion, Civil War, and Reconstruction

### AP U.S. History / ECE History 1501

11 Class Meetings

*Revised June 2019*

- **CCSS.ELA-Literacy.RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- **CCSS.ELA-Literacy.RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- **CCSS.ELA-Literacy.RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **CCSS.ELA-Literacy.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-Literacy.RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **CCSS.ELA-Literacy.WHST.11-12.1** Write arguments focused on *discipline-specific content*.
- **CCSS.ELA-Literacy.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.WHST.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **CCSS.ELA-Literacy.WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **CCSS.ELA-Literacy.WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-Literacy.WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-Literacy.WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Unit Three: Expansion, Civil War, and Reconstruction**  
**AP U.S. History / ECE History 1501**

11 Class Meetings

*Revised June 2019*

**College Career and Civic Life – C3 Framework for Social Studies State Standards:**

- **D2.His.14.9-12.** Analyze multiple and complex causes and effects of events in the past.
- **D2.His.15.9-12.** Distinguish between long-term causes and triggering events in developing a historical argument.
- **D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**MSMHS Academic, Civic, and Social Competencies**

**Competency 1:** Read and write effectively for a variety of purposes

**Competency 2:** Speak effectively with a variety of audiences in an accountable manner

**Competency 5:** Contribute to a positive learning environment with respect and responsibility

**Unit Content Overview**

**College Board Key Concept Alignment:** 4.3, 5.1, 5.2, 5.3

- Manifest Destiny
- Westward Expansion
- Mexican American War
- Nativism
- Gold Rush
- Political events leading up to the Civil War (Compromise of 1850, Kansas-Nebraska Act, Dred Scott)
- *Uncle Tom's Cabin*
- Sectionalism
- States' Rights
- Abraham Lincoln
- Major events and figures of the Civil War
- Civil War New York City Draft Riots
- Reconstruction
- Radical Republicans
- Sharecropping
- 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments
- Compromise of 1877
- Current Event Connections

**Unit Three: Expansion, Civil War, and Reconstruction**  
**AP U.S. History / ECE History 1501**

11 Class Meetings

*Revised June 2019*

**Daily Learning Objectives with TWPS Activities**

**Students will be able to...**

- Evaluate the impact of Manifest Destiny on American settlement of the West.
  - *How did the ideas of Manifest Destiny influence the settlement of the West?*
- Analyze the long-term causes and short-term catalysts that led to the Civil War
  - *How did western expansion cause the North and South to confront the issue of slavery?*
- Discuss perspectives of the North and South leading up to the Civil War
  - *What were the dominant causes/catalysts of the Civil War?*
- Create a reasoned argument about the Civil War using evidence from multiple relevant historical sources
  - *Was the Civil War inevitable or could it have been resolved through other diplomatic means?*
- Compare the Union and the Confederacy in terms of their economies, social structures, and central government powers
  - *Was the South doomed to lose the war no matter what due to the North's industrial advantages, or was the decision to fight a defensive war what truly sealed their fate?*
- Explain the reasons for home front opposition during the Civil War, using the New York City draft riots as a case study
  - *Who was the blame for the violence that hit New York in July of 1863? Explain with evidence from the text.*
- Evaluate Reconstruction and its impact on the nation as a whole
  - *Did the era of Reconstruction achieve its goals? Use examples from our class and your readings.*
- Adopt the perspective of an abolitionist to problem solve real-world scenarios facing the American Anti-Slavery Society during Reconstruction
  - *What challenges was the American Anti-Slavery Society presented with when debating whether or not to support other progressive reforms?*

**Instructional Strategies/Differentiated Instruction**

- **HLP:** Academically Productive Talk
- **HLP:** Writing to Learn (TWPS)
- **HLP:** Effective Feedback
- Textbook, Primary Source, and Historical Scholarship Readings
- Vocabulary Lists (IDs)
- HAPPY Document Analysis/Living DBQ: Manifest Destiny
- DBQ (Timed)
- Lecture
- Reading and Lecture Quizzes

**Unit Three: Expansion, Civil War, and Reconstruction**  
**AP U.S. History / ECE History 1501**

11 Class Meetings

*Revised June 2019*

- Roundtable Discussions
- Debates
- Seminar on Lincoln Scholarship
- Online guided research: Civil War Battles
- Essay writing and DBQ
- Flexible grouping
- Examination of exemplary student work
- Teacher modeling
- Guided practice
- Student self-assessment
- Graphic organizers/outline
- Student restating information
- Rephrasing information for students
- Videos Clips

**Interdisciplinary Connections:**

- English: Scholarly Reading and Research, Source Evaluation

**Assessments**

**FORMATIVE ASSESSMENTS:**

- ID List: *America Past and Present* Chapters 13-16
- Oral Questioning
- Warm Ups
- Exit Slips
- Homework
- Accountable talk Discussions
- Daily Think-Write-Pair-Share (TWPS)
- Cause-Effect-Solution Exercise
- Short Answer Practice
- Multiple Choice Practice
- Higher Order Thinking (HOT) Question Exit Tickets
- HAPPY Document Small Group Activity: Manifest Destiny
- DBQ: Failure of Compromise
  - MSMHS Rubric 1: Literacy
  - Self-Assessment

**Unit Three: Expansion, Civil War, and Reconstruction**  
**AP U.S. History / ECE History 1501**

11 Class Meetings

*Revised June 2019*

- Roundtable: Civil War Causes and Catalysts
  - MSMHS Rubric 2: Accountable Talk
  - Self-Assessment
- Great Debate: Abe Lincoln-Great Emancipator?
- Harkness Discussion: New York City Draft Riots

**SUMMATIVE ASSESSMENTS:**

- Quiz: Chapters 13 and 14 (EU 1)
- Take-Home Quiz: Chapters 15 and 16 (EU 2)
- DBQ: Failure of Compromise (EU 2)
- Roundtable: Civil War Causes and Catalysts (EU 2)
- Midterm Exam (Essay)

**Unit Task**

**Unit Task Name:** Roundtable: Civil War Causes and Catalysts

**Description:** Students will engage in a roundtable discussion utilizing the Harkness Model. They will each be assigned a Civil War figure to research. Acting as their assigned individual, they will explain their involvement with and/or contributions to the outbreak of the Civil War (EU 2), supported with a primary source document (EU 4) created by or about their character. This activity further builds on the historical analysis skills introduced in Unit 1, requiring that a historian's interpretation of history must include a clear synthesis of events that is well supported with evidence from multiple sources (Unit 1-EU 1).

**Evaluation:** MSMHS Rubric 2: Accountable Talk

**Unit Resources**

- Textbook (*AMERICA: Past and Present AP Edition*)
- Armstrong, Stephen. *5 Steps to a 5 AP US History, 2018*. McGraw-Hill, 2018.
- Supplementary Reading Excerpts:
  1. *Constructing the American Past: A Source Book of a People's History, Volume 1*
  2. *Major Problems in American History, Volume 1 – to 1877*
  3. *Taking Sides: Clashing Views in United States History, Volume 1 – The Colonial Period to Reconstruction*
  4. *Documenting United States History*
- Primary Source Documents

## **Unit Three: Expansion, Civil War, and Reconstruction**

### **AP U.S. History / ECE History 1501**

11 Class Meetings

*Revised June 2019*

- MSMHS School-wide Rubrics
- Documentary Video Clips
- Laptops
- Internet