

Domain-Based Unit Overview

Title of Domain: Civil War
Learning Time: 24 days

Big Idea

Slavery and the Civil War sharply divided citizens and states throughout the country and led to more than six hundred thousand deaths in one of the nation's greatest crises.

What Students Need to Learn

- I. Toward the Civil War
 - A. Abolitionists: William Lloyd Garrison and The Liberator, Frederick Douglass
 - B. Slave life and rebellions
 - C. Industrial North versus agricultural South
 - D. Mason-Dixon Line
 - E. Controversy over whether to allow slavery in territories and new states
 - 1. Missouri Compromise of 1820
 - 2. Dred Scott decision allows slavery in the territories
 - F. Importance of Harriet Beecher Stowe's Uncle Tom's Cabin
 - G. John Brown and Harpers Ferry raid
 - H. Lincoln: "A house divided against itself cannot stand."
 - 1. Lincoln-Douglas debates
 - 2. Lincoln elected president, Southern states secede
- II. The Civil War
 - A. Fort Sumter
 - B. Confederacy and Jefferson Davis
 - C. Yankees and Rebels, Blue and Gray
 - D. First Battle of Bull Run
 - E. Robert E. Lee and Ulysses S. Grant
 - F. General Stonewall Jackson
 - G. Ironclad ships, battle between USS Monitor and CSS Virginia (formerly the USS Merrimack)
 - H. Battle of Antietam Creek
 - I. The Emancipation Proclamation
 - J. Gettysburg and the Gettysburg Address
 - K. African American troops, Massachusetts Regiment led by Colonel Robert Gould Shaw

- L. William Tecumseh Sherman’s march to the sea and the burning of Atlanta
- M. Lincoln reelected, concluding words of the Second Inaugural Address (“With malice toward none, with charity for all.”)
- N. Fall of Richmond (Confederate capital) to Union forces
- O. Surrender at Appomattox
- P. Assassination of Lincoln by John Wilkes Booth
- III. Reconstruction
 - A. The South in ruins
 - B. Struggle for control of the South
 - 1. Radical Republicans vs. Andrew Johnson,
 - 2. Impeachment proceedings against Johnson
 - C. Carpetbaggers and scalawags
 - D. Freedmen’s Bureau, “forty acres and a mule”
 - E. Thirteenth, Fourteenth, Fifteenth Amendments to the Constitution
 - F. Black Codes, the Ku Klux Klan, “vigilante justice”
 - G. End of Reconstruction, all federal troops removed from the South

MN Academic Standards

5.1.1.1.1
5.1.4.6.1
5.1.4.6.2
5.1.4.7.1
5.3.1.1.1
5.3.2.3.1
5.3.4.10.1
5.4.1.1.1
5.4.1.2.1
5.4.1.2.2
5.4.2.3.1
5.4.4.16.5

Pre-Assessment

- 1) Give students list various historical figures, terms: Abraham Lincoln, slavery, Fredrick Douglass, Abolishonist. (These are taken from prior CK units.)
- 2) Ask students to fill in a blank beside each word to gage prior knowledge. Will not accept IDK.

Domain Chapter 1	Slavery
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ <i>Understand the institution of slavery.</i> ✓ <i>Understand the basis of the antislavery movement.</i> ✓ <i>Explain how the invention of the cotton gin reinvigorated the institution of slavery</i>
Vocabulary	slavery, self-evident, unalienable, civil rights, and cultivate.
Procedure	<ol style="list-style-type: none"> 1) Discuss the time frame of history the class has learned about so far. Teacher creates a Timeline 2020. noting the height of Ancient Greeks and Roman times, the start of the Renaissance, American Revolutionary War and 2020 (present). Add US Civil War 1861-1865 CE 2) Display Map of the Thirteen Colonies. Discuss the different economic and environment that allowed the Southern Colonies to become an agricultural society. Students are given a packet for this domain divided into chapters with vocabulary words and definitions, room for students to write sentences for three of the vocabulary words, and 3-5 comprehension questions taken from Core Knowledge. 3) Ask Big Question: Why did the demand for slaves increase in the Southern states? 4) Watch the video on Mount Vernon found on CK's site and allow for discussion of the life of George Washington's slaves. 5) Identify the lesson's vocabulary words and give students a few minutes to write detailed, fifth grade quality sentences. 6) Teacher reads chapter 1 asking comprehension questions along the way from the packet while students fill in answers. <p>It is important during these first few lessons to allow for students to talk about their feelings of the historical trauma of slavery. It is vital to remind students of the safety and respect that is present every moment in our classroom. Support the practice of every student going home and sharing with their family what was discussed in Social Studies that day which will harbor a connection and communication on various topics of our country's history.</p>

Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 2	The Life of a Slave
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ <i>Explain the different types of jobs done by slaves.</i> ✓ <i>Describe how slaves used their African culture and traditions for support and to express resistance to their owners</i>
Vocabulary	consent, resist, resistance, deliverance, and outwit.
Procedure	<ol style="list-style-type: none"> 1) Start class with two hymns found on the Core Knowledge site for this unit. 2) Ask the Big Question: : How did slaves in the South resist? Foster short discussion. (singing, stories, etc.) 3) Display a map of the United and Confederate States. point out that during this period of study, this is the area we're talking about. 4) Students popcorn reading vocabulary words and definitions. 5) give students a few minutes to write detailed sentences for three chosen words. 6) Students will popcorn read chapter 2 and fill out answers for 4 questions for this chapter.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 3	The Missouri Compromise
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MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Summarize the political background and events that led to the Missouri Compromise. ✓ Describe the provisions of the Missouri Compromise
Vocabulary	territory, compromise, Union, statehood, legislature, and character.
Procedure	<ol style="list-style-type: none"> 1) Display copy of United States and Confederate States of America and review the issue of slavery. 2) Review vocabulary and give students time to write terrific sentences. 3) Pose a situation to the class: Anna’s group is using sharpie markers for their art project. Felipe’s group has the colorful markers. Anna wants to add red to one section of the project. Have groups come up with ideas of how each group can be happy and safe. Guide the students/ highlight compromise as this is a key idea for today’s lesson. 4) Ask The Big Question: How did the Missouri Compromise attempt to resolve the issue of slavery in the territories? 5) Students will read Chapter 3 independently and answer comprehension questions.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 4	Growth of Antislavery Feeling
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Identify prominent abolitionists, and explain the rise of abolitionism. ✓ Identify Harriet Tubman, and explain how the Underground Railroad worked.

	<i>✓ Identify the abolitionist William Lloyd Garrison and his publication The Liberator, and abolitionist Frederick Douglass.</i>
Vocabulary	abolitionist, Underground Railroad, surveyor; and of the phrase “constitutional amendment.”
Procedure	<ol style="list-style-type: none"> 1) Start class with BrainPop video of the Underground Railroad. 2) Discuss the Underground Railroad and share artifacts of the Civil War quilt. 3) The Big Question: How did abolitionists and the people of the Underground Railroad fight against slavery? 4) Review Vocabulary and have students create 3 sentences using given words. 5) Students should read independently and answer comprehension questions. 6) Go over answers.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 5	Growing Apart
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p><i>✓ Explain how the growth of manufacturing in the North and the plantation system in the South increased the economic and social differences between the two regions.</i></p> <p><i>✓ Describe how manufacturing and transportation improvements helped Northern cities grow into urban centers.</i></p> <p><i>✓ Describe how the plantation system resulted in a rural South with few industrial improvements.</i></p>
Vocabulary	manufacturing, mill, urban, and rural
Procedure	1) Display map of United States and Confederate States.

	<ol style="list-style-type: none"> 2) Go through slides of examples of different economic situations in Northern and Southern States. 3) Ask The Big Question: What were the economic differences between the North and the South? 4) Go through vocabulary words and have students write 3 great sentences. 5) Pair reading of chapter 5 and pair working on comprehension questions. 6) Share answers with the group. 7) Homework: domain vocabulary 5.1
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 6	A House Divided
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ <i>Understand the Compromise of 1850.</i> ✓ <i>Identify Harriet Beecher Stowe, and explain how Uncle Tom's Cabin called attention to the issue of slavery.</i> ✓ <i>Explain the Kansas-Nebraska Act, and understand how it affected slavery in new territories.</i>
Vocabulary	senator, admission, secede, and fugitive.
Procedure	<ol style="list-style-type: none"> 1) Display a cartoon from the pre made slides of Lincoln's quote " A House Divided" and ask students what they think. What does "the house" represent? (the U.S.A.) 2) Ask The Big Question: Why did compromises fail to solve the national argument about slavery? 3) Review vocabulary and give students time to write terrific sentences.

	4) Students will read Chapter 6 independently and answer comprehension questions.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 7	Young Mr. Lincoln
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Summarize the important events in Abraham Lincoln's early life. ✓ Analyze and predict how these events might have shaped Lincoln's character and actions as president.
Vocabulary	constitutional
Procedure	<ol style="list-style-type: none"> 1) Have students list attributes of Leaders. 2) Form another list: how to become a leader and explain that after the chapter the class will use Abraham Lincoln's youth as an example. 3) Ask The Big Question: What shaped Abraham Lincoln as a young man? 4) Review Vocabulary. 5) Students should read independently and answer comprehension questions. They should write down on a post it note an example of an example of Abe Lincoln's upbringing that helped him become a good leader and they should place the post its on the board when they're done. 6) Go over answers and examples.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 8	The Crisis Deepens
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ Explain how the Dred Scott decision, John Brown's raid, and the election of 1860 increased the disagreements between the North and the South.</p> <p>✓ Explain the issues and significance of the Lincoln-Douglas debates.</p> <p>✓ Explain the meaning of Abraham Lincoln's "A house divided" speech.</p>
Vocabulary	Supreme Court, exercise, endure, dissolve, natural rights, and arsenal
Procedure	<ol style="list-style-type: none"> 1) Ask The Big Question: What led the South to secede? 2) Show students some slides with pictures representing SECEDE. 3) Go through vocabulary words and have students write 3 great sentences. 4) Pair reading of chapter 8 and pair working on comprehension questions. 5) Share answers with the group.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 9	The War Begins
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ Describe the challenges Lincoln faced when he took office.</p> <p>✓ Summarize the formation of the Confederacy.</p> <p>✓ Identify Jefferson Davis.</p> <p>✓ Explain why the Confederacy fired on Fort Sumter</p>

Vocabulary	Confederate, preserve, ammunition, and bombardment
Procedure	<ol style="list-style-type: none"> 1) Start the class with a slide of Ft. Sumter today. And share the video on its website about the history of the fort. 2) Ask The Big Question: Why did the attack on Fort Sumter launch the American Civil War? 3) Students will read Chapter 9 independently and answer comprehension questions. 4) Then students will take out their copy of the United States and Confederate States of America and have them color the states according to United, Confederate, and Territory. (homework if not done) 5) Go over answers to comprehension questions.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 10	Advantages and Disadvantages
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Summarize the expectations of both sides at the beginning of the war. ✓ Describe how the First Battle of Bull Run changed people's views of the Civil War. ✓ List the advantages of the North and the South at the start of the Civil War.
Vocabulary	upper hand and defensive, and of the phrase "tide of battle."
Procedure	<ol style="list-style-type: none"> 1) Ask the Big Question: : What resources and advantages did each side have at the start of the Civil War? 2) Review Vocabulary and have students create sentences using given words. 3) Students should read independently and answer comprehension questions. 4) Go over answers.

Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 11	Developing A Strategy
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ <i>Explain Winfield Scott's strategy for winning the war.</i> ✓ <i>Describe the battles between the Virginia and the Monitor, and understand the significance to naval warfare.</i> ✓ <i>Explain the importance of the naval blockade to the Union strategy</i>
Vocabulary	strategy, blockade, and manpower
Procedure	<ol style="list-style-type: none"> 1) Display and have students take out individual copies of The Civil War, 1861–1865 worksheet 10.1 2) Ask The Big Question: What was General Winfield Scott's plan to win the war, and how successful was it? 3) Go through vocabulary words and have students write 3 great sentences. 4) Pair reading of chapter 11 and pair working on comprehension questions. 5) Share answers with the group.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 12	The War in the East
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MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ <i>Explain how McClellan’s excessive caution undermined Union strategy.</i></p> <p>✓ <i>Identify and explain the outcomes of the Peninsula Campaign and the Battle of Antietam.</i></p> <p>✓ <i>Identify Stonewall Jackson, and describe his significance to the Confederacy.</i></p>
Vocabulary	volunteer, caution, peninsula, and decisiveness; and of the phrase “secretary of war.”
Procedure	<ol style="list-style-type: none"> 1) Have students explain Scott’s “anaconda strategy” and review the importance of the Monitor and Virginia battleships. 2) Ask The Big Question: What prompted Lincoln to remove General McClellan from command? 3) Review vocabulary words and have students create 3 great sentences using words provided. 4) Teacher will read Chapter 12 and students will answer comprehension questions. 5) Exit ticket: What would you have done if you were President Lincoln? Would you have fired McClellan or given him another chance?
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 13	The Emancipation Proclamation
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	✓ <i>Summarize the events that led to the issuing of the Emancipation Proclamation.</i>

	<i>✓ Explain the immediate impact and significance of the Emancipation Proclamation.</i>
Vocabulary	emancipation, righteous, and decree.
Procedure	<ol style="list-style-type: none"> 1) Display picture of newspaper announcing emancipation. Explain that today the students will learn that the proclamation did not free all slaves. 2) The Big Question: How did the Emancipation Proclamation change the focus of the war effort from the Union point of view? Start class with BrainPop video of the Underground Railroad. 3) Review Vocabulary and have students create 3 sentences using given words. 4) Students should read chapter 13 independently and answer comprehension questions. 7) Go over answers.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 14	The Generals
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<i>✓ Identify and describe the characteristics of the three leading generals of the Civil War: Stonewall Jackson, Robert E. Lee, and Ulysses S. Grant</i>
Vocabulary	colonel, mystify, and tactic.
Procedure	<ol style="list-style-type: none"> 1) Review the Emancipation Proclamation. 2) Display slides with the 3 generals discussed and give a little background on them. 3) Ask The Big Question: How were the three great Civil War generals alike and different?

	<ol style="list-style-type: none"> 4) Begin a three spaced Venn diagram and fill in information throughout class about the generals. 5) Go through vocabulary words and have students write 3 great sentences. 6) Teacher will read chapter 14 and students will work on comprehension questions. 7) Have students find a partner and verbally compare and contrast the generals.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 15	Johnny Reb and Billy Yank
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Describe the life and living conditions of ordinary soldiers on both sides in the Civil War. ✓ Understand the social inequality of the draft on both sides. ✓ Identify who the Yankees and the Rebels were. ✓ Understand the contributions and roles of African American troops, including the Massachusetts 54th Regiment led by Colonel Robert Gould Shaw
Vocabulary	bonus, draft, and substitute
Procedure	<ol style="list-style-type: none"> 1) Write the Big Question on the board: What was life like for the common soldier during the Civil War? 2) Display a copy of the United States and Confederate States of America and review the meaning of the Union and Confederacy, introducing the nicknames given to soldiers fighting in the US Civil War. 3) Review vocabulary and give students time to write terrific sentences.

	<p>4) Students will popcorn read chapter 15 and teacher will take notes on the board about different aspects of life for the soldiers.</p> <p>5) For homework, students will write a detailed paragraph (using notes) about the everyday life of a common soldier during the Civil War.</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 16	Women and the War Effort
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ Describe the contributions of women during the Civil War.</p> <p>✓ List the accomplishments of Clara Barton.</p>
Vocabulary	spy, warehouse, battlefield, and surgeon
Procedure	<p>1) Start class with BrainPop video of Clara Barton.</p> <p>2) Ask The Big Question: How did women help the war effort?</p> <p>3) Review Vocabulary and have students create 3 sentences using given words.</p> <p>8) Students should read chapter 16 independently and answer comprehension questions.</p> <p>9) Go over answers.</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 17	The Tide Turns
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MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<i>✓ Summarize the background and significance of the Union victory at Gettysburg. ✓ Read and understand the Gettysburg Address</i>
Vocabulary	stronghold, siege, telegraph, consecrate, and hallow
Procedure	<ol style="list-style-type: none"> 1) Display a picture of Abraham Lincoln at during the gathering of the Gettysburg Address. Explain that this speech given to commemorate the cemetery of the Union soldiers is one of the most famous in American history. It was so fast that the photographer barely had time to snap a photo of Lincoln. 2) Remind students of the idiom “turn the tide” and that the Battle of Gettysburg is so important and remembered today. 3) Go through vocabulary words and have students write 3 great sentences. 4) Students will popcorn read chapter 17 and will watch an actor deliver the address. Students will work on comprehension questions and share answers with the group. 5) For homework, students will record themselves delivering the Gettysburg Address.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 18	Confederate Problems Mount
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<i>✓ Explain the political weaknesses of the Confederacy. ✓ Describe the strengths and weaknesses of Jefferson Davis’s leadership of the Confederacy.</i>

Vocabulary	states' rights, governor, and cabinet; and the phrase "manufactured good."
Procedure	<ol style="list-style-type: none"> 1) Review with students the Battle of Gettysburg was the last Confederate invasion on Union territory. 2) Ask The Big Question: What problems did the Confederacy have at home? 3) Go through vocabulary words and have students write 3 great sentences. 4) Students will read chapter 18 and will write down one problem the Confederacy had at home on a post it note. 5) After completing comprehension questions and placing the post it note on the board, class with check work and answers.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 19	The War Draws to a Close
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ Explain how the military campaigns of Grant and Sherman helped end the war, including the fall of Richmond and Sherman's march to the sea and burning of Atlanta.</p> <p>✓ Describe Lincoln's vision for the peace and Grant's peace terms offered to Lee at Appomattox Court House.</p> <p>✓ Explain the significance of Lincoln's reelection and the concluding words of his second inaugural address.</p>
Vocabulary	malice and bind
Procedure	<ol style="list-style-type: none"> 1) Display painting of Lee surrendering to Grant. 2) Ask The Big Question: How did the Union finally defeat the Confederacy? 3) Go through vocabulary words and have students write great sentences.

	Students will read chapter 19 independently and complete comprehension questions.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 20	The Death of Lincoln
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ Explain John Wilkes Booth's reasons for assassinating President Lincoln.</p> <p>✓ Describe the circumstances of Abraham Lincoln's death.</p>
Vocabulary	racist and secret agent
Procedure	<ol style="list-style-type: none"> 1) Take virtual tour of Fords Theater to introduce the chapter and set the scene for Linsoln's assassination. 2) Go through vocabulary words and have students write great sentences. 3) Students will read chapter 20 independently and will work on comprehension questions then share answers with the group. 4) Play video of an actor reading "Oh Captain, My Captain." 5) Detail the meaning of the poem, written in honor of Lincoln.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 21	The South in Ruins
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MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Describe the devastation in the South after the Civil War. ✓ Identify the goals of the Freedmen’s Bureau. ✓ Explain the significance of forty acres and a mule.
Vocabulary	acre
Procedure	<ol style="list-style-type: none"> 1) Review the last chapter with class and tell students today they will be able to create a list of adjectives to describe the deviation to the South after the Civil War. 2) Ask The Big Question: What was life like in the South after the Civil War? 3) Go through vocabulary word and have students write great sentence. 4) Students will popcorn read chapter 21, create a list of words to describe the South after war, work on comprehension questions and share answers with the group. 5) Homework: students will create a detailed paragraph on their plan for the South after the Civil War.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 22	The Struggle over Reconstruction
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Explain the purpose of Black Codes passed in Southern states. ✓ Identify the purpose of the Thirteenth and Fourteenth Amendments
Vocabulary	: reconcile, ratify, Reconstruction, radical, and veto; and of the phrase “Black Codes.”

Procedure	<ol style="list-style-type: none"> 1) Read the 13th and 14th Amendments. 2) Ask The Big Question: The Big Question: How did Andrew Johnson’s ideas of reconstruction differ from the Radical Republicans’? 3) Go through vocabulary words and have students write 3 great sentences. 4) Students will popcorn read chapter 22 and work on comprehension questions then share answers with the group.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 23	Congressional Reconstruction
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ <i>Identify Thaddeus Stevens.</i> ✓ <i>Explain the congressional plan for Reconstruction.</i> ✓ <i>Summarize the background and events of the impeachment of Andrew Johnson.</i>
Vocabulary	underdog, testify, and impeach; and of the phrase “high crimes and misdemeanors.”
Procedure	<ol style="list-style-type: none"> 1) Show slide with all the presidents who have been impeached. Highlight Andrew Johnson as this is the president students will be learning about today. 2) Go through vocabulary words and have students write 3 great sentences. 3) Students will independently read chapter 23, work on comprehension questions and share answers in small groups.
Poetry	<i>If Applicable</i>

Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 24	The South Under Reconstruction
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ <i>Explain how Reconstruction changed the South.</i> ✓ <i>Summarize the end of Reconstruction.</i> ✓ <i>Describe the spread of Jim Crow laws and the rise of groups such as the Ku Klux Klan in the South following Reconstruction.</i> ✓ <i>State the purpose of the Fifteenth Amendment.</i>
Vocabulary	lieutenant governor and segregation
Procedure	<ol style="list-style-type: none"> 1) Play a short video on the existence of racism in our country today. Have an open conversation about racism today. 2) Ask The Big Question: How did Reconstruction fail to give equality to African Americans? Today's topic will be a direct relation to the existence of racism present today. 3) Go through vocabulary words and have students write 3 great sentences. 4) Students will popcorn read chapter 24, work on comprehension questions and share answers with the group. 5) Homework is a google slide presentation about how we can experience intimate racism in our country.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Cross-Curricular Connections

Art	<ul style="list-style-type: none">● Photographs by Brady● The Shaw Memorial
Media	<ul style="list-style-type: none">● "I Hear America Singing" (Whitman)
Music	<ul style="list-style-type: none">● "Battle Hymn of the Republic"
P.E.	<ul style="list-style-type: none">●