

Unit Title: Reality Check – Unresolved Issues

INSTRUCTIONAL UNIT AUTHORS

Ellicott School District
Kelli Cabrera
Richard Campbell
Anja Centennial
Diane Garduno
Nathaniel Miller

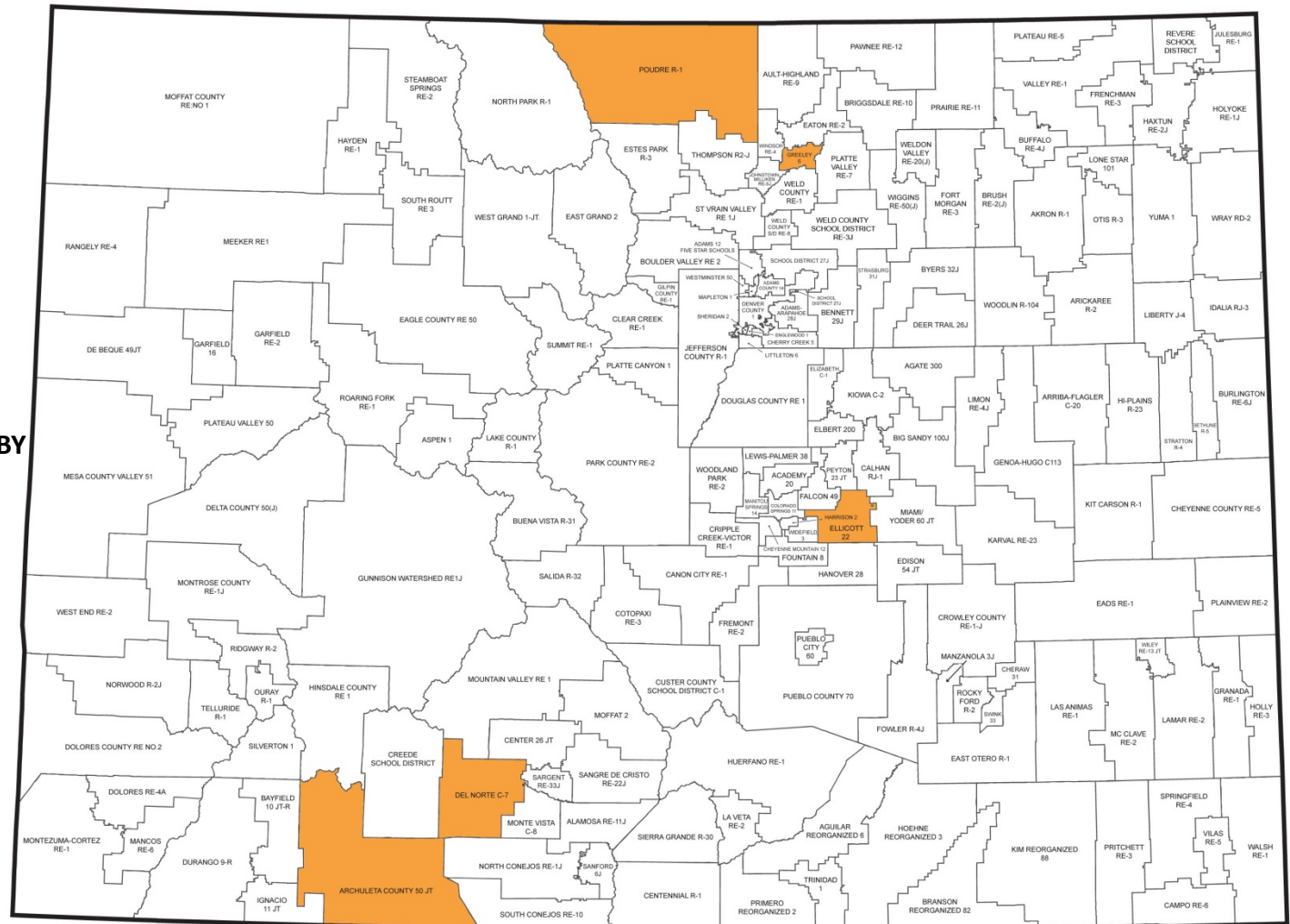
BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Archuleta School District
Scott White

Del Norte School District
Jill Martinez

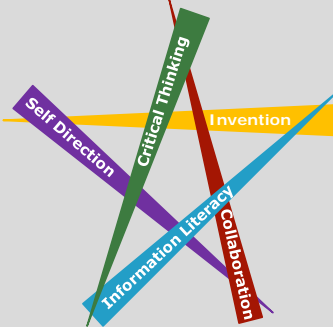
Greeley School District
Therese Gilbert

Poudre School District
Gabrielle Wymore



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Social Studies	Grade Level	8 th Grade
Course Name/Course Code	8 th Grade Social Studies		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives	SS09-GR.8-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another	SS09-GR.8-S.1-GLE.2	
2. Geography	1. Use geographic tools to analyze patterns in human and physical systems	SS09-GR.8-S.2-GLE.1	
	2. Conflict and cooperation occur over space and resources	SS09-GR.8-S.2-GLE.2	
3. Economics	1. Economic freedom, including free trade, is important for economic growth	SS09-GR.8-S.3-GLE.1	
	2. Manage personal credit and debt (PFL)	SS09-GR.8-S.3-GLE.2	
4. Civics	1. Analyze elements of continuity and change in the United States government and the role of citizens over time	SS09-GR.8-S.4-GLE.1	
	2. The place of law in a constitutional system	SS09-GR.8-S.4-GLE.2	
<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>		<p align="center">Reading & Writing Standards for Literacy in History/Social Studies 6 - 12</p> <p>Reading Standards</p> <ul style="list-style-type: none"> • Key Ideas & Details • Craft And Structure • Integration of Knowledge and Ideas • Range of Reading and Levels of Text Complexity <p>Writing Standards</p> <ul style="list-style-type: none"> • Text Types & Purposes • Production and Distribution of Writing • Research to Construct and Present Knowledge • Range of Writing 	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Reality Check-Unresolved Issues	6-9 weeks	4	

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Reality Check-Unresolved Issues		Length of Unit	6-9 weeks
Focusing Lens(es)	Transformation	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.8-S.1-GLE.1 SS09-GR.8-S.1-GLE.2 SS09-GR.8-S.2-GLE.1 SS09-GR.8-S.2-GLE.2	SS09-GR.8-S.3-GLE.1 SS09-GR.8-S.4-GLE.1 SS09-GR.8-S.4-GLE.2
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.4, CCSS.RH.6-8.5, CCSS.RH.6-8.8, CCSS.RH.6-8.9	CCSS Writing Standards for Literacy in History/Social Studies 6-8	CCSS.WHST.6-8.2, CCSS.WHST.6-8.5, CCSS.WHST.6-8.7, CCSS.WHST.6-8.8	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> To what extent was the Civil War an extension of the American Revolution? How do groups of people demand equal opportunity and freedom? How have various people throughout U.S. History promoted change in the face of oppression? Is the struggle for personal rights ever over? 			
Unit Strands	History, Economics, Geography, Civics			
Concepts	Perspective, human rights, trade, oppression, abolition, sectionalism, federalism, state's rights, human rights			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Different perspectives that challenge prevailing traditions can create conflict and bring about societal change (SS09-GR.8-S.2-GLE.2-EO.a; IQ.3) and (SS09-GR.8-S.1-GLE.2-EO.a,b)	What examples of dominant/prevaling cultural, social, and economic traditions characterized life in antebellum North and South, and the West? Which differing perspectives created conflict among the North, the South, and the West?	How are traditions reflective of beliefs and ideals?
Civil wars typically disrupt the patterns and networks of economic interdependence both intra-nationally and internationally (SS09-GR.8-S.2-GLE.1-EO.c,d) and (SS09-GR.8-S.2-GLE.2-EO.a) and (SS09-GR.8-S.3-GLE.1-EO.c)	How did the geography of the North and South effect the economic development of both societies? (SS09-GR.8-S.2-GLE.2-EO.b) How did the geography and economic development of both the North and South lead to social oppression in the South? How was the Union able to prevent the Confederacy from obtaining the aid of the British during the Civil War?	How does geography impact the economic prosperity and social values of a region?

Colorado Teacher-Authored Sample Instructional Unit

<p>People’s geographic location can influence their perspective on economic, social, and cultural issues (SS09-GR.8-S.1-GLE.2-EO.c) and (SS09-GR.8-S.2-GLE.2-EO.a)</p>	<p>How did a person’s geographic location influence their perspective on slavery and abolition? (SS09-GR.8-S.1-GLE.2-EO.f)</p> <p>How did the concept of popular sovereignty influence people’s perspective on federal territorial lands in the mid-1800’s? (SS09-GR.8-S.1-GLE.2-EO.f)</p>	<p>How do sectionalism and regionalism impact perspective?</p>
<p>Constitutional challenges and/or changes arise as a result of differing definitions of human rights (SS09-GR.8-S.4-GLE.1-EO.a) and (SS09-GR.8-S.4-GLE.2-EO.d; IQ.2)</p>	<p>What changes were made to the U.S. Constitution in the 19th century that reflected the changing views of “human property” and human rights?</p>	<p>How do continuity and change maintain a free and democratic society as reflected in governmental policy? (SS09-GR.8-S.4-GLE.1-EO.d; RA.1)</p>

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Tariffs and trade restrictions impacted regions within the United States differently (SS09-GR.8-S.3-GLE.1-EO.c) • The origins and effects of political compromises such as the Missouri Compromise, 3/5 Compromise, Dred Scott decision, and the Kansas-Nebraska Act (SS09-GR.8-S.1-GLE.2-EO.b) • The various geographic perspectives that led to sectionalism (SS09-GR.8-S.2-GLE.1-EO.a) • The enduring policies of Reconstruction which led to Constitutional changes such as the 13th, 14th and 15th Amendments (SS09-GR.8-S.1-GLE.2-EO.a,f) • The origins, outcomes, and significance of the Civil War (SS09-GR.8-S.1-GLE.2-EO.a) • The significance of the economics of slavery in precipitating the Civil War 	<ul style="list-style-type: none"> • Interpret maps and geographic tools (SS09-GR.8-S.2-GLE.1-EO.a) • Use and interpret documents from multiple perspectives (SS09-GR.8-S.1-GLE.1-EO.a) • Compare different geographic perspectives (SS09-GR.8-S.2-GLE.1-EO.b) • Evaluate the rights of different groups of people (SS09-GR.8-S.1-GLE.2-EO.d) • Explain the cause and effect of the role of economic resources on political decisions (SS09-GR.8-S.3-GLE.1-EO.d) • Evaluate people, events, and ideas through historical context to gain insight into continuity and change over time

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Popular sovereignty led to debate over federal versus states’ rights and eventually the South’s secession from the Union.</i></p>
<p>Academic Vocabulary:</p>	<p>Perspectives, conflict, preservation, rights, sources, analyze, interpret, trade</p>
<p>Technical Vocabulary:</p>	<p>Popular sovereignty, abolition, Confederate, Confederacy, Reconstruction, Union, slavery, sectionalism, secede, federalism, state’s rights, amendment, Constitution, Radical Republican, human rights, oppression, antebellum North and South, the 13th, 14th and 15th Amendments, intra-national, regionalism, trade</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit begins with a look at the major economic, social, geographic and political differences between the Southern and Northern states. Next, students look at the most prominent tensions/disagreements/differences, the extension of slavery, and state vs federal rights. Students will then analyze various actions and reactions to these regional disagreements. Then, students will take a look at the Civil War, and its effects and major changes the country went through after the South surrendered. The unit culminates with a performance assessment which has students creating a proposal for a display case concerning the unresolved political, social and geographic issues between the Northern and Southern states.
Considerations:	As unit authors, we suggest <u>not</u> doing the last Learning Experience from the “Growing Pains” unit and beginning with the first Learning Experience from this unit. The content of the last Learning Experience in “Growing Pains” is more appropriate for and covers the content of the first part of this unit.
Unit Generalizations	
Key Generalizations:	Different perspectives that challenge prevailing traditions can create conflict and bring about societal change
Supporting Generalizations:	People’s geographic location can influence their perspective on economic, social, and cultural issues
Key Generalizations:	Civil wars typically disrupt the patterns and networks of economic interdependence both intra-nationally and internationally
Supporting Generalizations:	Constitutional challenges and/or changes arise as a result of differing definitions of human rights

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Different perspectives that challenge prevailing traditions can create conflict and bring about societal change. People’s geographic location can influence their perspective on economic, social, and cultural issues.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	The principal of the school has requested a special exhibit for the school’s display case which will be presented during the week of 8 th grade promotion. The principal has asked each 8 th grade class (in teams) to develop portfolios proposing an exhibit for the school’s display case. You will work in teams to select artifacts (primary and secondary sources) representing the unresolved political, geographic, economic, and social issues that existed following the Civil War. Included in your examination of the unresolved issues should be the historical attempts at resolving the issue(s). Based on student votes, the best proposal will be selected for exhibition in the school’s display case.
Product/Evidence: (Expected product from students)	Students will work in teams to select artifacts illustrating political, geographic, economic, and social issues that remained unresolved following the Civil War. Within each of these 4 areas, teams will select 3-4 artifacts (e.g., documents, images, maps, political cartoons), and should include various perspectives on these issues (e.g., Northern states, Southern states, abolitionists, slaves, slave owners). The portfolio should include: <ul style="list-style-type: none"> • the selected artifacts • an explanation of each artifact • an analysis of its significance in bringing about social, political or economic change • the subsequent actions/reactions to the issue reflected in the artifact • a visual layout for the proposed display
Differentiation: (Multiple modes for student expression)	Students may be assigned different roles on the team based on their strengths (e.g., artistic students could create the layout for the display case)

Colorado Teacher-Authored Sample Instructional Unit

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
Burgan, M. (2008). <i>Inventions of the 1700s</i> . Lexile: 960 Foner, E. (2006). <i>Forever Free: The Story of Emancipation and Reconstruction</i> . Lexile: 1660 Gunderson, J. & Ramos, R. (2007). <i>Eli Whitney and the Cotton Gin</i> . Lexile: 580 Marsico, K. (2013). <i>The Reconstruction Era</i> . Lexile: 1100 McPherson, James. (2002). <i>Fields of Fury: The American Civil War</i> . Lexile: 970 Rappaport, D. (2004). <i>Free at Last: Stories and Songs of Emancipation</i> . Lexile: AD910L	Bartolleti, S. (1999). <i>No Man's Land: A Young Soldier's Story</i> . Lexile: 700 Fleischman, P. (1993). <i>Bull Run</i> . Lexile: 810 Gunderson, J. (2015). <i>The Songs of Stones River: A Civil War Novel</i> . Lexile: 600 Paulsen, G. (2000). <i>Soldier's Heart</i> . Lexile: 1000 Rinaldi, A. (2007). <i>Come Juneteenth</i> . Lexile: 690 Rinaldi, A. (2011). <i>Leigh Ann's Civil War</i> . Lexile: 620

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Read, analyze and support understanding of text	Teacher Resources:	https://www.teachingchannel.org/videos/analyzing-text-lesson (A short video on the Teaching Channel showing how to analyze texts) http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/reading.pdf (Reading Strategies) http://www.wisconsinhistory.org/turningpoints/primarysources.asp#read (Using Primary Sources in the Classrooms)
			Student Resources:	http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Library of Congress: Analyzing Books and Other Printed Texts Worksheet) http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf (Document Analysis Worksheet)
	Skills:	Cite specific textual evidence to support analysis of primary and secondary sources. (CCSS RH. 6-8.1)	Assessment:	Students will answer (oral or written) document-based questions clarifying their learning and understanding of the reading. Students will use graphic organizers to keep track of specific evidence of the reading.
2.	Description:	Determine the meaning of words and phrases as they are used, including conversation and academic vocabulary related to history / social studies	Teacher Resources:	http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/ (Word Walls) http://www.readingrockets.org/strategies/word_walls/ (Word Walls)
			Student Resources:	http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf (Word Bank Graphic Organizer) http://www.eslpages.com/samplesheets/samplewordbanksheets.htm (Word Bank Worksheet) http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf (Vocabulary Graphic Organizer)

Colorado Teacher-Authored Sample Instructional Unit

	Skills:	Collect vocabulary words and create an on-going word wall using context clues, definitions and visual support	Assessment:	Students will create a word wall to visualize important vocabulary throughout the unit.
3.	Description:	Examine and analyze primary and secondary sources to extract historical information	Teacher Resources:	http://www.scholastic.com/teachers/top-teaching/2013/01/reading-response-forms-and-graphic-organizers (Scholastic: Reading Response Forms and Graphic Organizers) http://www.mcrc-online.ca/documents/buehl/goread.pdf (Graphic Organizers for Reading Comprehension) http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html?tab=2 (Read, Write, Think: Making Connections)
			Student Resources:	http://www.mcrc-online.ca/documents/buehl/goread.pdf (Graphic Organizers for Reading Comprehension)
	Skills:	Use context and content from the past to make connections, predictions and inferences to the present	Assessment:	Students will construct short arguments connecting their learning to analyzed primary sources.

Prior Knowledge and Experiences
Students should have a working knowledge of how to analyze primary sources. They should also have basic map skills.

Learning Experience # 1	
The teacher may provide secondary sources (e.g., resource maps, historical articles) so that students can begin to understand the political, geographic, economic and cultural differences between the Northern and the Southern states.	
Generalization Connection(s):	People’s geographic location can influence their perspective on economic, social, and cultural issues Civil wars typically disrupt the patterns and networks of economic interdependence both intra-nationally and internationally
Teacher Resources:	http://study.com/academy/lesson/life-in-the-south-ordered-society-and-economy-of-the-southern-states.html (Lesson: “Life in the South”) http://www.shsu.edu/~jll004/163_spring09/mcphersonnorthandsouth.pdf (Article: Differences between North and South) http://classroom.synonym.com/differences-northern-southern-states-1800s-20845.html (Article: Differences in the Northern and Southern States) http://www.historynet.com/antebellum-period (Article: Antebellum Period) http://classroom.synonym.com/were-differences-politics-north-vs-south-antebellum-era-18230.html (Article: Political differences between North and South)

Colorado Teacher-Authored Sample Instructional Unit

	<p>http://www.civilwar.org/education/history/civil-war-overview/northandsouth.html (Article: North and South: Different Culture, Same Country)</p> <p>http://www.historytoday.com/tim-stanley/american-civil-war-north-south-divide (Article: The American Civil War: A North-South Divide)</p> <p>http://www.geog.nau.edu/courses/alew/gsp220/text/chapters/ch6.html (Maps relating physical geography to historical events)</p> <p>http://mrkash.com/activities/northsouth.html (Simple chart showing differences between North and South)</p> <p>http://teachinghistory.org/history-content/beyond-the-textbook/23912 (Summary of economic differences)</p>	
Student Resources:	<p>http://classroom.synonym.com/differences-northern-southern-states-1800s-20845.html (Article: Differences in the Northern and Southern States)</p> <p>http://www.historynet.com/antebellum-period (Article: Antebellum Period)</p> <p>http://classroom.synonym.com/were-differences-politics-north-vs-south-antebellum-era-18230.html (Article: Differences between North and South)</p> <p>http://www.civilwar.org/education/history/civil-war-overview/northandsouth.html (Article: North and South: Different Culture, Same Country)</p> <p>http://www.historytoday.com/tim-stanley/american-civil-war-north-south-divide (Article: The American Civil War: A North-South Divide)</p> <p>http://www.geog.nau.edu/courses/alew/gsp220/text/chapters/ch6.html (Maps relating physical geography to historical events)</p> <p>http://mrkash.com/activities/northsouth.html (Simple chart showing differences between North and South)</p> <p>http://teachinghistory.org/history-content/beyond-the-textbook/23912 (Summary of economic differences between the North and the South)</p>	
Assessment:	<p>Students will create a digital poster collage that illustrates the political, geographic, economic, and cultural differences between the northern and southern states. http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use materials (cotton, rice, textiles) to create a graphic representation of the differences between the Northern and Southern states
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may add a music component to the digital poster
Critical Content:	<ul style="list-style-type: none"> • The importance of the cotton industry to Southern states • The impact of the cotton gin on slavery (the cotton gin increased the need for slaves in the southern states) • The nature and importance of intra-national trade that occurred between the Northern and Southern states • The importance of manufacturing and industry in the Northern states • The extensive number of laborers needed to support the farms and plantations in the south led, in part, to slavery 	
Key Skills:	<ul style="list-style-type: none"> • Categorizing differences into political, economic, geographic or social • Compare and contrast 2 geographic regions of the United States • Explain the difference between international and intranational trade 	

Colorado Teacher-Authored Sample Instructional Unit

Critical Language:	Manufacturing, textiles, cotton industry, agriculture, slavery, abolitionists, southern gentry, cotton gin, sectionalism, slaveholders, international, intra-national, rural, urban
---------------------------	---

Learning Experience # 2		
The teacher may provide examples of legislation (e.g., Kansas-Nebraska Act, Missouri Compromise, Compromise of 1850, “gag rule”) so that students can evaluate the attempts between the North and South to compromise about the extension of slavery.		
Generalization Connection(s):	People’s geographic location can influence their perspective on economic, social, and cultural issues Different perspectives that challenge prevailing traditions can create conflict and bring about societal change Constitutional challenges and/or changes arise as a result of differing definitions of human rights	
Teacher Resources:	http://www.history.com/topics/compromise-of-1850 (Article: Compromise of 1850) http://www.history.com/topics/missouri-compromise (Article: Missouri Compromise) http://www.history.com/topics/kansas-nebraska-act (Article: Kansas-Nebraska Act) http://www.u-s-history.com/pages/h2560.html (Article: Gag Rule) http://tinyurl.com/qas8ks9 (Video: Election of 1860 & the Road to Disunion) http://www.wikihow.com/Make-a-Political-Cartoon (Article: How to Create a Political Cartoon)	
Student Resources:	http://www.ourdocuments.gov/doc.php?flash=true&doc=22&page=transcript (Primary source: Missouri Compromise) http://tinyurl.com/bpqh38j (Map: Missouri Compromise) http://www.ourdocuments.gov/doc.php?flash=true&doc=27&page=transcript (Primary source: Compromise of 1850) http://mrkash.com/activities/images/CompromiseOf1850.jpg (Map: Compromise 1850) http://www.ourdocuments.gov/doc.php?doc=28&page=transcript (Primary source: Kansas-Nebraska Act) http://wps.pearsoncustom.com/wps/media/objects/5407/5537171/atlas/Resources/sm_ah3_m009.jpg (Map: Kansas-Nebraska Act) http://www.blackpast.org/primary/1836-gag-rule-pinckney-resolution-3 (Primary source: Gag Rule)	
Assessment:	Students will create a political cartoon either supporting or criticizing a particular Compromise and write a paragraph description to explain its perspective.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with an example of a political cartoon	Students may write a 1 sentence description
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may analyze other classmates’ cartoons
Critical Content:	<ul style="list-style-type: none"> • The difference between a slave state and a free state • The cause of the “gag rule” • The importance of policies like the Missouri Compromise, Kansas-Nebraska Act and Compromise of 1850 	

Colorado Teacher-Authored Sample Instructional Unit

Key Skills:	<ul style="list-style-type: none"> • Interpret maps to understand policies • Summarize policies • Construct a persuasive piece of writing
Critical Language:	Free state, slave state, gag rule, popular sovereignty, Kansas-Nebraska Act, Missouri Compromise, Compromise of 1850

Learning Experience # 3

The teacher may provide primary and secondary sources (e.g., *The Liberator*, images, slave narratives, abolitionist propaganda) so that students can begin to understand the various regional perspectives concerning slavery.

Generalization Connection(s):	People’s geographic location can influence their perspective on economic, social, and cultural issues Different perspectives that challenge prevailing traditions can create conflict and bring about societal change	
Teacher Resources:	http://memory.loc.gov/ammem/snhtml/snvoices00.html (Slave narratives from the Library of Congress) http://www.ushistory.org/us/27f.asp (Article: the Southern Argument for Slavery) http://tip.drupalgardens.com/sites/g/files/g764316/f/201307/Kelly,%20%20Lisa%20unit_0.pdf (Lesson plan: Slavery and Anti-slavery propaganda) http://tinyurl.com/qavwlz7 (Video: Slavery - crash course U.S. History #13) http://docsouth.unc.edu/neh/ (Primary sources – photographs, slave narratives, and abolitionists) http://www.pbs.org/wnet/slavery/resources/wpa.html (PBS links to slave narratives) http://hitchcock.itc.virginia.edu/Slavery/index.php (Primary source: Picture/photo collections of slavery) http://www.jstor.org/stable/2762700?seq=1#page_scan_tab_contents (Reading: A Southern View of Slavery) http://www.theliberatorfiles.com/ (Excerpts from <i>The Liberator</i> , a weekly abolitionist newspaper) https://www.youtube.com/watch?v=24U156LHXYM (Film: Slavery and The Making of America)	
Student Resources:	http://memory.loc.gov/ammem/snhtml/snvoices00.html (Slave narratives from the Library of Congress) http://www.ushistory.org/us/27f.asp (Article: the Southern Argument for Slavery) http://tinyurl.com/qavwlz7 (Video: Slavery - crash course U.S. History #13) http://docsouth.unc.edu/neh/ (Primary sources – photographs, slave narratives, and abolitionists) http://www.pbs.org/wnet/slavery/resources/wpa.html (PBS links to slave narratives) http://hitchcock.itc.virginia.edu/Slavery/index.php (Primary source: Picture/photo collections - University of Virginia) http://www.theliberatorfiles.com/ (Excerpts from <i>The Liberator</i> , a weekly abolitionist newspaper)	
Assessment:	Students will write a reflective poem about the realities of slavery from the side of the abolitionists. https://www.youngwriters.co.uk/glossary-poetry-types (Types of poetry for young writers)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be assigned a specific poem format to follow Students may work with a partner	Students may write a narrative instead of a poem

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may also write a poem from the perspective of a Southern plantation owner
Critical Content:	<ul style="list-style-type: none"> • The various human right violations against slaves in the Southern states • The impact of <i>the Liberator</i> on abolitionists and plantation owners • Ways the abolitionists used propaganda to voice their opinions about slavery • The role of freedmen in the Northern states (i.e. Frederick Douglas) 	
Key Skills:	<ul style="list-style-type: none"> • Construct a creative piece of writing • Identify perspective in propaganda 	
Critical Language:	Abolitionist, human rights, Frederick Douglas, freedmen, the Liberator, point of view, multiple perspectives, propaganda, narrative	

Learning Experience # 4	
<p>The teacher may provide primary and secondary sources (e.g., Harper’s Ferry account, the Fugitive Slave Law, Dred Scott court ruling, Underground Railroad letters) so that students can explain the various actions/reactions concerning slavery and its extension into new territories.</p>	
Generalization Connection(s):	<p>People’s geographic location can influence their perspective on economic, social, and cultural issues Different perspectives that challenge prevailing traditions can create conflict and bring about societal change Constitutional challenges and/or changes arise as a result of differing definitions of human rights</p>
Teacher Resources:	<p>http://www.ushistory.org/us/32d.asp (Article: Election of 1860) http://www.pbs.org/black-culture/shows/list/underground-railroad/classroom/follow-or-not-follow/ (Lesson plan: Fugitive Slave Act) https://www.harrietbeecherstowecenter.org/stowedocuments/The_Fugitive_Slave_Law_and_the_Case_of_Anthony_Burns.pdf (Lesson plan: Harriet Beecher-Stowe Center - with primary source documents) http://memory.loc.gov/ammem/aahtml/exhibit/aopart3b.html (Primary sources: African American Odyssey - fugitive slave law & abolition movement) http://www.history.com/topics/black-history/fugitive-slave-acts (Article & video: Fugitive Slave Acts) http://mnrussbaum.com/civil-war/causes/ (Reading: Causes & Effects of the Civil War) http://www.pbs.org/wgbh/americanexperience/features/primary-resources/lincolns-john-brown/ (Primary source: Responses to Harper’s Ferry Raid) http://investigatinghistory.ashp.cuny.edu/m5.html (Primary source: Harper’s Ferry Raid editorials, scroll down to “Step 2”) http://www.eiu.edu/eiutps/underground_railroad_set.php (Primary sources: Underground Railroad) http://tinyurl.com/msswh6v (Article: Bleeding Kansas) http://www.pbs.org/wgbh/aia/part4/4p2932.html (Article: Dred Scott’s Fight for Freedom) http://library.mtsu.edu/tps/sets/Primary_Source_Set--Underground_Railroad.pdf (Primary sources: Underground Railroad) http://www.nationalcenter.org/FugitiveSlaveAct.html (The Fugitive Slave Act of 1850)</p>

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	http://faculty.washington.edu/qtaylor/documents_us/dred_scott.htm (Primary source: Dred Scott ruling) http://faculty.washington.edu/qtaylor/documents_us/fugitive_slave_act.htm (Primary source: Fugitive Slave Act) http://www.pbs.org/wgbh/aia/part4/4h2953.html (Primary source: Bleeding Kansas)	
Assessment:	Students will complete a comic strip, with captions, to illustrate the story of the various actions/reactions. http://www.communication4all.co.uk/Screen%20Shot%20Images/MSB.png (Comic template) http://www.eslprintables.com.es/previewprintables/2009/feb/24/thumb902242249328975.jpg (Comic template)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may copy and paste pictures and add own dialogue boxes	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may take on a specific perspective (abolitionist, slave, plantation owner) when they tell the story of the actions/reactions in their comic
Critical Content:	<ul style="list-style-type: none"> • How the slave codes restricted the rights of slaves • The causes and effects of John Brown’s Harper’s Ferry revolt • The cause and outcome of the Dred Scott court case • The mission, implementation and impact of the Underground Railroad • The restrictions put in place by the Fugitive Slave Law • The impact of Uncle Tom’s Cabin on various groups • The causes and effects of “Bleeding Kansas” 	
Key Skills:	<ul style="list-style-type: none"> • Identify causes and effects of various actions/reactions • Explain how legislation restricted the rights of African Americans • Design graphic representations of events 	
Critical Language:	Slave codes, Harper’s Ferry, antebellum, Bleeding Kansas, Dred Scott court case, Underground Railroad, Fugitive Slave Law, <i>Uncle Tom’s Cabin</i> , Nat Turner’s Revolt	

Learning Experience # 5	
The teacher may provide primary and secondary sources (e.g., 1860 election newsletters, Declaration of Secession from Southern states, political cartoons) so that students can examine the underlying political issues that ultimately triggered southern secession.	
Generalization Connection(s):	Constitutional challenges and/or changes arise as a result of differing definitions of human rights
Teacher Resources:	http://www.civilwar.org/education/teachers/lesson-plans/the-gathering-storm/the-gathering-storm-lesson.html (Lesson Plan: The Gathering Storm – The Coming of the Civil War)

Colorado Teacher-Authored Sample Instructional Unit

	<p>https://hsp.org/education/unit-plans/visual-culture-and-the-civil-war/teaching-the-civil-war-through-political-cartoons (Lesson Plan: Teaching the Civil War through political cartoons)</p> <p>http://www.eastconn.org/tah/0910DC2_LearningAnalyzePoliticalCartoons.pdf (Lesson plan: Learning to analyze political cartoons using Lincoln)</p> <p>http://tinyurl.com/lmmp5x7 (Video: The Election of 1860 & the Road to Disunion)</p> <p>http://www.pbs.org/wgbh/aia/part4/4h2934.html (Primary source: Lincoln’s House Divided Speech)</p> <p>http://www.historynet.com/causes-of-the-civil-war (Article: Causes of the Civil War)</p> <p>http://www.pbs.org/opb/historydetectives/feature/causes-of-the-civil-war/ (PBS History Detective: Causes of the Civil War)</p> <p>http://www.civilwar.org/education/history/secession/ (Article: The Reasons for Secession)</p> <p>http://tinyurl.com/jyh9wtq (Google images - Civil War Cartoons)</p> <p>http://www.civilwarinart.org/exhibits/show/causes/introduction/the-election-of-1860-and-seces (Article: The election of 1860 and Secession)</p>	
Student Resources:	<p>http://tinyurl.com/hjgd4xw (Primary sources: Election of 1860 newspaper articles)</p> <p>http://avalon.law.yale.edu/19th_century/csa_scarsec.asp (Primary source: Declaration of Secession of the Confederate States)</p> <p>http://tinyurl.com/htaxbx2 (Primary sources: Civil War Cartoons)</p> <p>http://tinyurl.com/hoeqyr (Primary sources: Antebellum political cartoons)</p>	
Assessment:	<p>Students will write a headline newspaper article, with an illustration, about the causes of the secession of the South, bringing in both sides of the story.</p> <p>http://images.clipartpanda.com/haunted-house-template-original-313990-1.jpg (Template: Newspaper article)</p> <p>http://www.educatorstechnology.com/2013/03/wonderful-free-templates-to-create.html (Templates: variety of newspapers)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in groups or with a partner	Students may focus on one side of the story only
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may add quotation from the primary sources in their newspaper article
Critical Content:	<ul style="list-style-type: none"> • The varying political views of the Northern and Southern states • The difference between state rights and federal rights • The outcome and impact of the election of 1860 • The geographic location of the Confederate States of America • How the 3/5 compromise highlighted the need for political power 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast the Northern and Southern views about federalism • Differentiate between state rights and federal rights 	
Critical Language:	Federalism, state vs federal rights, Abraham Lincoln, secession, election of 1860, Confederate States of America	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 6		
The teacher may provide video clips, maps, and images so that students can examine the <i>economic and political</i> realities of the American Civil War.		
Generalization Connection(s):	People’s geographic location can influence their perspective on economic, social, and cultural issues Different perspectives that challenge prevailing traditions can create conflict and bring about societal change Civil wars typically disrupt the patterns and networks of economic interdependence both intra-nationally and internationally	
Teacher Resources:	http://www.history.com/topics/american-civil-war/american-civil-war-history (Article & video: The American Civil War history) http://www.civilwar.org/maps/ (Maps: Civil War) http://www.historycentral.com/CivilWar/AMERICA/Economics.html (Article: Economics and the Civil War) http://www.civilwar.org/education/history/navy-hub/navy-history/blockade.html (Article: Union blockade) http://www.civilwar.org/battlefields/appomattox-courthouse/appomattox-court-house-history/surrender.html (Primary sources: Surrender at Appomattox) http://www.nps.gov/resources/story.htm?id=251 (Article: Civil War’s effect on industry and economy)	
Student Resources:	http://www.archives.gov/research/military/civil-war/photos/ (Primary source: Images of the Civil War) https://www.youtube.com/watch?v=25HHVDOaGeE (Video: Battles of the Civil War crash course video clip) https://www.youtube.com/watch?v=rY9zHNOjGrs&t=176s (Video: the Civil War - part 1) https://www.youtube.com/watch?v=GzTrKccmj_I (Video: the Civil War - part 2) https://www.youtube.com/watch?v=bbs_Kblip1E (Documentary: Sherman’s March to the Sea) https://www.youtube.com/watch?v=SUVkXthLz4w (Video: Lincoln’s Emancipation Proclamation)	
Assessment:	Students will complete an annotated map that includes key battles, blockade, key events and the geography of the war. http://worldhistoryconnected.press.illinois.edu/10.1/images/webb_fig01b.jpg (Example of an annotated map)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with a partially completed map Students may be provided with a selected amount of specific events for students to plot	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may incorporate a timeline into their annotated map
Critical Content:	<ul style="list-style-type: none"> • The impact of total war (Sherman’s March) on the Southern economy • The impact of blockade on the Southern economy • The economic effects of the Emancipation Proclamation • The difference between the Union and the Confederacy • Relevance of key battles such as Antietam, Gettysburg and Appomattox to the outcome of the Civil War • The effect of the Civil War on international and intra-national trade • The impacts of scarce resources 	

Colorado Teacher-Authored Sample Instructional Unit

Key Skills:	<ul style="list-style-type: none"> • Explain how war affects economies • Summarize and sequence key events • Create a map to illustrate key events in war
Critical Language:	Civil War, trade, Sherman’s march, total war, King Cotton diplomacy, blockade, Emancipation Proclamation, Confederacy, Union, Antietam, Gettysburg, Gettysburg Address, Appomattox, railway system, intra-national, blockade

Learning Experience # 7

The teacher may provide video clips, maps, letters, and images so that students can examine the *social and cultural* realities of the American Civil War.

Generalization Connection(s):	People’s geographic location can influence their perspective on economic, social, and cultural issues Different perspectives that challenge prevailing traditions can create conflict and bring about societal change Civil wars typically disrupt the patterns and networks of economic interdependence both intra-nationally and internationally	
Teacher Resources:	http://www.archives.gov/research/military/civil-war/photos/ (Primary source: images of the Civil War) http://www.metmuseum.org/toah/hd/phcw/hd_phcw.htm (Primary sources: Photography and the Civil War) http://www.civilwar.org/education/history/biographies/mathew-brady.html (Article & Lesson Plan: Matthew Brady – Photographer of the Civil War) http://www.archives.gov/education/lessons/brady-photos/ (Primary source: The Civil War as Photographed by Matthew Brady) http://www.teachingushistory.org/lessons/Campbellpapers.htm (Primary source: brother vs. brother letters) http://tinyurl.com/z3gbsxp (Lesson plan: The Civil War Letters) http://www.masshist.org/online/54thregiment/essay.php?entry_id=528 (54th Massachusetts Infantry Regiment)	
Student Resources:	http://www.archives.gov/research/military/civil-war/photos/ (Primary source: images of the Civil War) http://www.history.com/topics/american-civil-war/women-in-the-civil-war (Article: Women in the Civil War) http://tinyurl.com/gn6v7tl (Primary source: photographs of women in the Civil War) http://www.press.uchicago.edu/Misc/Chicago/317749.html (Article: New York Draft Riots of 1863)	
Assessment:	Students will take on a particular role during the war (e.g., soldier, freedmen, women) and write a letter home (citing factual information) about the social and cultural realities of the Civil War.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with a particular role	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may include a description of life before the war in their letter home
Critical Content:	<ul style="list-style-type: none"> • Why “Brother vs. Brother” was used to explain the Civil War • How photography impacted the way people viewed the Civil War 	

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> • The role of women in the Civil War • The role of African Americans in the Civil War (54th Massachusetts Infantry Regiment) • The significance of the draft rioting in the North • Changes to Southern society/culture and plantation life
Key Skills:	<ul style="list-style-type: none"> • Summarize and sequence key events
Critical Language:	Civil War, Confederacy, Union, war photography, draft, riot

Learning Experience # 8	
The teacher may engage students in a discussion so that students can formulate an opinion regarding the positive and negative outcomes of the American Civil War.	
Generalization Connection(s):	<p>People’s geographic location can influence their perspective on economic, social, and cultural issues</p> <p>Different perspectives that challenge prevailing traditions can create conflict and bring about societal change</p> <p>Civil wars typically disrupt the patterns and networks of economic interdependence both intra-nationally and internationally</p> <p>Constitutional challenges and/or changes arise as a result of differing definitions of human rights</p>
Teacher Resources:	<p>http://www.ushistory.org/us/35.asp (Article: Reconstruction)</p> <p>http://www.history.com/topics/american-civil-war/reconstruction (Article: Reconstruction)</p> <p>http://www.pbs.org/wnet/jimcrow/stories_events_reconstruct.html (Reading: Reconstruction – Jim Crow stories)</p> <p>http://www.digitalhistory.uh.edu/exhibits/reconstruction/introduction.html (Article: The Politics of Reconstruction)</p> <p>http://www.digitalhistory.uh.edu/exhibits/reconstruction/section3/section3_intro.html (Article: Sharecropping)</p> <p>http://www.senate.gov/artandhistory/history/common/generic/CivilWarAmendments.htm (Article & primary sources: Constitutional Amendments 13, 14, and 15)</p> <p>https://www.youtube.com/watch?v=BJLBrDSTgng (Video: Making Changes - Reconstruction)</p>
Student Resources:	<p>https://www.youtube.com/watch?v=BJLBrDSTgng (Video: Making Changes - Reconstruction)</p> <p>http://www.shmoop.com/reconstruction/ (Reading: Reconstruction)</p> <p>http://www.shmoop.com/jim-crow/ (Reading: Jim Crow in America)</p>
Assessment:	<p>Students will write a persuasive essay discussing the outcomes of the Civil War and whether or not they could be considered positive or negative outcomes.</p> <p>http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf (Graphic organizer: Persuasive writing)</p>
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)
	<p>https://www.youtube.com/watch?v=BJLBrDSTgng (Reconstruction video clip)</p>
	Expression (Products and/or Performance)
	Students may write 1 paragraph

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use counter-claims in their essays
Critical Content:	<ul style="list-style-type: none"> • The restrictions on the Southern states put in place by the Reconstruction Act of 1867 • The impact of sharecropping on the freed African Americans • How Freedmen’s Bureau sought to support African Americans • The freedoms given in the 13th, 14th and 15th amendments • How African American human rights were restricted in the Jim Crows law and by the KKK • How the Southern economy encouraged migration to the South (carpetbaggers) 	
Key Skills:	<ul style="list-style-type: none"> • Differentiate between positive and negative outcomes of the Civil War • Construct a piece of persuasive writing and support it with evidence 	
Critical Language:	Reconstruction, the KKK, sharecropping, economic interdependence, segregation, Freedmen’s bureau, Reconstruction Act of 1867, Jim Crow laws, the Radical Republicans, carpetbaggers, 13 th Amendment, 14 th Amendment, 15 th Amendment	