

## **Year 2:**

### **Unit 1**

# **"A New Birth of Freedom" - The Civil War (1848 - 1865): Lessons**

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## **Lesson 1: The Significance of the Civil War (Source Analysis)**

**Central Question: Why was the Civil War significant in American history?**

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### **Historical Background**

When the Civil War broke out in April of 1861, no one thought the war would last long. Americans brought picnic baskets to the first battles, assuming they would also be the last. But four bloody years later, the Civil War turned out to be one of the most gruesome and significant wars in American history. The war's immediate impact on the nation— most notably, the freedom of millions of enslaved peoples, as well as the growth of American infrastructure— still continues to shape American society to this day, as we continue to debate how we should remember the Civil War.

For more background, read "Lincoln's Interpretation of the Civil War" on the Gilder Lehrman Institute of American History website (free login required).

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### **What Does Success Look Like?**

Scholars understand and can fluently use the following Unit 1 Key Terms:

- The Union
- The Confederacy
- Abraham Lincoln

Scholars understand the impact of the American Civil War and can broadly explain its significance in American society.

### **Preparation**

- Display the Unit 1 Essential Question on the wall in your classroom for scholars to reference throughout the unit.
- Create a word wall in your classroom with the Unit 1 Key Terms for scholars to reference during class discussion. Hold scholars accountable for using these Key Terms throughout the unit.
- Post a timeline in your classroom or digitally to track key events from this unit.

### **Do Now — 5 minutes**

- Scholars complete the Unit 1 Lesson 1 Do Now in the Unit 1 Workbook.

### **Context — 15 minutes**

#### **Launch (2 minutes)**

- Introduce the Essential Question for Unit 1: Why did Americans wage the Civil War?
- Explain that, each day, scholars will gather more evidence to answer this question.
- Remind scholars that this unit builds upon past content and that they must constantly make connections to previous periods of history to help them answer this Essential Question.
- Then, pose today's Central Question, and invest scholars in launching their study of the Civil War.

#### **Watch (3 minutes)**

- Watch the video, "Newsreel," from Ken Burns' documentary [The Civil War](#), available on PBS.
  - Scroll to the video entitled "Newsreel" to find the correct video for this lesson.
- Tell scholars to think about the following question as they watch the video:
  - How did Americans, past and present, remember the Civil War?

#### **Read (5 minutes)**

- Read "The Civil War" on pages 3–4 of the Unit 1 Sourcebook.
  - Scholars should read and annotate the source, writing a main idea next to the title.

#### **Discuss (5 minutes)**

- Scholars discuss the question posed at the beginning of the video as well as the questions below in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the text and the video.
  - How did the Civil War change American society?

- Make a connection to previous content. Ask: Recall your study of U.S. history from Year 1. How did the Civil War redefine the meaning of American democracy in the United States?

### **Investigate — 15 minutes**

- Scholars read and annotate Documents A through C on pages 5–7 of the Unit 1 Sourcebook. After reading each source, scholars should write a main idea next to the title of the source.
- While scholars work, circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

### **Discuss — 5 minutes**

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with strong ideas and compelling evidence that proves their ideas. Ensure the discussion leads scholars to answer the Central Question.
  - How did the Civil War affect the lives of different groups of Americans?
  - How is the United States still grappling with the legacy of the Civil War today?
  - Make a connection to the Essential Question. Ask: Why was the issue of slavery central to the Civil War?

### **Exit Ticket — 10 minutes**

- **Write a paragraph of no more than 200 words:**
  - Why was the Civil War significant in American history? Justify your argument with at least two concrete pieces of evidence from two different sources.

### **Homework**

- Scholars read “Expansion and Imperialism” by historian Thomas Hietala on the PBS website and “Mexican-American War” on the History Channel website and examine the map on page 9 of the Unit 1 Sourcebook in preparation for the next lesson.

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## **Lesson 2: Manifest Destiny and the Mexican-American War (Source Analysis)**

**Central Question: Why did the United States declare war on Mexico?**

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## Historical Background

In the 1830s, many Americans supported the idea of Manifest Destiny, a term coined by writer John O'Sullivan arguing that it was America's God-ordained fate to control the continent. As a result, many Americans were making the journey westward on the Oregon trail or settling in the fertile land of Texas. Many of these Americans wanted these new territories to join the Union, citing Manifest Destiny. However, other Americans were skeptical of this justification, believing that these expansionists wanted to spread slavery and gain political power. In the 1840s, tensions rose between the United States and Mexico. Mexico did not accept the United States' annexation of Texas, while the United States, led by President Polk, wanted more land. In 1846, a skirmish on the Rio Grande sparked war, with the United States emerging victorious. In 1848, the two countries signed the Treaty of Guadalupe Hidalgo; Mexico recognized the United States' annexation of Texas and gave up California and other land to the United States. Although Polk celebrated the victory for Manifest Destiny, other Americans feared its costs and consequences.

For more background, read "The Power of an Idea" and the interview with historian David Pletcher on the PBS website, and explore the "War" section of the PBS U.S.-Mexican War site.

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## What Does Success Look Like?

Scholars understand and can fluently use the following Unit 1 Key Terms:

- Manifest Destiny
- The Mexican-American War

Scholars understand the events and impact of the Mexican-American War and can explain the different justifications for why the United States declared war.

## Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

## Context — 10 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in beginning their study of sectionalism in the United States.

### Examine (5 minutes)

- Examine the map, "John Melish: Map of the United States," on page 10 of the Unit 1 Sourcebook.
- Tell scholars to think about the following question as they examine the map:
  - Based on the map, how did American attitudes about expansion justify aggression towards Mexico?

### Discuss (5 minutes)

- Scholars discuss the question posed before examining the map as well as the questions below in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework and the map.
  - Why did Americans support expansion in the 1840s?
  - How did the Mexican-American War begin?

### Investigate — 20 minutes

- Scholars read and annotate Documents A through C on pages 11–12 of the Unit 1 Sourcebook. After reading each source, scholars should write a main idea next to the title of the source.
- While scholars work, circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

### Discuss — 5 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
  - Why did Americans disagree over the purpose of the Mexican-American War?
  - How did Mexicans challenge American justifications for the Mexican-American War?
  - Make a connection to the Essential Question. Ask: How did the Mexican-American War affect the relationship between the North and the South?

### Exit Ticket — 10 minutes

- **Write a paragraph of no more than 200 words:**
  - Why did the United States declare war on Mexico? Justify your argument with at least two concrete pieces of evidence from two different sources.

### Homework

- Scholars read "North and South" on the American Battlefield Trust website in preparation for the next lesson.

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## Lesson 3: The Compromise of 1850 (Simulation)

**Central Question:** Why did Congress pass the Compromise of 1850?

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## Historical Background

After the Mexican-American War, the United States gained new territories. Congress was deadlocked over the spread of slavery in this Mexican Cession. In the meantime, sectionalism was increasing as the North and South grew further and further apart, each developing distinct economies and cultures. To keep the country together, Senator Henry Clay proposed the Compromise of 1850, which would admit California as a free state, create the Utah and New Mexico territories with popular sovereignty, end the slave trade in Washington, D.C., and establish a fugitive slave law.

For more background, read "The Failure of Compromise" on the Gilder Lehrman Institute of American History website (free login required).

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## What Does Success Look Like?

Scholars understand and can fluently use the following Unit 1 Key Terms:

- Sectionalism
- The Compromise of 1850

Scholars can contextualize U.S. senators within place and time in order to explain sectional views on slavery and statehood and understand how these senators would react to proposed national compromises in 1850.

## Preparation

- To complete this simulation, before class you must:
  - Make a plan for how you are going to divide scholars into groups for the simulation.
  - Ensure each scholar has the their assigned senator materials, as well as the "Background Overview: Issues Facing the 31st United States Congress" and "Who am I and how am I going to vote?" worksheets in the Compromise of 1850 simulation guide on the Edward M. Kennedy website.

## Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

## Context — 5 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of sectionalism in the United States.

### Discuss (3 minutes)

- Scholars discuss the questions below in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework.
  - Compare the antebellum economies of the North and the South. To what extent were their economies similar?
  - How did economic differences affect sectional attitudes about slavery?
  - Make a connection to previous content. Ask: Recall your study of the Missouri Compromise in Year 1. To what extent was that compromise effective? Why?

### Investigate — 20 minutes

- Assign each scholar one of five U.S. senators: William Seward, John C. Calhoun, Stephen Douglas, Henry Clay, or Daniel Webster (all available in the simulation guide on the Edward M. Kennedy Institute website). Explain that scholars will assume the role of a senator and consider their stances on the potential issues of the compromise, as described in "Background Overview: Issues Facing the 31st United States Congress" in the simulation guide on the Edward M. Kennedy Institute website: the D.C. slave trade, the fugitive slave laws, popular sovereignty, and California statehood.
- Have partners assigned the same senator analyze their Senator Profiles and answer the "Who am I and how am I going to vote?" worksheet on the Edward M. Kennedy Institute website to prepare for the simulation.
- While scholars work, circulate to determine the major trends in scholars' work.

### Simulation — 15 minutes

- Divide scholars into groups of four or five, with only one of each senator represented.
- Within these groups, scholars will discuss their senator's likely opinion on the D.C. slave trade, fugitive slave laws, popular sovereignty, and California statehood outlined in the simulation guidance. Tell each group that, by the end of their time, they should propose a compromise on which all could agree.
- Before scholars begin, set clear expectations for scholar participation and roles within the groups. While scholars discuss, listen in to understand whether or not scholars accurately reflect their senator's beliefs and propose authentic compromises. Address misconceptions within each group, or stop and address as a whole class, based on what you hear.
- Have a strong group share out their compromise and each senator's rationale for accepting it.
- As a class, read the actual Compromise of 1850 on page 14 of the Unit 1 Sourcebook.
- Ask scholars: Would your senator support this compromise? Why or why not?

### Exit Ticket — 5 minutes

- **Write a paragraph of no more than 200 words:**
  - Why did Congress pass the Compromise of 1850? Justify your argument with at least two concrete pieces of evidence from two different sources.

## Homework

- Scholars read "The Fugitive Slave Acts" on the History Channel website in preparation for the next lesson.

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# Lesson 4: Abolition in the 1850s (Jigsaw)

**Central Question: How did abolitionists influence national opinions about slavery?**

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## Historical Background

Unlike politics, which was dominated exclusively by white, wealthy men, the abolition movement provided a means for other Americans to have their voices heard. John Brown, a poor white farmer and radical abolitionist, used violence to achieve his ends, whereas former slave and abolitionist Frederick Douglass used the power of speech to fight slavery. Harriet Beecher Stowe, one of many female abolitionists, used the power of the sentimental novel by writing *Uncle Tom's Cabin* in 1852 to expose the conditions of slavery for a more moderate audience. And throughout the 1850s, Harriet Tubman returned to the South 19 times to help slaves escape to freedom on the Underground Railroad. Together, these leaders built support for emancipation in the coming Civil War.

For more background, read John Brown and "Uncle Tom's Cabin and the Matter of Influence" on the Gilder Lehrman Institute of American History website (free login required), and "Harriet Tubman" and "Frederick Douglass" on the PBS website.

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## What Does Success Look Like?

Scholars understand and can fluently use the following Unit 1 Key Terms:

- John Brown
- Harriet Tubman
- Harriet Beecher Stowe
- Frederick Douglass

Scholars compare the abolition efforts of John Brown, Frederick Douglass, Harriet Tubman, and Harriet Beecher Stowe and can explain how these abolitionists influenced national opinions about slavery prior to the Civil War.

## Preparation

- To complete this jigsaw, before class you must:
  - Make a plan for how you are going to divide scholars into groups for the jigsaw.
  - Ensure each scholar has the Lesson 4 Note-Taking Template in the Unit 1 Workbook accessible to ensure that notes are purposeful and that scholars are clear on your expectations.

## Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

## Context — 10 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of sectionalism in the United States.

### Watch (3 minutes)

- Watch the video, "How the Mexican-American War Affected Slavery," available on the PBS Learning Media site.
- Tell scholars to think about the following question as they watch the video:
  - How did the Mexican-American War and the Compromise of 1850 affect the abolition movement?

### Discuss (5 minutes)

- Scholars discuss the question posed at the beginning of the video as well as the questions below in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework and the video.
  - How did leading abolitionists fight slavery following the Compromise of 1850?
  - Make a connection to previous content. Ask: Based on your knowledge of American history, how did these responses differ from earlier eras of social reform?

## Investigate — 15 minutes

- Remind scholars that the purpose of a jigsaw lesson is to become experts at one topic so they are able to teach their peers. Set the expectations that scholars should be prepared to clearly and concisely share about their assigned topic at the end of their group work time.
- Divide scholars into groups, and assign each group one of the following four abolitionists: Frederick Douglass (pages 17–18 of the Unit 1 Sourcebook), Harriet Beecher Stowe (page 19 of the Unit 1 Sourcebook), Harriet Tubman (page 20 of the Unit 1 Sourcebook), or John Brown (page 21 of the Unit 1 Sourcebook). Each group reads and annotates the documents for its assigned topic. After reading, scholars should write a main idea next to the title of the source.
- While scholars work, circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

## Teach — 10 minutes

- Remind scholars that they are responsible for learning from their classmates during this time and must take notes in their Lesson 4 Note-Taking Template in the Unit 1 Workbook during each presentation.
- Have scholars from each group present about their topic to the class in 2 minutes or less.
- As scholars share, chart the major takeaways from each group, and display this chart in your classroom for reference throughout the unit.

## Discuss — 5 minutes

- After each group presents, scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
  - Compare the methods used by different abolitionists. To what extent were their methods similar?
  - How did the Fugitive Slave Act influence the actions of abolitionists?
  - To which groups of Americans were these abolitionists most appealing?
  - Make a connection to the Essential Question. Ask: How did Southern slaveholders most likely respond to efforts for abolition?

## Exit Ticket — 5 minutes

- Scholars complete the Lesson 4 Exit Ticket independently in the Unit 1 Workbook.

## Homework

- Scholars read pages 15 through 17 from Chapter 1: “The Origins of the Civil War” from The Civil War: A Concise History by historian Louis Masur (Oxford University Press: 2011) in preparation for the next lesson.

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# Lesson 5: Sectional Tensions Rise (Source Analysis)

**Central Question: To what extent was the Compromise of 1850 successful?**

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## Historical Background

Between the Compromise of 1850 and Lincoln’s inauguration in 1860, sectional tensions continued to deepen. Efforts to compromise slowly unraveled, as conflict erupted over the Kansas-Nebraska Act of 1854 and the Dred Scott Supreme Court decision in 1857. The efforts of abolitionists made sure that the issue of slavery stayed at the forefront of national consciousness, while Southerners and slavery sympathizers only grew angrier and more fearful of the prospect of the end of slavery. By 1859, the nation was on the brink of an intractable divide over slavery.

For more background, read “Kansas-Nebraska Act” on the History Channel website and “Dred Scott’s Fight for Freedom” on the PBS website.

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## What Does Success Look Like?

Scholars understand and can fluently use the following Unit 1 Key Term:

- The Dred Scott decision

Scholars understand the sectional conflicts of the 1850s and can explain the extent to which the Compromise of 1850 successfully “settled” the debate over slavery.

### Do Now — 5 minutes

- Scholars complete the Unit 1 Lesson 5 Do Now in the Unit 1 Workbook.

### Context — 5 minutes

#### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today’s Central Question, and invest scholars in continuing their study of sectionalism in the United States.

#### Discuss (3 minutes)

- Scholars discuss the question posed at the beginning of the video as well as the questions below in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework.
  - How did sectional tensions evolve in the 1850s?
  - To what extent were proposals for further compromise successful?
  - Make a connection to previous content. Ask: How did the sectional conflicts of the 1850s differ from those of earlier decades?

### Investigate — 25 minutes

- Scholars read and annotate Documents A through D on pages 24–26 of the Unit 1 Sourcebook. After reading each source, scholars should write a main idea next to the title of the source.
- While scholars work, circulate to determine the major trends in scholars’ work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

## Discuss — 5 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
  - To what extent was the question of slavery “settled” in the 1850s?
  - By the end of the 1850s, why might future efforts to compromise most likely be unsuccessful?
  - Make a connection to the Essential Question. Ask: Based on your knowledge in the unit so far, why did Americans most likely wage a Civil War against each other?

## Exit Ticket — 10 minutes

- **Write a paragraph of no more than 200 words:**
  - To what extent was the Compromise of 1850 successful? Justify your argument with at least two concrete pieces of evidence from two different sources.

## Homework

- Scholars read “The Origins of the Republican Party” on Independence Hall’s USHistory.org website, as well as the excerpt on page 28 of the Unit 1 Sourcebook in preparation for the next lesson.

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# Lesson 6: The Rise of Abraham Lincoln (Source Analysis)

**Central Question: Why did Abraham Lincoln rise to become the leader of the new Republican Party?**

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## Historical Background

Between the Compromise of 1850 and Lincoln’s inauguration in 1860, sectional tensions continued to deepen. Efforts to compromise slowly unraveled, as conflict erupted over the Kansas-Nebraska Act of 1854 and the Dred Scott Supreme Court decision in 1857. In the midst of these escalating tensions, Abraham Lincoln emerged as a strong and reasoned leader, rising from his position as a lawyer and local politician in Illinois to national prominence. His speeches in response to each new conflict in the 1850s poised him to become the Republican candidate for president of the United States.

For more background, read “Lincoln and the ‘House Divided’” and “Another Look at Lincoln and Race” on the Gilder Lehrman Institute of American History website (free login required).

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## What Does Success Look Like?

Scholars understand and can fluently use the following Unit 1 Key Term:

- The Republican Party

Scholars understand Abraham Lincoln's responses to the sectional conflicts of the 1850s and can explain how and why Lincoln rose to national prominence.

### **Do Now — 5 minutes**

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

### **Context — 5 minutes**

#### **Launch (2 minutes)**

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of sectionalism in the United States.

#### **Discuss (3 minutes)**

- Scholars discuss the question posed at the beginning of the video as well as the questions below in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework.
  - How did President Lincoln respond to the sectional tensions of the 1850s?
  - Why did the Republican Party form?
  - Make a connection to previous content. Ask: What groups of Americans most likely supported Abraham Lincoln and the Republican Party?

### **Investigate — 25 minutes**

- Scholars read and annotate Documents A through D on pages 28–30 of the Unit 1 Sourcebook. After reading each source, scholars should write a main idea next to the title of the source.
- While scholars work, circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

### **Discuss — 5 minutes**

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
  - Why did Lincoln's responses to the issues of the 1850s make him popular in Northern states?
  - How did Lincoln's perspective on slavery differ from those of abolitionists?

- Make a connection to the Essential Question. Ask: According to Lincoln in the 1850s, which was more important: ending slavery or preserving the Union? Why?

### Exit Ticket — 10 minutes

- Write a paragraph of no more than 200 words:
  - Why did Abraham Lincoln rise to become the leader of the new Republican Party? Justify your argument with at least two concrete pieces of evidence from two different sources.

### Homework

- Scholars read “On This Day: Abraham Lincoln Elected President” and “Secession” on the History Channel website in preparation for the next lesson.

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## Lesson 7: Southern Secession (Source Analysis)

**Central Question: Why did the South secede?**

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### Historical Background

In 1860, President Abraham Lincoln was elected president. In response, sectional tensions erupted. Beginning with the secession of South Carolina in 1860, by June of 1861, 11 Southern and border states had seceded from the Union and formed a provisional government, calling themselves the Confederate States of America. Seceding on the grounds of “states’ rights,” the Southern states feared that Republican Lincoln would infringe upon those rights by outlawing slavery.

For more background, read “Secession” on the History Channel website and Abraham Lincoln and the Election of 1860 on the Gilder Lehrman Institute of American History website (free login required).

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### What Does Success Look Like?

Scholars understand and can fluently use the following Unit 1 Key Term:

- Southern secession

Scholars understand the immediate causes of and justifications for Southern secession and can explain why the South seceded.

### Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

### Context — 10 minutes

- Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of sectionalism in the United States.

### Watch (3 minutes)

- Watch the video, "Secessionitis," from Ken Burns' documentary The Civil War, available on the PBS website.
- Tell scholars to think about the following question as they watch the video:
  - How did Southerners characterize Abraham Lincoln?

### Discuss (5 minutes)

- Scholars discuss the question posed at the beginning of the video as well as the questions below in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework and the video.
  - How did sectional tensions affect Southerners' decision to secede?
  - Make a connection to the Essential Question. Ask: To what extent did all Southerners support secession?

### Investigate — 20 minutes

- Scholars read and annotate Documents A through D on pages 32–34 of the Unit 1 Sourcebook. After reading each source, scholars should write a main idea next to the title of the source.
- While scholars work, circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

### Discuss — 5 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
  - How did justifications for Southern secession differ?
  - Which groups of Americans, other than Southern slaveholders, might also support secession? Why?
  - Make a connection to the Essential Question. Ask: Based on our study of sectionalism thus far, was Southern secession inevitable?

## Exit Ticket — 10 minutes

- Write a paragraph of no more than 200 words:
  - Why did the South secede? Justify your argument with at least two concrete pieces of evidence from two different sources.

## Teacher Feedback Guidance

- Before the next lesson, review scholars' Exit Tickets and provide feedback on the quality of their work. Prioritize the most important change scholars must make both to improve the strength of their argument in this Exit Ticket as well as in their future writing. Use your study of scholar work to determine a common trend in scholars' writing.

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# Lesson 8: Southern Secession (Exit Ticket Revision)

## Central Question: Why did the South secede?

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## What Does Success Look Like?

Scholars revise their Exit Tickets based on individualized teacher feedback to make their essays stronger and clearer and understand how to use their feedback to grow as writers.

## Preparation

- To complete this Exit Ticket revision, before class you must:
  - Create a teacher model of the Exit Ticket.
  - Choose an exemplar and non-exemplar draft Exit Ticket from the previous lesson to use in the Launch and Mini-lesson. If there is no exemplar piece, plan to use your own teacher model piece.

## Do Now — 5 minutes

- Scholars read your feedback on their Exit Tickets and discuss with a partner how they will apply this feedback in their revisions today.

## Launch — 10 minutes

- The launch is your opportunity to show scholars a model of excellence and explain the biggest issue that holds scholars back from achieving excellence. The launch should end with scholars describing how this piece of writing exemplifies the Habits of Great Writers.
  - Reread the Exit Ticket question with scholars: Why did the South secede?
  - Ask: What is this question asking us to do?
  - Have scholars interpret the question in pairs. Call on pairs to share out.

- Then, share an exemplar response to this question from the previous lesson. Have scholars discuss 1) what makes the scholar's claim compelling and 2) why the evidence selected is effective in proving this claim.

### **Mini-Lesson — 10 minutes**

- Choose an anonymous scholar's draft Exit Ticket that demonstrates a whole class trend from your study of scholar work from the previous lesson, and show this scholar's line-edited draft to the class.
- Have the class work together to apply your individualized feedback to begin to revise the Exit Ticket. Then call on scholars to articulate how this scholar must apply this feedback to all writing moving forward.
- Set your expectations for how scholars will apply their individualized feedback to revise their work today.

### **Revise 1 — 10 minutes**

- Scholars use their individualized feedback to revise their Exit Tickets.
- Set the expectation that scholars should use this entire time to revise their work based on the feedback you have given them. Explain that some scholars may need to start from scratch, and that is OK! Note that this time will only be productive if you have given every scholar individualized feedback.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have scholars explain the feedback that they have received, as well as their plan to apply it.
  - Coach scholars on how to apply your feedback.

### **Mid-Workshop Teach — 5 minutes**

- Share an Exit Ticket that has greatly improved through revision. Have the scholar explain how he or she has applied his or her feedback to effectively revise.
  - If there is a clear whole-class misconception that must be addressed, share an anonymous example of that trend. Have the class discuss how the scholar needs to change his or her approach to revision in order to make more substantial changes.
- Ensure scholars understand how this feedback is transferable to their own work.
- Scholars articulate to their partner how they will revise their work based on the Mid-Workshop Teach.

### **Revise 2 — 10 minutes**

- Scholars use the transferable takeaway from the Mid-Workshop Teach to continue revising their Exit Tickets.
- Set the expectation that scholars should use the entire time to continue revising their Exit Tickets.

- Spend 2 to 3 minutes working with three to five scholars.
  - Help scholars to focus on what is most important: claims and supporting evidence.
  - Coach scholars on how to apply your feedback.

### Homework

- Scholars read "The Civil War and Civil War Timeline" on pages 36–39 of the Unit 1 Sourcebook in preparation for the next lesson.

### Teacher Feedback Guidance

- Before the next lesson, give each scholar a final grade on their revised Exit Ticket, as well as one transferable next step that they must apply to their next piece.

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## Lesson 9: The Civil War (Jigsaw)

**Central Question: How did different groups of Americans experience the Civil War?**

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### Historical Background

On April 12, 1861, the Civil War erupted at Fort Sumter, a sea fort in Charleston, South Carolina. The War would rage on until May 9, 1865, with battles covering much of the Southeastern United States, making their way as far north as Gettysburg, Pennsylvania, and as far west as Vicksburg, Mississippi. The war was characterized by new, mechanized technologies that led to unprecedented amounts of death and violence. Families were torn apart as cousins fought against each other. Women left their traditional domestic spheres and redefined their roles by participating in public life more than ever before, working as nurses and organizing aid societies. African American soldiers took up arms in the North, encouraged by abolitionist leaders to fight for freedom. And for the first time, the horrors of war were brought to the home front, as the invention of photography allowed everyone to witness life on the battlefield.

For more background, read "Civil War Technology," "Black Civil War Soldiers," and "Women in the Civil War" on the History Channel website, and browse the American Battlefield Trust website.

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### What Does Success Look Like?

Scholars understand and can fluently use the following Unit 1 Key Terms:

- Fort Sumter
- The home front (North vs. South)

Scholars understand the outbreak and key events of the Civil War and can explain how the war affected different groups of Americans.

## Preparation

- To complete this jigsaw, before class you must:
  - Make a plan for how you are going to divide scholars into groups for the jigsaw.
  - Ensure each scholar has the Lesson 9 Note-Taking Template in the Unit 1 Workbook accessible to ensure that notes are purposeful and that scholars are clear on your expectations.

## Do Now — 5 minutes

- Scholars complete the Unit 1 Lesson 9 Do Now in the Unit 1 Workbook.

## Context — 10 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in analyzing the events and experiences of the Civil War.

### Watch (3 minutes)

- Watch the video, "Fort Sumter," from Ken Burns' documentary [The Civil War](#), available on the PBS website.
  - Scroll to the video entitled "Fort Sumter" to find the correct video for this lesson.
- Tell scholars to think about the following question as they watch the video:
  - Why did war break out at Fort Sumter?

### Discuss (5 minutes)

- Scholars discuss the question posed at the beginning of the video as well as the questions below in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework and the video.
  - Why was the Civil War so violent?
  - How did different groups of Americans participate in the Civil War?

## Investigate — 15 minutes

- Remind scholars that the purpose of a jigsaw lesson is to become experts at one topic so they are able to teach their peers. Set the expectations that scholars should be prepared to clearly and concisely share about their assigned topic at the end of their group work time.
- Divide scholars into groups, and assign each group one of the following four topics: African American Soldiers (pages 40–42 of the Unit 1 Sourcebook), Soldiers (pages 43–46 of the Unit 1 Sourcebook), The Home Front (pages 47–50 of the Unit 1 Sourcebook), or Women (page 51

of the Unit 1 Sourcebook). Each group reads and annotates the documents for its assigned topic. After reading, scholars should write a main idea next to the title of the source.

- While scholars work, circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

### **Teach — 10 minutes**

- Remind scholars that they are responsible for learning from their classmates during this time and must take notes in their Lesson 9 Note-Taking Template in the Unit 1 Workbook during each presentation.
- Have scholars from each group present about their topic to the class in 2 minutes or less.
- As scholars share, chart the major takeaways from each group, and display this chart in your classroom for reference throughout the unit.

### **Discuss — 5 minutes**

- After each group presents, scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the text. Ensure the discussion leads scholars to answer the Central Question.
  - How did technology affect Americans' experiences in the war, both on and off the battlefield?
  - Why did different groups of Americans participate in the Civil War?
  - How did the Civil War provide new opportunities for many groups of Americans?
  - Make a connection to the Essential Question. Ask: How did the motivations for fighting differ between different groups of Americans?

### **Exit Ticket — 5 minutes**

- Scholars complete the Lesson 9 Exit Ticket independently in the Unit 1 Workbook.

### **Homework**

- Scholars read "The Civil War and Emancipation" on the PBS website in preparation for the next lesson.

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## **Lesson 10: The Emancipation Proclamation (Source Analysis)**

**Central Question: Why did President Lincoln issue the Emancipation Proclamation?**

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## Historical Background

When the Civil War began, President Lincoln carefully framed the conflict as concerning the preservation of the Union rather than the abolition of slavery. Although he personally found the practice of slavery abhorrent, he knew that neither Northerners nor the residents of the border slave states would support abolition as a war aim. But by mid-1862, as thousands of slaves fled to join the invading Northern armies, Lincoln was convinced that abolition had become a sound military strategy, as well as the morally correct path. On September 22, soon after the Union victory at Antietam, he issued a preliminary Emancipation Proclamation, declaring that as of January 1, 1863, all slaves in the rebellious states “shall be then, thenceforward, and forever free.” Although the Emancipation Proclamation did not free a single slave, it was an important turning point in the war, transforming the fight to preserve the nation into a battle for human freedom.

For more background, read *The Emancipation Proclamation: Bill of Lading or Ticket to Freedom?* and *Lincoln and Emancipation* on the Gilder Lehrman Institute of American History website (free login required).

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## What Does Success Look Like?

Scholars understand and can fluently use the following Unit 1 Key Term:

- The Emancipation Proclamation

Scholars understand the Emancipation Proclamation and can explain why Lincoln issued the proclamation in 1863.

## Do Now — 5 minutes

- Scholars complete the Unit 1 Lesson 10 Do Now in the Unit 1 Workbook.

## Context — 10 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today’s Central Question, and invest scholars in analyzing how the Union cause evolved over the course of the Civil War.

### Watch (3 minutes)

- Watch the video, “Lincoln Issues the Emancipation Proclamation,” available on the History Channel website.
- Tell scholars to think about the following question as they watch the video:
  - Why did Lincoln decide to emancipate enslaved Americans before the War ended?

### **Discuss (5 minutes)**

- Scholars discuss the question posed at the beginning of the video as well as the questions below in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework and the video.
  - How important was emancipation to Lincoln at the outset of the Civil War?
  - Did the Emancipation Proclamation actually “free” any slaves? Why or why not?

### **Investigate — 20 minutes**

- Scholars read and annotate Documents A and B on pages 53–54 of the Unit 1 Sourcebook. After reading each source, scholars should write a main idea next to the title of the source.
- While scholars work, circulate to determine the major trends in scholars’ work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

### **Discuss — 5 minutes**

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
  - Why did the Emancipation Proclamation only free slaves in rebel states, rather than those in border states still in the Union?
  - According to Douglass, why did Lincoln pass the Emancipation Proclamation?
  - How did other Americans contribute to the emancipation of slaves by 1863?
  - Make a connection to the Essential Question. Ask: How did the Emancipation Proclamation affect Union soldiers’ motivations for waging the Civil War?

### **Exit Ticket — 10 minutes**

- **Write a paragraph of no more than 200 words:**
  - Why did President Lincoln issue the Emancipation Proclamation? Justify your argument with at least two concrete pieces of evidence from two different sources.

### **Homework**

- Scholars read "Battle of Gettysburg" on the History Channel website in preparation for the next lesson.

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# Lesson 11: Gettysburg (Source Analysis)

**Central Question: Why was the Battle of Gettysburg a turning point in the Civil War?**

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## Historical Background

Despite Lincoln's hope that the Emancipation Proclamation would change the course of war for the Union, the end remained nowhere in sight. On July 1, 1863, General Lee launched his second invasion of the North in Gettysburg, Pennsylvania. The Union defeated Lee and the Confederacy in what became the deadliest battle of the Civil War, marking a turning point for Union soldiers. In addition to the Union's victory at Gettysburg, the battle inspired Lincoln's "Gettysburg Address," a speech that forever redefined and solidified the meaning of the Civil War for Union soldiers: that it was their work to ensure that the United States became a land of liberty for all. As the first major victory following Lincoln's Emancipation Proclamation, the Battle of Gettysburg proved that fighting a war to end slavery— rather than a war to save the Union— would be the key to a Union victory in the Civil War.

For more background, read "The Relevance of Gettysburg," "The Gettysburg Myth Revisited," and "Common Soldiers at the Battle of Gettysburg" on the Gilder Lehrman Institute of American History website (free login required).

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## What Does Success Look Like?

Scholars understand and can fluently use the following Unit 1 Key Term:

- The Battle of Gettysburg

Scholars understand the events of the Battle of Gettysburg and can explain why the battle changed the course of the Civil War.

## Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

## Context — 10 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of the key events and experiences of the Civil War and of how the Union cause evolved throughout the war.

### Watch (3 minutes)

- Scholars watch the video, "The Battle of Gettysburg," available on the History Channel website.
- Tell scholars to think about the following question as they watch the video:
  - Why was victory at Gettysburg important for the Union Army?

### **Discuss (5 minutes)**

- Scholars discuss the question posed at the beginning of the video as well as the questions below in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework and the video.
  - Why did the Union win the Battle of Gettysburg?
  - Why did Lincoln issue the “Gettysburg Address”?
  - Make a connection to previous content. Ask: How do you expect the Battle of Gettysburg affected morale in the North and the South?

### **Investigate — 20 minutes**

- Scholars read and annotate Documents A through C on pages 56–58 of the Unit 1 Sourcebook. After reading each source, scholars should write a main idea next to the title of the source.
- While scholars work, circulate to determine the major trends in scholars’ work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

### **Discuss — 5 minutes**

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with strong ideas and compelling evidence that proves their ideas. Ensure the discussion leads scholars to answer the Central Question.
  - How was the Battle of Gettysburg different than previous battles?
  - Why was Lincoln’s “Gettysburg Address” significant?
  - Make a connection to the Essential Question. Ask: How did the battle of Gettysburg affect why Union soldiers waged the Civil War?

### **Exit Ticket — 10 minutes**

- **Write a paragraph of no more than 200 words:**
  - Why was the Battle of Gettysburg a turning point in the Civil War? Justify your argument with at least two concrete pieces of evidence from two different sources.

### **Homework**

- Scholars read “Abraham Lincoln and the Passage of the Thirteenth Amendment” on pages 60–61 of the Unit 1 Sourcebook in preparation for the next lesson.

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# Lesson 12: Lincoln and the 13th Amendment (Video Analysis)

**Central Question: Why did Lincoln fight to pass the 13th Amendment before the end of the Civil War?**

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## Historical Background

Following the Battle of Gettysburg, the road to victory was more clear for the U.S. Army. Adopting the abolition of slavery as the Union's cause was working, and by the time he issued his "Gettysburg Address," Lincoln was ready to see Emancipation to its end. The Emancipation Proclamation was only a wartime measure and did not guarantee the freedom of slaves following the war. Thus, President Lincoln dedicated the rest of his term as president not only trying to win the war, but trying to pass the 13th Amendment as well.

For more background, read "Abraham Lincoln and the Passage of the 13th Amendment" and "Lincoln and Abolitionism" on the Gilder Lehrman Institute of American History website (free login required). Familiarize yourself with the film *Lincoln* (2012).

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## What Does Success Look Like?

Scholars understand and can fluently use the following Unit 1 Key Term:

- The 13th Amendment

Scholars understand the debate over the 13th Amendment and can explain why Lincoln fought to pass it before the end of the Civil War.

## Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

## Watch and Discuss 1 — 20 minutes

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of how the Union cause evolved over the course of the Civil War.

### Watch (12 minutes)

- Watch the movie, [Lincoln](#), directed by Steven Spielberg, 2012, available on Netflix
  - To access Netflix, you must first make an account on the Netflix website.
  - Begin the movie at 12:58 and pause the movie at 25:03 to allow for discussion.

- Tell scholars to think about the following question as they watch the video:
  - Why did President Lincoln want to pass the 13th Amendment before the end of the Civil War?

### **Discuss (6 minutes)**

- Scholars discuss the question posed before the video in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the video.
  - Make a connection to previous content. Ask: How was the 13th Amendment different from the Emancipation Proclamation?

### **Watch and Discuss 2 — 25 minutes**

#### **Watch (21 minutes)**

- Continue to watch the movie, Lincoln, directed by Steven Spielberg, 2012, available on Netflix
  - Continue the movie at 25:03 and pause the movie at 45:59 to allow for discussion.
- Tell scholars to think about the following question as they watch the video:
  - What challenges did the president face in passing the 13th Amendment? Why?

#### **Discuss (4 minutes)**

- Scholars discuss the question posed before the video in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the video.

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## **Lesson 13: Lincoln and the 13th Amendment (Video Analysis)**

**Central Question:** Why did Lincoln fight to pass the 13th Amendment before the end of the Civil War?

**Scholars understand the debate over the 13th Amendment and can explain why Lincoln fought to pass it before the end of the Civil War.**

### **Do Now — 5 minutes**

- Scholars complete the Unit 1 Lesson 13 Do Now in the Unit 1 Workbook.

## Watch and Discuss 1 — 20 minutes

### Watch (17 minutes)

- Continue the movie, Lincoln, directed by Steven Spielberg, 2012, available on Netflix
  - To access Netflix, you must first make an account on the Netflix website.
  - Begin the movie at 55:29 and pause the movie at 58:48; resume the movie at 1:03:27 and pause the movie at 1:11:31; resume the movie at 1:18:56 and pause the movie at 1:24:26 to allow for discussion.
- Tell scholars to think about the following questions as they watch the video:
  - Why did some Congressmen support the Amendment? Why did others oppose it?

### Discuss (3 minutes)

- Scholars discuss the question posed before the video in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the video.

## Watch and Discuss 2 — 20 minutes

### Watch (15 minutes)

- Continue to watch the movie, Lincoln, directed by Steven Spielberg, 2012, available on Netflix
  - To access Netflix, you must first make an account on the Netflix website.
  - Continue the movie at 1:46:39 and pause the movie at 2:01:30 to allow for discussion.
- Tell scholars to think about the following questions as they watch the video:
  - Why did the 13th Amendment pass?

### Discuss (5 minutes)

- Scholars discuss the question posed before the video in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the video.
  - Make a connection to the Essential Question. Ask: How did Lincoln's views about slavery evolve over the course of the Civil War?

## Exit Ticket — 5 minutes

- Write a paragraph of no more than 200 words:
  - Why did Lincoln fight to pass the 13th Amendment before the end of the Civil War? Justify your argument with at least two concrete pieces of evidence from the film.

## Homework

- Scholars study their Unit 1 Key Terms in preparation for the next lesson.

## Teacher Feedback Guidance

- Before the next lesson, review scholars' Exit Tickets and provide feedback on the quality of their work. Prioritize the most important change scholars must make both to improve the strength of their argument in this Exit Ticket as well as in their future writing. Use your study of scholar work to determine a common trend in scholars' writing.

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# Lesson 14: The 13th Amendment (Exit Ticket Revision)

**Central Question: Why did Lincoln fight to pass the 13th Amendment before the end of the Civil War?**

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## What Does Success Look Like?

Scholars revise their Exit Tickets based on individualized teacher feedback to make their essays stronger and clearer and understand how to use their feedback to grow as writers.

## Preparation

- To complete this Exit Ticket revision, before class you must:
  - Create a teacher model of the Exit Ticket.
  - Choose an exemplar and non-exemplar draft Exit Ticket from the previous lesson to use in the Launch and Mini-lesson. If there is no exemplar piece, plan to use your own teacher model piece.

## Do Now — 5 minutes

- Scholars read your feedback on their Exit Tickets and discuss with a partner how they will apply this feedback in their revisions today.

## Launch — 10 minutes

- The launch is your opportunity to show scholars a model of excellence and explain the biggest issue that holds scholars back from achieving excellence. The launch should end with scholars describing how this piece of writing exemplifies the Habits of Great Writers.
  - Reread the Exit Ticket question with scholars: Why did Lincoln fight to pass the 13th Amendment before the end of the Civil War?
  - Ask: What is this question asking us to do?
  - Have scholars interpret the question in pairs. Call on pairs to share out.

- Then, share an exemplar response to this question from the previous lesson. Have scholars discuss 1) what makes the scholar's claim compelling and 2) why the evidence selected is effective in proving this claim.

### **Mini-Lesson — 10 minutes**

- Choose an anonymous scholar's draft Exit Ticket that demonstrates a whole class trend from your study of scholar work from the previous lesson, and show this scholar's line-edited draft to the class.
- Have the class work together to apply your individualized feedback to begin to revise the Exit Ticket. Then call on scholars to articulate how this scholar must apply this feedback to all writing moving forward.
- Set your expectations for how scholars will apply their individualized feedback to revise their work today.

### **Revise 1 — 10 minutes**

- Scholars use their individualized feedback to revise their Exit Tickets.
- Set the expectation that scholars should use this entire time to revise their work based on the feedback you have given them. Explain that some scholars may need to start from scratch, and that is OK! Note that this time will only be productive if you have given every scholar individualized feedback.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have scholars explain the feedback that they have received, as well as their plan to apply it.
  - Coach scholars on how to apply your feedback.

### **Mid-Workshop Teach — 5 minutes**

- Share an Exit Ticket that has greatly improved through revision. Have the scholar explain how he or she has applied his or her feedback to effectively revise.
  - If there is a clear whole-class misconception that must be addressed, share an anonymous example of that trend. Have the class discuss how the scholar needs to change his or her approach to revision in order to make more substantial changes.
- Ensure scholars understand how this feedback is transferable to their own work.
- Scholars articulate to their partner how they will revise their work based on the Mid-Workshop Teach.

### **Revise 2 — 10 minutes**

- Scholars use the transferable takeaway from the Mid-Workshop Teach to continue revising their Exit Tickets.
- Set the expectation that scholars should use the entire time to continue revising their Exit Tickets.

- Spend 2 to 3 minutes working with three to five scholars.
  - Help scholars to focus on what is most important: claims and supporting evidence.
  - Coach scholars on how to apply your feedback.

### Homework

- Scholars read the “Civil War Timeline” on the National Park Service website, beginning with February 9, 1864, in preparation for the next lesson.

### Teacher Feedback Guidance

- Before the end of the unit, give each scholar a final grade on their revised Exit Ticket, as well as one transferable next step that they must apply to their next piece.

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## Lesson 15: The End of the War (Source Analysis)

**Central Question: Why did the Union win the Civil War?**

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### Historical Background

Following the Battle of Gettysburg, the fate of the Union Army took a turn for the better, winning a string of battles and forcing the Confederate Army to retreat. In addition to military momentum, the North had better supplies and more advanced technologies, whereas Confederate soldiers were often starving and freezing. With the reelection of Abraham Lincoln in 1864, the Union was ready for a decisive victory. Culminating with Sherman’s “March to the Sea,” the War was won for the Union. In April of 1865, at the Appomattox Court House, Robert E. Lee surrendered and the war was over.

For more background, watch *Why the Union Won*, and read “Lincoln the War President,” “Lincoln’s Interpretation of the Civil War,” and “Lincoln’s Second Inaugural,” all on the Gilder Lehrman Institute of American History website (free login required).

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### What Does Success Look Like?

Scholars understand and can fluently use the following Unit 1 Key Term:

- Appomattox Court House

Scholars understand the events leading to the end of the Civil War and can explain why the Union defeated the Confederacy.

### Do Now — 5 minutes

- Scholars complete the Unit 1 Lesson 15 Do Now in the Unit 1 Workbook.

## **Context — 10 minutes**

### **Launch (2 minutes)**

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of key events and experiences of the Civil War.

### **Watch (3 minutes)**

- Watch the video, "American Battlefield Trust Animated Map: The Entire Civil War," available on YouTube.
  - Begin the clip at 22:24 and pause the clip at 24:14. Resume clip at 24:37 and pause the clip at 25:17 to allow for discussion.
- Tell scholars to think about the following question as they watch the video:
  - How did the Union Army defeat the Confederate Army?

### **Discuss (5 minutes)**

- Scholars discuss the question posed at the beginning of the video as well as the questions below in pairs. Then, call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework and the video.
  - How did the end of the Civil War affect Americans?
  - Why was Abraham Lincoln reelected President?

## **Investigate — 20 minutes**

- Scholars read and annotate Documents A through D on pages 64–66 of the Unit 1 Sourcebook. After reading each source, scholars should write a main idea next to the title of the source.
- While scholars work, circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the document.

### **Discuss — 5 minutes**

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
  - Why did the Union have advantages over the Confederacy?
  - How did Lincoln's leadership affect the outcome of the war?

- Make a connection to the Essential Question. Ask: How did the reasons for waging war evolve by the end of the Civil War?

### Exit Ticket — 10 minutes

- Write a paragraph of no more than 200 words:
  - Why did the Union win the Civil War? Justify your argument with at least two concrete pieces of evidence from two different sources.

### Homework

- Scholars read the article "Abraham Lincoln's Assassination" on the History Channel website and examine the image on page 3 of the Unit 2 Sourcebook in preparation for Unit 2.

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## Optional Current Events Connection, Assignment 1

- Scholars read the following articles on Newsela\*:
  - "150 Years Later, Battle Lingers Over How Textbooks Explain the Civil War"
  - "Civil War Lessons Often Depend on Where the Classroom Is Located"
  - "Cities Look to Remove Confederate Statues After Deadly Rally in Virginia"
- Scholars write a paragraph of no more than 400 words based on all three of the articles above in response to the following prompt:
  - How does the Civil War continue to divide American society in the present day?

\*To access all articles on the Newsela website, you must create a free account.

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## Optional Current Events Connection, Assignment 2

- Scholars read the following articles on Newsela\*:
  - "Group Calls for Reparations, Rights Panel to Improve Race Relations in the U.S."
  - "Slavery's Legacy Remembered in U.N. Memorial"
  - "Should Descendants of Slaves Get Reparations?"
- Scholars write a paragraph of no more than 400 words based on all three of the articles above in response to the following prompt:
  - Should descendants of enslaved Africans in the United States get reparations from the U.S. government?

\*To access all articles on the Newsela website, you must create a free account.

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## Extra Credit

**Prompts:** Scholars may choose one of the following prompts about big ideas in American history.

- Why is the Civil War still significant today?
- How did Abraham Lincoln's views on slavery evolve over the course of the Civil War?
- Was the Civil War inevitable?

**Project Menu:** Scholars may then choose to respond to the prompt chosen above with one of the formats outlined below.

- **Thematic Essay:** Scholars write a thematic essay that answers one of the extra credit prompts, drawing on evidence both from the unit and from their own independent research.
- **Podcast:** Scholars create an original podcast that answers one of the prompts above. The podcast should be 5–8 minutes long. Podcasts must draw on evidence both from the unit and from scholars' own independent research.
- **"Docudrama":** Scholars create a "docudrama" that answers one of the prompts above. A docudrama is a dramatized video that tells the story of historic events. The docudrama should be 5–8 minutes long. Docudramas must draw on evidence both from the unit and from scholars' own independent research.
- **Interview:** Scholars record (video or podcast) an interview with a "historian" or a historical figure in order to answer one of the prompts above. The historian or historical figure must be the scholar. A parent, a classmate, or a teacher should be the interviewer. Interviews should be 5–8 minutes long. Interviews must draw on evidence both from the unit and from scholars' own independent research.
- **Propose your own project:** Scholars may propose to do their own project. These projects must still answer one of the extra credit prompts, and any project proposal must draw on evidence both from the unit and from scholars' own independent research.