



American Civil War MIGs

Course Description (1/2 unit, grades 10-12) This course covers the American Civil War era from the earliest seeds of disunion at the Constitutional Convention to the end of Reconstruction. Particular attention will be given to events that unfolded in Missouri, the Ozarks, and the Trans-Mississippi Theater and their subsequent results. The strands of the K-12 Social Studies Curriculum, economics, government, geography, multicultural and current perspectives and citizenship will be utilized to understand this period of history.

Rationale The purpose of the Civil War course is to provide students with an in-depth look at the Civil War era, including events leading to the Civil War, the conduct of the war itself, as well as Reconstruction and the legacy of the Civil War. It also provides students with an opportunity to develop analytical and critical thinking skills and allows for interaction between the academic curriculum and local Civil War sites and resources.

Theme 1: The Road to Secession: 1787-1860: During this unit, students will investigate the historical origins of secession starting with the Constitutional Convention and ending with the Election of 1860. Students will focus on the political debates surrounding the issue of slavery and its expansion, the economic development of the North and South, and the supporters and opponents of slavery and their allies in government.

| | 1. History | 2. Government | 3. Geography | 4. Economics | 5. People, Groups, and Cultures |
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| Key Concepts and Understandings | <p>A. Evaluate the meaning of the American Revolution (1.1.A)</p> <p>B. Assess the key compromise s over the issue of slavery (1.1.B)</p> <p>C. Evaluate the arguments for and against slavery and its expansion (1.1.C)</p> <p>D. Investigate the debate over slavery and its impact on party politics in the United States (1.1.D)</p> | <p>A. Investigate the American Revolution and its impact on slavery (1.2.A)</p> <p>B. Critique the Founders' and their handling of slavery at the Constitutional Convention (1.2.B)</p> <p>C. Analyze the Constitution and slavery (1.2.C)</p> <p>D. Contrast States' Rights and Federal Power (1.2.D)</p> <p>E. Assess the role of compromise in a representative democracy (1.2.E)</p> <p>F. Evaluate how the branches of government dealt with the issue of slavery in the Antebellum period. (1.2.F)</p> | <p>A. Compare and Contrast agriculture, industry, and patterns of settlement in the North and South. (1.3.A)</p> <p>B. Assess the impact of Manifest Destiny and the expansion of the United States (1.3.B)</p> <p>C. Summarize the conflict between Missouri and Kansas leading up to the Civil War (1.3.C)</p> | <p>A. Analyze the effects of the Market Revolution in the North. (1.4.A)</p> <p>B. Summarize the ascendancy of cotton in the South and the national economy. (1.4.B)</p> <p>C. Analyze Free Soil and Free Labor Ideology (1.4.C)</p> | <p>A. Investigate the strategies, major publications, and arguments of abolitionists (1.5.A)</p> <p>B. Investigate the strategies, major publications, and arguments of defenders of slavery (1.5.B)</p> <p>C. Analyze the experience of slavery for slaves and slave owners (1.5.C)</p> |
| Possible Sources of Studies | | | | | |
| <ul style="list-style-type: none"> Sources | | | <ul style="list-style-type: none"> Resources | | |

- Crash Course in US History
 - [The Constitutional Convention](#)
 - [Slavery](#)
 - [The Market Revolution](#)
 - [Antebellum Reform](#)
 - [The Mexican War and Expansion](#)
 - [Election of 1860](#)
- Documentaries
 - “*Liberty in the Air*” *Slavery and the Making of America*, PBS Documentary
 - “Seeds of Destruction” *Slavery and the Making of America*, PBS Documentary
 - “The Cause” *The Civil War*, Ken Burns, PBS Documentary
 - *Prince Among Slaves*
 - *Uncle Tom’s Cabin* (version with Samuel L. Jackson and Felicia Rashad)
 - “John Brown’s War”, History Channel series (hosted by Danny Glover)
- Hollywood Films
 - *Amistad*
 - *12 Years a Slave*
 - *Race to Freedom*
- Primary Sources
 - [The Constitution of the United States](#)
 - [Reading Like a Historian](#) (Stanford University)
 - Excerpted in *Major Problems*
 - Hinton Rowan Helper on Southern Economics
 - Senator Robert Toombs of GA on slavery in the territories
 - Senator William Seward on the irrepressible conflict
 - Ralph Waldo Emerson on the Caning of Sumner
 - Abraham Lincoln on Sectionalism
- *Major Problems in the Civil War and Reconstruction: Documents and Essays*, eds. Michael Perman & Amy Murrell Taylor, 3rd edition
- *The Civil War*, Ken Burns, PBS Documentary
- *Defending Slavery: Proslavery Thought in the Old South: a Brief History with Documents*, eds. Paul Finkelman, Bedford Cultural Editions Series
- *Slavery and the Making of America*, PBS Documentary
- The Constitutional Rights Foundation: [the Constitution and Slavery](#)
- Library of Congress: [The Missouri Compromise](#)
- Library of Congress: [The Compromise of 1850](#)
- Underground Railroad Simulations:
 - [Flight to Freedom](#) (US Mission)
 - [Journey to Freedom](#) (National Geographic)
 - [Escape from Slavery](#) (Scholastic)
- Library of Congress: [The Kansas Nebraska Act](#)
- [Dred Scott v. Sandford](#) (Landmark Cases)
- [John Brown’s Raid](#) (Africans in America)
- The Election of 1860: [HarpWeek](#)
- NextTexts: Slavery in America, The Civil War

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| <ul style="list-style-type: none">○ Suggested Readings<ul style="list-style-type: none">■ <i>Battle Cry of Freedom</i>, James McPherson■ <i>Inhuman Bondage</i>, David Brion Davis■ <i>The Impending Crisis</i>, David Potter■ <i>Half Slave and Half Free</i>, Bruce Levine | |
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Theme 2: Secession and War: 1860-1865: During this unit, students will chronicle and evaluate the major battles, political developments, and Homefront impacts on land, resources, and culture. Students will focus on generals, presidents, and guerilla warfare leaders throughout the course of the war.

| | 1. History | 2. Government | 3. Geography | 4. Economics | 5. People, Groups, and Cultures |
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| Key Concepts and Understandings | <p>A. Describe the South's taking of Fort Sumter and starting the war (2.1.A)</p> <p>B. Analyze chronologically the major battles, referencing: command structure, strategies, tactics, weaponry & battles (2.1.B)</p> <p>C. Evaluate North & South supported publications during the war's escalation (2.1.C)</p> | <p>A. Compare and contrast the political structures of the Federal government and of the Confederacy (2.2.A)</p> <p>B. Evaluate the war's impact on government power and civil liberties (2.2.B)</p> <p>C. Investigate developing changes and problems within each government, North and South (2.2.C)</p> <p>D. Compare and contrast presidency's of Lincoln and Davis (2.2.D)</p> | <p>A. Analyze important battlefield locations related to strategy and proximity to major cities and resources (environmental and technological) (2.3.A)</p> <p>B. Investigate guerilla warfare and its effects in Missouri during the Civil War and afterward (2.3.B)</p> <p>C. Evaluate Border States land & resources (2.3.C)</p> | <p>A. Compare the North v. South use of more effective rifled muskets coupled with old Napoleonic tactics that created higher casualties and differing economic impacts (2.4.A)</p> <p>B. Evaluate riots, boycotts, & rebellion by women and other groups & their economic impacts on the homefront of North, South, & Border States (2.4.B)</p> | <p>A. Analyze the key strategies and tactics used by the North v South/ Missouri state Guard forces at the Battle of Wilson' Creek (2.5.A)</p> <p>B. Investigate civilian social and cultural activities: music, dance, art, & literature (2.5.B)</p> |
| Possible Sources of Studies | | | | | |

- Sources

- *Battles of the Civil War, 1861-1865: From Fort Sumter to Petersburg*, eds. Martin J. Dougherty & Michael
- Chris McNab
- *The Civil War Battlefield Guide*, ed. Frances H. Kennedy
- Documentaries
 - “*Death and the Civil War*”, PBS Documentary
 - “The Battle of Island Mound” (available from MO Department of Natural Resources)
 - “August Light” (Wilson’s Creek)
- Hollywood Films
 - *Glory*
 - *Cold Mountain*
 - *Ride with the Devil*
- Primary Sources
 - [Reading Like a Historian](#) (Stanford University)
 - [The Emancipation Proclamation](#)
 - [Lincoln’s First Inaugural Address](#)
 - [The Gettysburg Address](#)
 - [Maps](#) (Library of Congress)
 - Excerpted in *Major Problems*
 - South Carolina Declares and Justifies Secession
 - Alexander Stephens and the Cornerstone of the Confederacy
- Suggested Readings
 - *Apostles of Disunion*, Charles Dew
 - [Battle Cry of Freedom](#), James McPherson
 - *Hallowed Ground*, James McPherson
 - *Been in the Storm so Long*, by Leon Litwack
 - *Confederate Reckoning*, Stephanie McCurry
 - *Inhuman Bondage*, David Brion Davis

- Resources

- *Major Problems in the Civil War and Reconstruction: Documents and Essays*, eds. Michael Perman & Amy Murrell Taylor, 3rd edition
- *The Civil War*, Ken Burns, PBS Documentary
- The Civil War Trust: [Battlefield Guide](#)
- Interactive Games, Maps, & Timelines: [Civil War 150](#)
- *The Everything Civil War Book*, eds. Brooke C. Stoddard & Daniel P. Murphy
- [Community and Conflict: Civil War in the Ozarks](#)
- Piston and Hatcher, *Wilson’s Creek*
- “Hard Times, Hard War” (primary sources and lessons from Wilson’s Creek)

Theme 3: Reconstruction and Reunion: 1863-1877: During this unit, students will learn about the crisis of Reconstruction. This includes the government's role in aiding the Freedmen as well as amending the Constitution to protect them from discrimination in Southern states; the political battle over Reconstruction that centers on the constitutional crisis between congress and the president; and southern resistance to the policies of Reconstruction.

| | 1. History | 2. Government | 3. Geography | 4. Economics | 5. People, Groups, and Cultures |
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| Key Concepts and Understandings | <p>A. Analyze the political debate over who should control the process of Reconstruction (3.1.A)</p> <p>B. Compare and contrast the competing notions of freedom in the American South (3.1.B)</p> <p>C. Investigate the journey of African Americans from property to citizen (3.1.C)</p> <p>D. Evaluate the historical circumstances that led to the end of Reconstruction (3.1.D)</p> <p>E. Assess the legacy of the Civil War (3.1.E)</p> | <p>A. Compare and Contrast Wartime Reconstruction (10% Plan), Presidential Reconstruction (Restoration) and Radical Reconstruction (Congressional Reconstruction) (3.2.A)</p> <p>B. Assess the impact of the 13th, 14th and 15th Amendments on the United States (3.2.B)</p> <p>C. Investigate the Impeachment of Andrew Johnson (3.2.C)</p> <p>D. Analyze the elections of 1866, 1868, 1872, 1874 (MS) and 1876 and their results (3.2.D)</p> <p>E. Supreme Court Cases and Reconstruction (3.2.E)</p> | <p>A. Investigate the purpose and impact of the military districts across the South during the period (3.3.A)</p> | <p>A. Evaluate the effects of sharecropping, tenant farming, and the crop lien system in the South (3.4.A)</p> | <p>A. Understand the importance of the following groups:</p> <ol style="list-style-type: none"> 1. Freedmen (3.5.A.1) 2. Carpetbaggers (3.5.A.2) 3. Scalawags (3.5.A.3) 4. Redeemers (3.5.A.4) 5. Ku Klux Klan (3.5.A.5) <p>B. Monuments and Symbols of the Civil War (3.5.B)</p> |
| Possible Sources of Studies | | | | | |
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| <ul style="list-style-type: none"> ○ Crash Course in US History <ul style="list-style-type: none"> ■ Reconstruction ○ Documentaries <ul style="list-style-type: none"> ■ “War is all Hell” <i>The Civil War</i>, Ken Burns, PBS Documentary ■ “The Better Angels of our Nature” <i>The Civil War</i>, Ken Burns, PBS Documentary ■ “Revolution” <i>Reconstruction: the Second Civil War</i>, American Experience, PBS Documentary ■ “Retreat” <i>Reconstruction: the Second Civil War</i>, American Experience, PBS Documentary ○ Hollywood Films <ul style="list-style-type: none"> ■ <i>Lincoln</i> ■ <i>The Conspirator</i> ○ Primary Sources <ul style="list-style-type: none"> ■ Reading Like a Historian (Stanford University) ■ Lincoln’s Second Inaugural Address ■ Excerpted in <i>Major Problems</i> <ul style="list-style-type: none"> ● Freedmen’s Bureau Agent discusses labor relations in the South ● Representative Thaddeus Stevens states his terms ● The State’s Colored Convention addresses the people of Alabama ● Governor James Orr defends Reconstruction ● President Grant disclaims executive responsibility over Reconstruction ○ Suggested Readings <ul style="list-style-type: none"> ■ <i>A Short History of Reconstruction</i>, Eric Foner ■ <i>Race and Reunion</i>, David Blight ■ <i>Confederates in the Attic</i>, Tony Horwitz ■ <i>The Wars of Reconstruction</i>, Douglas Egerton | <ul style="list-style-type: none"> ○ <i>Major Problems in the Civil War and Reconstruction: Documents and Essays</i>, eds. Michael Perman & Amy Murrell Taylor, 3rd edition ○ <i>The Civil War</i>, Ken Burns, PBS Documentary & Companion Website ○ <i>Reconstruction: the Second Civil War</i>, American Experience, PBS Documentary & Companion Website ○ Gilder-Lehrman Institute of American History: Reconstruction ○ Elections during Reconstruction: HarpWeek |
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Use the following Social Science Tools for Themes 1-3

Tools of Social Science Inquiry-In order to investigate and draw conclusions about the past students:

- Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
- Develop compelling questions and research the past.
- Anticipate and utilize the most useful sources to address their questions.
- Develop and test claims and counter-claims to address their questions.
- take informed action based on their learning.

| | 1. History | 2. Government | 3. Geography | 4. Economics | 5. People, Groups, Cultures |
|---------------------------------------|--|--|---|--|---|
| Disciplinary Tools and Sources | <p>A. Create and use tools to evaluate how historical events and developments were shaped, time and place, as well as broader historical context. (1.A)</p> <p>B. Analyze the perspective of people in a historical era to explain the influence of complex factors. (1.B)</p> <p>C. Create and use tools to analyze a sequence of events that happen at the same time. (1.C)</p> <p>D. Explain connections among historical context and perspectives at the time. (1.D)</p> | <p>A. Evaluate government systems in order to compare how they affect individuals and groups within and among societies. (2.A)</p> <p>B. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society. (2.B)</p> | <p>A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends within and among regions. (3.A)</p> | <p>A. Analyze the role of comparative advantage to determine its impact on the exchange of people, goods, and ideas. (4.A)</p> <p>B. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals. (4.B)</p> | <p>A. Analyze the sources/artifacts people created to determine the extent to which accelerated exchange impacted their content and perspective. (5.A)</p> <p>B. Examine the origins and impact of social structures and stratification on societies and relationships between people. (5.B)</p> <p>C. Describe how perspectives share the sources/artifacts created. (5.C)</p> |