|  |  |  |  |
| --- | --- | --- | --- |
| Topic | Tentative Agenda | Stamp/ Completion | Homework/Other |
| Introduction to Unit | * Folder Creation
* Gather Materials – Vocab, Agenda
* Anticipation Guide – Slavery
* Slavery in the 21st Century Article (Upfront Magazine by Scholastic)
 |  | Don’t forget – if you are absent, use the website: wunderlichsclassroom.weebly.com to get caught up.Access for article: Google Upfront 21st Century Slavery. Click on the article on the scholastic website for upfront magazine. |
| African-American Experience | * Poem/Story Impressions for “I Am A Slave”
* Visual Jigsaw – answer questions about visual history of the African-American Experience
* Biography of Harriet Jacobs – Quilt piece based on her experience
 |  | Quilt Instructions: Use an 8x8 size piece of paper and divide it into three sections. You choose how you want to divide.In each section, use words, phrases, and pictures to illustrate each category of her experience.1: Her character2: Hardships she faced3: Her effect on US history |
| A Nation Divides | * America: Story of Us (Division) – Video guide and **online quiz**
* Comparison – Northern v Southern Farms
* Sort – N v S (inside folder)
* Magazine Cover – Instructions are on the back of the template
 |  | Magazine Cover Instructions: Use the template I gave you or online.Instructions are on the back. Needs to be in color, of high quality, and illustrate a key difference.  |
| Causes of the Civil War | * History Detective – Sumner-Brooks Incident
* Map – Slave state v Free State
* Group-work – each group will be given information about a key event that led to the revolution. Groups will present to the class what happened and create a skit illustrating the event. **Online quiz will follow.**
 |  | Project: Menu creation See instructions on the back of this page. It is due by the end of this unit (the day after the test – May 18th and 19th). You should start working in it now). |
| Underground Railroad | * Reading and primary source analysis
* Simulation of the dangers of the railroad
 |  | Work on vocabulary |
| Fighting the Civil War | * Comparing the readiness of the north and south
* Battles Chart
* Watch online: Civil War in Four Minutes
* Reading: Gettysburg Address **(Online Quiz to follow.)**
 |  | Work on vocabulary |
| Reconstruction | * Gallery Crawl – analyze primary sources placed around the room to gain understanding of the period of Reconstruction
* Info-gathering – notes on plans and effects
* Report Card – evaluate the effectiveness of the Plans for after the war
* Acrostic – Create an acrostic poem for the important events during reconstruction
 |  | ACROSTIC – similar to the PROBLEMS acrostic we did in unit4, write the word reconstruction down the middle of the page and then use the letters to explain what was happening. Do not just list vocabulary words – use phrases to sum up an explanation. |
| Review | * INSPECT CHART
* Review Game
* Study Guide
 |  | Make sure vocabulary is complete and all sections are stamped for full credit. This unit will make up most of your 4th quarter grade. |

Creating a Civil War Menu

![C:\Users\Owner\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3I4MYUNZ\MC900389510[1].wmf]()

|  |
| --- |
| Purpose: To have students analyze how different events affect either each other or the course of history. |

1. You are to choose six concepts that relate to the topic of Civil War and Reconstruction. Choose ideas, people, events, laws, or battles for your project.

2. Categorize them as follows

* Appetizers – these are starter concepts or those that cause a chain reaction of events or are the origin of the Civil War. Remember, this could be an idea or a person rather than an event. **You need two**.
* Main dishes – These are the big concepts that mark the most important thing we study about the period. Without these, this unit would not exist. **You need three**.
* Appetizers – these are culminating concepts or those that pull all the other concepts together or those that are an ending point for the Civil War. They sum things up. **You need one**.

3. Design the menu to look like a restaurant menu:

a. All concepts should be given food names. (i.e. Jefferson Davis Pulled Pork Sandwich)

b. The write-up for each menu item should include a description of what they concept is

and how it relates to the category (starter idea, main idea, culminating concept) it was

placed in. (i.e Jefferson David Pulled Pork Sandwiches – experience the ultimate in Southern Cuisine as the pork secedes from the union of the pig to become its own sandwich. The president of the Jefferson Davis pulled pork company states about this sandwich: “All we ask is to be left alone; left alone to enjoy this southern-made sandwich.”

5. The menu should include visuals, be creatively designed, and have a restaurant name that relates to the overall topic.

\*\*Samples will be placed in the classroom and online.