

SOCIAL STUDIES

Essential Discipline Goals

Demonstrate commitment to human dignity, justice, and democratic process.
Work cooperatively and accept group decisions while respecting individual rights.
Develop a common culture.

Antebellum America, The Civil War, And Reconstruction

Elective — Grades 11 and 12

SS.CWR.05 The United States at Mid-century

This unit serves to give an overview of the general condition of various Americans in the mid nineteenth century. To do this, three lifestyles are examined: the industrial North and technological growth or impetus, the plantation system and slavery in the South, and the common yeoman farmer prevalent in all regions.

Described by various authors as a result of growth or progress, America, by 1850, was experiencing divisiveness on many levels. The beginning of the mass decimation of Native Americans, the burgeoning slave-antislavery argument, the gap between rich and poor, the declining status of women, the transition from the cottage system to the factory system, and ethnic strife all forced Americans to redefine themselves and their country. The most pronounced division between Americans, however, was the rapidly growing sectional conflict between North and South.

- SS. CWR.05.01 explain reasons for the success of the Industrial Revolution in America
- SS. CWR.05.02 describe important contributors to the Industrial Revolution and their inventions
 - SS. CWR.05.02.a individuals to achieve this indicator includes, but is not limited to: *Samuel Slater, Eli Whitney, Robert Fulton, Elias Howe, Samuel Morse, John Deere, Cyrus McCormick, Thomas Blanchard, John Hall, Francis Cabot Lowell*
- SS. CWR.05.03 trace the life of an African from capture to work on a farm or plantation
- SS. CWR.05.04 describe the life of an average American farmer
 - SS. CWR.05.04.a content to achieve this indicator includes: *crops grown, layout of a farm, animals present, work done*
- SS,CWR.05.05 describe the evolution of cultural and economic tie of the old Northwest and West to that of the East, further showing the feeling of isolation of the South.
- SS. CWR.05.06 explain the experience of the Mormons and the Native Americans during westward expansion
[This is included here because it is covered in Chapter 1 of the text, which is the reading that goes along with Unit I]

SS. CWR.10 The Rise of Sectionalism

This unit covers the period from the election of Andrew Jackson through 1853. While covering Jacksonian Democracy, expansion into Texas and Mexico, and foreign affairs, constant emphasis is given on the rising tension between North and South.

The rapidly growing sectional conflict between North and South became entrenched for various reasons. Jacksonian Democracy intensified the debate between states rights advocates and those who wanted a strong central government. Expansion heightened differences between slaveholders and abolitionists. Both of these discussions highlight a growing cultural sectionalism, pitting the anti-tariff, pro-slavery, smaller government following of John C. Calhoun against the likes of Henry Clay and Daniel Webster who held a

broader, more encompassing view of a federal government whose economics was not necessarily based upon slave labor.

- SS. CWR.10.01 trace the tariff controversies of 1816-1832 and how they served to solidify the political positions of the sections
- SS. CWR.10.02 explain Jacksonian Democracy and the era of the common man
- SS. CWR.10.03 describe the elections of 1828 and '32 and the major actions of Jackson's administration
 - SS. CWR.10.03.a content to achieve this indicator includes, but is not limited to: *Indian Removal, Maysville veto, Bank War, nullification crisis, Webster-Hayne debate*
- SS. CWR.10.04 describe administrations of Van Buren, Harrison, and Tyler
- SS. CWR.10.05 describe expansion into Texas and Texas' fight with Mexico
- SS. CWR.10.06 explain causes, major events, and significance of the Mexican-American War
- SS. CWR.10.07 trace filibuster activity in Mexican and Spanish territory
- SS. CWR.10.08 explain the Compromise of 1850
- SS. CWR.10.09 explain the views of free soilers (include Uncle Tom's Cabin) and those defending slavery

SS. CWR.15 From Explosive Sectionalism to Secession

This unit covers social, political, and economic events from the election of 1852 through the election of 1860 that led directly to the Civil War.

From Pierce's election in 1852 to Lincoln's ascension to the presidency in 1860, economic, social, and political events moved the sections inexorably toward war.

- SS. CWR.15.01 trace the institutionalization of sectionalism through analyzing the 1852 and 1856 elections
- SS. CWR.15.02 describe the Kansas-Nebraska Act and subsequent activities in and relating to Kansas
 - SS. CWR.15.02.a content to achieve this indicator includes, but is not limited to: *John Brown's actions in Kansas and the Brooks-Sumner Affair*
- SS. CWR.15.03 evaluate the significance of the Dred Scott decision
- SS. CWR.15.04 explain reasons for, events, and significance of Brown's raid on Harpers Ferry
- SS. CWR.15.05 explain the nomination of Lincoln and the election of 1860

SS. CWR.20 The Confederate States form and War Begins

This unit covers significant events and personalities from the inauguration through the First Battle of Bull Run and the appointment of George McClellan to command the Union Army of the Potomac.

In 1861, with the battle lines drawn, both sides clamored to establish the rationale for their position and the strategy by which these positions would be defended. The uppermost Southern states did not secede immediately: the border states were as ambivalent. Both Lincoln and Davis articulated their respective positions, both becoming intransigent after Fort Sumter. By the end of the First Battle of Bull Run, the dilemmas of fighting an all out war had become obvious to all.

- SS. CWR.20.01 outline Lincoln's point of view toward the South at the time of his inauguration
- SS. CWR.20.02 describe the initial formation of the CSA
- SS. CWR.20.03 trace the events that led to Fort Sumter
- SS. CWR.20.04 explain the secession of the upper southern states
- SS. CWR.20.05 analyze Lincoln's dealings with the border states
- SS. CWR.20.06 discuss problems that both governments had in assembling armies
- SS. CWR.20.07 describe the impact of the First Battle of Bull Run
- SS. CWR.20.08 describe the problems both sides had in selecting commanders
- SS. CWR.20.09 explain northern and southern strategies for winning the war

SS. CWR.25 The War in 1862

This unit covers land and naval actions in 1862 as well as political events such as the draft and the Emancipation Proclamation. It also introduces issues of foreign policy that Lincoln was forced to deal with.

By 1862 both sides had settled in to what they acknowledged would be a drawn out affair. Jefferson Davis had to settle issues with conscription and how to finance the war. Abraham Lincoln faced similar problems; in addition, he had to consider the possibility of England recognizing the Confederacy. Both land and naval battles increased in frequency and in ferocity. The Emancipation Proclamation added a dimension to the conflict that would change both its course and its results.

- SS. CWR.25.01 outline Union naval successes including the seizure of New Orleans
- SS. CWR.25.02 explain the impact of ironclads
- SS. CWR.25.03 trace the rise of U.S. Grant and Robert E. Lee and their early success
- SS. CWR.25.04 explain the significance of Shiloh
- SS. CWR.25.05 outline the northern and southern methods for supplying, outfitting, and placing troops in the field
- SS. CWR.25.06 describe the Peninsula campaign and its impact upon the West
- SS. CWR.25.07 explain causes, events, and significance of the Maryland campaign
 - SS. CWR.25.07.a content to achieve this indicator includes: *Lee's march north, the siege at Harpers Ferry, the battle of South Mountain, the battle of Antietam, and the Emancipation Proclamation*
- SS. CWR.25.08 analyze the foreign policy of the Union and Confederate governments, especially with England
 - SS. CWR.25.08.a content to achieve this indicator includes, but is not limited to: *privateers, blockade, Mason & Slidell, Trent affair*

SS. CWR.30 The Life of the Soldier

This unit covers a range of subjects including weapons, equipment, surgery, discipline, prisoner of war camps, African-American troops and other topics relating to the experience of common soldiers of both sides.

The life of a soldier on either side necessitated daily adjustments on a grand scale. When fighting, tactics were used that insured mass death and injury, forcing an evolution of medical techniques to keep pace with the carnage. When not fighting the soldiers were still bound by military justice and suffered an existence of food shortages and sanitation hardships.

- SS. CWR.30.01 describe primary weapons used and effects
- SS. CWR.30.02 explain tactics and the impact weaponry had upon them
- SS. CWR.30.03 explain the evolution of medical practice during the war. Consider arranging a tour of the Museum of Civil War Medicine in Frederick. FCPS has a working partnership with the museum, which includes possibilities of internships. If interested, the instructor should contact Curriculum Supervisor Michael Bunitsky.
- SS. CWR.30.04 describe the camp life of the typical soldier
- SS. CWR.30.05 understand the soldiers disciplinary code and penalties for breaches of conduct
- SS. CWR.30.06 outline conditions in the prisoner of war camps
- SS. CWR.30.07 weigh the contributions of African-American to both the North and South
- SS. CWR.30.08 explain the unique experiences and contributions of black troops

SS. CWR.35 The Home Front

This unit examines Lincoln's suspension of civil rights, and activities of civilians in the North and South. Special emphasis is given to all the activities and contributions of women.

The war required both sides to re-evaluate existing institutions and practices. This unit examines issues such as civil liberties, conscription, banking, immigration, gender relations, race relations, refugees, taxation, martial law and rationing, among others in their impact upon the daily lives of all Americans.

- SS. CWR.35.01 evaluate the suspension of habeas corpus by Abraham Lincoln
- SS. CWR.35.02 assess the role women played in the workplace, home front, and battlefield
 - SS. CWR.35.02.a content to achieve this indicator includes, but is not limited to: *Elizabeth Blackwell, Dorothea Dix, Clara Barton, Rose O'Neal, Belle Boyd, and Julia Ward Howe*
- SS. CWR.35.03 analyze economic issues in the North and South including industry, currency, taxation, inflation
- SS. CWR.35.04 appraise the work of the U.S. Sanitary Commission
- SS. CWR.35.05 contrast shortages faced by the armies and civilians

SS. CWR.40 The War in 1863

This unit was designed to allow students to do a research project pertaining to this year. Below are an explanation of the project and also a list of key topics that should be covered whether this project is used or not.

- SS. CWR.40.01 NEWSPAPER ASSIGNMENT: Create a period newspaper that appeared between July 5, 1863 and Dec. 1, 1863.
 - SS. CWR.40.01.a Directions
 - read reproduction papers to get an understanding of what they were like
 - make a list of features, sections, etc. found in a Civil War era paper
 - make a tentative list of what will appear in your paper
 - research and assemble needed information and materials to fill your paper
 - assemble the paper
 - SS. CWR.40.01.b teachers will have to decide on the length they want the paper to be
 - SS. CWR.40.01.c this project can work well when students use a mixture of real information and information they have created. For example, students could plug in a primary source poem they found, or an advertisement they liked, or they could write an editorial or a battlefield report after doing research.
- SS. CWR.40.02 key topics to research in this unit include, but are not limited to: Emancipation Proclamation, Conscription, Chancellorsville, Vicksburg, Gettysburg, Chickamauga, Chattanooga, and Fort Wagner

SS. CWR.45 From 1864 Until the End of the War

This unit begins with Grant's spring campaign and ends with the assassination of Lincoln. Special attention is given to the relation between military events and the election of 1864.

After the victories of 1863 the Union had a renewed sense of purpose while the South had to find a way to hold on. With Grant in command Lincoln got a general who would act. Lee and Davis both felt that military victories for the Confederacy would result in an electoral defeat for Lincoln and a favorable resolution of the war. Sherman's gains in Georgia, coupled with Grant's doggedness in pursuing Lee, enabled Lincoln to win the election of 1864. It took 5 months for the Confederacy to acknowledge that it could no longer sustain its attempts at independence.

- SS. CWR.45.01 analyze the concept of a war of attrition using as examples the battles of the Wilderness, Spotsylvania, and Cold Harbor with emphasis on the concept of a war of attrition
- SS. CWR.45.02 validate Grant's strategy of total war (Is this the first "modern war"?)
- SS. CWR.45.03 outline the events of the siege of Petersburg
- SS. CWR.45.04 analyze the impact of the submarine *Hunley*
- SS. CWR.45.05 evaluate the impact of Sherman's march to the sea on the election of 1864
- SS. CWR.45.06 appraise the significance of the Battle of Monocacy
- SS. CWR.45.07 summarize the Republican & Democratic platforms and their impact on the election of 1864
- SS. CWR.45.08 trace the events, beginning in January, 1865, that brought about the surrender at Appomattox
- SS. CWR.45.09 assess the impact of the assassination of Lincoln on the reconciliation of differences

SS. CWR.50 Reconstruction

This unit explores the re-building of the country, the re-establishment of home rule in the South, and the status of the freedmen during this period.

From 1865 to 1876 the dilemma is one of how should the country be re-united: was it simple restoration as Lincoln maintained? Or was it a complex and total reconstruction as the Radicals insisted? Lincoln's assassination rendered this a moot argument. Both North and South tried to establish some sort of cultural normality and a resumption of living patterns not based on preparation for war. In 1876 Reconstruction was ended, but not so the impact of the war.

- SS. CWR.50.01 compare and contrast Lincoln's, Johnson's, and the radical Republican plans for Reconstruction
- SS. CWR.50.02 evaluate the role of the 13th, 14th, and 15th Amendments in Reconstruction
- SS. CWR.50.03 explain the role of the Freedmen's Bureau
- SS. CWR.50.04 describe Southern politics from the end of the war until 1876
- SS. CWR.50.05 explain the Reconstruction Act of 1867
- SS. CWR.50.06 trace the rise of the Ku Klux Klan
- SS. CWR.50.07 analyze the impeachment of Andrew Johnson
- SS. CWR.50.08 describe the relationship of the freedmen and southern white society
- SS. CWR.50.09 assess Grant's effect on Reconstruction
- SS. CWR.50.10 explain how the Compromise of 1877 ended Reconstruction