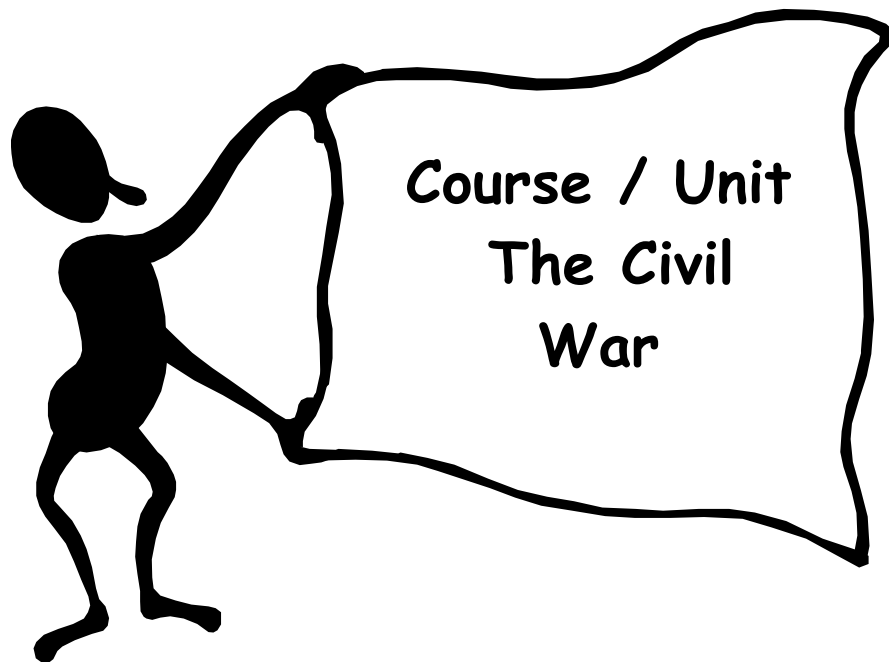


**New York City Department of Education
Magnet Program District 25 & 28**

School Name Robert F. Kennedy Community
Middle School / I.S. 250

Douglas Sargent – April 1, 2010



Essential Question:

How did national issues affect local communities during the Civil War?

Suggested Time Frame: 4 weeks

Theme: community

Graphic Overview of Unit

Suggested Time Frame:

Essential Question: How did a series of complex national issues affect local communities during the Civil War?

Mini-Units:

Causes of the Civil War
Strengths and weaknesses of the North and South
Daily Life During the Civil War
Results of the Civil War

Unit's Culminating Project: (briefly explain in 2-3 sentences): Each class will create a Civil War newspaper that demonstrates how the Civil War resulted from a series of complex national issues that affected local communities. Each individual student will produce a segment of the newspaper - news articles, editorials, features, political cartoons, obituaries, letters to the editor, etc.

Stage 1- Desired Results

Standards-Based Learning Goals:

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

1.1a, 1.1b, 1.2b, 1.3b, 1.3c, 1.3d, 1.4b, 1.4c

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

2.4a,

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface.

3.1c, 3.1d, 3.2a, 3.2b, 3.2d,

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

4.1a, 4.1b, 4.1c, 4.1f, 4.2b, 4.2c

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

5.1a, 5.1b, 5.1d, 5.2a, 5.2d, 5.2e, 5.2f, 5.3a,

<p>Big Ideas for this Unit Freedom/Slavery Independence Conflict Perspective Change</p>	<p>Magnet School Theme: Community</p> <p>How does the Big Idea in your unit connect to your theme?</p> <p>Local communities are affected by national issues.</p>
<p>Enduring Understandings</p> <p>Communities throughout the United States are profoundly affected by war.</p> <p>The United States as a nation was permanently changed by the Civil War.</p> <p>People from different regions of the same country sometimes have starkly varied points of view.</p> <p>Slavery was the most important, though not the only, cause of the war.</p>	<p>Overarching Essential Question: (this question should connect to your school theme) Essential Question:</p> <p>How did a series of complex national issues affect local communities during the Civil War?</p> <p>How does war affect communities?</p> <p>How is the United States different today as a result of the Civil War?</p> <p>How much does place of origin influence point of view and opinion?</p> <p>Why do people from the same country often have very different views?</p> <p>Are all Americans alike?</p> <p>What are the factors that influence point of view?</p> <p>How was slavery a cause of the war?</p>
Content and Skills	
<p>Content Students will know...</p> <p>Sectionalism</p>	<p>Skills Students will be able to...</p> <p>Describe economic and other differences</p>
<p>Content Students will know...</p> <p>Sectionalism</p>	<p>Skills Students will be able to...</p> <p>Describe economic and other differences between the regions.</p>

Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

- Design the Culminating/Summative Task:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

G- (goal)

Students will create a class newspaper to report on the many complex causes of the Civil War.

R- (role)

Students are reporters for a community newspaper during the Civil War era. (audience)

Students will create the paper for their classmates, publisher, and community.

S- (situation)

Students are reporters hired by a fledgling newspaper during the Civil War era. In order to launch the inaugural edition of the paper, each reporter must submit at least one article for various sections of the newspaper.

P- (purpose and product)

To engage students in learning about the complexities of the Civil

War by having them create a Civil War newspaper.

S- (standards for performance)

Content:

- Each newspaper must in some way cover the following topics:
 - Slavery and the politics of the Civil War
 - Military aspects of the Civil War
 - The impact of the war on daily life and in communities
 - Prominent people/figures of the time
- Each newspaper must include a variety of articles including:
 - News stories
 - Editorials
 - Features
 - Letters to the Editor
 - Obituaries

Editing: All newspapers should be proofread for accuracy and mistakes in capitalization, punctuation, spelling, grammar and usage.

Social Studies Middle School standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.



Student Task

In the space below, write the task exactly as students will see it. You should give this task to them on the first day of the unit. This way they know where they are going.

Our class is going to produce a Civil War newspaper. We are going to produce it in class during our new unit on the Civil War. Each of you will be responsible for an individual portion of the newspaper. Among the individual components of a newspaper are news articles, editorials, obituaries, political cartoons, advertisements, features, advice columns, letters to the editor, etc. You will be able to choose which component you would like to work on. However, we will need every component in order to have a complete paper. Therefore, if every component is not chosen you may be assigned to work on something other than your first choice.

Rubric For Culminating Project

www.rubistar.com

Project Component	4	3	2	1
Content/Accuracy	All is accurate. No errors.	Almost perfect. One or two errors.	Somewhat inaccurate. Three or four errors.	Inaccurate. Five or more errors.
Grammar and Spelling	No errors	Almost perfect. One or two errors.	Contains three or four errors.	Contains five or more errors.
Format	Follows the format of assigned component.	Mostly follows the format of assigned component. Some variation.	Does not closely follow the format of assigned component. Considerable variation.	Does not follow the format of assigned component an entirely different component
Mechanics – Punctuation and Capitalization	No errors.	Almost perfect. One or two errors.	Contains three or more errors.	Contains five or more errors.
Organization	Very clearly arranged and easily understandable	Clearly arranged and understandable	Arranged somewhat unclearly. A bit difficult to follow.	Unclear. No well-organized. Difficult to follow.

