

## Unit 8 Civil War : Unit Plan

(11 Estimated Instructional Days; 6 Optional Extension Days; 3 optional review days prior to assessment)

(Total length of all materials in the unit: 20 days).

(For a shortened “Just the Basics” view of lessons, see Pacing below)

### Era Overview

When the Civil War broke out in 1861, tens of thousands of Anglo-Texans enlisted in the new Confederate armies. A small number of Texans – most notably those who served in Hood’s Brigade – fought in battles on the eastern front, in places like Virginia and Pennsylvania. But the vast majority of Texas soldiers served on the western front, with Confederate armies along the Mississippi River. Other Texans served the state’s home guard along the edges of Anglo-Texan settlements and Indian nations. Some Texans, however, particularly within German communities, resisted the Confederacy.

Texas itself was not the scene of major battles, which allowed the state to support the Confederate war effort in three key areas. First, Texas supplied food and clothing to Confederate armies, since Texas farms had not been devastated by battles or invading Union troops. Second, Texas used its border with Mexico to break through the Union blockade that the U.S. used to prevent the Confederacy from shipping its cotton abroad. Third, Texas became a place of refuge for Confederates seeking to hide from U.S. armies. This became particularly important to Confederate slaveholders who hoped to prevent their enslaved people from running to freedom behind Union lines. As a result, Confederates brought an estimated 50,000 enslaved people to Texas during the war, swelling the enslaved population of the state to 230,000 by 1865.

When the Confederacy lost the war in 1865, legalized slavery came to an end in Texas. On June 19, 1865 – celebrated today as “Juneteenth,” a national holiday – the U.S. Army arrived in Galveston, Texas, and announced the end of slavery in Texas. Juneteenth marked a massive shift within the state, freed nearly a quarter of a million people, and began a process of remaking the state’s economic, political and social structures.

Era Overview	
Pacing	
<p><b>Just the Basics:</b> To meet the TEKS requirements while minimizing the amount of time spent in the unit, educators can focus solely on the following lessons (Approximately 6 - 8 class periods)</p> <ol style="list-style-type: none"> <li>1. The Big Picture (1 class period)</li> <li>2. Vocabulary (2 class periods)</li> <li>3. What's the Story? (1 - 2 class periods)</li> <li>4. Causes of the War Guided Notes (1 class period)</li> <li>5. Texas and the Civil War Stations (1 – 2 class periods)</li> </ol>	
Unit Pacing by Day	

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
45 - 60	What are the key events, major themes, and defining characteristics of the Civil War era of Texas history?	At the conclusion of this one-day lesson, students will be able to identify and explain the key events, major themes, and defining characteristics of the Civil War era of Texas history.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Sectional division between the North and the South over the issue of slavery led to the American Civil War, which was the bloodiest war in American history. Texas' economy was based on plantation agriculture using slave labor, and the majority of Texans had come from other Southern states. These factors created close connections between Texas and the rest of the slave-holding South. Texas' distance from the majority of the major battles of the Civil War allowed Texas to continue taking part in agriculture to help supply the war effort. Texas' shared border with Mexico allowed Texans to get around the Union blockade by moving Texas goods through Mexican ports. Texas served as a safe haven for Southerners</p>	<p><b>Lesson:</b></p> <p><b>The Big Picture</b></p>

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			<p>fleeing the violence in other Southern states, as well as providing slaveholders a place to hide their slaves to prevent enslaved people from seeking refuge with the Union army. At the end of the Civil War, slavery was abolished, and the country had to find a way to move forward together.</p> <p>Reading for key information, context, main ideas, and supporting evidence.  Summarizing and paraphrasing key ideas in a text.  Making observations, inferences, and predictions about a primary source image.  Identifying the main idea and supporting evidence from a primary source text.  Identifying and explaining the cause-and-effect relationship between significant events of the era.</p>	
45 – 60	What were the different points of view on significant events of the Civil War era, and how were those events represented and discussed in a variety of primary source excerpts from the era?	In this one day, primary-source based lesson, students will use a set of primary source materials to examine significant events, topics, and points of view related to Texas history during the Civil War era.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Historians and people of today can learn from the past by examining a variety of primary source materials. Most Texans supported secession, however some, like Governor Sam Houston, were strong Unionists. Several instances of Confederate violence against Texan Unionists broke out during the war. The Southern states seceded, and the Civil War was fought over the issue of slavery in the United States. Life for soldiers in the army was full of challenges including shortages of food, water, and supplies. Some American Indian tribes in the present-day state of Oklahoma were allies to the Confederacy and played a significant role in the Civil War. Trade between Mexico and Texas continued without much disruption during the Civil</p>	<p><b>Lesson:</b></p> <p><b>How do we know what we know?</b></p>

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			<p>War. Women played a vital role in the war effort by making clothes and sending supplies to the troops. Refugees from Southern states devastated by the Civil War flooded into Texas in search of shelter. Some enslaved African Americans played a role in the war when their enslavers brought them into the army with them.</p> <p>Analyzing primary source materials for main idea, supporting evidence, authors point of view, and bias. Summarizing a text.</p> <p>Using context clues to determine the meaning of words and phrases</p> <p>Making inferences about a historical era based on information provided in a primary source excerpt.</p>	
<b>90 – 120</b> <i>Lesson</i>  <b>Additional</b> <b>30 – 45</b> <i>Optional Quiz</i>	What are the key terms we need to know to be successful in the Civil war unit?	In this two-day lesson, students will be able to identify, define and give an example of each vocabulary term within the context of the Civil War.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Sectional divisions between the North and the South over the issue of slavery led eleven Southern states to secede from the Union, which led to the Civil War. The two opposing sides of the Civil War were the Northern free states of the Union and the Southern slave states of the Confederacy. There were three major theaters of the war: the eastern theater where the majority of the fighting took place, the western theater which included states like Tennessee and Kentucky, and the trans-Mississippi theater which including Louisiana and Texas. The Union blockade of Southern ports prevented Southern shipping during the Civil War, however, Texans were able to get around the blockade by moving their goods through Mexican ports. One significant outcome of the Civil War was the emancipation of the enslaved people. The Civil War was the bloodiest war in American history, with more than</p>	<p><b>Lesson:</b></p> <p><b>Vocabulary</b></p> <p><i>with optional Vocabulary Quiz</i></p>

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			<p>750,000 casualties.</p> <p>Reading for key information, context, main ideas, and supporting evidence.</p> <p>Identifying the definition and examples of key terms in the context of the Civil War on short reading passages.</p> <p>Creating visual representations of key terms.</p> <p>Using the terms in the context of the unit</p> <p>Recognizing references to key terms in a primary source excerpt</p> <p>Identifying variations of key terms.</p>	
90 - 120	What are the defining characteristics and most significant events of the Civil War era and how did they effect Texas?	In this two-day lesson, students will examine six readings presenting significant events that took place during the Civil War and identify their significance to Texas history.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Sectional divisions between the North and the South over the issue of slavery had been developing since before the founding of the United States due to regional differences which affected the economies of each region. Southern states began to secede after the election of a Northern anti-slavery president named Abraham Lincoln. Texas seceded from the Union on the 25<sup>th</sup> anniversary of its declaration of independence from Mexico – March 2, 1861. The majority of Civil War battles took place in the Eastern Theater, with fewer battles taking place in the Western and Trans-Mississippi Theaters. Most Texans fought in the West and Trans-Mississippi, though some Texans like Hood's Brigade fought in the East. Texas' distance from the majority of the battles allowed the Texas economy to continue largely undisturbed, with Texas supplying the Confederacy with cotton and corn. Texas was able to avoid the Union blockade by moving Texan goods through Mexico. Texas was a safe haven for Southerners escaping the violence and destruction of other Southern states. One major significant effect of the war after the surrender of the South was the official emancipation of the enslaved people.</p>	<p><b>Lesson:</b></p> <p><b>What's the story?</b></p>

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			<p>Reading for context and significance information.</p> <p>Identifying and paraphrasing or summarizing main ideas and supporting evidence.</p> <p>Identifying and explaining the significance of historical events.</p> <p>Explaining cause-and-effect relationships between significant historical events</p>	
<p><b>45 – 60 (Reduced lesson)</b></p> <p><b>135 – 180 (Full Lesson)</b></p> <p><b>100 - 130 (Additional Extension Activities)</b></p>	Who were some of the key people of the Civil War era and why were they significant?	<p>This is a flexible lesson that can be presented in small portions over time, in several short lessons, or in one large, multi-day lesson. Students read passages about key individuals to determine their significance to the Civil War era.</p> <p>Additional Extension activities include an “I have/Who has” game, a “Dinner Party” Activity, and a one-page biographical fact sheet activity.</p>	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>There were many people from different backgrounds who played a significant role during the Civil War including Sam Houston, Ben McCulloch, Albert Sidney Johnston, Stand Watie, James Throckmorton, John “Rip” Ford, Mollie Arlene Kirkland Bailey, Benjamin Franklin Terry, and Santos Benavides. The people in this lesson played significant roles in various aspects of Texas history, including the period of time before the Civil War in events like the U.S.-Mexico War, and in events during the war including battles, politics, and the economy of the state. There were many different experiences and points of view about the Civil War in Texas.</p> <p>Reading for context, main ideas, and key information. Summarizing and paraphrasing significant information from a passage. Identifying and making inferences about different points of view based on historical evidence.</p>	<p><b>Lesson:</b></p> <p><b>Who’s Who of the Republic of Texas</b></p> <p>With three optional Extension Activities</p>
45 – 60	What was the primary cause of the Civil War, and what events	In this one-day guided notes lesson, students will examine seven key events that	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Slavery was the primary cause of the Civil War. Events</p>	<p><b>Lesson:</b></p> <p><b>Causes of the</b></p>

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	occurred from 1820 to 1860 that give evidence of this cause?	led to the outbreak of the Civil War and determine the role that slavery and sectionalism played in each event.	<p>related to the westward expansion of slavery contributed to the outbreak of the Civil War.</p> <p>Seven significant events leading to the Civil War include the Missouri Compromise, the Compromise of 1850, The Kansas-Nebraska Act, “Bleeding Kansas,” the Dred Scott Case, John Brown’s Raid on Harper’s Ferry, and the Election of 1860.</p> <p>Identifying the main idea and supporting evidence of historical information.</p> <p>Using reasoning and deduction skills to determine how various historical events influenced different regions of the U.S. related to slavery and sectionalism.</p> <p>Formulating short constructed responses.</p>	<b>War – Guided Notes</b>
<p>45 – 90</p> <p>45 min (Texas Battles Stations only)</p>	In what ways was Texas’ experience in the Civil War different from other Southern states, and how did this unique role affect Texas and Texans during the war?	In this one- to two day lesson students will examine various aspects of Texas role in the Confederacy during the Civil War including the significant battles that took place in Texas, the Texas economy, Prisoner-of-War camps, Texas Unionists, Texan soldiers in the war, and Southern refugees to Texas.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Texas’ role in the Civil War was unique because most of the fighting of the war took place far from Texas. This allowed Texas to avoid much of the destruction and economic disruption other states experienced. As a result of Texas’ distance from the war, Texas agriculture continued largely uninterrupted, allowing Texas to supply corn and cotton to the Confederate war effort. Texas provided a safe haven to Southerners escaping the devastation of the war in other Southern states, and allowed slave owners a place to “refugee” or hide their slaves. Texas was able to continue to avoid the Union blockade and take part in sea trade by moving goods through Mexican ports. Confederate violence against Texas Unionists caused dozens of deaths of Germans in the Hill Country and North Texans. Texans played a key role in many battles of the war including units like Terry’s Texas Rangers and Hood’s Texas Brigade.</p>	<p><b>Lesson:</b></p> <p><b>Texas &amp; the Civil War Stations</b></p>

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			Identifying and summarizing main ideas, supporting evidence, and the significance of key historic events and information.	
45 – 60  <b>Optional Extension Lesson</b>	What was the purpose and significance of the Emancipation Proclamation, and what limitations did it include?	In this one day, optional extension lesson, students will analyze excerpts of the Emancipation Proclamation to identify its purpose, limitations, and significance.	<p><i><b>Students will know the following information and develop the following skills based on TEKS standards:</b></i></p> <p>President Abraham Lincoln issued the Emancipation Proclamation to free enslaved people in the rebelling states. The Emancipation Proclamation did not free enslaved people in the slave states who remained in the Union. The Emancipation Proclamation encouraged the newly freed people to continue working for a fair wage, and stated they would be welcome to join the Union army.</p> <p>Reading for main ideas and supporting evidence. Summarizing and paraphrasing a primary source text. Making conclusions and inferences about a period of time in history based on primary source materials. Making an argument about a primary source text and supporting the argument with evidence from the text.</p>	<p>Lesson:</p> <p><b>Emancipation Proclamation Extension</b></p>
45 – 60  <b>Optional Extension Lesson</b>	What event caused the Southern states to secede from the Union, and what reasons did Texas give for seceding?	In this optional one-day extension lesson, students will analyze a primary source text explaining the primary reasons why the people of Texas voted in favor of secession from the Union.	<p><i><b>Students will know the following information and develop the following skills based on TEKS standards:</b></i></p> <p>The primary cause for Texas’ secession from the United States was the desire to preserve the system of slavery within the state. Texans stated grievances against the U.S. government including Northerners forming an anti-slavery coalition against Southerners and controlling the government. The document argues that Texas joined the U.S. with the expectations that slavery would continue into the future. For these reasons, and Texas’ close ties to the rest of the South, Texans decided to secede from the Union.</p> <p>Analyzing a primary source text.</p>	<p>Lesson:</p> <p><b>Texas &amp; Secession Extension</b></p>



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			<p>Using context to determine the meaning of words and phrases from a primary source text.</p> <p>Identifying, paraphrasing, and summarizing the main ideas and supporting evidence of a primary source text.</p> <p>Identifying different points of view on a historical topic based on a primary source text.</p>	
45 – 60	What is Juneteenth, why is it celebrated, and how has it evolved over time into the holiday that it is today?	In this one-day lesson, students examine the history and significance of Juneteenth, celebrating the day news of emancipation arrived in Texas.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>News of emancipation reached Texas on June 19, 1865 when Major-General Gordon Granger arrived in Galveston to deliver General Order Number 3, officially declaring all enslaved people to be free and hold the same rights as American citizens. Early Juneteenth celebrations often included educational programs for the newly freed people to help them learn about their rights. The Freedmen’s Bureau was an organization established to provide services to the freed people. It helped hold the first Juneteenth celebrations in Austin. Juneteenth became a federal holiday in 2021 and is celebrated across the U.S. today in a variety of ways.</p> <p>Reading for main ideas and supporting evidence. Summarizing and paraphrasing. Identifying significance of historical topics and events.</p>	<p><b>Lesson:</b></p> <p><b>Texas Today</b></p>
45 – 60	How did Abraham Lincoln plan to deal with the end of the war and the Southern states who had rebelled?	In this one-day lesson, students will analyze Abraham Lincoln’s Second Inaugural Address to make observations and inferences about Lincoln’s goals for the country as the Civil	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Abraham Lincoln was reelected by the states that had remained in the Union in 1864. Lincoln’s Second Inaugural Address included his hopes for how the country could mend its wounds and move forward in unity. Lincoln addressed the primary cause of the Civil war being the divisions over slavery.</p>	<p><b>Lesson:</b></p> <p><b>Looking Ahead</b></p>

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		War came to a close.	<p>Primary Source analysis.</p> <p>Using context to determine the meaning of words and the intentions of the author.</p> <p>Making a claim based on a primary source text and supporting the claim with evidence from the text.</p> <p>Considering multiple points of view of a historical event</p>	
<p><b>45 – 60</b></p> <p><b>Optional Review Lesson</b></p>	What significant information do we need to know to be successful on the unit 8: Civil War?	In this one-day review lesson, students will review key terms, concepts, people, and events of the Civil War in preparation for a unit test.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Slavery and its expansion into new Western territories in the U.S. was the primary cause of the outbreak of the Civil War, which took place from 1861 to 1865. The two opposing sides of the Civil War were the Union, which included the free Northern and Western states, fighting the slave states of the Confederacy. Texas played a unique role in the Civil War due to its distance from the majority of the fighting and destruction. Texas produced corn and cotton to benefit the Confederate war effort, and avoided the Union naval blockade by moving these goods through Mexico. Texas provided a safe haven for Southerners escaping the war in the rest of the South, and for planters to hide their slaves from the Union armies. The Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch took place in Texas during the war. Abraham Lincoln issued the Emancipation Proclamation in 1863, freeing the enslaved people in the rebelling territories. This would be officially enforced with the end of the war in 1865, with the news reaching Texas on June 19, 1865 – “Juneteenth.”</p> <p>Identifying and demonstrating cause-and-effect relationships of historical events.</p> <p>Identifying the significance of key events during Early Statehood.</p>	<p><b>Lesson:</b></p> <p><b>Study Guide and Flashcards</b></p> <p><b>Review</b></p>

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			Answering practice test questions based on the new STAAR item types from the 8 <sup>th</sup> grade Social Studies STAAR test including Multi-Part, Short Constructed Response, and a paper-adapted version of Hot Spot.	
45 – 60  <b>Optional Review Lesson</b>	How do the key terms and concepts from Unit 8: Civil War connect to each other?	In this one-day review lesson, students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to identify how information from the unit is connected by making connections between terms on a mind map.	<p><b><i>Students will know the following information and develop the following skills based on TEKS standards:</i></b></p> <p>Slavery and its expansion into new Western territories in the U.S. was the primary cause of the outbreak of the Civil War, which took place from 1861 to 1865. The two opposing sides of the Civil War were the Union, which included the free Northern and Western states, fighting the slave states of the Confederacy. Texas played a unique role in the Civil War due to its distance from the majority of the fighting and destruction. Texas produced corn and cotton to benefit the Confederate war effort, and avoided the Union naval blockade by moving these goods through Mexico. Texas provided a safe haven for Southerners escaping the war in the rest of the South, and for planters to hide their slaves from the Union armies. The Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch took place in Texas during the war. Abraham Lincoln issued the Emancipation Proclamation in 1863, freeing the enslaved people in the rebelling territories. This would be officially enforced with the end of the war in 1865, with the news reaching Texas on June 19, 1865 – “Juneteenth.”</p> <p>Connecting terms and concepts from across the entire unit. Justifying and providing rationalizations for those connections. Providing debate or arguments based on facts for the correct or best placement of terms that fit into several categories on student Mind Maps. Creating a visual representation of Social Studies information.</p>	<p><b>Lesson:</b></p> <p><b>Mind Map Review</b></p>

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<p>45 - 60</p> <p><b>Optional Review Lesson</b></p>	<p>What key terms and concepts do we need to know to be successful on our unit 8 test?</p>	<p>In this optional, one-day review lesson, students will review key terms, ideas, people, places, events, and major themes of the Civil War by playing Bingo using terms from the unit and clues about each term.</p>	<p><i><b>Students will know the following information and develop the following skills based on TEKS standards:</b></i></p> <p>Slavery and its expansion into new Western territories in the U.S. was the primary cause of the outbreak of the Civil War, which took place from 1861 to 1865. The two opposing sides of the Civil War were the Union, which included the free Northern and Western states, fighting the slave states of the Confederacy. Texas played a unique role in the Civil War due to its distance from the majority of the fighting and destruction. Texas produced corn and cotton to benefit the Confederate war effort, and avoided the Union naval blockade by moving these goods through Mexico. Texas provided a safe haven for Southerners escaping the war in the rest of the South, and for planters to hide their slaves from the Union armies. The Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch took place in Texas during the war. Abraham Lincoln issued the Emancipation Proclamation in 1863, freeing the enslaved people in the rebelling territories. This would be officially enforced with the end of the war in 1865, with the news reaching Texas on June 19, 1865 – “Juneteenth.”</p> <p>Study and review of key concepts Identifying information based on key words and phrases Recognizing definitions, key information, and significance of key terms and information from the unit.</p>	<p><b>Lesson:</b></p> <p><b>Bingo Game Review</b></p>