

**West Linn–Wilsonville School District**  
**Social Studies Department – Course Statement**

<b><u>Course Title: American Civil War</u></b>	
<b>Length of Course:</b>	Semester
<b>Number of Credits:</b>	1
<b>Grade Level:</b>	11, 12
<b>Prerequisites:</b>	Modern US History (or AP US History)
<b>CIM Work Samples Offered in Course:</b>	
<b>Date of Description/Revision:</b> December 2005	
<b>Course Overview</b>	
<p>Through a chronological approach students will explore topics of slavery, individual battles, life of the common soldier, battlefield medicine, black soldier involvement, women in uniform, weaponry, politics, and the various social studies and cultural perspectives related to this conflict. Students will also come to understand the long lasting effects of the American Civil War and the complex relationship of those effects between the end of the war and today.</p>	
<b>Essential Questions</b>	<b>Concepts providing focus for student learning</b>
<ul style="list-style-type: none"> <li>• What were the causes of the Civil War?</li> <li>• What were the experiences of America and Americans in the Civil War?</li> <li>• What are the legacies of the Civil War?</li> </ul>	
<b>Proficiency Statements</b>	
<p>Upon completion of course, students will:</p> <ul style="list-style-type: none"> <li>• Debate the articles of the constitution and interpret their concepts.</li> <li>• Understand the political implications of expansion, representation, balance of power, secession, and contrasting economic bases and systems.</li> <li>• Describe troupe mobility and life as a soldier.</li> <li>• Appreciate perspectives and decision-making practices as influenced by industrial and agrarian values.</li> <li>• Appreciate geography reading and the process of creating maps of significant settings and events.</li> <li>• Understand the causes of the Civil War.</li> <li>• Identify locations and understand the impact geography plays in war time.</li> <li>• Become aware of and understand more about military history (including major battles and personalities associated with those confrontations).</li> <li>• Understand and analyze battle plans and their outcomes.</li> <li>• Evaluate the successes and failures of Civil War policies.</li> </ul>	

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<b>General Course Topics/Units &amp; Timeframes</b>	
<p>A. <u>Prelude</u>  Slavery, Constitution, Compromises, Bleeding Kansas, Lincoln Election, Secession of South Carolina</p> <p>B. <u>1861</u>  Lincoln’s Inauguration, Fort Sumter, Rush to Volunteer, Battle of Bull Run/Manassas, Mobilizing for War</p> <p>C. <u>1862</u>  Peninsula Campaign, Antietam, <i>Merimack v. Monitor</i>, Shiloh, Fredricksburg</p> <p>D. <u>1863</u>  Emancipation Proclamation, Chancellorsville, Gettysburg, Vicksburg, Battery Wagner, New York Draft Riots</p> <p>E. <u>1864</u>  Sherman’s March, Election of 1864, The Wilderness, Cold Harbor</p> <p>F. <u>1865</u>  Petersburg, Appomattox Courthouse, Lincoln’s Assassination</p> <p>G. <u>Post Civil War</u>  Legacy of Civil War, Shaping the 20<sup>th</sup> Century Society</p>	
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Text: <i>The Killer Angels</i>, Michael Shaara, Ballantine Books, reprint 1987</li> <li>• Text: <i>All for the Union : The Civil War Diary &amp; Letters of Elisha Hunt Rhodes</i>, edited by Robert Hunt Rhodes, Vintage, reprint 1992</li> <li>• Other: Video - <i>The Civil War</i>, directed by Ken Burns, PBS Home Video, 1997</li> </ul>	