

Inquiry Design Model (IDM) Blueprint™

<b>Compelling Question</b>	<b>(1848-1877) Division and Reconstruction in the United States: <i>Does compromise prevent conflict? (Quarter 2: 4-5 weeks)</i></b>
<b>Standards and Practices</b>	<p><b>D1.3.9-12.</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b>Civ 5, Civ 7, Civ 13, Econ 1, Geo 2, His 4, His 7, His 14</b> (Additional: Civ 1,12; Geo 1, 4, 5, 7, 10; Hist 17)</p> <p><b>D3.1.9-12.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b>D4.8.9-12.</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>
<b>Staging the Question</b>	Rationale: This allows teachers to engage with the historical and political forces that split, united, and reunited the U.S.; phrasing the question this way demands covering the lead up to the Civil War, the war itself, and the fallout from the conflicts of the era.

**Unit Foundational Documents/Topics**

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4	<i>Optional: Supporting Question 5</i>
How do competing groups compromise with one another?	How did conflict escalate?	What makes a citizen?	What are the limits of presidential power?	How has America remembered the Civil War? (This is about analyzing the historiography of the Civil War.)
<b>Formative</b>	<b>Formative</b>	<b>Formative</b>	<b>Formative</b>	<b>Formative</b>

Performance Task	Performance Task	Performance Task	Performance Task	Performance Task
Identify the key elements of compromises made between opposing groups. (vocab, map, timeline)	Identify the key events of conflict between opposing groups. (vocab, map, timeline)	Define what a citizen is and refine the definition following the analysis of several sources.	Identify the Presidential powers outlined in the Constitution and evaluate the actions of Presidents Lincoln and Johnson.	Students will complete a t-chart that includes source analysis (HIPPO). *provide students with sources from different time periods that address the supporting question (ex. Lincoln and Davis)
Featured Sources	Featured Sources	Featured Sources	Featured Sources	Featured Sources
<ol style="list-style-type: none"> <li>Slides: <a href="#">Political Gamesmanship</a> (i.e. logrolling, horse-trading, demo derby)</li> <li><a href="#">Compromises</a> – Compilation of Sources (i.e. 3/5ths, Missouri, 1850, Kansas-Nebraska, 1877)</li> <li>Harvard Case Study: Lincoln and Secession (training needed to access)</li> <li>YouTube: <a href="#">Unchained Memories: Readings from the Slave Narratives</a></li> <li>ABC CLIO Database: Compromises and Decisions (<a href="#">Hyperlink</a>)</li> </ol>	<ol style="list-style-type: none"> <li>Harvard Case Study: Lincoln and Secession (training needed for access)</li> <li><a href="https://docs.google.com/presentation/d/1cb-2EXz1O4ceqURVDCjRdKgzWf-ycL_QU6-9YVhFOvQ/edit?usp=sharing">Emily's Tensions of Civil War Slides:</a></li> </ol>	<ol style="list-style-type: none"> <li>Dred Scott vs Stanford (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> <li>YouTube: Netflix Series – <a href="#">Amend</a> (episodes 1, 2)</li> <li><a href="#">Amendments XIII-XV</a></li> </ol>	<ol style="list-style-type: none"> <li>US Constitution: Article 2 (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> <li><a href="#">Emily's Presidential Powers Doc.</a></li> </ol>	<ol style="list-style-type: none"> <li><a href="#">The Lost Cause series on C-Span</a></li> </ol>
Supplemental Resources	Supplemental Resources	Supplemental Resources	Supplemental Resources	Supplemental Resources
<ol style="list-style-type: none"> <li>“The Great Triumvirate” (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> <li>“Garrison’s Constitution” (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> </ol>	<p>Lincoln Douglas debates</p> <p>Dred Scott</p>	<ol style="list-style-type: none"> <li>Frederick Douglass Speeches</li> <li>Historical Debates over Amendments</li> </ol>	<p>Civil War</p> <p>Gettysburg Address</p>	<p>Rise of KKK</p> <p>Compromise of 1877</p>

3. Missouri Compromise ( <a href="#">Hyperlink</a> ) ( <a href="#">PDF</a> ) 4. Compromise of 1850 ( <a href="#">Hyperlink</a> ) ( <a href="#">PDF</a> ) 5. Kansas-Nebraska Act ( <a href="#">Hyperlink</a> ) ( <a href="#">PDF</a> )	John Brown, Harper’s Ferry, Bleeding Kansas  Lincoln’s election  Civil War  Assassination	3. Dred Scott 4. Reconstruction amendments	Emancipation proclamation  <i>Habeas Corpus</i> suspended by Lincoln  Reconstruction Acts  Freedmen’s Bureau  Congress vs. President  Presidential pardons	Cornerstone speech  CSPAN Lost Cause Myth  Modern racial tensions? - Confederate statues
<b>Summative  Performance  Task</b>	<b>Argument</b>	Does compromise prevent conflict?  Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging competing views.		
	<b>Extension</b>			
<b>Taking Informed  Action</b>	Understand: Students will understand elements of political gamesmanship and varying degrees of compromise.  Students will identify a student-centered issue they would like to see school administration change.  Assess: Students will evaluate the best course of action for accomplishing their goal.  Act: Students will present their issues to school administration/teacher/student council rep.			