**How Much Unity in These States?**

**Subject area/course:** Social Sciences, U.S. History

**Grade level/band**: 11–12

**INSTRUCTOR PROCEDURES**

1. **Task overview**:

Students write a 3-page paper analyzing the changes brought about by the Civil War that affect the division of authority between the state and national governments, especially as it regards personal rights and liberties through the concept of national citizenship, made clear through the ratification of the 14th Amendment and subsequent court rulings that clarified that amendment. The goal is to make students aware of the role that the Civil War and Reconstruction amendments have in their lives today.

1. **Prior knowledge required:**

Students should be able to:

* Have a working knowledge of the 13th, 14th, and 15th Amendments.
* Draw inferences from primary and secondary sources.
* Write an argumentative essay.
* Use MLA style or the format of your choice.

1. **Common Core State Standards aligned to this task**:

[CCSS.ELA-Literacy.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-Literacy.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-Literacy.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RH.11-12.4](http://www.corestandards.org/ELA-Literacy/RH/11-12/4/) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

[CCSS.ELA-Literacy.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS.ELA-Literacy.RH.11-12.10](http://www.corestandards.org/ELA-Literacy/RH/11-12/10/) By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

1. **Time requirements**:

After students have finished reading the assigned chapters in their primary text on the Civil War and Reconstruction, plan about a week to complete independent research and the various drafts of their paper. Plan to spend one class session after the papers are submitted to discuss and compare students’ ideas and opinions on this topic.

1. **Instructor materials to use during administration**:

A selection of several current editions of major American history texts for introductory college history courses would be helpful. Equally useful would be:

* Copies of the U.S. Constitution.
* Specialized texts dealing with the history and philosophy behind the passage and ratification of the 13th–15th Amendments.
* A compendium of Supreme Court decisions that have 1) incorporated the basic personal rights and immunities protected by the Constitution and 2) forced state governments to protect them.

1. **Instructor procedures during administration**:

* Students should work independently throughout this task.
* Students should have a good understanding of the concepts of confederation and union and the attributes of each, especially as they apply to the American Civil War.
* A clear understanding of the role of the 14th Amendment’s “bridge” to extend rights guaranteed by the national government to the citizens of the states is essential.
* Instructors should discuss these topics in class and clear up any confusion before students begin to work on their paper.

1. **Student support:**

The following suggestions are examples of scaffolding that can be used to meet the diverse student needs within the classroom.

* Provide class time for research on students’ topics.
* Provide definitions of new vocabulary words ahead of time.
* For the final product, all learners will benefit from peer assistance while brainstorming their topics, as well as a peer- or teacher-edit of their papers before final submission.
* Some students will have good research skills, but some will need guidance in the determination of appropriate sources and where to look for them. It is important to spend class time in review of what constitutes an appropriate source in advance of students’ independent work time.

1. **Extensions or variations:**

* Students could present the results of their research to the class via an oral or multimedia presentation.
* If there is a particularly interesting topic, a panel could be organized where students share their findings and attempt to draw parallels to current events.

1. **Scoring and assessment considerations:**

EPIC developed the *College and Career Ready (CCR) Task Bank Scoring Rubric* to accompany this task. If your school or department uses a standardized rubric that would fit the content and requirements of this task, you may choose to use your existing rubric. The following notes and suggestions are meant to clarify the intent of the rubric and include considerations for the assessment of student work.

* When assigning the task, provide students with the rubric that will be used to score their final product and discuss it as a class.
* Unlike some rubrics, the *CCR Task Bank Rubric* does not predetermine “point values” for the scoring criteria. The rubric thus allows for flexibility with different instructors’ scoring systems and individual determination of the “weight” of each criterion.
* Student work that scores at the *Accomplished* level is considered to be entry-level college work.
* The *Exceeds* category on the rubric provides an example of how a student can go above and beyond the *Accomplished* level. These examples are intended to be only ONE way a work product can exceed expectations, thus allowing room for your professional judgment.
* If needed, consider including task-specific criteria as an additional scoring category to the rubric or providing a checklist of requirements for the task.