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| **Teacher(s)** | **Mr. Robertson** | **Subject group and discipline** | **Individuals and Societies** | | |
| **Unit title** | **A House Divided** | **MYP year** | **3** | **Unit duration (hrs)** | **25** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| Change | **Causality** | **Fairness & Development**  **Exploration:**  Peace and Conflict  Power and Privilege |
| **Statement of inquiry** | | |
| Events in history cause social, political and economic change throughout the regions involved as communities try to avoid conflict and create fair solutions.  Student Friendly: Events prior, during and after the U.S. Civil War caused social, political and economic change for both the North and South as the country tried to avoid conflict and create fair solutions. | | |
| **Inquiry questions** | | |
| Factual**—** **What were the causes of the Civil War? .What were the effects of the Civil War? .Identify the most significant battles of the Civil War? Who were the most important generals of the Civil War? What are the Civil War Amendments? What is the Emancipation Proclamation? When and where did the Civil War begin? end?**  Conceptual**— How did the admission of new states into the Union and States’ Rights fuel the war? Why did both the North and South think the war could be won easily? How did people, places, things(events) affect the outcome of the War?**  Debatable**—** **Is War necessary to solve conflict when compromises fail, and  human rights are violated?** | | |
| **ATL Skills:**  In order to Understand and Think Critically the student will  communicate, by exchanging thoughts, messages and information effectively through interactions and will read and write using language to gather and communicate information. | | |