

# United States History I Unit 3

Unit: *Social Sciences and History*, Grade(s) *Grade 9 - Grade 12*

CIVIL WAR & RECONSTRUCTION (1850-1877)

Duration: 9 Weeks

## Unit

### Essential Questions/Enduring Understandings

EQ1: Can the nation's union of states be broken?

EQ2: How do the economic, social, and political issues split the US up and cause the Civil War? Do they exist today?

EQ3: How the settlement of the Civil war an example of the triumph of the Constitution?

EQ4: How was the South going to rebuild and enter the union again?

EQ5: How did the war affect minorities during the period (women, free blacks, slaves, immigrants)? • EQ6: How did the Civil War "make" modern America?

EQ7: Should war be conducted against both military and civilian populations?

How do nations recover from war?

EQ8: How can a nation rebuild after a war?

EQ9: Was Reconstruction a success or failure?

EQ10: How can the rights of all people be protected?

EQ11: How can citizens bring about a redress of grievances peacefully?

EU1: When the north and south failed to compromise it led to Civil War.

EU2: The Civil War was fought to preserve the Union.

EU3: Slavery and the states' rights issues were the key causes of the Civil War Race and class relations were profoundly affected by the war.

EU4: The political struggle, accomplishments, and failures of Reconstruction in the years following the Civil War continued to challenge state sovereignty and federal authority.

EU5: The emotional, economic, and political implications of Reconstruction of the South affected race relations throughout America.

EU6: The failure of Congress and the Supreme Court to protect the rights of African Americans during Reconstruction delayed blacks' achievement of full civil rights.

Students will be able to...

- Analyze the impact of government actions (i.e., the Fugitive Slave Act, Dred Scott Decision, and Kansas-Nebraska Act) on the growing conflict between the North and South.
- Evaluate how political and military leadership (i.e., Lincoln, Davis, Grant, Lee, and Sherman) affected the outcome of the Civil War.
- Identify accurately the different resources available between the North and the South
- Interpret the significance and outcome of important battles of the Civil War and organize relevant information
- Collaborate within groups to learn about different social groups during the Civil War and accurately explain how the war affected each group
- Analyze and explain the importance of Lincoln's Gettysburg Address
- Discuss different opinions about Sherman's March to the Sea
- Compare and contrast plans of Reconstruction
- Analyze and interpret primary source documents including political cartoons
- Assess continuing social and political issues following the Civil War including Reconstruction, amendments to the US Constitution, and women's suffrage.
- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans
- Analyze social and political trends in post Reconstruction American including, immigration restriction, Jim Crow laws, racial segregation, the Ku Klux Klan, and Plessy v. Ferguson.
- Analyze the impact of population shifts and migration patterns (e.g., African Americans moving north and west) during the Reconstruction period.
- Cite specific textual evidence from the 14th Amendment to explain how it changed the relationship between the national and state governments.

Evidence of Learning/ Assessment

- Unit 3 Competency 1 and Evaluation
  - [Civil War Research Project](#)
- Unit 3 Competency 2 and Evaluation
  - [Reconstruction DBQ](#)
- Formative Assessments
  - [https://docs.google.com/document/d/1NON6\\_2Fj2tZBo1rEdLmvs8j9vSQXVIX0ala3s6vxVms/edit?usp=sharing](https://docs.google.com/document/d/1NON6_2Fj2tZBo1rEdLmvs8j9vSQXVIX0ala3s6vxVms/edit?usp=sharing)

Instructional Design/Learning Plan

- [Suggested Sequence for Learning](#)
- Suggested Learning Activities
  - - Clips from Glory- write about African Americans during the Civil War
  - - Read and rewrite the Gettysburg Address
  - - Role play civil war generals planning a battle
  - - View and respond to Matthew Brady photographs of Civil War
  - - Station activity for technology of Civil War
  - - Read letters of soldiers for the Civil War
  - - Mock Lincoln Douglas debate
  - - Reconstruction plans Debate
  - - Reconstruction plans compare and contrast
  - - Graphic organizers
  - - Political cartoon interpretation
  - - Sharecropping simulation
  - - Black Codes analysis

Unit Materials

Unit Materials

- [Achieve 3000](#)
- [Flocabulary](#)
- [Infobase](#)
- [United States History & Geography Glencoe McGraw Hill](#)

## Standards Covered

### \*Social Studies NJSLs

**SOC.6.1.12: U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

#### SOC.6.1.12.4: Civil War and Reconstruction (1850-1877)

- SOC.6.1.12.A.4: Civics, Government, and Human Rights
  - SOC.6.1.12.A.4.a: Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
  - SOC.6.1.12.A.4.b: Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
  - SOC.6.1.12.A.4.c: Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- SOC.6.1.12.B.4: Geography, People, and the Environment
  - SOC.6.1.12.B.4.b: Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- SOC.6.1.12.C.4: Economics, Innovation, and Technology
  - SOC.6.1.12.C.4.b: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
  - SOC.6.1.12.C.4.c: Explain why the Civil War was more costly to America than previous conflicts were.
- SOC.6.1.12.D.4: History, Culture, and Perspectives
  - SOC.6.1.12.D.4.b: Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
  - SOC.6.1.12.D.4.c: Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
  - SOC.6.1.12.D.4.d: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
  - SOC.6.1.12.D.4.e: Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

#### SOC.6.1.12.5: The Development of the Industrial United States (1870-1900)

- SOC.6.1.12.A.5: Civics, Government, and Human Rights
  - SOC.6.1.12.A.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
  - SOC.6.1.12.A.5.b: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- SOC.6.1.12.B.5: Geography, People, and the Environment
  - SOC.6.1.12.B.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
  - SOC.6.1.12.B.5.b: Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- SOC.6.1.12.C.5: Economics, Innovation, and Technology
  - SOC.6.1.12.C.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
  - SOC.6.1.12.C.5.b: Compare and contrast economic development of the North, South, and West in the post-Civil War period.
  - SOC.6.1.12.C.5.c: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

## Materials

For a closer look at the materials list below, log onto <https://edconnectnj.schoolnet.com/5805>

*Resources:*

1. Unit 3 Reflection US I

**Additional Properties**

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