

# 5 Reconstruction

Content Area: **Social Studies**  
Course(s): **Social Studies 7 - History**  
Time Period: **January**  
Length: **3**  
Status: **Published**

## Unit Overview:

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This unit will examine how the different plans for Reconstruction after the Civil War and its economic impact on the South after slavery ends. It will also examine the Civil War Amendments, the Black Codes, and Jim Crow laws which greatly impacted the lives of African Americans.

## Essential Questions:

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1. What were the different approaches toward Reconstruction after the Civil War?
2. How effective were the 13th, 14th, and 15th Amendments?
3. What was the economic impact of Reconstruction on the South?

## Enduring Understandings:

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1. Differing views on Reconstruction greatly impacted the lives of Americans after the Civil War.
2. The passage of the 13th, 14th, and 15th Amendments did not fully free African Americans.
3. Many changes took place in the South after the Civil War including a political shift and growth of industry.

## Standards/Indicators/Student Learning Objectives (SLOs):

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SOC.6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
SOC.6.1.8.HistoryCC.5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
SOC.6.1.8.HistoryCC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.

## Lesson Titles:

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1. Reconstruction Plans

## 2. Civil War Amendments

## 3. The South After the Civil War

### **Career Readiness, Life Literacies, & Key Skills:**

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CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

### **Inter-Disciplinary Connections:**

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LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

### **Equity Considerations**

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### **Amistad Mandate**

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N/A

### **Holocaust Mandate**

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Topic: Black Codes & Jim Crow Laws

Materials Used: Textbook ' "The American Journey"

Addresses the Following Component of the Mandate:

- Bigotry
- Prejudice

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### **LGBTQ and Disabilities Mandate**

N/A

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### **Climate Change**

N/A

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### **Asian American Pacific Islander Mandate**

N/A

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### **Summative Assessment:**

- Unit Assessment

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### **Benchmark**

Skills-based assessment

Reading responses

Writing responses

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### **Alternative Assessments**

Performance tasks

Project-based assignments

Problem-based assignments  
Presentations  
Reflective pieces  
Concept maps  
Case-based scenarios  
Portfolios

## **Resources & Materials:**

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Textbook "The American Journey"

PBS Series - Reconstruction

Excerpts from Ken Burn's "Civil War" Video Series

Achieve 3000

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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1. Reconstruction overview video segment/reading guide/questions/mapping activity. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)
2. Compare/Contrast Reconstruction Plans and develop a new plan for Reconstruction (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)
3. 13th, 14th & 15th Amendments analysis and group activity. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating)
4. Southern economy after the Civil War chart analysis (Blooms: Remembering, Understanding, Applying, Analyzing)
5. Reconstruction unit review/test/RAFT (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)
6. Academic Enrichment
7. Organizational Management
8. Peer Mentoring

## **Formative Assessment:**

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- Anticipatory Set
- Closure

- Warm-Up

## **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

### **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel

- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## Technology Materials and Standards

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Google Classroom

Kahoot

Quizlet

Blooket

Socrative

Edpuzzle

TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.CS1

Understand and use technology systems.

## Computer Science and Design Thinking Standards

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