

Unit 6 Reconstruction: Contributing Factors, Events, and Consequences of the American Civil War 1848-1877

Content Area: **Social Studies**
Course(s): **English I, U.S. History I, U.S. History II**
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Unit Overview

In the South Eli Whitney's cotton gin made slavery pay, thus the South became tethered to an economic and social system that became dependent on slave labor. In the North abolitionists pressed for an immediate end to slavery, though the constitution did not expressly forbid it.

As Americans expanded into the territories the slavery question became critical. The acquisition of lands gained in the war with Mexico forced Americans to the realization that the nation must decide upon whether new states should be admitted as slave or free states. A series of compromises only served to put off the ultimate fundamental question of whether the Declaration of Independence stood for all Americans or just some Americans.

The election of a Republican, a political party founded upon anti-slavery principles to the presidency, incited an enraged South Carolina to declare secession. Soon most of the Southern states followed, despite the fact that President Lincoln stated that slavery could only be ended in the South through Constitutional means, and he as president did not have the power through the executive branch to do so. The war which followed engulfed the entire nation, leaving close to seven hundred thousand dead and the vanquished South completely devastated.

The Civil War was a transformational event in America. Slaves were released from bondage, and Lincoln's Gettysburg Address signaled that fundamental liberties were meant for all Americans.

Lincoln's assassination just four days after the cessation of hostilities was the bitter beginning to a retched period of Reconstruction in the South. Radical Republicans, waving the "Bloody Shirt" imposed harsh conditions, and after Federal troops left in 1877, the South was left to the KKK, Jim Crow and redeemer state governments.

Enduring Understandings

- The Civil War was caused by ideological, economic, and political differences about the future course of America, but above all else the Civil War was settled the long standing dispute over American slavery.
- Efforts to reunite the country through Reconstruction were contested, and resisted.
- What is legitimate authority? Why do people fight? Is conflict inevitable? Is it desirable? Is there such a thing as a good war? Can morality be legislated?

Essential Questions

- In what ways, and to what extent did the forces of growth and expansion tie the United States together as a country, and contribute to disunion?
- To what degree did the Civil War and Reconstruction forge a new sense of identity and nationhood for the American people?
- How did American expansionism effect the issue of slavery?
- How did American the Declaration of Independence, the Constitution, the Emancipation Proclamation, and the Gettysburg Address contribute to basic American principles?
- Assess the importance of the 13th, 14th, and 15th amendments.
- How did the Civil War effect American foreign policy?
- What was the role of African-Americans during the war?
- Why did Reconstruction fail?

Standards/Indicators/Student Learning Objectives (SLOs)

compare and contrast the American Revolution to the American Civil War

analyze the contributions of Abraham Lincoln

analyze the major documents of the era including Lincoln's Inaugural speeches, the Emancipation Proclamation, the Gettysburg Address, and the 13th-15th Amendments

compare and contrast the presidents of this era to the first three presidents and modern era presidents

examine cause and effect over time and how the ending of slavery impacted America

predict lingering issues that are left unresolved by Reconstruction

compare and contrast the General/Presidency of Washington and Grant

understand the implications of Johnson's impeachment

hypothesize how things may have been different had Lincoln lived

propose solutions on how to repair the North and the South after the Civil War's end

SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
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.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
SOC.6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
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.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
SOC.6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
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.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.6.1.12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
SOC.6.1.12.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Lesson Titles

Consequences of Manifest Destiny and slavery spreading

Zachary Taylor's Presidency and the Compromise of 1850

Internet Research on presidents Fillmore, Pierce and Buchanan

The Kansas-Nebraska Act and Bleeding Kansas/John Brown

The strengthened abolitionist movement, Uncle Tom's Cabin, and leading abolitionists

Political issues: Sumner's beating, the Dred Scott ruling, and the Lincoln Douglas Debates.

John Brown's raid on Harper's Ferry, Lincoln's election, and the first shots at Fort Sumter

Strengths and Weakness of each side

Major Battles and Leaders of the War

Technology changes was tactics and the photos of Mathew Brady

Turning Points

The War's end and Lincoln's Death

Reconstruction under Johnson's presidency

Black codes and continued racism

Grant's presidency

The end of Reconstruction: Goals accomplished and unfinished

21st Century Skills and Career Ready Practices

- Civics and government
- Global issues
- Economic and financial literacy
- Environmental Literacy
- Critical thinking and problem solving
- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

Inter-Disciplinary Connections

English

Sociology

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the

relationships among the key details and ideas.

LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.1	Ethnocentrism
	The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- DBQ analysis on the factors leading to the Civil War

- Thesis statement writing
- Socratic Questioning on the similarities and differences of the American Revolution and the American Civil War
- Thematic thinking War and Technology
- Lecture and structured on major events of the Civil war
- Music analysis of John Brown's Body, The Battle Hymn of the Republic, and Dixie
- Artifact analysis of Civil War re-enactment items (provided by Joe Lomerson)
- Linking historical events (Am. Rev. and Civil War)
- Reconstruction Thinglink
- Independent internet research on the battles of the Civil War
- Artifact Analysis through a virtual tour of Ford's Theater and further discussion of jobs available that relate to history
- Group presentations on major leaders of the Civil War
- Thesis Statement Analysis: Students will practice writing and peer evaluation of thesis statements as the work on their DBQ
- DBQ Analysis on the reasons for secession
- Kahoot Exercise to review for the test
- Socratic Questioning on the logistics of waging war
- Linkage between the American Revolution and the Civil War, various presidents over time, abolition and the Civil Rights movement.
- Delsea One
- SWAG

Modifications

ELL Modifications

- Google Translate tool
- Modified Readings
- Testing Modifications
- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)

- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One
- SWAG

IEP and 504 Modifications

- Repeat information and directions.
- The SHEG lesson provides a modified text for lower-level readers.
- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read test aloud
- Test in small groups
- Projects can be submitted digitally or paper
- Options for type of project relating to content
- Delsea One
- SWAG

G&T Modifications

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics.
- Creation of technology-based assessments to address the higher levels of Bloom's
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Document Based Questions (DBQs)
- Student led/directed discussions
- Inquiry based learning
- Argumentation and debate
- Evaluation and creation of thesis statements
- Journal article analysis
- Graph/political cartoon/map analysis / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources
- Options for type of project relating to content
- Thematic learning
- Delsea One
- SWAG

At Risk

- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances
- Delsea One
- SWAG

Formative Assessment

Warm-ups

Short Answer Exercise analyzing quotes from leaders of the Civil War

Music Analysis students will listen and evaluate Civil War songs such as John Brown's body, the Battle Hymn of the Republic, and Dixie

Map Analysis to determine which states were Union, which were Confederate, and which were border states

Anticipatory Set:

America The Story of US clips

PBS documentary clips

Closure

Written Summary on another student's battle presentation

Exit Ticket about the presidents

1 Minute Essay comparing and contrast the Revolution and the Civil War

Whip Around on Reconstruction

Summative Assessment

DBQ on reasons for the Civil War from DBQ prep workbook by Walch Publishing

Exams: One on the factors leading up to the Civil War and one on the events and consequences of the war

Presentations: Students will complete internet research on a battle, create their own Google Slides presentation, and share it with the class.

Marking Period Assessments for the 3rd Marking period

Quiz on tier three words associated with the Civil War

Quiz on the events leading up to the war consisting of multiple choice questions

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

Prentice Hall US History Textbook Chapters 10 and 11

America: The Story of US DVD: Segments on the Civil War

DBQ Prep workbook by Walch publishing utilizing the section on what led to secession

Ford's Theater Website:

- Abraham Lincoln's Legacy Lives

Amistad Commission Resources

- Slave Narratives
- Landmark Documents, Speeches, and Correspondence
- NJSLs ELA Activity
- Student Assessment

- The Civil War and Reconstruction
- Quotes

PBS: Videos:

- Ken Burns: The Civil War
- Abolitionists
- The Civil War by Ken Burns

Mission US:

- Up From the Dust

Thinglink: Reconstruction Project

Gilder-Lehrman:

- Abraham Lincoln in His Time and Ours
- Winning the Vote: A History of Voting Rights

CommonLit:

- What to the Slave is the Fourth of July? by Frederick Douglass, 1852 (Primary Source)

Technology

Chromebooks

Google Docs

Smartboard Presentations on secession and Lincoln's Assassination

Powerpoint Presentations of the major battles of the Civil War

Create a Reconstruction Project [Thinglink](#)

Youtube:

- https://www.youtube.com/watch?v=J_1HF1Q6Ucg (America The Story of US clips)

Fords Theater Virtual Tour:

- <https://www.nps.gov/foth/index.htm> virtual tour

Mission US:

- Up From the Dust: [Mission US Runaway Slave Online Game](#)

Amistad Resources

The Civil War and Reconstruction: <http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction/navigations/3556>

Quotes: <http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction/content/3555/7214>

Chronology: <http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction/content/3555/7196>

<http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction/content/3555/7044>

Slave Narratives: <http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction/navigations/3557>

Landmark Documents, Speeches, and Correspondence: <http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction/navigations/3558>

NJSLS ELA Activitiy: <http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction/content/4544/7743>

Student Assessment: <http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction/content/4544/7602>

<http://www.history.com/topics/american-civil-war/reconstruction>

PBS Videos

<http://www.pbs.org/kenburns/civil-war/>

<https://nj.pbslearningmedia.org/collection/abolitionists/#>

Gilder-Lehrman:

- Abraham Lincoln in His Time and Ours: <https://www.gilderlehrman.org/history-by-era/lincoln/essays/natural-rights-citizenship-rights-state-rights-and-black-rights-anothe>
- Winning the Vote: A History of Voting Rights: <https://www.gilderlehrman.org/history-by-era/government-and-civics/essays/winning-vote-history-voting-rights>

CommonLit:

- What to the Slave is the Fourth of July? by Frederick Douglass, 1852 (Primary Source): <https://www.commonlit.org/texts/what-to-the-slave-is-the-fourth-of-july>

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.B.CS3	The role of society in the development and use of technology.