Unit 05: Reconstruction

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 17**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Within this unit, students will explore the aftermath of the Civil War. Students will examine different actions that were taken to reunite the country. In addition, students will examine how African-Americans experienced new successes and new challenges. Throughout the entire unit, students will be encouraged to understand the perspective of the many different groups of Americans that were struggling to maintain their rights, while reforming a united country.

Standards

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.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
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.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g.,

	headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SOC.6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
SOC.6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
SOC.6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
SOC.6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
SOC.6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Essential Questions

- Was Reconstruction doomed to failure because of latent racism in the North?
- How is the legacy of Reconstruction intertwined with the legacy of slavery in the United States?
- Despite the harsh conditions, why did so few African-Americans leave the South during Reconstruction?

Application of Knowledge and Skills...

Students will know that...

- 1. Reconstruction is the time from 1865 to 1877 when the Southern states were slowly readmitted to the Union after meeting certain conditions.
- 10. Common Core Focus: Major successes and failures of Reconstruction.
- 2. Some Northern Republicans favored a radical Reconstruction of the South, as was proposed and rejected in the Wade-Davis Bill.
- 3. Ultimately, the South was reconstructed very closely along the lines of Lincoln's Ten Percent Plan.
- 4. Reconstruction is considered a failure, because twelve years after the Civil War ended, slavery was abolished, but segregation had taken its place.
- 5. The job of Reconstruction was unfinished at the time of Abraham Lincoln's assassination by Southerner John Wilkes Booth in April 1865.
- 6. The Freedman's Bureau established schools in the South for former slaves.
- 7. The Thirteenth, Fourteenth, and Fifteenth Amendments are the Reconstruction Amendments.
- 8. Segregation was a legal separation of the races which regulated all aspects of life in the former Confederate states for almost a hundred years.
- 9. Reconstruction ended by an agreement known as the Hayes-Tilden Compromise.

Students will be able to...

- a. Summarize the readmission conditions imposed on the former Confederate states.
- b. Describe the different perspectives of Northerners on the terms of Reconstruction.
- c. Explain the negative view historians have of Reconstruction.
- d. Analyze the effect of Lincoln's assassination, the Freedman's Bureau, the Reconstruction Amendments, segregation, and the Hayes-Tilden Compromise.
- e. Common Core Focus: Determine successes and failures of Reconstruction by proposing a Reconstruction plan with reasons why this plan would have worked.

Assessments

- Mid-Year Benchmark Assessment Summative: Benchmark Assessment Students will take a mid-year benchmark assessment on American history from the Louisana Purchase through Reconstruction. They will be tested on higher-order questions, creative thinking, geography questions, and significant events of the 19th century. 6.1.8.A.4.a 6.1.8.A.4.b 6.1.8.A.4.c6.1.8.A.5.a 6.1.8.A.5.b 6.1.8.B.4.a 6.1.8.B.4.b 6.1.8.B.5.a 6.1.8.C.4.a 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.C.5.a 6.1.8.C.5.b 6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.4.c 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c 6.1.8.D.5.d RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 RH.6-8.10 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.9
- Brainstorming Reconstruction Diagnostic: Other oral assessments Students will be placed into groups. Each group will write a Reconstruction Plan. Each plan should address: What should be done with

former Confederates? What should be done with Confederate land? What rights will be conferred to former slaves? Then discuss the plans as a class. 6.1.8.A.5.b WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.3 WHST.6-8.4 WHST.6-8.5

- Comic Book Project Formative: Visual Arts Project Students will create a nine to twelve-panel comic strip depicting an aspect of Reconstruction. Each panel will be colored and will have a one-sentence caption. Possible topics are: Lincoln's assassination, the Freedman's Bureau, Reconstruction amendments, segregation, or the Hayes-Tilden Compromise. Possible standards to be addressed: 6.1.8.A.5.a 6.1.8.A.5.b 6.1.8.C.5.a 6.1.8.C.5.b 6.1.8.D.5.c 6.1.8.D.5.d 9.1.12.A.1 9.1.12.E.1 RH.6-8.1 RH.6-8.8 WHST.6-8.3 WHST.6-8.4 WHST.6-8.5 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 WHST.6-8.10

- Open-ended Response Formative: Extended Essay How were the Confederate states reconstructed? Why was Reconstruction considered a failure? The teacher will guide the students to create an outline to answer these two questions. Then students will create their own essays with a specific focus on how effective the reconstuction process was and what ways could it have been better. 6.1.8.A.5.a 6.1.8.C.5.b 6.1.8.D.5.c 6.1.8.D.5.d WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.5

- Unit Test Summative: Written Test Test encompassing the major people, events, causes, and results of Reconstruction. Written responses will emphasize the use of student knowledge to formulate an opinion on a topic and write an argument using that knowledge 6.1.8.A.5.a 6.1.8.A.5.b 6.1.8.C.5.a 6.1.8.C.5.b 6.1.8.D.5.c 6.1.8.D.5.d RH.6-8.4 RH.6-8.6 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.4 WHST.6-8.9

- Venn Diagram Formative: Other written assessments Create a Venn diagram to compare and contrast the Wade-Davis Bill and Lincoln's Ten Percent Plan. 6.1.8.A.5.b RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9.

Activities

- Students will brainstorm in small groups what should be done with the Confederates at the conclusion of the Civil War
- The first two plans for Reconstruction of the South after the Civil War were the Wade-Davis Bill and Lincoln's Ten Percent Plan; students will compare and contrast these plans by using a Venn Diagram
- Discuss with students their background knowledge of Lincoln's assassination, then watch a documentary video which speculates about the possibility of a Confederate conspiracy in Lincoln's death
- Students will improve their writing skills through practice; after learning about the laws and acts which constitute Reconstruction, the students will answer an open-ended response question, which is intended to challenge students to formulate their own synthesis of the events of Reconstruction
- Students will complete further research on one of the following topics: Lincoln's assassination, the Freedman's Bureau, Reconstruction amendments, segregation, or the Hayes-Tilden Compromise
- After more in-depth research of a Reconstruction topic students will create a series of comic strip panels representing their topic
- Students will mount their comic strip panels on colored poster board paper
- Use the Maps101 map collections for making worksheets and projection in the classroom: Reconstruction of the Confederate states maps

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Each student will create a comic strip illustrating an aspect of the time period of Reconstruction; the teacher will guide the students to useful sources in researching their topic
- Each comic strip the students create must consist of a minimum of nine panels; after the students have completed a rough draft the teacher will review the comic strip and suggest ideas for improving the

comic, by adding more panels, if the maximum of twelve panels has not been met (intermediate activity)
- Pair mixed ability students together to work on brainstorming what should be done with the Confederates at the conclusion of the Civil War
- Working with the students the teacher will create an outline of Reconstruction events before the students answer an open-ended response question
- As necessary give students completed study guides
- Modify tests and quizzes as required or in certain situations as appropriate

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: reconstruction, union, abolition, segregation, assassination, amendment

Content specific modifications to extend learning for gifted students may include:

- Students will be given more advanced options for their comic strips; some possible topics are: Reconstruction era discriminatory voting laws, industrial advances in the South after the Civil War, the Presidential scandals of Ulysses S. Grant, or Radical Republican confrontations with Andrew Johnson (challenge activity)

Integrated/Cross-Disciplinary Instruction

The students have been taught an essay format for answering open-ended responses. The format students have been taught in language arts classes is the format that will be expected for the Reconstruction essay. Editing of the initial rough draft of the essay could be done during the language arts classes. This revision process should be another opportunity for students to practice for all writing assessments.

Resources

- America: History of our Nation textbook - Prentice Hall, (c)2007
- America: History of our Nation teacher's edition - Prentice Hall, (c)2007
- "Lincoln's Assassination: A Confederate Conspiracy?" - United Streaming, http://player.discoveryeducation.com/index.cfm?guidAssetId=6c216c53-fd53-403f-a6ef-419c61e236de
- http://www.maps101.com/

7th grade Part 1 Benchmark.docx

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.