Unit 10: Reconstruction Era

Content Area: **Social Studies**
Course(s): **US History 1**
Time Period: **Semester 2**
Length: **2-3 Weeks**
Status: **Published**

Standards

	Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
	Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
	There are multiple and complex causes and effects of historical events.
6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
	To better understand the historical perspective, one must consider historical context.
6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
	Complex interacting factors influence people's perspective.
6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

	Civics, Government, and Human Rights: Participation and Deliberation
	Civic participation and deliberation are essential characteristics of productive citizenship.
	Civics, Government, and Human Rights: Human and Civil Rights
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Enduring Understandings

1. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union but leaving unresolved questions of relative power and largely unchanged social and economic patterns.

A. The 13th Amendment abolished slavery, bringing about the War's most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations.

B. Radical Republicans' efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed due both to determined southern resistance and to the North's waning resolve.

2. The constitutional changes of the Reconstruction period embodied a northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

A. Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics.

B. The women's rights movement was both emboldened and divided over the 14th and 15th Amendments to the Constitution.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. To what extent can you change the way people think?

2. How did the events of the Reconstruction Era alter conflicts in America under the system of Federalism?

3. How did the identity of "citizenship" change throughout the Reconstruction Era?

4. How did the hostilities that caused the Civil War change the economic conditions of the South beyond the 19th century?

Knowledge and Skills

1. What was involved in the process of ending slavery and defining what a citizen was after the Civil War?

   13th Amendment

   14th Amendment

   Ex Parte Milligan

2. In what ways were Americans still divided at the end of the Civil War and beyond?

   Proclamation of Amnesty & Reconstruction (10 Percent Plan)

   Louisiana Unionist Government

   Freedmen's Bureau

   Wade-Davis Bill

   Iron Clad Oath

   "State Suicide" Theory

"Conquered Provinces" Theory

Pocket Veto

Charles Sumner

Thaddeus Stevens

3. How did the Executive and Legislative branches of the Federal government work together towards rebuilding the South after Lincoln's assassination?

Assassination of Abraham Lincoln

John Wilkes Booth

Andrew Johnson

Presidential Pardon

Congressional Veto Override

Tenure of Office Act

President Johnson's Impeachment

4. To what extent were Radical Republicans successful in reforming the South to avoid a second civil war?

Civil Rights Act of 1866

Election of 1866

14th Amendment

Military Reconstruction Act

Command of the Army Act

15th Amendment

5. What was the experience of African Americans in the South during the Reconstruction Era?

Black Codes

Sharecropping

Peonage System

Crop Lien System

Election of 1868

Blanche K. Bruce, Hiram Revels, etc.

6. How did southerners and confederate sympathizers attempt to define the causes of the Civil War and their local identity?

South's Lost Cause

Ku Klux Klan

Redeemers

Bourbons

7. To what extent was Ulysses S. Grant's administration successful in implementing a successful reconstruction plan?

Enforcement Acts

Whiskey Ring

Credit Mobilier Scandal

The "Indian Ring"

Election of 1872

Civil Rights of 1875

8. What factors and trends contributed to the end of reconstruction efforts in America in the 1870s?

Amnesty Act of 1872

Panic of 1873

Election of 1876

Rutherford B. Hayes

Samuel J. Tilden

Compromise of 1877

9. To what extent has it been possible to change the way people think in America?

Transfer Goals

Students will be able to independently identify the limits of legislating radical changes in the identity of groups of people.
Students will be able to independently evaluate how victory on the battlefield does not necessarily mean victory in domestic policies.

Resources

- Reconstruction Era
  - By the People: A History of the United States
    - Chapter 15 Sections 1-3
  - American Yawp - Stanford University

    Who Built America

    Openstax - Rice University

  - Primary Source Documents
    - Abraham Lincoln, "3rd Annual Address to the Congress" (1863)
    - Abraham Lincoln, "2nd Inaugural Address" (1865)
    - Abraham Lincoln, "Last Public Address" (1865)
    - "Address from the Colored Citizens of Norfolk, Virginia, to the People of the United States" (1865)
  - Video Clips:
    - Lincoln, Thaddeus Stevens Basement Scene
    - The American Presidents

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

PBS from Indentured Servants to Racial Slavery

Dissent in America

Frederick Douglass Autobiography Narrative

Bound for Canaan by Fergus Bordewich

Gangs of New York Movie

Dances with Wolves movie

slavevoyages.org

Give Me Liberty, Foner

American History, Brinkley

Amsco Review Book

Upfront Magazine

SHEG

Lies My Teacher Told Me

Facing History

Bill of Rights Institute

Myth America (secondary source)

Amistad movie

History Channel Video clips/articles

12 Years a Slave movie

Presidents series

For the Record (primary source)

Montclair State slave law database

I Think History resources

American Revolution Reader, Bronsman

The Portrait of America, secondary source

A March of Liberty - History of the Supreme Court

3:10 to Yuma movie

Voices of Freedom Vols 1-2

Retracing the Past Vols 1-2

Generations

American Indian Museum

Smithsonian

National Archives

AI (Gemini, Copilot, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit