# Unit 3:  Civil War and Reconstruction (1844 - 1877)

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# US I Honors, 10th grade

# Unit 3:  Civil War and Reconstruction (1844 - 1877)

**Belleville Board of Education**

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## Unit Overview

Unit 3 examines:

- The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.
- Intensified by expansion and deepening, regional divisions, debates over slavery and other economic, cultural and political issues led the nation into civil war.
- The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

## Enduring Understanding

- The South remained politically, culturally and ideologically different from other regions of the United States, despite certain economic ties between the South and the North.
- Free and enslaved African Americans developed a distinct society and created networks of support for each other.
- White southerners began to view slavery as a "positive good" rather than a 'necessary evil".
- White southerners developed a distinct social structure, emphasizing pride and honor.
- The South remained in a semi-colonial status to the North.
- There were significant differences in the labor systems of the North and South.
- Enslaved African Americans developed various means of resistance to the institution of slavery.
- The cotton economy and slavery shaped the political, economic and social development of the South.

## Essential Questions

- Popular enthusiasm for US expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.
- In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of US inhabitants.
- Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.
- Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of the 1860 and the secession of Southern states.
- The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.
- Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women and other minorities.

## Exit Skills

By the end of Unit 3, students should be able to:

- apply domain-specific vocabulary in their verbal and written responses, essays and papers.

- deductively use new information and logically apply this evidence to a related problem.
- inductively gather information and deduce a theory based on their findings.
- gather information in meaningful clusters and apply their findings to specific problems.

## New Jersey Student Learning Standards (NJSLS-S)

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|---|---|
| SOC.6.1.12.A.3.a | Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. |
| SOC.6.1.12.A.3.b | Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest. |
| SOC.6.1.12.A.3.c | Assess the role of geopolitics in the development of American foreign relations during this period. |
| SOC.6.1.12.A.3.d | Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. |
| SOC.6.1.12.A.3.e | Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. |
| SOC.6.1.12.A.3.f | Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. |
| SOC.6.1.12.A.3.g | Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. |
| 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.B.3.a | Assess the impact of Western settlement on the expansion of United States political |

| | |
|---|---|
| | boundaries. |
| SOC.6.1.12.B.4.a | Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War. |
| 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.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.3.b | Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. |
| SOC.6.1.12.C.4.a | Assess the role that economics played in enabling the North and South to wage war. |
| 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.3.a | Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. |
| SOC.6.1.12.D.3.b | Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity. |
| 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.D.3.d | Analyze the role education played in improving economic opportunities and in the development of responsible citizens. |
| SOC.6.1.12.D.3.e | Determine the impact of religious and social movements on the development of American culture, literature, and art. |
| SOC.6.1.12.D.4.a | Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War. |
| 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.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. |

## Interdisciplinary Connections

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|---|---|
| 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.RH.9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| LA.RH.9-10.9 | Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. |
| LA.RH.9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. |
| SOC.9-12.1.1.1 | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. |
| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. |
| SOC.9-12.1.2.1 | Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. |
| SOC.9-12.1.2.2 | Relate current events to the physical and human characteristics of places and regions. |
| SOC.9-12.1.3.1 | Distinguish valid arguments from false arguments when interpreting current and historical events. |
| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. |
| SOC.9-12.1.3.3 | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. |
| SOC.9-12.1.4.1 | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |
| SOC.9-12.1.4.2 | Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience. |

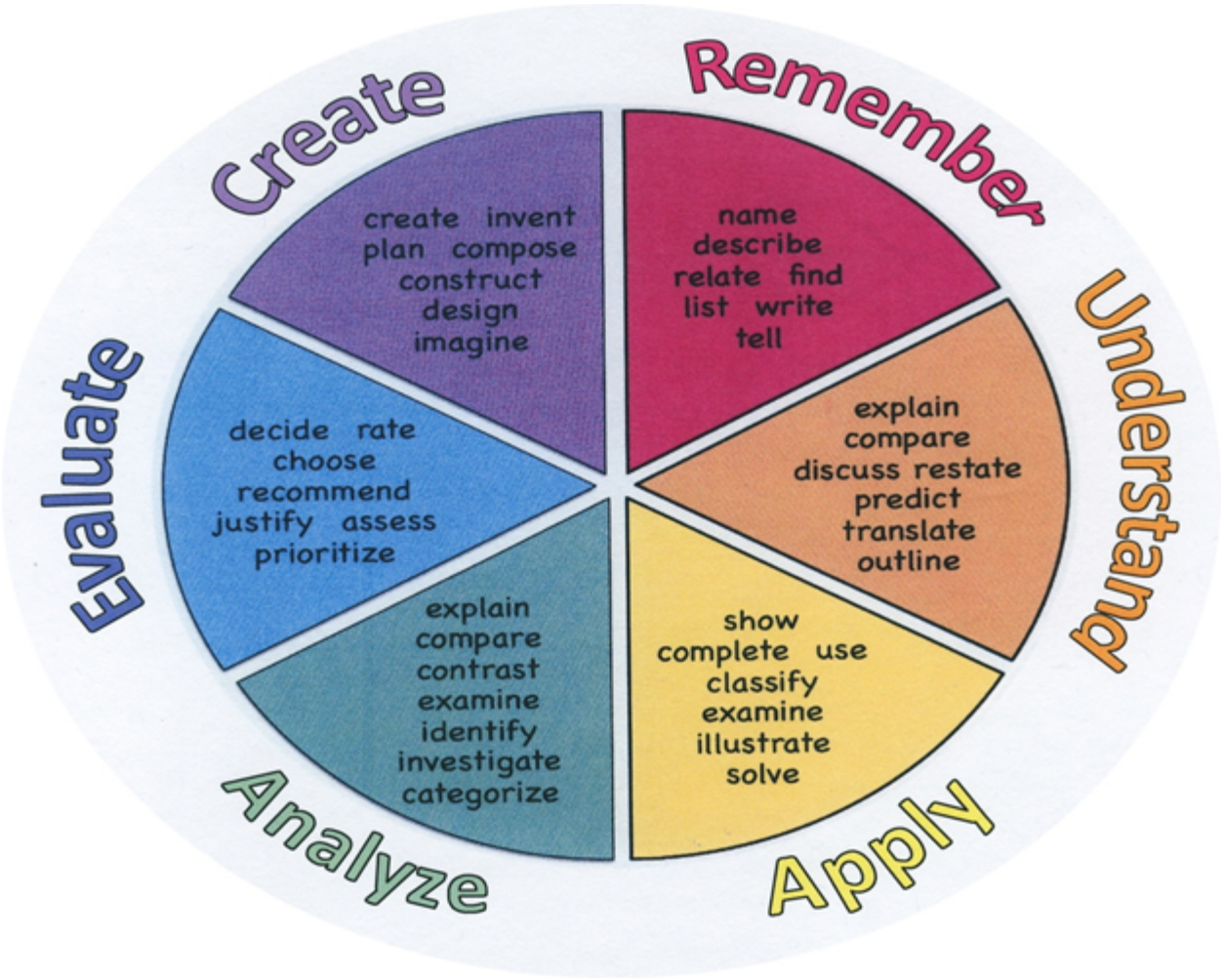
## Learning Objectives

The student will be able to:

- Analyze the impact of "King Cotton" on the development of political, economic and social systems in the South.
- Explain the factors that led to an alliance between small white farmers and wealthy planters in the American South.
- Compare and contrast gender roles in white and in enslaved society in the American South.
- Compare and contrast the agricultural focus of each of the regions of the United States.
- Explain why Southerners came to defend slavery as a positive good rather than a necessary evil.
- Analyze the ways in which enslaved society and culture both resisted and accommodated the institution of slavery.
- Analyze the degree to which development of the factory system further isolated the South and set the stage for increased sectional tension.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

- Establish historical context by checking for understanding about events such as John Brown's Raid and the Fall of Fort Sumter.
- Build foundation through vocabulary and key people identification
- Use of maps and interactive time likes to understand the context surrounding the Emancipation Proclamation.
- Create a map of the areas of anti-slavery movements and how they affected the start of the Civil War.
- Use of primary sources from multiple perspectives including view point, culture and class
- Use of Ebook to interactively use the text book through videos, pictures, audio etc
- Write a journal entry from three different points of view:  Union soldier, Confederate soldier, member of the 54th Mass Regiment
- Research and collect historical evidence for an essay on the Gettysburg Address.

## Assessment Evidence - Checking for Understanding (CFU)

Quiz on the battles of the Civil War.-benchmark assessment

Journal from the point of view of a member of the 54th Mass Regiment or Frederick Douglass.

Student created rubric to grade presentations discussing the Emancipation Proclamation.-alternate assessment

Unit test-summative assessment

Evaluation rubric-formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline

- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

Textbook: American History - HMH Copyright: 2018

## Ancillary Resources

- NEWSELA
- COMMONLIT
- History.com
- Reading Like A Historian
- Close Read Screencasts
- Connect One
- Interactive Timelines

## Technology Infusion

- Create a PPT describing how the idea of abolition led to the Civil War.
- Make an interactive website about the creation of the 54th Mass Regiment.
- Use of Google Chrome Books
- Google Classroom to communicate information to the students

- Various Online tools
- Online Databases from BHS Media Center
- Use of Flipgrid when utilizing student presentations



## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| 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.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures. |
| TECH.8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |
| TECH.8.1.12.D.3 | Compare and contrast policies on filtering and censorship both locally and globally. |
| TECH.8.1.12.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |
| TECH.8.1.12.D.CS2 | Demonstrate personal responsibility for lifelong learning. |
| TECH.8.1.12.D.CS3 | Exhibit leadership for digital citizenship. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration

- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text

- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

Extended time for Journals from the perspective of various participants in the Civil War (member of 54th Mass Regiment, Union soldier, Confederate soldier).

Check students progress as they take notes on Civil War, Emancipation Proclamation and Gettysburg Address.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

allowing students to work with other English speaking students on specific assignments

true/false assessments about the Civil War.

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

provide a unit syllabus to help students stay focused

use real life examples when teaching about the struggles of the soldiers during the Civil War.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test

- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

debate about how the Civil War changed the landscape of the US.

investigate the ways the anti-slavery movements helped bring us closer to the Civil War.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: