Unit 4: Civil War and Reconstruction

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 3**
Length: **5 Weeks**
Status: **Published**

Summary

In the two part United States History sequence (US History I and US History II), students serve as novice historians as they engage in historical inquiry and refine key skills necessary for success in the 21st century. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

The following core understandings cut across historical eras. As such, students have the opportunity to draw connections between events, analyze historical patternization, and speculate about future occurrence in our republic:

1. While marked by unique circumstances, periods of migration and subsequent settlement are often motivated by a desire of one group to expand opportunities and access, often at the expense of another.

2. While America's commitment to democracy has served as a guiding principle, a source of stability, and an example to other countries, its inconsistent implementation has also resulted in tension, conflict, and unequal access at home and abroad.

3. Significant social change requires the coordinated and sustained efforts of countless individuals and groups; this change is often gradual, requires the use of various tactics, and is met with resistance that must then be counteracted.

4. Power relations between individuals, groups, or governments are ever-changing; attempts to exert influence, expand access, and assert control often lead to both intended and unintended consequences.

5. The American experience is rooted in the cultures, traditions, and contributions of various individuals and groups who have intersectional identities; a discussion of the contributions of diverse cultures, groups, and individuals offers a more complete understanding of US history.

This unit is part of the larger aforementioned course sequence and specifically focuses on the Civil War and Reconstruction where students will understand that the Civil War was caused by competing sectional visions for America over the role of the institution of slavery and led to lasting societal and political conflict that continues in the 21st century. By the end of this unit, students will be able to evaluate how the compromises and increasing sectional divide of the Antebellum period contributed to eventual civil war. Students will assess the impact of key events during the Civil War on American society and the ways in which Americans of varying social groups were affected by the Civil War. Moreover, students will determine the extent to which the Reconstruction Era succeeded in expanding the rights and opportunities of Black Americans by corroborating evidence, comparing and contrasting primary source documents, and developing and supporting an argument in writing and orally.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2022

Standards

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.HistoryCA.3.a: Use evidence to demonstrate 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).

6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans 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).

6.1.12.CivicsPR.4.a: Draw from multiple sources to explain 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.

6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.

6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.

6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South

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.

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

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.

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.

6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

LA.RH.9-10.1 - [Progress Indicator] - 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 - [Progress Indicator] - 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 - [Progress Indicator] - 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 - [Progress Indicator] - 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.9-10.6 - [Progress Indicator] - 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 - [Progress Indicator] - 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 - [Progress Indicator] - Assess the extent to which the reasoning and evidence in a text support the author's claims.

LA.RH.9-10.9 - [Progress Indicator] - 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 - [Progress Indicator] - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

LA.RST.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

LA.RST.9-10.2 - [Progress Indicator] - Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LA.WHST.9-10.1.A - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and 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.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.1.E - Provide a concluding paragraph or section that supports the argument presented.

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.

LA.WHST.9-10.2.D - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LA.WHST.9-10.2.E - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.2.F - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.5 - [Progress Indicator] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.WHST.9-10.7 - [Progress Indicator] - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.WHST.9-10.8 - [Progress Indicator] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.WHST.9-10.9 - [Progress Indicator] - Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10 - [Progress Indicator] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on

financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and

shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SEL.PK-12.3.1 - [Sub-Competency] - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.3.3 - [Sub-Competency] - Demonstrate an understanding of the need for mutual respect when viewpoints differ

PFL.9.1.12.A.5 - [Standard Statement] - Analyze how the economic, social, and political conditions of a time period can affect the labor market.

PFL.9.1.12.A.11 - [Standard Statement] - Explain the relationship between government programs and services and taxation.

PFL.9.1.12.F.1 - [Standard Statement] - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

PFL.9.1.12.F.3 - [Standard Statement] - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with race, ethnicity, and disabilities.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent did the Civil War bring about political and economic change in the United States?
- To what extent was violent white supremacist terrorism responsible for the failure of Reconstruction?

Enduring Understandings:

- The Civil War was caused by competing sectional visions for America that included a debate over the role of slavery in our democracy.
- The Civil War and Reconstruction created lasting societal and political conflict that continues in the 21st century.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): The Compromise of 1850, Uncle Tom's Cabin, Harriet Beecher Stowe, Kansas - Nebraska Act, Bleeding Kansas, John Brown, Pottawatomie Massacre, popular sovereignty, Charles Sumner, Dred Scott Decision, Abraham Lincoln, Stephen Douglas, Republican Party, Harper's Ferry, Election of 1860, secession, Fort Sumter, total war, Civil War prison camps, Dakota War of 1862, Battle of Antietam, Emancipation Proclamation, Battle of Gettysburg, Gettysburg Address, Battle of Vicksburg, Anaconda Plan, William Techumseh Sherman, Battle of Atlanta, March to the Sea, Surrender at Appomattox Courthouse, John Wilkes Booth, Reconstruction Amendments (Thirteenth, Fourteenth, Fifteenth), Juneteenth, black codes, pig laws, Reconstruction plans, pardon, Freedmen's Bureau, Radical Republicans, Ulysses Grant, Reconstruction Act, Ku Klux Klan, sharecropping, tenant farming, Redeemers, poll tax, literacy tests, Grandfather clauses, Jim Crow Laws, Plessy vs. Ferguson, Corrupt Bargain of 1877, Wilmington Insurrection of 1898
- As the US acquired new territory in the west, Southern states sought to strategically expand the institution of slavery to these areas
- The North and the South made attempts to compromise over their views of the institution of slavery, but never found a permanent, long lasting solution.
- The Dred Scott Decision represented a turning point in the national debate over the institution of slavery.
- The Republican Party emerged as a new party that sought to stop the expansion of the institution of slavery where it did not already exist.
- The Republican Party is oftentimes seen as an abolitionist platform, but did not argue for equality under the law for African Americans in the Antebellum period.
- South Carolina was the first state to secede from the United States as an immediate result of the Presidential election of Abraham Lincoln.
- Abraham Lincoln strategically responded to the bombardment of Fort Sumter by the Confederates as the Civil War began.
- At the onset of war, the North was more industrialized, leading to an advantage over the Confederacy.
- The Battles of Antietam, Vicksburg, Gettysburg, and the March to the Sea were instrumental to the Union's Anaconda Plan success.
- The Emancipation Proclamation did not lead to immediate emancipation of enslaved Black people, but brought greater support for the war among abolitionists and European nations.
- Women, African Americans, Indigenous groups, and the military all made distinct contributions during the Civil War.

- Technology, such as the minie ball and telegraph, during the Civil War represented a shift to "modern war" and led to high fatalities.
- Lincoln and the Union's goal as the war ended was reunification.
- The Reconstruction Amendments (13th, 14th, 15th) expanded the rights of newly emancipated individuals.
- The Reconstruction presidents and Congress had different approaches to the Reconstruction process, which often conflicted with one another and stifled progress.
- The Civil War culminated with successful legislation ending the institution of slavery, but subsequent progress was ultimately undermined by Jim Crow laws, black codes, pig laws, racial violence, and the Plessy v. Ferguson ruling.
- The end of the Civil War prompted changes in economic practices and the structure of the United States.

Students will be skilled at:

- Evaluating if the compromises of the Antebellum period were equitable and just for all groups and regions.
- Establishing cause and effect relationships between events leading to the Civil War.
- Determining the catalyst of the Civil War through the results of the Election of 1860 reasoned by the Southern states.
- Comparing and contrasting Northern perspectives (of citizens and political figures) to that of Southern perspectives (of citizens and political figures) for various events leading to and during the Civil War.
- Examining how industrialization contributed to the war and gave the North an advantage over the South.
- Charting Lincolns' evolving war aims including preserving the nation and later aboliting the institution of slavery.
- Assessing President Lincoln's controversial measures to win the war, including the suspension of some Constitutional rights.
- Comparing and contrasting the Civil War with the Revolutionary War.
- Evaluating the influence of Revolutionary War ideals and democratic principles in wartime rhetoric.
- Questioning the messages of equality and freedom during the Civil War with the treatment of the Dakota, newly emancipated individuals, and Confederate leaders during the war and Reconstruction.
- Outlining the Anaconda Plan's progress and challenges.
- DIscussing the significance of June 19, 1865 and the importance of the lasting legacy of the event

- Comparing and contrasting the varying Reconstruction Plans, emphasizing the influence of point of view.
- Discussing how the South used various tactics to create a neo-slavery system following the passing of the 13th Amendment
- Tracking the successes and shortcomings of Reconstruction
- Examining, analyzing and interpreting primary and secondary source documents to determine application by historians.
- Working independently and collaboratively to present their comprehension and understanding.
- Contextualizing events and sources within a broader historical timeline to describe the circumstances surrounding the topic.
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Writing with evidence to support an original claim.
- Creating a claim to respond to a prompt.
- Establishing cause and effect relationships between events and time periods. This includes both short and long term factors to be explained in connection to the topic.

Learning Plan

This unit plan includes but is not limited to the following learning strategies:

- **Compromise of 1850 Inquiry-Based Lesson**: Students will address the question, "How did compromise lead to increased sectionalism?" by analyzing the terms of the agreements within the Compromise of 1850 to determine if the issues between regional viewpoints of westward expansion and the institution of slavery were effectively addressed.
- **Kansas-Nebraska Act/ Bloody Kansas Writing Assignment:** Students will examine the agreements of the Kansas Nebraska Act and read about the events that followed such as Bleeding Kansas and the caning of Sumner to write a paragraph response on the extent to which the act led to increased sectionalism in both Congress and amongst Americans. Students will express an understanding of causation and use evidence to support their argument in their response.
- **Dred Scott Case Study:** Students will read secondary sources on the case of Dred Scott v. Sandford to determine how the case contributed to increasing tensions in Antebellum America and the implications it had on the rights of African Americans, both free and enslaved. Students will also reflect on the role of the Supreme Court and checks and balances in regards to the Scott case.
- **Road to Disunion Stations Activity:** Students will analyze quotes, watch videos, and investigate primary and secondary sources regarding major events leading up to the Civil War including the Lincoln-Douglas debates, Harper's Ferry, and the Election of 1860. Students will consider how the

institution of slavery contributed to increasing sectionalism, platforms of major politicians, and craft an argument on which event they considered most significant to causing the Civil War and why.

- **Southern Secession Document Analysis:** Students will investigate a map of Southern secession, an excerpt from South Carolina's secession declaration, and an excerpt from a speech by the Vice President of the Confederacy to address the questions: Why did Southern states secede from the Union? Why did Southern-most states secede first? And Why is it incorrect or misleading to say that the Civil War started over "states rights?" Students will use evidence from the documents to support their arguments.

- **North vs. South Comparative Analysis:** The attack on Fort Sumter has just occurred, and Lincoln has turned to his Union war strategists (the students) for advice. Students will curate a list of economic, political, and social strengths and weaknesses of both sides of the Civil War for Lincoln to make the best strategy. Students must also identify the goals of each side of the war and analyze potential tactics that could be used by Lincoln to create a plan that will aid the North in winning.

- **Roles of the Civil War:** Students will analyze the contributions of Black and white men and women in the Civil War, the way war led to a rise of physical disabilities among soldiers, and the treatment of the Dakota by Lincoln during the Civil War. Students will analyze primary source letters, watch videos, and investigate photos to draw conclusions on how the Civil War impacted and was impacted by Americans of different races, classes, genders, and ethnicities.

- **Major Battles Jigsaw:** In groups, students will read primary and secondary sources about one of the five major battles of the Civil War (Antietam, Vicksburg, Gettysburg, and Sherman's March to the Sea, Surrender at Appomattox) and complete a graphic organizer outlining the significance of the battle, its impact on the war, and practices used (such as the Anaconda Plan). Students will then meet with members from other groups to compare and contrast battles and determine how each served as a turning point in the Civil War.

- **Sherman's March to the Sea:** Students will analyze photographs and maps and watch a video on Sherman's March to the Sea to determine whether his actions were necessary. Students will craft an argument and use evidence from class to defend their position.

- **Emancipation Proclamation Analysis:** Students will analyze excerpts from the Emancipation Proclamation to address the questions, "Why did Lincoln issue the Emancipation Proclamation? To what extent were enslaved individuals granted freedom from the Emancipation Proclamation? Who actually freed enslaved people?" Students will identify how enslaved people freed themselves and how the Emancipation proclamation did not end the institution of slavery throughout the United States.

- **Abolishment of Slavery/Slavery by another name:** Students will analyze the wording the 13th Amendment and consider the extent to which it ended slavery, and how the wording will be problematic moving forward in history. Students will also watch a video on the history of Juneteenth and discuss how the day marked true recognition of the abolishment of slavery.

- **Black Codes and Pig Laws Effects Wheel:** Students will first watch videos on Black Codes and Pig Laws from PBS' "The New South," then in groups will create an effects wheel showing long term emotional, economic, political, social, psychological, and legal implications.

- **Radical Reconstruction Source Analysis:** Students will work in groups to analyze primary sources of Radical Reconstruction to address the question, "To what extent were Black men and women free post Civil-War?" Students will investigate the 14th and 15th Amendments, Freedmen's Bureau, African American participation in government, sharecropping and free Black men's narratives on the

Reconstruction era to craft an argument.

- **White Supremacist Violence Investigation:** Students will first watch a video on voter suppression and the creation of the KKK during the Reconstruction era to be introduced to White Supremacist violence. Students will then reflect on how this violence and lynch-mob violence contributed to suppression of African Americans' ability to exercise their rights.

- **Reconstruction Pushback:** Students will read and annotate a secondary source reading on the end of Reconstruction, where afterwards they will reflect on the extent to which Reconstruction was successful in achieving its goals.

- **The Rise of Jim Crow:** Students will use the website Thirteen by PBS to investigate the challenges to voting faced by African Americans post-Reconstruction. Students will investigate how literacy tests, poll taxes, and grandfather clauses limited Black Americans' ability to exercise the right to vote. Students will also use the website to investigate other ways in which segregation laws were put in place to limit the rights of African Americans.

- **Plessy v. Ferguson Case Study:** Students will work in small groups to investigate the causes and effects of the Plessy v. Ferguson Supreme Court Case. Students will draw conclusions on why separate but equal cannot work and the long term effects this will have on Black Americans.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

-Do Nows/ Exit Slips, Class Activities, Homework, Quizzes

Summative Assessments:

-Unit Tests including Multiple Choice, Free (Paragraph-length) response questions, Document Analysis Question (DAQ) Response

Benchmark Assessments:

-DAQ Response (Students will be able to identify and explain that the provided documents cannot be used by historians due to a time gap, has potential biases that make it an inaccurate depiction of events, and identify how the time period it was created impacts its intended message)

Alternative Assessments:

-Civil War/ Reconstruction Historical Heads

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

Primary Sources:

Uncle Tom's Cabin Excerpts

Excerpts/ Quotes from Lincoln/Douglas Debates

Choices - Civil War Letters (individual narratives)

South Carolina's Secession Declaration

Gettysburg Address

Emancipation Proclamation

Lincoln's First and Second Inaugural Address

Antebellum Materials:

Choices Program Unit: Westward Expansion a New History

John Brown's Motivation

Election of 1860 role play

History.com Video - Bleeding Kansas

PBS - Dred Scott Decision Video

Civil War Materials:

Choices Program Unit: Civil War and the Meaning of Liberty

Union vs. Confederacy comparison (charts/maps/documents)

Ordinances of secession (for use on exploring the causes of the Civil War)

Civil War photograph evidence exploration

Reconstruction Materials:

Choices Civil Lessons for Student Engagement

- Black National Conventions, Abolition, and the Constitution
- Congress Debates the Thirteenth Amendment
- Separate, but Equal? Measuring Plessy v. Ferguson in Mississippi

When the impossible became possible: Reconstruction mixer

Reconstruction unit resources (large trove of lesson plans/documents)

Reconstruction historiography lesson plan

PBS Slavery By Another Name Resources

Sharecropping primary source lesson

Teacher resource for teaching race as a social construct

Reconstruction SAC

Reconstructing the South role play

Rise and Fall of Jim Crow Website (thirteen.org)

Seizing Freedom Podcast

Jim Crow Museum Website and Online Resources

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.