Unit 4: Antebellum, Civil War, Reconstruction

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 3**
Length: **8 weeks**
Status: **Published**

Summary

In United States History I Honors, students will study events beginning with European colonization through the closing of the West. The US History I Honors course is intended to refine students' historical thinking skills and closely mirrors those of the AP US History course. Students further their understanding by examining historical events within the context of different themes such as American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

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

This unit is part of the larger aforementioned course sequence and specifically focuses on Antebellum culture, Civil War, and Reconstruction. Students will examine the expansion policy known as Manifest Destiny in the United States, its impact on settlement patterns of citizens and migrants, and how it deepens regional division leading to the Civil War and the Reconstruction era that follows. These topics will be explored by examining primary and secondary sources where students will identify viewpoints, create and support a claim, and assess causal relationships. Moreover, application of the AP Themes and definitions will allow students to develop a more comprehensive content focus.

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. Furthermore, 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.

Standards

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.

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.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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.9-10.6	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.
LA.RST.9-10.1	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	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	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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).
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	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	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	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	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	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	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.
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 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).
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.

Essential Questions

Essential Questions:

- How did the philosophy of Manifest Destiny influence migration patterns in the mid-19th century?
- How does the depiction of Antebellum culture and Manifest Destiny in popular media conflict with the historical narrative?
- To what extent was civil war inevitable?

Enduring Understandings:

- New national settlement patterns were established in the United States due to increased migration and an expansionist domestic policy.
- While the Reconstruction amendments were passed in an effort to create greater equity and redress slavery's legacy, new systems of exploitation were developed at local and state levels to limit Blacks' access to political, social, and economic opportunities in response.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to):
    - Antebellum Era
    - Sectionalism
    - Wilmot Proviso
    - Second Great Awakening
    - Abolitionism
    - Manifest Destiny
    - Texas War for Independence
    - Oregon Treaty

- Mexican American-War
- Polk Presidency
- Treaty of Guadalupe Hidalgo
- Gold Rush
- Compromise of 1850 (and failed attempts at compromise)
- Popular Sovereignty
- Kansas-Nebraska Act
- Uncle Tom's Cabin
- Free Soil Party
- Republican Party
- Dred Scott Decision
- John Brown's Raid
- Lincoln-Douglas Debates
- Election of 1860
- Crittenden Plan
- Secession
- Civil War - Union, Confederacy, Fort Sumter, Bull Run, Anaconda Plan, King Cotton Diplomacy, Antietam, Battle of Gettysburg, Lincoln and Wartime Liberty (suspension of habeas corpus), homefront and total War, women's roles, African Americans' roles, Conscription, Emancipation Proclamation, Gettysburg Address, Sherman's March to the Sea, Surrender at Appomattox
- Reconstruction Era - Reconstruction Amendments (XIII, XIV, XV), Freedmen's Bureau, Plans for Reunification (Lincoln, Johnson, Radical Republicans), Black Codes and Pig Laws, Grant Presidency, sharecropping, tenant farming, Ku Klux Klan, Redeemers, Compromise of 1877, New South, Plessy v. Ferguson, poll taxes, literacy tests, grandfather clauses, Jim Crow

- The ways in which the Texas Revolution was similar to and different from the American Revolution
- The impact of Polk's presidency on national expansion and interests
- The motivations for, and effects of, migration and settlement in the West
- The positive and negative consequences of Manifest Destiny
- The role the institution of slavery played during Manifest Destiny and Westward expansion
- The context of heightened regional divide within the United States due to growing sectional

differences

- The arguments against the institution of slavery in the North and in defense of slavery in the South
- The end of the Second Party system simultaneous to the emergence of sectional political parties, such as the Republican Party
- The key leadership, battles, and strategies of the Union and the Confederacy
- The successes, failures, and responses to Reconstruction in the South after the Civil War
- The relationship between the states and the federal government after the Civil War
- The definition and impact of the 13th, 14th and 15th Amendments
- The new definitions of citizenship and rights regarding African Americans, women, and other minorities in the post-Civil War era

Students will be skilled at:

- assessing the strengths and weaknesses of the Union and the Confederacy during the Civil War and the impact on the war's outcome
- comparing and contrasting ideological and economic differences over the institution of slavery in the North and the South and the impact on political tension
- tracking how Lincoln's war aims evolved over the course of war
- discussing the Emancipation Proclamation as a war tactic
- evaluating the Reconstruction era as a series of successes and failures
- discussing the significance of the landmark court case Plessy v. Ferguson
- working independently and collaboratively to demonstrate comprehension and understanding.
- contextualizing to place events and sources into a broader historical timeline to describe the circumstances surrounding a topic.
- interpreting multiple perspectives to compare and contrast varying viewpoints for relative similarities and differences regarding a specific topic.
- writing with evidence to support an original claim.
- creating a claim to respond to a prompt.
- establishing causal relationships between events and time periods (this includes both short and long term factors to be explained in connection to the topic).
- developing applicable connections to APUSH Themes.

Learning Plan

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

Missouri Compromise Inquiry Based Activity: Students will EACH (individually) be given a state to research regarding its particular stance and vote in the Senate in the 1819 passage of the Missouri Compromise. Students will receive a fact sheet for context regarding their assigned state's social, political and economic circumstances. Students will create statements using their research and fact sheet as evidence for how the Missouri Compromise was voted upon in each state/region and assess for patterns.

Antebellum South - Life of the Enslaved: Students will read select memoirs of enslaved individuals' experiences to contextualize the Antebellum era Southern culture and impact on African American history. Next, resistance, both passive, such as songs and cultural preservation, in addition to active, such as rebellion and the use of the Underground Railroad, will be explored.

Perspectives of Manifest Destiny: Students will analyze sources from multiple perspectives of Westward Expansion including pro-expansion, anti-expansion, settlers and migrants, African Americans, Indigenous Peoples, and Mexicans. Students will determine the cause and effects of Manifest Destiny from their assigned point of view before debriefing (note: this can be completed as a jigsaw)

Mexican American War Through Historical Thinking Skills: First, students will read and analyze interpretations of the Mexican American War. Next, students will analyze the justification for war through stations and document based evidence (including Texas). Finally, students will develop a claim in response to the following prompt: Based on the evidence, to what extent was the Mexican-American War justifiable?

Manifest Destiny Reflection and Speeches: Students will be assigned/choose a historical actor and research background information and accomplishments of their actors. Using at least one primary source, students should identify their historical actor as for or against Manifest Destiny; identify the actor's political party (if applicable and available); identify the nationality of their actor or their state of residence; identify the actor's position on one or more of the issues surrounding Manifest Destiny. Find at least one piece of evidence (primary source) to support their actor's arguments and position regarding Manifest Destiny, the annexation of Texas, a declaration of war against Mexico, and/or the acquisition of the Oregon Territory (directly quote sources). Prepare at least one paragraph of what the actor would say to Congress in a speech regarding Manifest Destiny.

Analyzing the Path to Disunion: In partners, students will read sources and watch videos to take notes as an introduction to factors/conflicts that led to the Civil War. Based on the events, how did the institution of slavery contribute to sectional issues leading to the Civil War? Which factors and/or events are most significant and why? Students will provide a scaled ranking with justification

Debating Secession: In groups, students will read an assigned perspective regarding secession - students will then discuss the constitutionality of secession.

Civil War Betting Game: Students will examine the different components associated with the war (funding, soldiers, leadership, supplies, etc.) for each side and decide who was more equipped to win. As they see that each side had certain strengths and weaknesses, ask them to consider how this will impact the duration of the war, especially considering this was a war of "brother vs. brother"

Comparing the North and South at the Onset of War: Students will act as hired military strategists for the Union Army. President Lincoln has asked for a compilation and analysis of the strengths and weaknesses of the Union and the Confederacy at the start of the war in order to help him develop a war strategy. This must include economic, political/diplomatic and military strengths and weaknesses of both the North and South at the start of the war as well as goals.

Civil War Stations: Students will examine the varied facets of the Civil War including music with a message, prisons, women in the war (including discussion of espionage and women's measures to fight in battle), African Americans' role, medicine, major battles/theaters, and technology.

Advising Lincoln through Problem Solving: Using knowledge of Lincoln's war aims, students will advise the president through challenges of the Civil War before determining the historically accurate responses.

Constructing the Focus of Reconstruction Gallery Walk: At the end of the Civil War, both the President and members of Congress had different ideas about what the most important issues facing the nation are and how best to address these issues while reuniting the nation. Using the documents in the gallery walk, assess the state of the nation at the end of the Civil War and the efforts of various groups tried to address these in order to make a report on the issues and questions that must be addressed in Reconstruction. Group issues into three main categories and create a potential plan for addressing them.

Black Codes and Pig Laws Effects Wheel: Students will watch a series of short videos about the Black Codes and Pig Laws in the New South from PBS. They will then work in small groups to create an effects wheel showcasing the long term social, political, economic, emotional, psychological, and legal implications.

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 Now/Exit Tickets, Class Activities, Chapter Reading Quizzes (Short Answer Format), Homework, Fabric of A Nation Sourcing Activities (pages 345, 346, 358, 361, 365, 366, 369, 372, 373, 379, 385, 390, 394, 413, 415-416, 419, 421, 422, 424, 428, 430, 437), “Expectations vs Reality” Meme Activity for Unit topics

Summative Assessments:

AP Style Tests including Document Stimulus Question and Short Answer Questions, Mexican American War Magazine Mini-Project (students will create a magazine spread containing a factual article, two editorials, and a captioned image)

Benchmark Assessments:

Manifest Destiny DBQ with the inclusion of HIPP analysis skills and complexity

Alternative Assessments:

Option 1 - Antebellum Case Study Creations: Based on handouts and independent research, students will work to create “case study folders” about their assigned topic. File folders will include: mock primary source (written by students), information summary, image matching game, and student-generated multiple choice quiz (topics inclide: conflicting sectional identities, important figures, compromises over the institution of slavery, Abolitionism, and conflict over the institution of slavery.

Option 2 - 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:

When I was a Slave Memories from the Slave Narrative Collection

John Gast “American Progress” Manifest Destiny image

America the Story of Us: Civil War

Albert Bierstadt's "The Oregon Trail" painting

“The Mexican War” from the America at War Collection, Smithsonian National Museum of American History (learninglab.si.edu)

Cherokee Petition Protesting Removal, 1836 (americanindian.si.edu)

“The Role of Westward Expansion in American Culture,” Noel Ignatiev, Writer and Historian, Du Bois Institute, Harvard University (PBS)

Give Me Liberty, 9th Edition, Eric Foner

“Black Cowboys and Indian Removal,” from Smithsonian History

“The Lesser Known History of African American Cowboys,” Smithsonian Magazine, 2017 (pdf doc.)

Baynard Taylor (Report for New York Tribune), “Problems of the Gold Rush,” 1849.

1860, Chinese merchant Pun Chi drafted a petition to Congress to protect Chinese immigrants (americanyawp.com)

Horace Greeley, New York Tribune, 1871, Manifest Destiny Letter (gilderlehrman.org)

Uncle Tom’s Cabin Excerpts

Lincoln-Douglas Debates (history.com)

History Channel’s “Mexican American War” and completion of video question

- Clip 1: Corpus Christie
- Clip 2: Buena Vista
- Clip 3: Vera Cruz
- Clip 4: Chapultepec/Mexico City

"The Alamo Attacked" and "Davy Crockett and Santa Ana" video clips - Discovery Education

Gangs of New York - New York City Draft Riots scene

Gone with the Wind - Selections from film to discuss the impact of racial caricatures and the perpetuation of the myth of the Antebellum South in popular culture

Birth of a Nation - Selections from film to discuss the impact of racial caricatures and the perpetuation of the myth of the Antebellum South in popular culture

"We Take Nothing by Conquest, thank God" - Excerpt from a People’s History of the United States

PBS Slavery By Another Name Resources (PBS)

In Honor of Black History Month, We Introduce Joshua Bryant – Cranford Historic Society Article (Cranford Historical Society)

Aftershock Beyond the Civil War Clip (youtube.com)

History.com Video - Bleeding Kansas (youtube.com)

PBS - Dred Scott Decision Video (PBS)

Seizing Freedom Podcast (apple podcasts)

CNN Article: Native Americans weren't alone on the Trail of Tears. Enslaved Africans were, too (CNN)

Slavery narratives close reading activity (Digital Inquiry Group)

Manifest Destiny critical reading (Digital Inquiry Group)

Texas Revolution causes analysis (Digital Inquiry Group)

Gold Rush Impact on Native Tribes (PBS)

Gold Rush primary source activity (Digital Inquiry Group)

Teacher resources for Dorothea Dix (pbworks.com)

Antebellum South documents/maps/charts (pdf doc.)

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

Ordinances of secession (battlefields.org)

When the Impossible Became Possible: Reconstruction Mixer (zinnedproject)

Reconstruction unit resources (lesson plans/documents) (Facing History)

Reconstruction historiography lesson plan (Facing History)

Sharecropping primary source lesson (Digital Inquiry Group)

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.