Unit 5: Civil War and Reconstruction

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 3**
Length: **9 Weeks**
Status: **Published**

Summary

In the United States History course, students study the development of the early republic through the Reconstruction Era. To expand students' historical understanding, geography and civics are emphasized throughout the course. Moreover, the use of primary sources allows students to analyze and interpret American history via first-hand accounts. Students also examine how women, racial and ethnic minorities, and members of the LGBTQIA+ community have contributed to the American economy, politics, and society. Moreover, the inclusion of current events keeps students informed and helps to refine their civic understanding. Throughout the course, students are challenged with both project- and problem-based activities in order to gain an enduring understanding of the fundamental curricular concepts.

This unit is part of the larger aforementioned course sequence and specifically focuses on Reconstruction and Western Development into the 20th century. Students will assess the factors that contributed to the Civil War's outcome and reflect upon the historical legacy of Reconstruction by assessing the extent to which it was successful at achieving its objective of reunifying and rebuilding the nation. Movement west as a continuation of the national objective of westward expansion that was temporarily thwarted by the Civil War will be discussed, and students will challenge and complicate the claim that the west was a land of opportunity for all.

Revised: August 2023

Standards

6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.

6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.

6.1.8.HistoryUP.5.[a]b: Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.HistoryCC.5.d: Assess the role of various factors [(i.e., geography, natural resources, demographics, transportation, leadership, and technology)] that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the

reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

WHST.6-8.1. Write arguments focused on discipline-specific content. A. Introduce claim(s) about a topic or

issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms

effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g.,

8.2.8.ED.1).

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

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.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

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 gender and sexual orientation, disabilities, and race and ethnicity tolerance.

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 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:

- What factors contributed to the outcome of the Civil War?
- To what extent did the Reconstruction Era result in transformation of American society?
- How did Western development impact white settlers, Black settlers, and Indigenous peoples?

Enduring Understandings:

- The Civil War was a significant event in American history that shaped the nation's identity, highlighting the tensions between states' rights and federal authority, while also leading to profound social, political, and economic changes.
- The American west presented opportunities for greater freedom for certain groups, while eliminating freedom for Indigenous people and other colonized individuals.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): Union, Confederacy, draft, Emancipation Proclamation, Battle of Gettysburg, Gettysburg Address, Anaconda Plan, William Techumseh Sherman, 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, Corrupt Bargain of 1877, Treaty of Fort Laramie, reservation system, Great Sioux Wars, Lakota, assimilation
- The Civil War’s turning point battles included the Battle of Antietam and the Battle of Vicksburg.
- The Anaconda Plan included a Northern, Southern and Western theater or location for major battles.
- Industrialization, mechanized weapons, disease, and amputations contributed to the large death toll of the war.

- Lincoln's initial goal of the war was to keep the Union together, not the abolition of the institution of slavery.
- Women, enslaved individuals, and Indigenous groups contributed to the war effort despite various restrictions.
- Sherman's March to the Sea created an economic and social struggle for the South, leading to a surrender of the Confederacy.
- Lincoln's plans for reunification were halted by his assassination.
- Radical Republicans called for equality under the law for newly emancipated individuals.
- The Reconstruction Amendments brought about the abolition of the institution of slavery, protection under the law for all individuals, and the right to vote for newly emancipated individuals.
- Some Southerners wanted to maintain the social, political, and economic structure of the Old South and fought to resist Reconstruction legislation.
- The Compromise of 1877 ended Reconstruction.
- As the South became restrictive, the West provided unique opportunities for African Americans.
- The Civil War halted the United States' focus on the west, but after the war this interest returned.
- As various groups began to see the West as a safe haven and land of opportunity, Indigenous groups were forcefully relocated to reservations.
- The United States policy towards Indigenous people was defined by assimilation, control, and at times, annihilation.
- Colonized people of the West were often restricted or discriminated against by white settlers.

Students will be skilled at:

- Identifying the Anaconda Plan/ major theaters of war progress and challenges.
- Assessing and contextualizing Lincoln's wartime measures.
- Evaluating the human and economic cost of war.
- Analyzing the goals and realities of the Emancipation proclamation.
- Discussing the significance of June 19, 1865 and the importance of the lasting legacy of the event.
- Defining the Reconstruction Amendments and progressive legislation.
- Discussing how the South used various tactics to re-create the Antebellum South following the passing of the 13th Amendment

- Tracking the successes and shortcomings of Reconstruction.
- Identifying the perspectives of the West for various groups who are seeking new opportunities.
- Examining patterns of mistreatment and discrimination of Indigenous cultures and other colonized people by the United States government during Western development.
- Identifying major Indigenous leaders and their point of views and experiences through personal narrative.
- Analyzing resistance efforts by targeted territories, groups, or individuals.
- Working independently and collaboratively to present comprehension and understanding of content.
- 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.
- Creating a claim to respond to a prompt.
- Writing with evidence to support an original claim.

Learning Plan

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.

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

Fort Sumter and Civil War Visual Simile: Provide background on the events leading up to Fort Sumter. Students will utilize Google Earth to visit the fort today and make assumptions about its importance. Organize a debate about the intentions of Abraham Lincoln in his handling of the crisis. Finally students will create a visual simile about the events at Fort Sumter (ex: Fort Sumter was like the straw that broke the camel's back)

A Brothers' War?: Begin by explaining that the issues behind the Civil War were often issues that not everyone could agree on and sometimes that happened within families. Allow the students time to discuss the impact a War can have on a society and then narrow it down to the impact it can have on a family. Provide them with the Campbell Brothers' letters to read and analyze. Have students make predictions about the

impact the Civil War will have on the Campbell family.

What Was Life Like For…: Students will research the experiences of Indigenous Americans, Women, Enslaved People, Free Blacks, Northern Soldiers, Southern Soldiers, and any additional groups during the Civil War. Students will write a collection of letters from their person's lens. These writings will then be organized and published for other classmates to read.

Photo Analysis: Begin by explaining that photography was just in its infancy when the Civil War started. Present information on Mathew Brady, Alexander Gardner, and Timothy O'Sullivan (and others) and how their photographs allowed more people to witness war than ever before. Students will be given primary source photographs from the Civil War Trust website. Their job will be to determine if it is a Pull factor (pro War) or Push factor (anti War) and debate the impact their photographs would have had on the war. Students will be given primary source photographs from the Civil War Trust website. Their job will be to determine the how this photograph might sway the opinions of the following people and in what ways it might encourage them to act, if at all: free Black man living in the North, middle class white woman living in the North, poor white Southern farmer who can not afford to enslave people, cotton plantation owners who enslaved 50 people of different ages and genders. Students can then research the impact photography had on other events throughout history.

Major Battle Jigsaw: After learning about the major battles of the Civil War and the outcome, allow students to become the experts on one battle. This may be done independently or in groups. Have students create websites or Google Slides about their battle focusing on the general events of the battle as well as its impact on the rest of the war. Students should research the battles and the modern day areas in which the battle took place. This is a chance for students to work on their public speaking and presentation skills as the experts share their findings with the rest of the class.

Western Development Causation Puzzle: Students will receive four puzzle pieces, each the size of one sheet of paper. Students must identify four events, people, factors etc. that have a cause and effect relationship during the Western Development time period. Then, they must illustrate the puzzle piece and explain their concept in claim, evidence, analysis format.

13th, 14th, and 15th Amendments TWE: Begin by showing the class the 13th, 14th, and 15th Amendments to the Constitution. Students will work in groups to rewrite each Amendment in such a way that 3rd graders would be able to understand them. Groups should include visuals. Students will answer the prompt "Which Amendment has had the greatest impact on America? Students will share their answers with their small groups before ranking them as a class.

Reconstruction Atlas: Students will create a book of maps and charts which reflect the progress and challenges of the Reconstruction Era. Students will explain each image with a caption and its significance. (For example: a map of the Military Districts, a chart of elected African Americans to office, maps of share-

cropping and tenant farming locations/land ownership etc.).

Legacy of Reconstruction: Students will be able to trace the timeline of Reconstruction on a self guided pace. Students will examine the Freedmen's Bureau, Reconstruction Amendments, the Ku Klux Klan, Voting Rites, Sharecropping, Carpetbaggers, Election of 1876, and Black Codes and Jim Crow Laws. Students will create a T-chart which reflects the successes and failures of Reconstruction. Students will finish by proposing an alternative plan for Reconstruction.

Plains Indian Wars: Engage students with a brief discussion about Indigenous tribes of the Great Plains and their relationship with European settlers. Provide an overview of the factors that contributed to tensions and conflicts between Indigenous peoples and the United States government and/or settlers, such as westward expansion, land disputes, cultural differences, and broken treaties. Students will create a map of major clashes during the Plains Indian Wars. Finally, students will write dialogue for a conversation between Geronimo and Grover Cleveland.

Yearbook: As an end of the course final project, students will reflect upon all the major events, people, and movements they have studied throughout the year. Formatted as a yearbook, students will be guided to apply their reflection in a creative and engaging way to reflect each concept's significance.

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
- Primary and Secondary Source Analysis
- Fort Sumter and Civil War Visual Simile
- Photo Analysis
- Western Development Causation Puzzle
- Reconstruction Atlas
- Plains Indians Wars

Summative Assessments:

- Unit Tests including multiple choice and analytical writing questions
- What was life life for… writing assignment
- Major Battle Jigsaw
- Legacy of Reconstruction
- Yearbook Assignment

Benchmark Assessments:

- Analytical Writing Responses
- 13th, 14th, and 15th Amendments TWE
    - What impact did the Civil War have on our nation long term?
    - To what extent was the Reconstruction Era and era of progress?
    - Final Assessment: To what extent did the US live up to its ideals? (life, liberty, and the pursuit of happiness)

Alternative Assessments:

- Curation Project - Students will reflect upon key themes of the unit and then curate a series of artifacts (images, songs, primary sources, videos, etc.) that reflect each theme. They will then write about why they chose to represent each theme with their chosen artifact.

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:

Fort Sumter and Civil War Visual Simile

A Brothers' War?

Women in the Civil War

The Story of the Campbell Brothers (American Battlefield Trust)

Civil War Photography (Civil War Trust)

Aftermath of the Civil War (Slides)

The Importance of Disability Certificates

Civil War Text Set (Newsela)

Reconstruction Begins.pdf

13th, 14th, and 15th Amendments.pdf

Black Codes (Doc)

Successes and Failures of Reconstruction (Slides)

Successes and Failures of Reconstruction (Doc)

Reconstruction Reading Packet

Reconstruction Text Set (Newsela)

Indigenous Nations of the Great Plains Text Set (Newsela)

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.

Suggested Strategies for Modification

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 summary 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.