

Unit 2: The Civil War and Reconstruction Eras (Weeks 5-9)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

This challenging and complex unit on the Civil War and Reconstruction addresses the factors that led to the secession of eleven states, a bloody war, the emancipation of the enslaved, and the efforts to reconstruct the nation after the Civil War.

At the outset of this unit, the teacher should review the issues that inflamed emotions in America in the decades preceding the Civil War. To what extent were these problems irreconcilable and why? Why did they find expression in sectional tensions? Were differences over slavery the principal cause of the Civil War? The teacher should also underscore the regional and ideological imperatives that precipitated the war. Why, for example, were the territories acquired from Mexico the source of such acrimony?

The outbreak and course of the Civil War and its impact on the day-to-day and domestic lives of citizens must be examined, as well as the horrible cost in lives and the social consequences of the war. Students should understand that 180,000 African Americans fought in the war, and students should examine the reasons these men fought. They should also debate the reasons President Lincoln issued a limited Emancipation Proclamation and the reasons for the Union's eventual victory. What were the consequences of the war for the South and the North?

This unit covers the years that saw the arrival of vast numbers of immigrants from Southern and Eastern Europe. These increasing numbers stimulated a resurgence of nativism and xenophobia. Asian immigrants received hostile receptions, and the passage of the Chinese Exclusion Act in 1882 reflected these attitudes. Students should address the reasons for the responses to these immigrants as well as the ways in which these new Americans helped to shape the culture and the economy of their new home.

With the end of Reconstruction, white Southerners sought to reclaim their control over African Americans by developing and implementing legally sanctioned racial segregation. The roots of this behavior should be analyzed as well as their legal and extra-legal expression. The responses of African Americans to the violation of their rights should be explored. The teacher should emphasize the enormous vitality and creativity African Americans manifested during these difficult times. This vitality and creativity was reflected in the numerous institutions they created, their notable ventures in entrepreneurship, and their debates over the way forward. African Americans also challenged their mistreatment by resorting to the courts, but segregation was upheld in the Plessy v. Ferguson decision. Students will profit from a discussion of the reasons for the upsurge of racial and ethnic intolerance in the last quarter of the century and the larger implications for the United States.

ESSENTIAL QUESTIONS

- How are the 13th, 14th, and 15th amendments powerful tools for equality for African-Americans?
- How do population and migration patterns impact the economy?
- How were African-Americans, immigrants, and Native Americans protected as a result of new governmental policies?

STANDARDS

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

SAVED

New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

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.

SOC.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.
SOC.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).
SOC.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.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

Highlighted Career Ready Practices:

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Highlighted Career Awareness, Exploration and Preparation:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

Social-Emotional Learning Competencies:

Responsible Decision-Making

Evaluate personal, ethical, safety, and civic impact of decisions

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

New Jersey Student Learning Standards: Technology

8.1.12.F.1

Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

PRE-ASSESSMENTS

- Which event marked the beginning of the Civil War?
- Which amendment to the U.S. Constitution abolished slavery?
- Which of the following was a major goal of Reconstruction?
- Which of the following was a major cause of the failure of Reconstruction?

INSTRUCTIONAL PLAN

MODULE 1

Students will be able to analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address contributed to demanding equality for all. Students will analyze the impact of population shifts and migration patterns

during the Reconstruction period. Students will be able to relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

Students will also explore the impact of the 13th, 14th, and 15th amendments on the lives (economic, socially, and emotionally) of African-Americans during the time period of 1861-1877. Students will dissect the wording of each aforementioned amendment.

Additionally, students will explore the meaning of discriminatory practices. Moreover, they will take each group and find the methods that were deemed discriminatory and how they were handled. Lastly, students will see if there were disparaging differences in how one group was viewed or treated versus the others in the United States during this time period.

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

6.1.12.CivicsDP.4.a:

WALT 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.

Student Learning Strategies	<ul style="list-style-type: none"> • Direct Instruction • Audio/Visual instruction • Activities that incorporate kinesthetic learning
Success Criteria	
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Writing Journals/Prompts • Entrance/Exit slips • Student conferences • Class discussions • Student Conferences • Observation • RACE responses
Activities and Resources	<p>Amistad Commission Interactive Curriculum</p> <p>The New Jim Crow (Excerpts)</p>
Suggested Modifications	

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>6.1.12.CivicsDP.4.b:</p> <p>WALT 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).</p>
Student Learning Strategies	<ul style="list-style-type: none"> • Direct Instruction • Audio/Visual instruction

	<ul style="list-style-type: none"> • Activities that incorporate kinesthetic learning
Success Criteria	
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Writing Journals/Prompts • Entrance/Exit slips • Student conferences • Class discussions • Student Conferences • Observation • RACE responses
Activities and Resources	<p>Amistad Commission Interactive Curriculum</p> <p>The New Jim Crow (Excerpts)</p>
Suggested Modifications	

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>6.1.12.CivicsPR.4.a:</p> <p>WALT 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.</p>
Student Learning Strategies	<p>Direct Instruction</p> <p>Audio/Visual instruction</p> <p>Activities that incorporate kinesthetic learning</p>
Success Criteria	

Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Writing Journals/Prompts • Entrance/Exit slips • Student conferences • Class discussions • Student Conferences • Observation • RACE responses
Activities and Resources	Amistad Commission Interactive Curriculum The New Jim Crow (Excerpts)
Suggested Modifications	

REFLECTIONS

N/A

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

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