

# Unit 9: Reconstruction ("Reconstruction and the Changing South") Grade 8

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **4 weeks**  
Length: **June**  
Status: **Published**

## Unit Overview

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The South had a more difficult time recovering from the Civil War than the North. Lincoln's Reconstruction plan met with some resistance. Andrew Johnson became president after Lincoln's assassination. The South's black codes restricted the rights of freed African Americans. Congress responded by passing harsh Reconstruction measures. President Johnson survived an impeachment attempt. Southern and northern groups competed to control the South in the postwar period. The effort to rebuild the South created a cycle of poverty that affected freed African Americans and poor whites. Reconstruction did little to improve the condition of free African Americans. However new industries helped to improve the economy of the South.

## Transfer

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Students will be able to independently use their learning to:

- Vote
  - Advocate for people experiencing racial and economic inequality
  - Compromise
  - Resolve conflicts
  - Debate political issues intelligently
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## Meaning

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## **Understandings**

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Students will understand that...

-There were difficulties faced by the freed man and women in the aftermath of the Civil War.

## **Essential Questions**

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Students will keep considering...

- 1.) Why did the North win the war?
- 2.) Why did the South lose?
- 3.) What would have happened if the South won the Civil War?

## **Application of Knowledge and Skill**

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## **Students will know...**

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Students will know..

- Describe the nation's postwar problems.
- List the early steps that were taken toward Reconstruction.
- Explain how the assassination of Lincoln and the inauguration of a new President led to conflict.
- Describe how Congress reacted to the passage of black codes in the South.
- Explain how Radical Republicans gained power in Congress.
- Identify why President Johnson was impeached.
- Identify new forces in southern politics.
- Describe how southern Conservatives resisted Reconstruction.
- List the challenges facing Reconstruction governments.
- Explain why sharecropping led to a cycle of poverty.

## **Students will be skilled at...**

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Students will be skilled at...

recalling simple names, dates, and facts

sequencing events and creating time lines

recognizing main ideas

using symbols and symbolizing in maps and documents

integrating math and language arts into Social Studies lessons

specifying and predicting the reasoning and outcomes of decisions

investigating primary sources

experimenting with hypothetical situations and what-ifs

Problem solving using contextual experiences related to the unit

decision-making and choosing the best course of action for contemporaries of the time period and relating such to the present

## **Academic Vocabulary**

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freedman

Reconstruction

Ten Percent Plan

amnesty

Wade-Davis Bill

Freedman's Bureau

Thirteenth Amendment

black codes  
Radical Republican  
Fourteenth Amendment  
Radical Reconstruction  
Reconstruction Act  
Impeach  
Fifteenth Amendment  
Scalawag  
Carpetbagger  
Conservatives  
Ku Klux Klan  
sharecropper  
Poll Tax  
Literacy test  
Grandfather clause  
Segregation  
Jim Crow Laws  
*Plessy v. Ferguson*  
"New South"  
Industries  
Cycle of Poverty

## **Learning Goal 1**

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Students will understand that the Civil War and Reconstruction had a lasting impact on the development of the United States.

LA.RL.8.1

Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RI.8

Reading Informational Text

|            |   |
|------------|---|
| LA.RI.8.1  | Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
| LA.RI.8.2  | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.   |
| LA.RI.8.3  | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  |
| LA.RI.8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| LA.RI.8.5  | Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.  |
| LA.RI.8.6  | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  |
| LA.RI.8.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.   |
| LA.W.8     | Writing   |
| LA.W.8.1   | Write arguments to support claims with clear reasons and relevant evidence.   |
| LA.W.8.1.A | Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  |
| LA.W.8.1.B | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  |
| LA.W.8.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  |
| LA.W.8.1.D | Establish and maintain a formal style.  |
| LA.W.8.1.E | Provide a concluding statement or section that follows from and supports the argument presented.  |
| LA.W.8.2.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).                    |
| LA.W.8.2.B | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |
| LA.W.8.2.C | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.   |
| LA.W.8.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| LA.W.8.2.E | Establish and maintain a formal style/academic style, approach, and form.   |
| LA.W.8.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |
| LA.W.8.3.C | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.   |
| LA.W.8.3.D | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  |
| LA.W.8.3.E | Provide a conclusion that follows from and reflects on the narrated experiences or events.  |
| LA.W.8.4   | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                      |
| LA.W.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.

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| LA.W.8.6                        | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  |
| LA.W.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.   |
| LA.W.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. |
| LA.W.8.9                        | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| LA.SL.8.1.A                     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.   |
| LA.SL.8.1.B                     | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  |
| LA.SL.8.1.C                     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  |
| LA.SL.8.1.D                     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.  |
| LA.SL.8.2                       | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  |
| LA.SL.8.3                       | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.   |
| LA.L.8.2.A                      | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.   |
| LA.L.8.2.B                      | Use an ellipsis to indicate an omission.  |
| LA.L.8.2.C                      | Spell correctly.  |
| LA.L.8.4.A                      | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   |
| LA.L.8.4.B                      | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).   |
| LA.L.8.4.C                      | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.   |
| LA.L.8.4.D                      | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |
| LA.8.CCSS.ELA-Literacy.CCRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.8.CCSS.ELA-Literacy.CCRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.8.CCSS.ELA-Literacy.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   |

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| LA.8.CCSS.ELA-Literacy.CCRA.R.1  | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  |
| LA.8.CCSS.ELA-Literacy.CCRA.R.2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| LA.8.CCSS.ELA-Literacy.CCRA.R.3  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| LA.8.CCSS.ELA-Literacy.CCRA.R.4  | 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.  |
| LA.8.CCSS.ELA-Literacy.CCRA.R.5  | 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.   |
| LA.8.CCSS.ELA-Literacy.CCRA.R.6  | Assess how point of view or purpose shapes the content and style of a text.  |
| LA.8.CCSS.ELA-Literacy.CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.   |
| LA.8.CCSS.ELA-Literacy.CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.   |
| LA.8.CCSS.ELA-Literacy.CCRA.W.1  | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |
| LA.8.CCSS.ELA-Literacy.CCRA.W.2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| LA.8.CCSS.ELA-Literacy.CCRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LA.8.CCSS.ELA-Literacy.CCRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| LA.8.CCSS.ELA-Literacy.CCRA.W.6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| LA.8.CCSS.ELA-Literacy.CCRA.W.7  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |
| LA.8.CCSS.ELA-Literacy.CCRA.W.8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  |
| LA.8.CCSS.ELA-Literacy.CCRA.W.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| LA.8.CCSS.ELA-Literacy.CCRA.SL2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| LA.8.CCSS.ELA-Literacy.CCRA.SL3  | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   |
| SOC.6.1.8.A.5.b                  | Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.   |
| SOC.6.1.8.CS5                    | Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States. |

## Target 1

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Describe the nation's postwar problems.

SOC.6.1.8.A.5.b

Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

SOC.6.1.8.CS5

Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

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## Target 2

Explain how Radical Republicans gained power in Congress.

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SOC.6.1.8.A.5.b

Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

SOC.6.1.8.CS5

Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

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## Target 3

List the challenges facing Reconstruction governments.

SOC.6.1.8.A.5.b

Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

SOC.6.1.8.CS5

Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

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## Target 4

List the events that led to the end of Reconstruction.

SOC.6.1.8.A.5.b

Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

SOC.6.1.8.CS5

Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.



## Target 5

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Examine and describe the impact of the 14th amendment on equality in the United States. (LGBT curriculum <http://queerhistory.pbworks.com/w/page/121390824/websites8th>)

## Advanced Learning Goal

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Students will understand that the Civil War and Reconstruction had a lasting impact on the development of the United States.

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|-----------------|--|
| SOC.6.1.8.A.5.b | Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.   |
| SOC.6.1.8.B.5.a | 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.   |
| SOC.6.1.8.C.5.a | Assess the human and material costs of the Civil War in the North and South.   |
| SOC.6.1.8.C.5.b | Analyze the economic impact of Reconstruction on the South from different perspectives.  |
| SOC.6.1.8.D     | History, Culture, and Perspectives   |
| SOC.6.1.8.D.5.d | Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.   |
| SOC.6.1.8.CS5   | Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States. |

## Advanced Target 1

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Describe the nation's postwar problems.

|                 |  |
|-----------------|--|
| SOC.6.1.8.A.5.b | Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.   |
| SOC.6.1.8.B.5.a | 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.   |
| SOC.6.1.8.C.5.a | Assess the human and material costs of the Civil War in the North and South.   |
| SOC.6.1.8.C.5.b | Analyze the economic impact of Reconstruction on the South from different perspectives.  |
| SOC.6.1.8.D.5.d | Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.   |
| SOC.6.1.8.CS5   | Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States. |

## Advanced Target 2

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Explain how Radical Republicans gained power in Congress.

|                 |  |
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| SOC.6.1.8.A.5.b | Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.   |
| SOC.6.1.8.B.5.a | 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.   |
| SOC.6.1.8.C.5.a | Assess the human and material costs of the Civil War in the North and South.   |
| SOC.6.1.8.C.5.b | Analyze the economic impact of Reconstruction on the South from different perspectives.  |
| SOC.6.1.8.D.5.d | Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.   |
| SOC.6.1.8.CS5   | Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States. |

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### Advanced Target 3

List the challenges facing Reconstruction governments.

|                 |  |
|-----------------|--|
| SOC.6.1.8.A.5.b | Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.   |
| SOC.6.1.8.B.5.a | 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.   |
| SOC.6.1.8.C.5.b | Analyze the economic impact of Reconstruction on the South from different perspectives.  |
| SOC.6.1.8.D.5.b | Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.   |
| SOC.6.1.8.D.5.d | Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.   |
| SOC.6.1.8.CS5   | Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States. |

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### Advanced Target 4

List the events that led to the end of Reconstruction.

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### Advanced Target 5

Examine and describe the impact of the 14th amendment on equality in the United States. (LGBT curriculum <http://queerhistory.pbworks.com/w/page/121390824/websites8th>)

|                 |  |
|-----------------|--|
| SOC.6.1.8.A.5.b | Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.   |
| SOC.6.1.8.C.5.a | Assess the human and material costs of the Civil War in the North and South.   |
| SOC.6.1.8.C.5.b | Analyze the economic impact of Reconstruction on the South from different perspectives.  |
| SOC.6.1.8.D.5.d | Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.   |
| SOC.6.1.8.CS5   | Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States. |

## **Summative Assessment**

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All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternative assessments may include but are not limited to any combination of the following:

Common Assessment

Reading Like A Historian: Radical Reconstruction, Sharecropping, Reconstruction SAC

Docs Teach: Articles of Impeachment, Roll Call Vote

DBQ Project: North or South: Who Killed Reconstruction?

problem-based learning, projects or presentations, common paper/pencil assessments, primary source writing with essential questions

Common summative assessments will be devised by the 8th grade social studies teachers during common planning time.

Primary Source Documents: 13th, 14th and 15th Amendments, Photos of the KKK, Primary Sources from W.E.B. Dubois

## **21st Century Life & Careers**

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| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.                          |
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                     |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                                 |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.                |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                       |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them.   |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| PFL.9.1.8.A.2  | Relate how career choices, education choices, skills, entrepreneurship, and economic |

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|               | conditions affect income.   |
| PFL.9.1.8.A.3 | Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.  |
| PFL.9.1.8.A.4 | Relate earning power to quality of life across cultures.  |
| PFL.9.1.8.A.5 | Relate how the demand for certain skills determines an individual's earning power.  |
| PFL.9.1.8.D.5 | Explain the economic principle of supply and demand.  |
| PFL.9.1.8.F.1 | Explain how the economic system of production and consumption may be a means to achieve significant societal goals.   |
| TECH.8.1.8    | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| TECH.8.2.8    | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

## **Formative Assessment and Performance Opportunities**

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Lecture

Group Work

Think-Pair-Share

Technology implementation

Do Nows

Directed Reading

Graphic Organizers

Primary and Secondary Sources

Picture Prompts

Projects

Teacher observation

cooperative learning opportunities

guided practice

classroom centers

atlas/geography activities

primary source examination

essential question writing

## **Accommodations/Modifications**

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Primary source analysis: Differentiated texts levels

Photo analysis with tiered questions

Enrichment opportunities: Advanced classes will incorporate more Level 4 Knowledge Utilization processes. Advanced classes will have broader and more specific essential writing activities. These classes will also have to incorporate more decision-making, problem-solving, relating experiences, and investigation activities.

Differentiation: 504 and IEP modifications will be closely followed and modified to for the needs of specific students. Regular planning with Inclusion Instructors to best implement these specific practices will take place throughout the academic school year.

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-  
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students'  
Background Knowledge to Content in the ELL Classroom"

- guided notes
- modified assessments
- modified assignments
- student-generated research projects
- task-based assessments
- test corrections

## **Advanced Class Modifications**

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## **Unit Resources**

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guest speakers

interactive white board activities

Internet activities

supplemental textbooks/ teacher resources

social studies notes and hand-outs

videos and online videos for audio and visual learners

activity cards

American history websites

youtube

safari montage

helpful bulletin boards and posters

exit tickets

on-line project builder

## **NEWSCURRENTS (LGBTQ RESOURCES)**

### **Digital Resources**

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**1.) Digital Public Library of America** - <https://dp.la/> - link to DPLA home search engine for various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

a.) [https://dp.la/item/a7965c36b14ec8b76f11ca853565c3d1?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DReconstruction%2Bafter%2Bthe%2Bcivil%2Bwar](https://dp.la/item/a7965c36b14ec8b76f11ca853565c3d1?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3DReconstruction%2Bafter%2Bthe%2Bcivil%2Bwar) - Ku Klux Klan: Reconstruction Era (text)

b.) [https://dp.la/item/5010453e75cea035b1687f07f73862c9?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dsharecropping](https://dp.la/item/5010453e75cea035b1687f07f73862c9?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dsharecropping) - Sharecropping Contract (text)

c.) [https://dp.la/item/d1cc763b1ab86fc97a2e1a71d15e4d9d?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dsharecropping%2Breconstruction](https://dp.la/item/d1cc763b1ab86fc97a2e1a71d15e4d9d?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dsharecropping%2Breconstruction) - "Uncle Louis" former slave and sharecropper at 105 years old (image)

**2.) Digital History website** - <http://www.digitalhistory.uh.edu/era.cfm?eraID=8&smtID=1> - link to various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

a.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=8&smtID=1> - Reconstruction (overview)

- b.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=8&smtID=11> - Reconstruction (For Teachers)
- c.) [http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit6\\_7.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit6_7.pdf) - African-American as sharecropper (For Teacher lesson)
- d.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=1143](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1143) - Should Johnson be Impeached? (documents)
- e.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=3682](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3682) - Intimidating Former Slaves (documents)
- f.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=4559](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=4559) - A Black Union Soldier Comments on Treatment by Southerners (documents)
- g.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=8&smtID=6> - Music of the Era (music)
- h.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=8&smtID=7> - Films of the Era (film)

**3.) CK-12 Social Studies (Basic and Advanced Online Texts)** - [http://www.ck12.org/history/#view\\_books](http://www.ck12.org/history/#view_books) link to various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/5.5/> - Andrew Johnson vs Thaddeus Stevens (basic)
- b.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/5.5/> - Andrew Johnson vs Thaddeus Stevens (advanced)
- c.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/5.6/> - Sharecropping (basic)
- d.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/5.6/> - Sharecropping (advanced)
- e.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/5.7/> - Reconstructions (basic)
- f.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/5.7/> - Reconstruction (advanced)

**4.) ABC-clio.com** - <http://americanhistory.abc-clio.com/> link to various "topics" of the curriculum including on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <http://americanhistory.abc-clio.com/Topics/Display/1187650> - Reconstruction Plans (lesson overview)
- b.) <http://americanhistory.abc-clio.com/Topics/Display/1187656> - 40 Acres and a Mule (lesson overview)
- c.) <http://americanhistory.abc-clio.com/Topics/Display/1187644> - Resistance in Triumph (lesson overview)

**5.) Reading Like A Historian** - <http://sheg.stanford.edu/civil-war-reconstruction> - link to various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <http://sheg.stanford.edu/radical-reconstruction> - Radical Reconstruction as a primary source (with essential

questions)

- b.) <http://sheg.stanford.edu/sharecropping> - Sharecropping as a primary source (with essential questions)
- c.) <http://sheg.stanford.edu/reconstruction> - Reconstruction SAC as a primary source (with essential questions)

**6.) Docsteach** - <https://www.docsteach.org/> - link to various lessons and sources on Causes of the Civil War/ "Slavery Divides a Nation" including:

- a.) <https://www.docsteach.org/activities/teacher/from-dred-scott-to-the-civil-rights-act-of-1875-eighteen-years-of-change> - From Dred Scott to the Civil Rights Act of 1875: Eighteen Years of Change
- b.) <https://www.docsteach.org/activities/teacher/how-effective-were-the-efforts-of-the-freedmens-bureau> - How Effective Were the Efforts of the Freedmen's Bureau?

**7.) NJ Amistad Commission Curriculum** (free resource which requires login) -  
<http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>;  
<http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction>