

# Unit 8: Reconstruction

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **1**  
Status: **Published**

## Unit 8: Reconstruction (1865-1876)

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### Standards

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SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
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.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.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.
SOC.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.
SOC.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.
SOC.6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
SOC.6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

### Learning Objectives

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- Compare Presidential and Radical Reconstruction policies, and determine which one was more effective
- Compare the experiences of the Civil War to another civil war from current events
- Compare the perspectives of Booker T. Washington and W.E.B. DuBois, and determine which was more effective
- Describe how Confederate states were reincorporated into the country
- Describe sharecropping during Reconstruction
- Describe the causes and effects of the Freedmen's Bureau

- Explain how the 13th, 14th, and 15th Amendments expanded civil and human rights
- Explain the Compromise of 1876
- Explain the rise of the Ku Klux Klan, and describe how the KKK impacted African Americans in the South
- Explain the significance of the Plessy v. Ferguson case
- Explain why Andrew Johnson clashed with Radical Republicans during Reconstruction
- Explain why the South had difficulty recovering after the Civil War
- Practice for assessment

## **Essential Skills**

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- Compare and Contrast: identifying similarities and differences between two or more like things
- Empathy: understanding and sharing the thoughts and feelings with people from the past
- Evaluate: taking a stance and supporting it with evidence
- Explain: breaking down a complex task into understandable terms and concepts
- Geographic Literacy: reading and interpreting maps to analyze and explain concepts
- Historical Reasoning: apply and recognize historical patterns in the modern world

## **Essential Questions**

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- How do you mend ties and move forward after a conflict?

## **Instructional Tasks/Activities**

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- Checks for comprehension
- Civil War: Then and Now Research Project
- Ducksters
- Gimkit review
- Guided Notes
- Jim Crow Laws Analysis
- Make up previous work
- McGraw Hill textbook readings, Chapter 6
- McGraw Inquiry: Compromise of 1877
- McGraw Inquiry: Freedmen's Bureau
- Modified DBQ from DBQ Online
- Oral check for previous lesson understanding
- Practice Test
- Primary Source Analysis: The Mississippi Black Code
- Reconstruction Political Cartoon Activity

- Reconstruction: Success or Failure Paragraph
- Video lesson review sheet

## **Accommodations/Modifications/Differentiation**

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### **Modifications/Accommodations**

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- Access to accurate notes
- Additional time to complete classroom tests/quizzes
- Allow extra time for task completion
- Allow for oral follow-up for student to expand on written response
- Allow wait time for processing before calling on student to respond
- Break down task into manageable units
- Edit written work with teacher guidance
- Emphasize multi-sensory presentation of data
- Frequently check for understanding
- Modified homework assignments (modify content, amount, as appropriate)
- Modified tests/quizzes
- Modify curriculum content based on student's ability level
- Modify the content of tests/quizzes
- Pre-teach new vocabulary
- Provide benchmarks for long-term assignments and/or projects
- Provide hands-on learning activities
- Provide modeling
- Provide option for alternative assessments
- Provide timelines for work completion
- Read directions aloud
- Refocusing and redirection
- Simplify task directions
- Small group administration of classroom tests/quizzes
- Use a consistent daily routine
- Use interests to increase motivation
- Use of calculator/math grid

### **Resources**

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- Appropriately stimulating and educative multimedia (e.g., YouTube)

- DBQ Online
- Gimkit
- Internet research
- Practice Test
- Primary Source Collection: Voices of Freedom: A Documentary History by Eric Foner, Vol. 1-2, 6th Edition, ISBN: 978039369612 (vol. 1) / 978039369629 (vol. 2)
- Primary Sources, as mentioned in the McGraw Hill textbook
- Reading level appropriate online text
- Teacher-made PowerPoints
- Textbook: McGraw Hill United States History ISBN: 978-0-07-902313-1

## **Assessment Procedure**

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- Classwork
- Current Events
- DBQs
- Duckster Quizzes
- Exit Ticket/Entrance Ticket/Do Now
- Informal Assessments/Checks
- Other named in lesson
- Participation -- weekly
- Projects
- Review
- Tests