

# US II- Unit 1

Content Area: **Social Studies**  
Course(s):  
Time Period: **September**  
Length: **4 Weeks**  
Status: **Published**

## Targeted Standards

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SOC.6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
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.

## Rationale & Transfer Goals

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This unit sets the stage for the remainder of the year as it pushes students toward modern America. , It examines the social impact of the end of slavery. It also makes clear that much of the new prosperity was limited for multiple social groups (immigrants/African Americans/woman) Students will be introduced to new legislation that is put into play but not enacted to its full potential setting up great amounts of social unrest on the horizon

## Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

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The process of reconstruction was complex and a foreshadowing of issues to come. The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

## Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

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How did the process of reconstruction shape future generations?

Did the government's decisions during Reconstruction help or hinder the rebuilding of the South

## **Content/Objectives**

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### **Content - What students will know**

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Reconstruction

Freeman's Bureau

Black codes

14th & 15th amendments

Carpetbaggers

Ku Klux Klan

10% Plan

Andrew Johnson

enforcement

Rutherford B. Hayes

### **Skills - What students will be able to do**

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Evaluate the treatment of Southern blacks after the war

Analyze the success and failure of reconstruction

Examine the impact of Presidential Decisions made during the reconstruction period

## **Instructional Activities**

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## **Evidence (Assessments) - How we know students have learned**

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Reconstruction Unit Test

Summative: Written Test

Did Rutherford B. Hayes set the Civil Rights Movement Back?

Summative: Written Report

Students will evaluate the decision making process set forth by Rutherford B. Hayes and evaluate whether or not his actions pushed the Civil Rights movement back

RACE- Are there black codes today?

[Assessments](#)

## **Activities/Strategies - How we teach content and skills**

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- Map skills –Economic Effects of the Civil War

Pair/Share post war amendments

Chart ----Success/failure of Reconstruction

Debate racial intimidation and its influence on Southern politics/education/etc.

Graphic Web (problems after the war)

**Spiraling for Mastery - Where does this unit spiral back to other units or previous years?**

**Content or Skill for this Unit**

Graphs of Southern Reconstruction States

Maps of 10% Plan /Johnson vs Lincoln

Primary documents/Amendments 13/14/15

Draw Evidence from informational text module

Interpretation of key words and phrases as used in text from module 10 (all sections)

**Spiral Focus from Previous Unit**

Interpret and understand primary document material/ Abolitionists

Understand and evaluate maps and graphs of time period (reconstruction maps of Southern States for Readmittance)

Key use of vocabulary terms and phrases from Reconstruction Era

## **Instructional Activity**

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Graph Interpretation Migration of African Americans post-Civil War

Review of Primary Source Freedmen's Bureau

Interpret Andrew Johnson and the 10% plan”

Review of Maps of Economic Damage to the South

RACE paragraphs using current vocab terms from unit

Rutherford B Hayes “Did his deal with the South push the movement back”

## **21st Century Skills - What are the 21st Century Skills that are a part of this unit?**

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9.4.2.IML.2: Represent data in a visual format to tell a story about the data

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

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

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

## **Key Resources**

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HMH Online Textbook Module 10

[Henry Grady and the New South](#)

[Digital Inquiry Group: Reconstruction SAC](#)

[Digital Inquiry Group: Radical Reconstruction](#)

[Digital Inquiry Group: Thomas Nast Cartoons](#)

## **Interdisciplinary Connections - How does this content impact the following groups**

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### **LGBTQ**

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### **Hispanic**

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Post Civil War effect on Hispanic's who fought on both sides vs impact on hispanic connection to today's armed services

### **African American**

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Black Congressmen/HBCU/Black Male Suffrage/Impact of African Americans in political arena post reconstruction and connect to today's impact

### **Women**

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Mary Lincoln/ Impact of Women's suffrage movement post Civil War and its effect on Women today and their role in politics

