Unit 4-Civil War and Reconstruction

Content Area: **Social Studies**
Course(s): **Social Studies 7**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

- What is a civil war?
- What are human rights?

Big Ideas

- The civil war resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.

African American History Studies

Articles from *African American History-Untold Stories*

Nat Turner

A plantation owner's worst nightmare was a slave rebellion. Nat Turner encapsulated their biggest fears, a slave who could read and write as well as inspire other slaves to rise up.

Literature

Frederick Douglass escaped slavery in Maryland when he was 20. He went on to inspire other slaves with his words as a renowned abolitionist.

Social and Emotional Learning

Did the South Have the Right to Secede

- PLAN Problem Solving
- Collaborative Creativity
- Audience-Focused Communication

Students work cooperatively in groups to read the primary source material about the South's secession in the 1860's and to teach it to the rest of their classmates. They break down the lesson together and decide how it

will be taught and who assumes the various teaching responsibilities. Students will have a Yes/No/Maybe debate on whether the secession was justified. Students will be broken into groups to represent each side of the issue. Students will collaborate to come up with a statement that they will be presenting to the class to state their opinion for discussion and debate. Students will also read from the primary source that corresponds to their position. Students will also read from the primary source that corresponds to their position.

- Responsible Listening
- Respectful Empathic Debate
- Peer Opinion Sharing: Yes-No- Maybe* STAT discussion questions

The room will be split into the supporters of southern secession on one side and the detractors on the other. Those students not committing to a point of view initially will be to the side. Supporters of each side will begin by reading aloud from the primary text of their position. Then, students will respectfully take turns presenting reasons for their position in hopes of convincing others to join their side. Students are free to move from one location to another if/when they are convinced another location is a better fit for them .

- Responsible Listening
- Peer Opinion Sharing: Yes-No- Maybe* STAT discussion questions
- Audience-Focused Communication

When everyone who wants to share has finished, students return to their seats. They will then discuss what if any points were made that convinced them of their stance on southern secession. Students will also discuss what they got out of the lesson. Respectful dialogue can only occur when people are willing to truly listen to what others are saying. There are no right or wrong answers in this lesson**.**

STAT: Southern Secession

CSDT Technology Integration

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

Activity:

Students will create a presentation on major battles from the Civil War. Students will work in cooperative groups to research major battles taking place during the Civil War. Students will research using various websites and library books. The research will be placed on a graphic organizer. After the graphic organizer is reviewed, students will create a presentation using the information they researched. They will incorporate slides, videos, a game, and cite digital content in their presentation.

Enduring Understandings

6.1 U.S. History: America in the World

A. Civics, Government, and Human Rights

6.1.8.HistoryUP5.b [M] Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.HistoryCC.5.b [M] Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

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

C. Economics, Innovation, and Technology

6.1.8.HistoryCC5.c [M] Assess the human and material costs of the Civil War in the North and South.

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

D. History, Culture, and Perspectives

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

6.1.8.D.5.c [M] Examine the roles of women, African Americans, and Native Americans in the Civil War

Focus Areas

- Explain major issues, events, and personalities of the Civil War.
- Explain the impact that Lincoln and Johnson had on reconstruction and southern resistance.
- Examine the role that women, African Americans, and Native Americans had in the Civil War.
- Discuss the Emancipation Proclamation and the Gettysburg Address.

Activities and Assessments

Primary Source—Women in the War p. 466

Primary Source—Gettysburg Address p. 480

Primary Source—Emancipation Proclamation p. 464

Video Clips

Readers Theater

Reconstruction problem vs. solution presentation

Group presentation on major people and places of the Civil War

Primary Sources
Students will examine the rising tensions between the North and South that leads to the American Civil War. They will use an excerpt from Stephen A. Douglas's introduction to the Kansas Nebraska Act, the Supreme Court Dred Scott decision by Roger B. Taney, and a journal entry by abolitionist John Brown to identify the causes of the war.

Geography

Chapter 17 – The Civil War

1. Look at classroom map to determine the border of the North and South
2. Pg. 461, map of War in the West 1862-1863
3. Pg. 460, Battle of Shiloh
4. Pg. 462, War in the East map, show larger view on classroom map
5. Battle of Gettysburg, pg. 478 – map
6. Final Battles of the War, maps 483

Chapter 18 – Reconstruction and the New South

1. Pg. 509, Election of 1876 map
2. Pg. 510, "How Did Geography Affect Southern Industry?"

Amistad Commission Mandate

Chapter 16-18

Topics Covered: Life Under Slavery Presentation- Topics include: the slave trade, slave codes, escaping slavery (Underground Railroad), the Abolitionist Movement (Sojourner Truth, Frederick Douglass, African Americans in the Civil War, and Reconstruction

* See Appendix E for Cross Content Integration

Document Based Activity

6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

DBQ Activity

What motivated reformers to seek change in American society during the 19th century?

What were the main goals of 19th-century reformers, and what motivated them to work for change?

Why did Horace Mann believe public education was important for the future of the country?

What does this document suggest about the goals and emotions of those involved in the abolitionist movement?

Why was the Seneca Falls Convention a significant event in the history of reform?

What concerns did reformers in the temperance movement have about alcohol?

What problem did Dorothea Dix hope to solve through reform?

For the complete DBQ Plan, please refer to MP4 chapter 15 DBQ PDF.