Unit 3 - The Civil War and Reconstruction

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

Unit Overview

The Civil War stands as the most divisive and brutal era in American history. This unit focuses on its causes, the conflict itself, and the bitter years of Reconstruction that followed the four-year war between the North and the South.

Enduring Understandings

The Missouri Compromise was an 1819 agreement to admit Maine (free state) and Missouri (slave state) to the Union to maintain equal number of slave and free states
In 1858, Lincoln challenged Douglas to a series of debates in the campaign for the Senate.
After the Confederates shelled the fort, the Union forces surrendered to the Confederate forces on April 13, 1861.
The goal of the South was to become an independent nation and to preserve its traditional way of life. The goal of the North was to preserve the Union.
Lincoln believed that slavery was wrong, but he did not want to turn the slave-holding border states against the Union. Also, he was not sure that enough people in the Union would fight against slavery.
At the time, no slaves were freed; the Proclamation affected only slaves in Confederate states not under Union control. Enslaved African Americans and in Union border states in the Union-held Confederate territories were not covered.

Essential Questions

What was the purpose of the Missouri Compromise?
Explain the rapid emergence of Abraham Lincoln as a Republican leader.
How did the Civil War begin in 1861?
What issues divided the nation?
What was Lincoln’s primary goal in the war?
What were the effects of the Emancipation Proclamation?
Explain how the rights of African Americans were restricted in the South after Reconstruction?

Learning Objectives

Describe the purpose of the Missouri Compromise.
Explain why conflict arose over the issue of slavery in the western territories,
Identify why the Free-Soil party was founded.

Explain why the slavery debate erupted again in 1850.
Describe the impact od of Compromise of 1850.
Summarize how Uncle Tom's Cabin affected attitudes toward slavery.
Identify the goal of the Kansas-Nebraska Act.
Explain why violence erupted in Kansas and in the Senate.
Summarize the impact of the Dred Scott case on the nation.
Explain why the Republican party was founded.
Explain the rapid emergence of Abraham Lincoln as a Republican leader.
Describe the reaction to John Brown's raid on Harpers Ferry.
Explain how the 1860 election reflected sectional divisions.
Describe how the South reacted to the election results.
Identify how the Civil War began in 1861.
Explain the issues that divided the nation.
Describe the strengths and weaknesses of the North and the South,
Identify the leaders of each side in the war.
Describe the strategies each side adopted to win the war.
Explain how early encounters dispelled hopes for a quick end to the war.
Identify the victories of the Confederates.
List the victories of the Union.
Identify Lincoln's primary goal in the war.
Describe the effects of the Emancipation Proclamation.
Explain African Americans' contribution to the war effort both in the Union army and behind Confederate lines.
Describe conditions for Confederate and Union soldiers.
Explain what problems each side faced at home.
Summarize how the war affected the economies of the North and the South,
Identify the role women played in the war.
Explain why the Union victories at Vicksburg and Gettysburg were important.
Describe Grant's plan for ending the war.
Identify Lincoln's hopes for the Union after his reelection.
Summarize why the Civil War Describe the nation's postwar problems.
List the early steps that were taken toward Reconstruction.
Explain how the assassination of Lincoln and the inaugurations 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..
List the events that led to the end of Reconstruction.
Explain how the rights of African Americans were restricted in the South after Reconstruction.
Identify industries that flourished in the "New South." was a major turning point in the U.S. history.
Students will read and analyze Juneteenth - A Celebration of Freedom (text set) (Amistad)
Career Exploration – Students will explore a career from the 1840s – 1900s and discuss it's modern role.
Letter from Frederick Douglass to Harriet Tubman (Amistad)
BLACK SOLDIERS IN THE CIVIL WAR (Amistad)
THE MISSOURI COMPROMISE (Amistad)
LINCOLN'S SPEECH ON SLAVERY (Amistad)

Standards: Content

	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.
6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryCC.5.b	Analyze critical events and battles of the Civil War from different perspectives.
6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.HistoryCC.5.d	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).
6.1.8.HistoryCC.5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.HistoryCC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.HistoryCC.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

Standards: Interdisciplinary

RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
W.IW.7.2	Write informative/explanatory texts (including the narration of historical events, scientific

	procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.7.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
W.SE.7.6	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.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.

Assessment Evidence

Formative	Responses to Interactive Whiteboard Activities, Check-In, Kahoots, Analyzing Images, class activities, Online Self-Check Quizzes, Exit Tickets, Graphic Organizers.
Summative	Tests, Quizzes, Projects, Written and Oral Responses, DBQs
Alternative & Benchmark	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments Benchmark – Teacher generated unit assessments.
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents
Letter from Frederick Douglass to Harriet Tubman (Amistad)
BLACK SOLDIERS IN THE CIVIL WAR (Amistad)
THE MISSOURI COMPROMISE (Amistad)

LINCOLN'S SPEECH ON SLAVERY (Amistad)
Social Studies Primary Source List

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
X	Civic Financial Responsibility		Financial Psychology		