



Greenwich Public Schools Curriculum Overview

Civil War and Reconstruction

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

Civil War and Reconstruction is a semester-long course that examines the ways in which slavery became entrenched in the United States and how slavery, along with other political, social and economic differences led to sectionalism and ultimately the Civil War. Students will also learn about Reconstruction's successes and failures.

Unit Pacing Guide

- Unit 1: Slavery and its Constitutional Underpinnings 1619-1800 (6-8 classes)
- Unit 2: Road to the Civil War 1800-1860 (12-15 classes)
- Unit 3: Civil War 1861-1865 (13-15 classes)
- Unit 4: Reconstruction 1863-1877 and the Legacy of the Civil War and Reconstruction (18-20 classes)

Enduring Understanding for the course:

- Beginning with the origins of slavery in the colonies, students will consider the role slavery played in colonial society and in the writing of the Constitution. Students will evaluate the causes of the Civil War and will evaluate the successes and failures of Reconstruction. Students will also assess the enduring legacy of the Civil War and Reconstruction in historical memory.
 - Students will understand the reasons why slaves were brought to the American colonies.
 - Students will understand how the American Revolution inspired African Americans to push for greater freedoms.
 - Students will understand that the desire to compromise at the Constitutional Convention had long-reaching ramifications that allowed the slavery question to fester throughout the nineteenth century.
- Unit One Desired Understanding:
 - Students will learn about the origins of slavery in the colonies, consider the impact of the American Revolution on slavery and will explore compromises made at the Constitutional Convention to ensure the continuance of slavery, including the three-fifths compromise, the Great Compromise, the gag rule and the position established on the slave trade.

- Unit Two Desired Understanding:
 - Students will assess the factors that bring Americans closer to war in the 1800s including, Manifest Destiny, failed attempts at compromise, and the rise of sectionalism triggered by the Mexican American War including the Compromise of 1850, the Kansas Nebraska Act and Bleeding Kansas. Students will consider the varying approaches to Abolitionism and the stances taken on slavery by Lincoln and Douglas as well as the Constitutional impact of the *Dred Scott decision*.
- Unit Three Desired Understanding:
 - This unit will start at Fort Sumter and students will have an opportunity to examine Lincoln's decision making at Fort Sumter through the Harvard Secession Case Study. Students will analyze key documents, including the Cornerstone speech and the Emancipation Proclamation. Students will learn about key battles in the war and consider the war from the perspective of the Confederates and the perspective of the Union soldiers. Ultimately, students will be able to articulate why the Union forces were able to defeat the Confederates.
- Unit Four Desired Understanding:
 - In this unit, students will be able to differentiate between Presidential Reconstruction and Congressional Reconstruction and will once again have the opportunity to use the Harvard Case Study on Reconstruction. Students will examine the freed slaves' political, economic and social and experiences during Reconstruction, as well as the redemption of the South. Finally, we will conclude the first part of the unit by assessing the era's successes and failures. The second part of Unit 4 focuses on the legacy of the Civil War and Reconstruction.

Alignment with C3 Standards:

Dimension 1: Developing Questions and Planning Inquiry

- D1.19-12. Explain how a question reflects an enduring issue in the field.
- D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling questions.
- D1.5.9-12. Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Dimension 2: Applying Disciplinary Concepts and Tools

- D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.
- D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
- D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

- D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system.
- D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
- D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
- D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
- D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
- D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.2.9-12. Analyze change and continuity in historical eras.
- D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.
- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

Dimension 3: Evaluating Sources and Using Evidence

- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.
- D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Communicating Conclusions and Taking Informed Action

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.
- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Suggested Assessments

Performance tasks:

- a) How do you account for what Edmund Morgan calls the paradox of American History--the subsequent rise of liberty along with the rise of slavery?
- b) Why did Bacon's Rebellion lead to stricter slave codes?
- c) Assess the extent to which the principles of liberty extended to African Americans following the American Revolution.
- d) Anticipate the ways in which the Constitutional Convention set the stage for future compromises and conflicts over the issue of slavery.
- e) How effective were the Missouri Compromise, the Compromise of 1850 and the Kansas Nebraska Act? Why do you think so many compromises were necessary?
- f) To what extent was the abolitionist movement a radical movement?
- g) To what extent was the Mexican-American War a catalyst for the Civil War?
- h) What was the impact of Lincoln's election in 1860?
- i) Why do you think John Brown took such drastic actions in the 1850s? Could he achieved his goals by working with the government?
- j) What do you think was the point of no return for North and South?
- k) Assess the strategies used in the war by the North and South. Why was the North ultimately able to win the war?
- l) Assess Lincoln's leadership in key moments such as: Fort Sumter, Emancipation Proclamation, decision to suspend habeas corpus.
- m) What do you think will be impact of the war on the immediate and long term attempts at reconciliation between the Union and the Confederacy?
- n) Evaluate the success of Presidential and Radical Reconstruction. Why was there such animosity between the President and the Congress?
- o) Support or refute the following statement: "Reconstruction was an unfinished revolution."
- p) Some people have advocated for reparations for African Americans over the years because they were never compensated for their slave labor and did not receive the 40 acres and a mule they were promised. Do you feel that enough was done to help African Americans during Reconstruction?
- q) What were the long and short term successes of Reconstruction?
- r) To what extent does Reconstruction lay the groundwork for the civil rights movement just under a hundred years later?
- s) Students will be able to assess the assess the long-term impact of slavery, the Civil War and Reconstruction on the course of American history.
- t) Students will be able to explain why Jim Crow laws emerged after Reconstruction.
- u) Students will consider why 1890-1920 is considered the nadir of race relations in America and why so many monuments were erected during this time.
- v) Students will be able to articulate how the Civil War and Reconstruction should be remembered.

Potential formats:

- 1) Academic essay – Students will evaluate and analyze scholarly research, including primary and secondary sources
- 2) PowerPoint – Students will use visual components to create a thesis driven argument

- 3) Newscast/Newspaper – Students will create an investigative piece reporting on a historical or current event
- 4) Political cartoon – Students will create a satire of a historical or current event, leader, or issue
- 5) Dialogue – Students will create a discourse between various historical or current perspectives
- 6) Speech or debate – Students will research, present, and defend a point-of-view
- 7) Traditional test – Students will demonstrate knowledge of a specific historical time period
- 8) Research – Students will use various sources to understand and evaluate historical or current events

Greenwich Public Schools Vision of the Graduate

- Pose and pursue substantive questions
 - Students will develop and explore their own research questions during a variety of research assignments
- Critically interpret, evaluate, and synthesize information
 - Students will critically interpret, evaluate and synthesize information by analyzing a variety of primary and secondary sources and by conducting research. This source evaluation and research will allow students to gain a variety of perspectives.
- Explore, define, and solve complex problems
 - Students will apply historical knowledge to critically analyze current problems and issues.
- Communicate effectively for a given purpose
 - Students will be evaluated on their ability to communicate effectively through a variety of methods. Through persuasive writing assignments, class discussions and presentations, students will continue to develop and improve their communication skills.
- Advocate for ideas, causes and actions
 - Students will evaluate past advocacy successes and failures and determine when others have chosen to fight for causes and taken action.
- Generate innovative, creative ideas and products
 - Students will demonstrate their mastery of curriculum objectives with innovative projects. Students will explore answers to essential questions through creative and varied assignments with research structured by the use of GPS research process.
- Collaborate with others to produce a unified work and/or heightened understanding
 - Students will learn to collaborate with one another while working in structured groups in a variety of cooperative learning activities in order to create a final product.
- Contribute to community through dialogue, service, and/or leadership
 - Through the study of community outreach, students gain the skills they need to become active citizens. The community service project will give students the opportunity to contribute to the community.

- Conduct themselves in an ethical and responsible manner
 - Current and historical situations will be analyzed so students gain perspective and information in order to conduct themselves in a responsible manner.
- Recognize and respect other cultural contexts and points of view
 - Through teaching about others' political ideologies, students will recognize and respect other cultural contexts and points of view. By developing an understanding of and empathy for others, students will appreciate differences and similarities between themselves and others.
- Pursue their unique interests, passions and curiosities
 - Students will have choice in many assignments and will be able to pursue their interests, specifically through the Capstone Community Service Project.
- Respond to failures and successes with reflection and resilience
 - Students will reflect on their writing and group work, in order to analyze what they did well and where they can improve. Frequent and constructive feedback by teachers will be used to ensure continuous reflection and refinement.
- Be responsible for their own mental and physical health
 - Social studies classes will help students develop study skills, and reduce stress through organization and planning.