

**Course: U.S. History I**  
**Unit #5: Reconstruction**

**Year of Implementation: 2019-2020**

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### **Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

#### **New Jersey ELA Standards**

(<https://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>)

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as

needed.

**New Jersey Core Curriculum Content Standards 21st Century Life and Careers**

(<http://www.state.nj.us/education/cccs/2014/career/9.pdf>)

**Standards:**

9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

**12 Career Ready Practices:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Unit Standards:**

**2014 NJCCC Standard(s), Strand(s)/CPI #** (<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>)

6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

**Transfer Goal(s): Students will be able to independently use their learning to identify how the effects of Reconstruction continue to impact America’s politics, economics, and society.** Students will do this by analyzing primary and secondary sources, evaluating sources for bias and credibility, and using their learning to provide evidence to support a logical argument. Such skills will prepare students to engage in the 21st century world as active, informed global citizens who can communicate effectively through written, oral, and visual means. *(Long Term Goals 3, 4 and 5)*

*Enduring Understandings*

Students will understand that . . .

*EU 1*

political, economic, and social influences may cause population shifts.

*EU 2*

reconstruction following a war involves political, social, environmental, and economic factors.

*EU 3*

political, economic, and social differences shape culture.

*EU 4*

conflict is a result of a perceived need for political, economic, or social change by a population.

*Essential Questions*

*EU1*

- How did “total war” impact Americans?
- How did the Civil War cause population shifts?

*EU 2*

- How does a country heal after a war?
- How can Reconstruction be interpreted as a clash between tradition and progress?
- If citizens’ rights are being violated by state and local governments, does the federal government have an obligation to intervene?
- Were the 13th, 14th, and 15th Amendments effective in obtaining citizenship and equality for African Americans?
- Was Reconstruction a “splendid failure”?

*EU 3*

- Did the political causes of the war continue to plague the nation after its conclusion?
- Does sectionalism still exist today?

*EU 4*

- Do stereotypes influence government policies?

	<ul style="list-style-type: none"> <li>• Does the Constitution truly incorporate all groups in the statement “We the people?”</li> <li>• Should first amendment rights apply to hate groups such as the Ku Klux Klan?</li> </ul>
<p><i>Knowledge</i> Students will know. . .</p> <p><b>Reconstruction</b></p> <ul style="list-style-type: none"> <li>• the conditions in the South immediately after the Civil War (EU 2, 4).</li> <li>• how the population shifted at the conclusion of the war (EU 1).</li> <li>• the effects Radical Reconstruction had on the South (EU 1, 2, 3).</li> <li>• what led to formation of Southern white supremacist groups, most notably the Ku Klux Klan (EU 2, 3, 4).</li> <li>• the social and economic changes in the South during Reconstruction (sharecropping, carpetbaggers, scalawags, etc.) (EU 1, 2, 3).</li> <li>• the effects of disenfranchisement, Black Codes, and Jim Crow Laws on the African American community ( EU 2, 3, 4).</li> <li>• the effects of Lincoln’s death on Reconstruction (EU2).</li> <li>• the politics of Reconstruction and how they affected different sections of the country (EU 1, 2, 3, 4).</li> <li>• the policies and scandals of the Grant administration (EU 1, 2, 3, 4).</li> <li>• the different Reconstruction plans put forth by political leaders (EU 1, 3, 4).</li> <li>• the struggle between the federal and state governments during Reconstruction (EU 2, 4).</li> <li>• the impeachment process of President Johnson (EU 2, 3).</li> <li>• the impact of the election of 1876 and subsequent compromise (EU 2, 3).</li> </ul>	<p><i>Skills</i> Students will be able to. . .</p> <ul style="list-style-type: none"> <li>• read maps, graphs, and other visuals to analyze historical data (EU 1).</li> <li>• draw inferences from factual material (EU 2, 3, 4).</li> <li>• analyze reasons behind and consequences for historical actions (EU 2, 4).</li> <li>• recognize and interpret different points of view (EU 3, 4).</li> <li>• detect bias in data presented in various forms (EU 2, 3, 4).</li> <li>• compare and contrast the credibility of differing ideas or accounts (EU 2, 3, 4).</li> <li>• read and analyze primary source documents to determine different points of view (EU 2, 3, 4).</li> <li>• formulate a historically defensible claim (thesis statement) (EU 4).</li> </ul>

- the evolution of the Democratic and Republican political parties during and after Reconstruction (EU 2, 4).
- the impact of the 13th, 14th, and 15th Amendment (EU 2, 3).
- the difference between liberal and conservative viewpoints during Reconstruction (EU 4).
- the changes to social, economic, political structure following the Civil War (EU 3, 4).
- the ways in which Southerners resisted change (EU 4).

### Stage Two - Assessment

*Other Evidence:*

- Essay
- DBQ
- Tests (Standard and Authentic)
- Presentations
- Research Projects

### Stage Three - Instruction

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

**Reconstruction**

- Analyze the lyrics for the song “Good Ole Rebel Soldier” to determine the views of many former Confederate soldiers following the war **(A, M) (EU 2, 3, 4)**.
- Students will read and analyze key primary source documents about the end of the war and Lincoln’s assassination, comparing/contrasting the views of the North, South, and the West **(A) (EU 4)**.

- Students will be grouped and given a pre-questionnaire on how they would fix the United States at the conclusion of the war. Prior to learning the specifics of Reconstruction plans, students will analyze important questions faced by the country at the start of rebuilding process **(A, M) (EU 2, 4)**.
- Prior to learning the specifics of Reconstruction plans of the era, students will create their own Reconstruction plan that highlights how they would answer specific issues during the time period, including: rights for newly freed African Americans, repairing the Southern economy, readmission of Southern states into the Union, potential punishment of Southern leaders/soldiers, compensation for Southern homes/property. They will then outline the plans developed by Lincoln, Johnson and the Radical Republican Congress **(A, M) (EU 2, 4)**.
- Using chromebooks, students will research an area that has needed to recover from natural/man-made disaster and list the ways in which the people of that area rebuilt their community looking at what resources were needed to accomplish this feat **(M) (EU 1, 2)**.
- Students will create a T-Chart outlining the rival Reconstruction plans (using a list of key topics). They can then verbally compare and contrast those differences in a class discussion **(A, M) (EU 2, 4)**.
- Students will create a mock debate about the conflicting plans for Reconstruction. Students could then highlight and discuss how they would have handled the issue of Reconstruction **(T) (EU 2)**.
- Student will act as journalists reporting on key years during Reconstruction. Using primary and secondary sources, groups will present a news report with interviews, topical reports, and cultural developments **(A, M) (EU 2, 3, 4)**.
- Students will research the changes that occurred as a result of the Civil War, focusing on medical, industrial, weaponry, professional and education advancements. Students will illustrate the evolution of the selected topic through an original presentation **(A) (EU 1, 3, 4)**.
- Have students label and compare electoral maps from the 3 different presidential elections in the Reconstruction Era. Compare and contrast how and why the states voted in each election **(A, M) (EU 3)**.
- Utilize the resources on the Amistad Commission website: <http://www.njamistadcurriculum.net/history/units> **(M) (EU 1, 2, 3, 4)**.
- Write an op-ed about the Grant administration scandals **(M) (EU 3)**.
- Students will write a critical analysis of the American political system during the Reconstruction Era **(M, T) (EU 3)**.
- Students will act as a journalist that is covering an area of the world today that has recently undergone a reconstruction of their government (either through war or peaceful means). Students will research the differences between the old government and the new and determine whether or not the goals of reconstruction were achieved. As a journalist, students will create a podcast reporting on the background of the situation, the goals of this country's reconstruction, and whether those goals were achieved **(T) (EU 1, 2, 3, 4)**.