



Grade 8 - Unit 5 - The Newest American Citizens: Reconstruction

Unit Focus

After the Civil War, the question of how to move forward loomed large. What would happen to former confederate leadership and soldiers? What did formerly enslaved people need as they made a life for themselves? How would the confederate states be readmitted to the country? None of these questions had easy answers. Unit 5 examines these questions and the various attempts to answer them. After considering the context of post war America, the unit first features a study of Reconstruction successes and then moves on to Reconstruction failures. Ultimately, Reconstruction came to a formal and controversial end in 1877, leaving a tragic 75-year legacy of Jim Crow segregation. As in our previous units, Rod Franchi's *Nineteenth Century American History for Teens*, is utilized as a resource to base further learning.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Connecticut Elementary and Secondary Social Studies Standards (2023) Grade 8 - United States History II <ul style="list-style-type: none">Explain how compelling and supporting questions represent key ideas in the study of United States History. (8.Inq.1.a)Develop compelling and supporting questions that are mutually reinforcing. (8.Inq.1.b)Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content. (8.Inq.2.a)Organize and prioritize relevant evidence from and among multiple sources to support claims. (8.Inq.3.b)Construct explanations using reasoning, summary, sequence, examples, and data while pointing out the strengths and weaknesses of the explanations. (8.Inq.4.b)Analyze the causes and effects of the Reconstruction Amendments (e.g., abolition, Latino and Black citizenship, suffrage). (8.His.14.b)Explain multiple causes and effects of racism both during and after Reconstruction (e.g., Page Act, Ku Klux Klan, Black Codes). (8.His.14.c)Analyze the purposes, implementation, and consequences of policies and political strategies during the Reconstruction Era (e.g., Homestead Act, Second Treaty of Fort Laramie, women's suffrage, Radical Reconstruction). (8.Civ.13.a)Evaluate the successes and failures of the Reconstruction in fulfilling ideas and principles contained in the founding documents (e.g., elected Black officials, Ebenezer Bassett, Freedmen's Bureau, Historically Black Colleges and Universities, Compromise of 1877). (8.His. 16.b)	<i>Students will be able to independently use their learning to...</i> T1 Evaluate diverse sources and points of view to determine what really happened. T2 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 The Civil War ended slavery only, not racism or inequality. U2 Reconstruction redefined freedom and citizenship in the United States. U3 The United States faced major political, social, and economic challenges after the Civil War. U4 Reconstruction made important gains toward equality, but racism and resistance limited its success.	<i>Students will keep considering...</i> Q1 What challenges did the U.S. face after the Civil War? Q2 To what extent did Reconstruction succeed in creating equality and protecting rights after the Civil War? Q3 How did freed people work to improve their condition? Q4 How were the goals of reconstruction undermined? Q5 Why did Reconstruction end, and what was lost?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Slavery was abolished, and citizenship was redefined. K2 Reconstruction expanded federal power to protect rights.	<i>Students will be skilled at...</i> S1 Identifying the successes and failures of Reconstruction. S2 Determining the central ideas or information of a primary or secondary source; providing an accurate

Stage 1: Desired Results - Key Understandings

- **Madison Public Schools Profile of a Graduate**
- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)

K3 Black Americans made real political and social gains.

K4 White resistance and racism limited those gains.

K5 Reconstruction ended before equality was secured.

summary of the source distinct from prior knowledge or opinions.

S3 Identifying aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

S4 Communicating important ideas through a visual.

S5 Contrasting the Black experience becoming American citizens with that of other European ethnic groups.

S6 Empathizing with the condition of freed people, Northerners, and white southerners after the Civil War

S7 Identifying ways freed people showed agency as citizens

S8 Examining legal loopholes of the Reconstruction amendments

S9 Examining economic barriers to social mobility for Black Americans during Reconstruction

S10 Interpreting political cartoons

S11 Making a historical argument about Reconstruction