Course Title: A History of the United States: The Early Years

Subject: Social Studies

Grade Level: 7

Duration: full year

Prerequisite: none

Elective or Required: Required

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
This survey course in early American history will focus on the period from President Andrew Jackson through the period of Reconstruction. During this time period students will study themes such as the Jackson Era, Manifest Destiny, the differences between the North and the South (political and economical), the reform movement (abolitionists, women’s rights, and social reform), Civil War, and Reconstruction. Geography, reading, and writing activities will be emphasized throughout this course of study. Course work will rely on textbook, primary sources, projects, research, and simulation activities. Students are expected to take notes, analyze and interpret documents and events, and compare and contrast various events with the present day.
A History of the United States: The Early Years
Unit 1: The Jackson Era

Approximate # Of Weeks: 4 weeks

Essential Questions:
- How did political beliefs and events shape Andrew Jackson’s Presidency?
- How did Andrew Jackson’s presidency impact Native Americans?
- How do economic issues affect the president and presidential elections?

Upon completion of this unit students will be able to:
- Evaluate the role of campaign tactics in elections of the early nineteenth century and compare them to today’s campaigns. (CCS: 6.3.8.A.1)
- Compare the position of those who supported states’ rights to those who wanted a stronger federal government (CCS 6.1.8.A.4.c)
- Assess the causes and consequences of the removal of eastern Native Americans (CCS: 6.1.8.B.4.b)
- Explain Jackson’s objections to the Bank of the United States (CCS: 6.1.8.C.4.a)

Interdisciplinary Standards (njcccs.org)
- Literacy in Social Studies and Social Studies Writing:
  - RH.6-8.9, RH.6-8.5WHST. 6-8.1, WHST.6-8.7, WHST.6-8.8

Activities – include 21st Century Technologies:
- Create a political campaign advertisement for the election of 1828- Create a television commercial or a radio commercial (podcast) for the election of 1828. Students will use at least two sources to identify the political platform of each candidate. All groups must submit a script of their advertisement.
- Persuasive Essay
Andrew Jackson Essay-Objective: To analyze the events associated with Andrew Jackson’s Presidency in order to evaluate his effectiveness as President. Was Andrew Jackson a Good or Bad President?

- Writing Prompt- Look at the painting that depicts the Cherokee Indians on the Trail of Tears. Look for different ways people traveled, and identify the weather. Write a description of what you see in the painting.
- Analyze and explain why the Cherokee were forced to move in spite of the Supreme Court’s ruling in *Worcester v. Georgia*?
- Describe the events that occurred as a result of the closing of the Second National Bank.
- Primary Source Reading: The Cherokee Removal. Read about John G. Burnett’s (a soldier assigned to accompany the Cherokee) and answer assigned questions.

**Enrichment Activities:**
- Read the “Cherokee Appeal” of 1830- find at least two arguments the Cherokee give for not leaving their land. Do you agree or disagree with their argument? Explain!
- Analyze the graph of 1824 election map- Explain why the difference between the popular vote and electoral vote could be very large.
- Why was Jackson able to win easily in the 1828 election after losing to Adams in 1824?
- Describe the Spoils System and who benefitted from it. Do you think the Spoils System is truly democratic? Why or why not?

**Methods of Assessments/Evaluation:**
- Written paragraphs
- Interactive graphic organizers
- Creation of podcast
- Smartboard lessons
- United Streaming
- Creation of digital story
- Thumbs up/thumbs down
- Think/pair/share
- Revisit essential questions
- Chapter test and section quizzes
- Homework
- Classwork

**Resources/Including Online Resources**
- Textbook: Appleby, Joyce, Alan Brinkley, Albert S. Broussard, James M. McPherson, and Donald A. Ritchie. *Discovering our Past: A History of the*
A History of the United States: The Early Years

Unit 2: Manifest Destiny

Approximate # Of Weeks: 5 weeks

Essential Questions:
- How did the belief in Manifest Destiny influence western settlement?
- Why did Texans fight for their independence from Mexico and how did Florida become the 27th state?
- How did Mexican lands in the West become part of the United States?
- What factors affected the settlement of California and Utah in the West?

Upon completion of this unit students will be able to:
- Evaluate the justification for Manifest Destiny and analyze how geography influences how people live. (CCS: 6.1.8.A.4.b, 6.1.8.A.4.c)
- Identify the steps that Florida took to become a state and explain why Texas fought for independence from Mexico. (CCS: 6.1.8.B.4.b)
- Describe how Mexican lands in the West became part of the United States. (CCS: 6.1.8.A.4.a, 6.1.8.A.4.b)
- Understand the cause and effect relationships that followed the discovery of gold in California. (6.1.8.B.4.b)
- Identify the Mormons and analyzes why they settled in Utah. (CCS: 6.1.8.B.4.b)
Interdisciplinary Standards (njcccs.org)
- Literacy in Social Studies and Social Studies Writing:
  - RH.6-8.1, RH.6-8.2, RH.6-8.6, RH.6-8.10, WHST.6-8.1, WHST.8-8.4WHST.6-8.5

Activities – include 21st Century Technologies:
- Class Debate- Was Manifest Destiny Justified- students will read primary sources and respond to the following questions. When this is completed the class will split into two groups and present a mock debate by presenting arguments- research will be conducted to complete the debate.
  - How do you think John L. O’Sullivan might have responded to Albert Gallatin’s claims about the true motives of Manifest Destiny?
- Primary Source Activities- read articles about the California Gold Rush, Fur Trappers and Traders, and the Oregon Trail. Answer questions that accompany the articles.
- Contrast Spanish and Mexican relations with Americans regarding New Mexico. How was the Mexican attitude toward American settlers different from the Spanish attitude? Why did Mexico welcome Americans?
- Oregon Trail Webquest
  - Complete a webquest about life on the Oregon Trail. In small groups create a poster presentation about life on the Oregon Trail. Each group member will research a specific character on the trail (emigrant, doctor, trail guide, etc…)
- Analyze Images:
  - Analyze maps of the Santa Fe Trail and respond to questions that accompany the maps.
  - Analyze the painting of the assassination of Joseph Smith. Describe the conditions under which Joseph Smith was held. Do you think the picture accurately portrays the conditions in the jail where Smith was held? Support your answers.
- Reading and writing assignments (Responses are based off the readings from the class textbook)
  - During the 1840’s more Americans than British settled in the Oregon Country. How do you believe this settlement influenced negotiations with the British over the territory?
  - In what way was the Oregon Trail part of Manifest Destiny?
  - How did the battle at the Alamo help the cause of Texas independence?
  - What factor explained Florida’s six-year wait to have its request for statehood approved?
  - What did Joseph Smith believe was the goal for Mormons?
  - Contrast Spanish and Mexican relations with Americans regarding New Mexico. How was the Mexican attitude toward American
settlers different from the Spanish attitude? Why did Mexico welcome Americans?

Enrichment Activities:

● Connecting Past and Present
  o Write an essay answering the following question: Is the globalization of American media and pop culture a new form of Manifest Destiny? Include examples from the past and present to support your argument.

● Investigate the evolution of economic and political power in California from just before the Gold Rush to the present day and present your findings in a four-page paper.

● Write a speech in which you take the role of a politician of the 1800s and argue that the United States should, or should not, go to war with Mexico. Support your views with evidence from the text.

Methods of Assessments/Evaluation:

● Class debates
● Graphic organizers
● Thumbs up/thumbs down
● Revisit essential questions
● Journal reflection
● Chapter test, section quizzes
● Quiz games
● Self-assessments
● Visual interpretations
● Homework
● Classwork
● Writing assignments

Resources/Including Online Resources

● Google Classroom
● Manifest Destiny
  o http://www.pbs.org/kerausmexicanwar/prelude/md_introduction.html
● United Streaming.com
● Emigrants Crossing the Plains, by H.B. Hall, Jr. 1869 (painting)
● Doherty, Barbara T. and Charlotte S. Jaffe. Document Based Activities:
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Unit 3: North and South

Approximate # Of Weeks: 5

Essential Questions:
- How did technology shape industry, travel and communications in the lives of Americans in the 1800s?
- How did immigration have an impact on cities, industry, and culture in the North?
- How did the South’s industry and economy differ from the industry and economy of the North?
- How did unique elements of culture develop among enslaved African Americans in the South?

Upon completion of this unit students will be able to:
- Identify and evaluate how technology changed the lives of Americans in the 1800s. (CCS: 6.1.8.C.4.b, 6.1.8.D.4.a)
- Discuss the impact of immigration on cities, industry, and culture in the North. (CCS: 6.1.8.C.4.c)
- Students will be able to analyze and compare the economies of the North and South. (CCS: 6.1.8.C.4.b)
- Describe how unique elements of culture developed among enslaved African Americans in the South. (6.1.8.D.4.b)

Interdisciplinary Standards (njcccs.org)
- Literacy in Social Studies and Social Studies Writing:
  - RH.6-8.5, RH.6-8.2, RH.6-8.5, RH.6-8.7 WHST.6-8.1, WHST.6-8.9, WHST.6-8.10

Activities – include 21st Century Technologies:
- Inventions Museum Exhibit
  - The technological changes in Antebellum America (1800s to 1865) were huge! New inventions radically changed our lives forever economically, socially and politically. In groups students will create an original Museum Exhibit for an invention from Antebellum America. The Exhibit must be in the form of a poster and presentation. Students will rotate through the “museum” and take notes on the inventions impact on society and which region of the United States benefitted most from the invention.
• Graphic Organizer:
  o Cause and Effect Chart to describe the three phases of industrialization.
  o Word web: Identify reasons for the Growth of cities in the North
  o Word web: Describe work that was done on Southern plantations

• Smart Board Activity
  o Morse Code- work in pairs to discover the message sent in Morse code. Speculate how the ability to send this message quickly changed life for people in the 1800s.
  o Analyzing Maps
    ▪ Locate St. Louis, Pittsburgh, Cincinnati, and Louisville on the map. How did these locations help them grow into cities?
  o Analyzing Graphs
    ▪ Immigration to the United States- Why did immigration spike in 1850? Why did immigration decline again in 1860? What impact did immigrants have on cities?

• Reading and Writing Activities (Responses are based off the readings from the class textbook)
  o Railroad Essay:
    ▪ Using information from assigned documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to: Discuss the positive and negative effects of railroads in the United States during the 1800s.
  o Primary Source Activity
    ▪ “Life as a Lowell Girl”- Identify words that describe the harsh conditions faced by women in the factory system. Summarize the text in your own words. Would you have joined a union if you were working in this era? Why or why not? Support your answer with evidence from our lessons.
  o Discuss ways the economies of the Upper South and the Deep South became dependent on each other around 1860.
  o From the perspective of an enslaved person, write about whether it is worth the risk to seek freedom.

Enrichment Activities:
• Writing Skills
  o Imagine you are living in the South in the 1800s. You are in favor of mandatory public education. List two arguments from those who disagree with you that you believe you will need to address.

• Toys of the Old South
  o Read the assigned article about Toys of the Old South. How do children’s playthings reflect the culture in which the children live?
What will historians conclude about our own times, based on the things adults give their children to play with? Write about this topic in a three-page paper using the article, your own research and your own experiences to support your position.

Methods of Assessments/Evaluation:
- Graphic organizers
- PowerPoint Presentations
- United Streaming
- Thumbs UP/Thumbs down
- Revisit Essential Questions
- Chapter and section quizzes
- Writing assignments
- Glogster Posters
- Homework
- Classwork
- Think/pair/share

Resources/Including Online Resources
- Google Classroom
- Samuel Morse: http://www.pbs.org/wgbh/theymadeamerica/whomade/morse_hi.html

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Unit 4: The Spirit of Reform

Approximate # Of Weeks: 4

Essential Questions:
- How did religion influence the social reforms in the United States during the early and mid-1800s?
- How did abolitionists influence the antislavery movement?
What were the effects of the women’s rights movement of the middle to late 1800s?

Upon completion of this unit students will be able to:

- Identify and analyze major reform movements and who led them. (CCS: 6.1.8.D.4.b)
- Analyze the impact of the Seneca Falls Convention on the women’s reform movement (CCS: 6.1.8.D.4.b)
- Evaluate the result of how women’s rights in marriage, family, and careers expanded. (CCS: 6.1.8.D.4.b)
- Identify abolitionist leaders and their actions (CCS: 6.1.8.D.4.c)
- Identify the development of the abolitionist movement (CCS: 6.1.8.D.4.c)
- Contrast the arguments for and against abolition. (CCS: 6.1.8.D.4.c)

Interdisciplinary Standards (njcccs.org)

- Literacy in Social Studies and Social Studies Writing:
  - RH.6-8.1, RH.6-8.4, RH.6-8.6, RH.6-8.10, WHST.6-8.1, WHST.6-8.10, WHST.6-8.9, WHST.6-8.2

Activities – include 21st Century Technologies:

- Presenting Reform Measures
  - Students will be placed into small groups and assigned a specific reform issue of the mid 1800s. Groups will work together to learn about the reform issues and will prepare a list of short term and long term reform measures to present to the state legislature.

- Create a Fictional Facebook Page
  - Select one of the abolitionists discussed in the textbook and create a fictional Facebook page on a poster to be displayed in the classroom. Students will include facts as well as wall posts from friends/opponents, pictures and personal information.

- Frederick Douglass
  - Students will read an excerpt from the Narrative of the Life of Frederick Douglass, an American Slave and answer the following questions:
    - Why might slaveholders want enslaved people to be ignorant of their age?
    - Why were Frederick and his mother separated?
    - How does Douglass feel about his mother and her death? Explain.

- Primary Source
  - Read an excerpt from J. Elizabeth Jones speech at the Seneca Falls Convention and answer assigned questions.

- Drawing inferences and conclusions
- Review the chapter for information about the reasons that people opposed abolition, temperance, and women’s rights. Then select a current problem or injustice that you feel deeply about. Use the information from the chapter to draw conclusions about who in society today might be opposed to your cause and why.

- Reading and Writing Activities (Responses are based off the readings from the class textbook)
  - What was the relationship between the Second Great Awakening and the reform movements of the early 1800s?
  - Graphic Organizer- Create a chart to list five abolitionists mentioned in our class readings and explain their roles in the abolitionist movement.
  - Describe the rights within marriage that women gained in the 1800s.
  - What did the Seneca Falls Convention do to help the women’s movement grow?
  - How did African Americans help the abolitionist movement gain strength?
  - Take the role of a conductor on the Underground Railroad. Write an explanation for why you are willing to help African Americans escape from slavery to freedom.
  - How did Northerners and Southerners view abolition differently?
  - Explain ways that suffrage and coeducation could offer women in the 1800s new ways to participate in society.
  - Write a short essay that describes the roots, goals, and accomplishments of the social reform, education reform, and women’s rights movements. Explain the similarities and differences. Give an example of a change each movement achieved that affects your life today.

Enrichment Activities:
- Read Emily Dickenson’s poem “Hope.” Why do you believe Dickinson compared hope to a bird?
- Use the media center and Internet resources to learn more about the legal rights of American women in the 1800s. Report your findings in a three-four page paper.

Methods of Assessments/Evaluation:
- Graphic organizers
- Thumbs up/thumbs down
- Revisit essential questions
- Journal reflection
- Chapter test, section quizzes
- Quiz games
- Self-assessments
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Unit 6: Toward Civil War

Approximate # Of Weeks: 5

Essential Questions:
- What compromises did Congress make involving the issues of slavery and the admission of new states and why did they fail?
- How did slavery contribute to the division of the nation?
- What role did the theory of states rights play in the outbreak of the Civil War?

Upon completion of this unit students will be able to:
- Discuss and evaluate the compromises Congress made to address slavery and the admission of new states. (CCS:6.1.8.D.4.c)
- Identify and evaluate the importance of the Dred Scott v. Sandford decision. (CCS:6.1.8.D.4.c)
- Evaluate the importance of the election of 1860 (CCS: 6.1.8.D.4.b)
- Analyze and compare arguments about whether or not the South had the right to secede. (CCS: 6.1.8.D.4.b, 6.1.8.D.5.a)

Interdisciplinary Standards (njcchcs.org)
Activities – include 21st Century Technologies:

- **Reading and Writing Activities** (Responses are based off the readings from the class textbook)
  - How did the Compromise of 1820 address the question of slavery?
  - What was the Wilmot Proviso? Why was it so controversial?
  - What were some ways that Northerners defied the Fugitive Slave Act?
  - Write a dialogue between two people in Nebraska who are expressing their views on the issue of popular sovereignty. Have one person defend the policy and the other oppose it.
  - Why do you think the raid on Harpers Ferry by just a few men was so threatening to Southerners?
  - Write a brief newspaper article about the attack on Fort Sumter that describes the battle in an objective way, without bias for one side or the other.

- **Investigating Sectionalism**
  - Students will use maps of the Underground Railroad and primary sources accounts to trace the experience of an enslaved person’s escape to freedom. Students will create a digital story showing the possible route and each stop of one person’s escape from slavery.
  - Create a Political Protest- students will work in groups to create items meant to be used to protest the Dred Scott decision. Students will work together to create an antislavery campaign meant to protest the Dred Scott decision. Each group will produce at least two items that might be used by an antislavery group and one modern item that might be used today. They might create a flyer to be handed out on street corner, lay out a newspaper advertisement, create a web page, or a Facebook account (Facebook account should not be real- it will be a template on a computer or a poster).
  - Writing a newspaper article- students will work together to write two articles reporting on Lincoln’s inauguration. One article will be for an Atlanta newspaper and the other for a Boston newspaper. Students will choose specific topics to cover (Lincoln’s political experience, Lincoln’s election, or the secession crisis) and give a report from the Northern point of view and the Southern point of view.

- **Primary Source Activity**
  - Did the South Have the Right to Secede?- Students will read an excerpt from Jefferson Davis and from Abraham Lincoln and respond to the following questions:
What are Abraham Lincoln and Jefferson Davis’s basic arguments against or in favor of secession?
What issue seems most important to Lincoln? Davis?
In your opinion, which of the two makes the more powerful appeal to emotions? Explain your answer in a short essay.

Visual Skills
- Analyze the map of the Presidential Election of 1856- Describe the division of presidential votes along sectional lines and the breakdown of popular electoral votes.
- Analyze Robert Root’s painting of the Lincoln and Douglas debate. Where is the debate being held? What might be the reason for this location?

Enrichment Activities:
- Write a speech that might have been given by an abolitionist to protest the Fugitive Slave Act.
- Research the life of John Brown and write a two-page paper on the experiences of his life that shaped his political philosophy.
- Write a one page essay explaining why you believe the Republican platform in 1860 was or was not a radical one.

Methods of Assessments/Evaluation:
- Graphic organizers
- Thumbs up/thumbs down
- Revisit essential questions
- Journal reflection
- Chapter test, section quizzes
- Quiz games
- Self-assessments
- Visual interpretations
- Homework
- Classwork
- Writing assignments
- Oral Presentation
- debates

Resources/Including Online Resources
- Google Classroom
- Underground Railroad: http://education.nationalgeographic.com/education/maps/undergroundrailr
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Unit 7: The Civil War

Approximate # Of Weeks: 6

Essential Questions:

- What were the goals, strategies, strengths and weaknesses of the North and the South in the Civil War?
- Why did neither the Union nor the Confederacy gain a strong advantage during the early years of the war?
- How did Lincoln’s Emancipation Proclamation effect America and nations abroad?
- How did the Civil War affect the roles of women, politics, and the economies of the North and South?
- What were the major battles and turning points in the Civil War?
- What events led to the end of the war?

Upon completion of this unit students will be able to:

- Identify, evaluate, and compare the goals, strengths, and weaknesses of the North and South. (CCS: 6.1.8.B.5.a)
- Explain why neither the North nor the South had a distinct advantage in the early stages of the war. (CCS: 6.1.8.B.5.a)
- Evaluate the effect of the Emancipation Proclamation (CCS: 6.1.8.A.5.a)
- Identify the changes in lifestyle during the Civil War (CCS: 6.1.8.D.5.c)
- Analyze political and economic changes that occurred during the war. (CCS: 6.1.8.A.5.a)
- Describe the conditions of the hospitals and the prison camps during the Civil War. (CCS: 6.1.8.C.5.a)
- Analyze and explain how the battles of Vicksburg and Gettysburg changed the course of the war. (CCS: 6.1.8.D.5.b)
- Identify and analyze the events that end the Civil War. (CCS: 6.1.8.A.5.a, 6.1.8.D.5.b)
Interdisciplinary Standards (njcccs.org)

- Literacy in Social Studies and Social Studies Writing:
  - RH.6-8.5, RH.6-8.7, RH.6-8.2, RH.6-8.1, RH.6-8.6, WHST.6-8.6, WHST.6-8.1, WHST.6-8.10,

Activities – include 21st Century Technologies:

- Reading and Writing Activities (Responses are based off the readings from the class textbook)
  - Create a Venn diagram to compare and contrast the North and the South
  - Keep track of the chain of events that led to the end of the Civil War by using a flow chart
  - Create a word web to demonstrate how women in the North and the South contributed to the war effort.
  - Create a timeline about the early battles of the Civil War. Not what happened and who won at each battle.
  - You are a young Southern or Northern man in 1861. You have left home to join the army. Write a letter to your family explaining your reasons for joining the Union or Confederate army.
  - Write a journal entry describing how it might have felt to be a resident of New Orleans or another community along the Mississippi as the North gained control of this region.
- Civil War Website
  - Students will design a Web site that illustrates life during the Civil War. They will explore the lives of soldiers, women, African Americans, Native Americans, immigrants and the economy.
- Civil War Battle Project
  - Choose a battle from the list provided and pick one of the projects to complete to demonstrate your knowledge of the chosen battle
    - War Correspondent
    - Diorama
    - Comic Strip
    - Digital story
    - podcast
- Create a Board Game
  - Create a board game using information about the Civil War. This will be completed in small groups and must be in the form of trivia.
- TV News Report
  - Students will demonstrate knowledge about northern and southern resources in 1861 by creating a news report. Students will conduct research about the North and South’s military, agricultural, industrial, and leadership resources. Groups will have anchors as
well as reporters. They are encouraged to use maps, illustrations and any other visual aids to enhance their story.

- Newspaper debate page
  - Topic - Emancipation Proclamation
    - Students will research the reactions of the Emancipation Proclamation of the following groups: abolitionists, moderate northerners, slaves in border states, slaves in Confederate states, and Confederates. Students are to create a newspaper debate page that illustrates the opinions of individuals from those groups. Pages can include background summary, “person-on-the-street” interviews, a cartoon, and opposing viewpoint editorials.

- Visual Skills
  - Primary Source Picture of opposing soldiers
    - How does the photo support the claims made in the caption and in the reading from the text?
  - Compare and Contrast Chart (Smartboard Activity)
    - Compare and contrast resources of North and South
    - Volunteers will drag and drop the information into the appropriate box and justify their choices. Based on this activity, which side seems to have the advantage?
  - Compare and Contrast
    - Compare and contrast artillery of the Civil War to the artillery of today.
  - Analyzing Maps
    - Map of the War in the West
      - Which side had gained the advantage in the West by the middle of 1862?
      - Why do you think so?
      - Why do you think the South did not surrender at this point of the war?

- Primary Source
  - Virginia and Monitor (Ironclad Ships)
    - Students will view the interactive primary source excerpt that describes the ironclad battle between the Virginia and the Monitor. What was the significance of this battle? What is the Union name for the CSS Virginia?
  - Complete Primary Source worksheets about the Gettysburg Address, Emancipation Proclamation, and Frederick Douglass call for African Americans to fight against the South, and political cartoons.

- Analyzing Literature
  - Read an excerpt from Irene Hunt’s *Across Five Aprils* and answer following questions:
Why didn’t Ed Turner accept Mrs. Creighton’s invitation to stay for coffee?

What does the dialect used in Tom’s letter reveal about him? Use examples from the text to support your answer.

What has Tom learned about the reality of war?

Assume the point of view of an adviser to President Lincoln. Write an argument in favor of enlisting African Americans in the Union cause.

Enrichment Activities:

Primary Sources
- Lincoln Quote about preserving the Union - What do you think Abraham Lincoln was most concerned about as president of the United States during the Civil War? Use the internet to research and write a brief statement on how Lincoln viewed the South at the beginning of the war. Students will report findings to the class.
- Based on the events leading up to the end of the war, how do you think soldiers on each side felt about Lee’s surrender at Appomattox? How might enslaved African Americans have felt? Write a paragraph that addresses these questions.
- Examine popular culture of the Civil War to understand how Americans coped with the era’s difficulties. Write a four-page paper on an aspect of popular culture during the Civil War.

Methods of Assessments/Evaluation:
- Graphic organizers
- Thumbs up/thumbs down
- Revisit essential questions
- Journal reflection
- Chapter test, section quizzes
- Quiz games
- Self-assessments
- Visual interpretations
- Homework
- Classwork
- Writing assignments
- Oral Presentation
- debates
- diorama
- digital story
- comic strips
- primary source activities
Resources/Including Online Resources
● Google Classroom
● Unitedstreaming.com
● Abraham Lincoln- [http://www.abrahamlincolnonline.org/index.html](http://www.abrahamlincolnonline.org/index.html)
● Women and the Civil War- [http://hsp.org/collections/catalogs-research-tools/subject-guides/women-during-the-civil-war](http://hsp.org/collections/catalogs-research-tools/subject-guides/women-during-the-civil-war)

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**Unit 8: The Reconstruction Era**

Approximate # Of Weeks:  5

**Essential Questions:**
● How do the plans to unify the nation after the Civil War differ?
● What were the results of Radical Reconstruction?
● In what ways did government and the rights of African Americans in the Southern states change during Reconstruction?
● What are the successes and failures of Reconstruction in the South?

**Upon completion of this unit students will be able to:**
● Compare and contrast plans for Reconstruction. (CCS: 6.1.8.A.5.b)
● Evaluate the effectiveness of the Freedmen’s Bureau (CCS: 6.1.8.A.5.b)
● Analyze black codes and the federal government’s responses to them (CCS: 6.1.8.A.5.b)
● Describe and analyze what life was like for African Americans in the South during Reconstruction (CCS: 6.1.8.C.5.b)
● Analyze the significance of the election of 1876 and the end of Reconstruction. (CCS: 6.1.8.A.5.b, 6.1.8.D5.d)
Interdisciplinary Standards (njcccs.org)

- Literacy in Social Studies and Social Studies Writing:
  - RH.6-8.3, rh.6-8.2, RH.6.8-7, WHST.6-8.1, WHST.6-8.10.

Activities – include 21st Century Technologies:

- **Political Cartoon**
  - Students will demonstrate an understanding of factors that led to the impeachment of President Johnson by creating a political cartoon.

- **Technology Skills**
  - In small groups search the internet for online newspapers, magazines, and databases to find current or recent court cases in which the 14th Amendment plays a role. Each group will present their case to the class.

- **Create a Web-page**
  - Students will create a web-page about the lives of African American during Reconstruction.

- **Reading and Writing Activities (Responses are based off the readings from the class textbook)**
  - Create a graphic organizer to summarize the Reconstruction plans of Abraham Lincoln, Andrew Johnson, and the Radical Republicans. Review as a class and have students place on the smartboard.
  - How would Lincoln’s assassination impact the debate over Reconstruction?
  - What measures did the Radical Republicans take to make Reconstruction harder for the white South?
  - Create a web graphic organizer to describe the improvements in the education of African Americans in the South during Reconstruction.
  - Read the text about Lincoln’s Ten Percent Plan list and explain what it required of Southern states.
  - Assume the role of President Andrew Johnson. Write a short speech to give at your trial, explaining why senators should not convict you of wrongdoing.

- **Visual Skills**
  - Map of the United States in the Reconstruction Era- what can be inferred from the existence of “military districts” in the former Confederacy?
  - Analyze the graph of African Americans in Congress. How would you describe the trend of African Americans serving in Congress between the Civil War and 1900?
Analyze the map of the election of 1876. In the election of 1876, what state’s votes made the most difference? Why? What region of the country had the most influence over the election? Why?

Primary Sources
- Sharecropping: Read an excerpt of the “sharecropper contract” and complete the worksheet.
- Letter from a former slave to his former Slaveholder: read and complete the worksheet

Enrichment Activities:

- What might the Reconstruction Era have been like had Abraham Lincoln lived? Would his policies on Reconstruction have changed? Would he still be considered one of our greatest presidents if he had guided the United States through the postwar years? Write a 2-3 page paper explaining your thoughts.
- Would Frederick Douglass consider Reconstruction to be a success or a “miserable failure”? Write your response in the form of a narrative speech that Douglass might give in reaction to events during Reconstruction.
- Analyze the chart of Industry in the South from 1860-1900. Pick two or three states and calculate the differences between their increases. Show your results on a graph.
- Research the elections of 1876 and 2000 by reading accounts of each election in the media. Do you see any bias in the accounts of either election? Make a list of examples of bias that you find. Use your research to make an interactive exhibit for the class.

Methods of Assessments/Evaluation:
- Graphic organizers
- Thumbs up/thumbs down
- Revisit essential questions
- Journal reflection
- Chapter test, section quizzes
- Quiz games
- Self-assessments
- Visual interpretations
- Homework
- Classwork
- Writing assignments
- Oral Presentation
- Debates
- Political cartoon
- Create your own web-page
- Primary source activities
Resources/Including Online Resources

- Google Classroom
- Unitedstreaming.com
- Ebsco host
- Facts on file
- Black Codes- http://www.pbs.org/tpt/slavery-by-another-name/themes/black-codes/
- Impeachment of President Johnson- http://www.pbs.org/wgbh/amERICANEXPERIENCE/features/general-article/grant-impeachment/