

**Englewood Public School District
United States History
Grade 8
Fourth Marking Period**

Unit 4 - The Nation Breaks Apart and the Reconstruction of the United States of America

Overview: *The Break-up of “US”* – This chapter explores how during 1861-1877’s, the United States of America experiences civil war between the southern and northern societies and it’s post bellum experiences represent a recombination of societies.

Time Frame: 40 to 45 Days

Enduring Understandings:

The Impact of the Civil War and America’s Identity.

“Cotton is King” and America’s tenets of liberty and prosperity for all.

The America’s Identity’s after the division of the Civil War.

The challenges of rebuilding the Union.

The return to power of pre-war southern leadership and its impact on Reconstruction.

Reconstruction’s end and African American’s enduring of the persistent looming badge of slavery

Essential Questions:

In what ways did the civil war transform the Nation?

How did southern slavery and northern industrialization engender southern and northern aggression?

How did a deeply divided nation move forward after the civil war?

How did the 13th, 14th and 15th Amendments attempt to reconstruct American Identity?

How did Black Codes, Democrats, and Radical Republicans impact Johnson’s Reconstruction Plan?

How did the Ku Klux Klan and the economy of sharecropping thwart Reconstruction under Ulysses Grant?

How did the textile industry develop the New South?

Standards	Topics and Objectives	Activities	Resources	Assessments
<i>The Nation Breaks Apart and Reconstructing the Union (1861-1877)</i>	Topics/Objectives <i>Students will:</i> Explore the outbreak of war at	<u>Skills Development:</u> <ul style="list-style-type: none"> History and Geography- Choosing Sides, Reconstruction Acts 	<i>United States History - Grades 6-8, William Deverell, Holt McDougal, 2012 Chapters 16 and 17</i> <u>On Line Book Pages:</u>	Formative Assessments: <ul style="list-style-type: none"> Section Assessments Section Online Quizzes Chapter Review: Pages 545-546 and 573-574

6.1.8. A.3.f
Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.8. A.5.a
Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8. A.5.b
Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

6.1.8. B.5.a Assess the role of

Fort Sumter and why Americans chose sides.

Identify how the Union and Confederacy prepared for war.

Summarize why the Union and Confederate forces fought for control of the war in Virginia.

Show why the Battle of Antietam gave the North a slight advantage.

Identify how the Confederacy attempted to break the Union naval blockade.

Outline how the Union strategy in the West centered on control of the Mississippi.

Review how the Emancipation Proclamation freed

- Social Studies Skills- Interpreting Political Cartoons, *Chance, Oversight, and Error and History*
- Focus on Writing- Writing a Newspaper Article, *Job History* (NJSLA.R1, RH.6-8.1)

Graphic Skills:

Reading Check and Section Assessment (CRP2, NJSLA.R1)

Reading Support:

- Guided Reading, Spanish and English
- Vocabulary Builder, general and modified
- Flash Cards (RH.6-8.4, NJSLA.R1)

Online Book Pages:

- Animated History- Immigration to Animated Geography and History-

- Section Audios-select arrow near main
- Taking Notes-Graphic organizer idea headers for each section.

e-Activities:

- Videos- *Emancipation Proclamation, 54th Regiment, Gettysburg Address, The Impact of Civil War, Lincoln's Legacy, The Impact of the Presence of the Union*

Teacher Resources:

- Section Lesson Plan
- "Do Now"-Daily Bell ringer Transparencies
- Chapter Power Points Presentation
- Differentiated Instruction Lesson plans-ELLs. Special Ed, and Advanced/Gifted and Talented
- Quick Facts Transparencies- *North vs. South, Resources of North and South, Causes and Effects of Civil War, and Civil War Summary,*
- *The Reconstruction Amendments, Hopes Raised and Denied, Reconstruction Visual Summary*

Map Transparencies

Summative Assessments:

- Standardized Test Practice: Pages 547 and 575
- Chapter Review, general and modified
- Chapter Tests Forms A & B
- Modified Chapter Test

Benchmark Assessment:

- Exact Path

Alternative Assessments:

Performance based evaluation using rubrics
(<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Types of Assessments:

<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.

6.1.8. C.5.a Assess the human and material costs of the Civil War in the North and South.

6.1.8. C.5.a Assess the human and material costs of the Civil War in the North and South.

6.1.8. C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8. D.5.a Prioritize the causes and events

slaves in Confederate states.

Explore the role that African Americans played in the war in a variety of way.

Review how President Lincoln faced opposition to the war.

Discover how life was difficult for soldiers and civilians.

Recall how the Union tried to divide the Confederate Army at Fredericksburg.

Express how the Battle of Gettysburg in 1863 was a major turning point in the war.

Recognize how during 1864, Union campaigns in the East and South dealt crippling

- Animated Geography-States Choose Sides 1861, *The Southern Military District 1867* Decisions in American History- The Impeachment of Andre Johnson
- Animated Geography and History- *Farmland and the South*

- Online Research Tool-
- Primary Resources- Political Cartoon- *Anaconda Plan*, *Speech-Response to Farragut*, Letter- *June 23, 1863 (CRP8, RH.6-8.1, RH.6-8.9, RH.6-8.2)*

Holt McDougal Social Studies, e-Activities:

- Animated Geography-Civil War 1862-62, *States Choose Sides, 1861, The Battle of Gettysburg, 1863*

Charleston, South Carolina, Area Forts, Battle of the East, Union Blockade, The War in the West, Emancipation Proclamation, Pickett's Charge, July 3, 1863, and Final Campaigns, Reconstruction Military Districts, African American Representation in the South, 1870

Holt McDougal Social Studies E-Chapter Enrichment Links

The Civil War

Section 1

Crisis at Fort Sumter

An interactive historical simulation and decision-making program. Reconstructs the dilemmas of policy formation and decision making between Lincoln's election and the battle at Fort Sumter.

Section 2

Robert E. Lee

A biography and pictures of Robert E. Lee are found on this site.

Section 3

The Siege of Vicksburg: May 19 to July 4, 1863

This Web site provides Union and Confederate accounts of the

that led to the Civil War from different perspectives.

6.1.8. D.5.b
Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

6.1.8. D.5.c
Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.8.D.5.d
Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.1.8. C.5.a Assess the human and material costs of

blows to the Confederacy.

Explore how Lincoln and Congress differed in their views as Reconstruction began.

Identify why the end of the Civil War meant freedom for African Americans in the South.

Summarize why the Johnson's plan began the process Reconstruction.

Show why Black Codes led to opposition to President Johnson's plan for Reconstruction.

Recognize how the Fourteenth Amendment ensured citizenship for African Americans.

- Animated History- Naval Action at Vicksburg
- Animated Geography and History- *The Early Years of the War* 1862-62, *The Confederacy Falls*, 1863-65
(NJSLSA.R1)

Primary Resources:

- Life in the Mills
- *Civil War Soldiers*
- *War Writers*
- *Gettysburg*
- *Evaluate the Source: Hiram Rhodes Revels*
- *Population Chart*
- *Reconstruction Poster*
(RH.6-8.2, 9.2.8.B.3)

Enrichment Activities (See Student Resources):

- Biographies- Clara Barton, William Tecumseh Sherman, Thomas Stonewall Jackson, William H. Carney

Siege of Vicksburg. Additional links provide more information on the siege.

Section 4 Black Bostonians and the Civil War: The 54th Massachusetts Regiment

This site presents six pages of information and several photographs that detail the history of the 54th Massachusetts infantry. Links within the text forward the reader to additional biographies of key figures.

Section 5 Gettysburg Camp Life

Photographs and descriptions of soldiers and officers' routines are found on this Web site.

Reconstruction

Section 1 Freedmen's Bureau

This site presents an overview of the Freedmen's Bureau records.

Section 2 Black Codes

An overview of the laws that limited the freedom of African Americans is found on this Web site. Click on return to index for more links about the Civil War

the Civil War in the North and South.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the central ideas or information of a primary or

Outline how Radical Republicans in Congress took charge of Reconstruction.

Review how the Fifteenth Amendment gave African Americans the right to vote.

Summarize how Reconstruction governments helped reform the South.

Review how Ku Klux Klan was organized as African Americans moved into positions of power.

Discover how life was difficult for soldiers and civilians.

Recall how the Union tried to divide the Confederate Army at Fredericksburg.

- Biographies- Thaddeus Stevens, Blanche K. Bruce, Andre Johnson
- Literature- *Andersonville Diary* by John L. Ransom, *The Jim Crow Laws* from Dr. Martin Luther King, National Historic Site. (RH.6-8.2)

Primary Resources:

- *The Civil War Era Diary*, by Sarah Morgan Dawson
- *The Battle of Shiloh*, April 1862
- John Ransom, *Andersonville Diary*
- *Plessey vs. Ferguson*
- *Reconstruction and KKK* (RH.6-8.9)

Political Cartoon:

The Folly of Secession, *Lincoln Preparing the Union*. (8.1.8.A.1, RH.6-8.9)

Social Studies Skills Activity:

and Reconstruction in one Texas county.

Section 3

Hiram R. Revels

Read a biography of Hiram Rhodes Revels, the American clergyman and educator who became the first African American citizen to be elected to the U.S. Senate (1870-71), on this site by Encyclopedia Britannica.

Teacher's One Stop Planner- Internet Resources, Teacher Resources, Fold Notes Appendix-- Pyramid, Double Door, Booklet, Layered Book, Key-Term Fold, Four-corner Fold, Three-Panel Flip Chart, Table Fold, Two- Panel Flip Chart, and Tri-Fold

E- Activities, Multimedia

Connections:

- Industrial Revolution
- Cotton and Slavery
- Reforming America
- The Union Breaks Apart

Common Lit:

A Nation Divided: North Vs. South

<https://www.commonlit.org/en/te>

secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4:
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7:
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9:
Analyze the relationship between a primary and

Express how the Battle of Gettysburg in 1863 was a major turning point in the war.

Recognize how during 1864, Union campaigns in the East and South dealt crippling blows to the Confederacy.

Interpreting Political Cartoons, *Chance, Oversight, and Error and History*. (**RH.6-8.9**)

History and Geography:
Choosing Sides, *Reconstruction Acts* (**8.1.8.A.1**)

Demonstrate knowledge of a real-world problem using digital tools.)

Focus on Writing:
Writing a Newspaper Article, *Job History* (**WHST.6-8.4**)

E- Activities,
Writing About History:

- Biographical Narratives and Rubric
- Response to Literature
- Research Reports I& II
- Business Writing
- Technical Writing
- Current Events (**WHST.6-8.4**)

[xts/a-nation-divided-north-vs-south?search_id=4762956](https://www.commonlit.org/en/texts/a-nation-divided-north-vs-south?search_id=4762956)

Reconstruction
https://www.commonlit.org/en/texts/reconstruction?search_id=4763058

Newsela – Influential People During the Civil War:
<https://newsela.com/text-sets/281685>

Virtual Tours of Civil War Battlefield Sites:
<https://www.battlefields.org/visit/virtual-tours>

Primary Source Documents-Civil War:
https://www.loc.gov/rr/main/uscw_rec_links/civilwarlinks.html

EdSitement: Literature of the Civil War:
<https://edsitement.neh.gov/feature/literature-civil-war>

secondary source on the same topic.

WHST.6-8.4:
Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Student Premium

Resources

Multimedia

Connections:

- Days of Darkness:
The Gettysburg
Civilians
- *Reconstruction*

Premium Student

Resources

Activities:

- *Setting the Stage*
- *The Citizen Soldier*
- *The Battle Come to Town*
- *A Family's Story*
- *Neglect*
- *The National Cemetery*
- *The Almost Unknown Story*
- *Extended Activities*

6.1.8.D.5.c
Examine the roles of women, African Americans, and Native Americans in the Civil War.

WHST.6-8.1.
Write arguments focused on

Students will examine the migration of African Americans and its effect on Native Americans after the Civil.

Students will learn about the development of all-black towns and the effects westward migration had on Native Americans. The lesson will conclude with the students writing an essay discussing the disadvantages of

The New Jersey Amistad Commission Interactive Curriculum, Unit Eight-The Civil War and Reconstruction: Western Migration:
http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction/lesson_plan/4272/324

Summative Assessments:

Students will be assessed using the PARCC Research Simulation Task writing rubric.

discipline-specific content.

segregated towns and what opportunities black citizens created for themselves while they lived in segregation.

Key Vocabulary: Fort Sumter, border states, Winfield Scott, cotton diplomacy, Thomas “Stonewall” Jackson, First Battle of Bull Run, George B. McClellan, Robert E. Lee, Seven Days’ Battles, Second Battle of Bull Run, Battle of Antietam, ironclads, Ulysses S. Grant, Battle of Shiloh, David Farragut, Siege of Vicksburg, emancipation, Emancipation Proclamation, contrabands, 54th Massachusetts Infantry, Copperheads, habeas corpus, Clara Barton, Battle of Gettysburg, George Pickett, Pickett’s Charge, Gettysburg Address, Wilderness Campaign, William Tecumseh Sherman, total war, Appomattox Courthouse, : Reconstruction, Ten Percent Plan, Thirteenth Amendment, Freedmen’s Bureau, Andrew Johnson, Black Codes, Radical Republicans, Civil Rights Act of 1866, Fourteenth Amendment, Reconstruction Acts, impeachment, Fifteenth Amendment, Black Codes, Radical Republicans, Civil Rights Act of 1866

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">• Speak and display terminology• Teacher	<ul style="list-style-type: none">• Utilize modifications & accommodations delineated in the student’s IEP• Work with paraprofessional• Use multi-sensory teaching	<ul style="list-style-type: none">• Using visual demonstrations, illustrations, and models• Give	<ul style="list-style-type: none">• Inquiry-based instruction• Independent study• Higher order thinking skills• Adjusting the pace of lessons• Interest based content

<p>modeling</p> <ul style="list-style-type: none"> • Peer modeling • Provide ELL students with multiple literacy strategies. • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide two sets of textbooks, one for home and one for school • Provide visual aides • Provide additional time to 	<p>approaches.</p> <ul style="list-style-type: none"> • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<p>directions/instructions verbally and in simple written format. Oral prompts can be given.</p> <ul style="list-style-type: none"> • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to 	<ul style="list-style-type: none"> • Real world scenarios • Student Driven Instruction • Use project-based learning • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities. • William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum
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complete a task <ul style="list-style-type: none"> • Use graphic organizers 		connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	
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Interdisciplinary Connections:

Career Ready Practices:

CRP2: Apply appropriate academic and technical skills.

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

Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of Technology Standards NJSLS 8:

8.1.8.A.1: Demonstrate knowledge of a real-world problem using digital tools.

Interdisciplinary Connections: ELA-NJSLS/ELA:

Anchor Standards:

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.

Companion Standards for History and Social Studies:

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.