

## The Civil War and Reconstruction (1850-1877)

Instructional Plan Support

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## Standards for Grades 5-12

- (1) Students will understand how the North and South differed and how their economic systems, politics, and ideologies led to the war.
- (2) Students will understand how the resources of the Union and Confederacy affected the course of the war.
  - Students will understand the social experience of the war both on the battlefield and homefront.
- (3) Students will understand the political controversies over Reconstruction, and how programs were designed to transform social relations in the South.
  - Students will then evaluate the successes and failures of Reconstruction in the South, North, and West

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## Big Idea Essential Question

- To what extent did the Civil War fundamentally change the United States?

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### Possible Essential Questions

- How central was slavery to the conflict?
- How did the North and South's differences in economic systems, politics, and ideologies lead to the Civil War?
- How did the resources of each side affect the course of the war?
- How were people's lives affected by the conflict?
- What cultural practices, including art and photography, did Americans draw upon for conceptualizing westward expansion, conflict with Indians, and Civil War?

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### Possible Essential Questions (cont)

- What was the political controversy over Reconstruction?
- How did Reconstruction programs transform social relations in the South?
- What were the successes and failures of Reconstruction?
- How did westward expansion, Indian removal, the Mexican-American War, and insurgent women's voices challenge and change those institutions?

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### Possible Lesson Topics

- The South and the Institution of Slavery
- Compare and contrast the North, South, and West
- The Compromise of 1850 and the Dred Scott Decision
- "Free labor" ideology and its impact on slavery
- Secession: order of and reasons for
- Compare and Contrast resources and technology
- How individuals influenced the course of the war

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### Possible Lesson Topics (cont)

- Why people fought, or resisted fighting, and the reason(s) for the sides they took
- How important were the “Gettysburg Address” and the “Emancipation Proclamation” to the war effort?
- The costs of war and its successes
- The Reconstruction policies of Lincoln, Johnson, and Congress

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### Possible Lesson Topics (cont)

- Johnson’s impeachment trial
- The 14<sup>th</sup> and 15<sup>th</sup> Amendments
- The role(s) and position(s) Native Americans took both during the conflict and reconstruction
- The programs, political influence, social position, and progress made by blacks after the conflict
- The influence of the Industrial Revolution on the Civil War and Reconstruction

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### Guided Discovery Activities

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| • Research papers, projects, and presentations | • Social Media               |
| • Timelines                                    | • Mock Trials                |
| • Posters (Glogster)                           | • Debates                    |
| • Primary Source Analysis                      | • Maps                       |
| • Artifact Analysis                            | • Podcasts                   |
| • Newspapers                                   | • Re-enactments              |
| • Reader’s Theater                             | • Journaling                 |
| • Balance Sheet                                | • “Quilt”                    |
| • Found Poems                                  | • Simulation                 |
|  | • Supreme Court Case Studies |

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## Biography (brief list)

- Susan B. Anthony
- Clara Barton
- Belle Boyd
- John Bozeman
- John Brown
- Blanche Bruce
- George A. Custer
- James Buchanan
- Chief Joseph
- Bill Cody
- Jim Crow
- Jefferson Davis
- Frederick Douglass
- Robert Elliot
- Exodusters
- Charlotte Forten
- William Lloyd Garrison
- Ulysses S. Grant
- Rose Greenhow
- Thomas "Stonewall" Jackson
- Andrew Johnson
- Robert E. Lee
- Abraham Lincoln
- Thomas Nast
- Red Cloud
- Hiram Revels
- William Tecumseh Sherman
- Elizabeth Cady Stanton
- Harriet Beecher Stowe
- Harriet Tubman

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## Documents

- 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments
- 1820 Missouri Compromise
- Compromise of 1850
- Compromise of 1877
- Wilmot Proviso
- Kansas-Nebraska Act
- *Dred Scott v. Sanford* (1857)
- Lincoln-Douglas Debates
- Party platforms during the 1860
- Lincoln's First Inaugural Address
- Mississippi Resolutions (1860)
- South Carolina Declaration of Causes (1860)
- Diaries and Letters of Union and Confederate Soldiers
- Emancipation Proclamation
- Gettysburg Address
- Freedmen's Bureau
- Black Codes
- Ku Klux Klan

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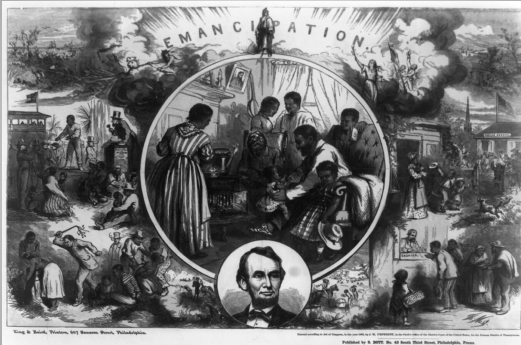
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## Assessing for Understanding

- *To what extent did the Civil War fundamentally change the United States?*
  - Slavery ends
  - Loss of 360,000 Union and 260,000 Confederate troops (almost more than all other wars combined)
  - Shift in power to Northern Industry and away from Southern Planter Class
  - Strengthened Power of Federal Government (raised tariff, enacted income tax, imposed new taxes, system of federally chartered banks)
  - Defined Citizenship
  - Left unaddressed was the adjustment of American society to end of slavery: KKK & Black Codes-14<sup>th</sup> & 15<sup>th</sup> Amendment-Jim Crow
  - Expansion and consolidation of the American West
    - Homestead Act and the Railroads
  - Removal of Native Americans

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