

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the US History Social Studies Course.

US History - Unit 5 – Sectionalism, Civil War, and Reconstruction	
Elaborated Unit Focus	<p>The growth of the United States through war and the admission of new states led to sectionalism as the balance of free and slave states in the Union and the issue of slavery became increasingly important. The Election of 1860 led to the secession of seven Southern states, which prompted the Union and Confederacy to begin preparing for war. Students will study the key elements of the Civil War including the economic advantages of the North, Lincoln’s use of Presidential power during the war, and the key people and battles of the Civil War. Students will also examine the key elements of the Reconstruction period by comparing and contrasting Presidential and Congressional Reconstruction, aid to Freedmen, resistance to Reconstruction, and how the effort abruptly ended.</p>
Connection to Connecting Theme/Enduing Understandings	<p>Beliefs and Ideals</p> <ul style="list-style-type: none"> • Gettysburg Address • Lincoln’s Second Inaugural Address <p>Conflict and Change</p> <ul style="list-style-type: none"> • Sectionalism • Mexican American War • Preparedness for the Civil War in the North and South • Major Battles of the Civil War • Presidency of Andrew Jackson • Reconstruction • Emancipation Proclamation • 13th – 15th Amendments <p>Individuals, Groups, Institutions</p> <ul style="list-style-type: none"> • Abraham Lincoln • Ulysses S. Grant • Robert E. Lee • Thomas “Stonewall” Jackson • William T. Sherman • Jefferson Davis • Andrew Johnson <p>Location</p> <ul style="list-style-type: none"> • Manifest Destiny
GSE for Social Studies (standards and elements)	<p>SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.</p> <p>a. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.</p> <p>b. Examine James K. Polk’s presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.</p> <p>c. Analyze the impact of the Mexican War on growing sectionalism.</p>

	<p>d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.</p> <p>e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, <i>Scott v. Sanford</i>, John Brown’s Raid on Harper’s Ferry, and the election of 1860 as events leading to the Civil War.</p> <p>SSUSH9 Evaluate key events, issues, and individuals related to the Civil War</p> <p>a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.</p> <p>b. Discuss Lincoln’s purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.</p> <p>c. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.</p> <p>d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.</p> <p>SSUSH10 Identify legal, political, and social dimensions of Reconstruction.</p> <p>a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln’s assassination and Johnson’s impeachment.</p> <p>b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen’s Bureau) to support poor whites, former slaves, and American Indians.</p> <p>c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.</p> <p>d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.</p> <p>e. Analyze how the Presidential Election of 1876 marked the end of Reconstruction.</p>
<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>L11-12WHSST1- Write arguments focused on discipline-specific content.</p> <p>L11-12WHST4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an ordinary understanding of the text as a whole.</p> <p>L11-12RHSS2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>L11-12RHSS3- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>L11-12RHSS4- Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>

	<p>L11-12RHSS7- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>L11-12RHSS9- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills-</p> <ol style="list-style-type: none"> 1. Compare Similarities and Differences 2. Organize items Chronologically 3. Identify Issues and/or problems and alternative solutions 4. Distinguish between fact and opinion 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 9. Construct charts and tables 11. Draw conclusions and make generalizations 17. Interpret political cartoons <p>Map and Globe Skills-</p> <ol style="list-style-type: none"> 7. Use a map to explain impact of geography on historical and current events 8. Draw conclusions and make generalizations based on information from maps 11. Compare maps with data sets and/or readings to draw conclusions and make generalizations



Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1</p> <ul style="list-style-type: none"> • Conflict and Change 	<p>How does conflict within a society result in change?</p> <ul style="list-style-type: none"> • How did the growth of Sectionalism lead to the outbreak of the Civil War? • How did the United States fulfill Manifest Destiny? • How did the admission of new territories and states increase the tension between Free and Slave States? • How did tension over slavery grow through legal decisions and violent rebellions and raids?
<p>Enduring Understanding 2</p> <ul style="list-style-type: none"> • Location • Individuals, Groups, & Institutions • Conflict and Change 	<p>How did location, individuals, and groups impact the Civil War conflict?</p> <ul style="list-style-type: none"> • Why were the Northern states in a better position to fight the Civil War? • How did Abraham Lincoln use his power as President to influence the outcome of the Civil War? • How did individuals influence the Civil War? • Why did certain key battles influence the outcome of the Civil War?
<p>Enduring Understanding 3</p> <ul style="list-style-type: none"> • Beliefs and Ideals • Conflict and Change 	<p>How did the Reconstruction period influence American history?</p> <ul style="list-style-type: none"> • Why did the President and Congress disagree over Reconstruction? • How did the Freedmen’s Bureau attempt to assist African Americans? • How did people resist Reconstruction? • Why did Reconstruction end?

Sample Instructional Activities/Assessments

Pre-Civil War Compromises

This assignment will use teacher notes, maps, and simulations to teach students about the events leading to the Civil War: the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, *Dred Scott v. Sanford*, and John Brown’s Raid.

GSE Standards and Elements	<p>SSUSH8- Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.</p> <ul style="list-style-type: none"> a. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory. d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth. e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, <i>Scott v. Sanford</i>, John Brown’s Raid on Harper’s Ferry, and the election of 1860 as events leading to the Civil War.
Literacy Standards	<p>L11-12WHSST1- Write arguments focused on discipline-specific content.</p>
Social Studies Matrices	<p>Information Processing Skills-</p> <ul style="list-style-type: none"> 1. Compare similarities and differences 3. Identify issues and/or problems and alternative solutions 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. Draw conclusions and make generalizations
Enduring Understanding(s)	<p>Conflict and Change</p>

Teacher Procedure

1. Give each student a copy of the handout entitled “Pre-Civil War Compromises” (located below). Use the PowerPoint slides (downloaded from the Civil War Trust Lesson link above) or any method of your choice to give the students the basics for each section (#4, 7, 10, 13, and 15).

2. Go to <http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/high-school/disunion/disunion-lesson-plan.pdf> and print pages 6 – 11. Give each student one of the roles and have them complete the rest of the worksheet ("Pre-Civil War Compromises" located below) from that point of view.

3. Debrief at the end of the activity. Students should understand that where people were from and what they did for a living influenced their feelings about each of the events.

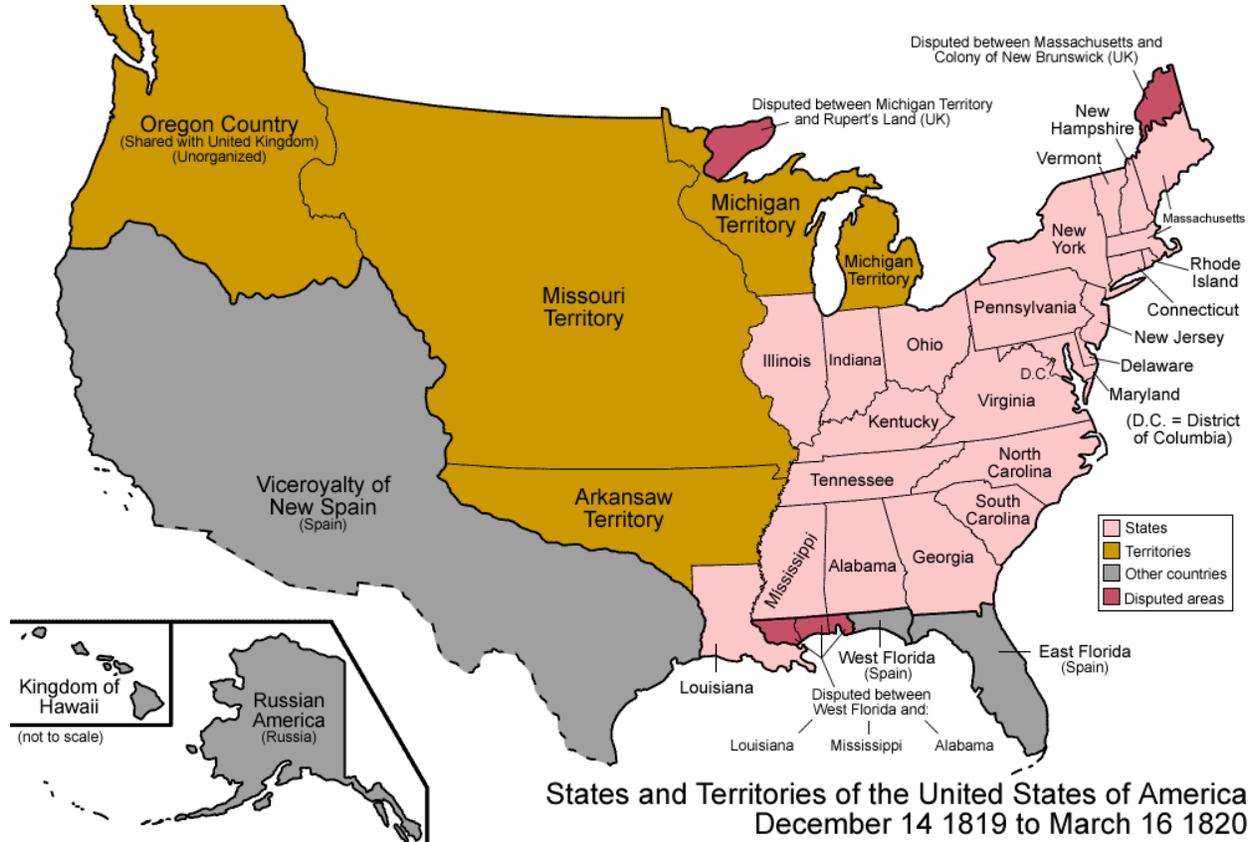
Name _____

Pre-Civil War Compromises

Directions: Complete each of the following activities using the “Path to War” notes and the role you’ve been given.

Use the map below to answer the question.

Part 1 – The United States in 1820



Source: https://upload.wikimedia.org/wikipedia/commons/c/c8/United_States_1820-1821-07.png

1. Draw a line on the map above showing the boundary between the Free Soil states & slave states.
2. What state have you been assigned to represent? Who are you?
3. Which side of this argument are you likely to represent?

Part 2 – Missouri Compromise (1820)

4. Summarize the key parts of the Missouri Compromise.

- a.

- b.

5. Based on your assigned role---Do you think Missouri should enter the Union as a free or slave state? Why?

6. Based on your assigned role ---How do you feel about the Missouri Compromise decision?

Part 3 – Compromise of 1850

7. Summarize the key parts of the Compromise of 1850.

- a.

- b.

- c.

- d.

- e.

8. Based on your assigned role--- Do you think new territories should enter the Union as free or slave states? Why?

9. Based on your assigned role --- How do you feel about the Compromise of 1850 decision?

10. Based on your assigned role ---How do you feel about the Fugitive Slave Act? Is it fair? Why or why not?

Part 4 – Kansas-Nebraska Act

11. Summarize the key parts of the Kansas-Nebraska Act.

- a.

- b.

12. Based on your assigned role --- Do you think Kansas and Nebraska should enter as free or slave states? Why?

13. Based on your assigned role --- How do you feel about the Kansas-Nebraska Act decision?

Part 5 – Dred Scott v. Sanford

14. Summarize the Supreme Court’s decision in Dred Scott v. Sanford.

- a.

- b.

- c.

15. Who do you think this case favors? Why?

Part 6 – John Brown

16. Briefly summarize John Brown’s Raid.

17. Do you believe John Brown was a martyr or a terrorist? Why?

Summarization

18. What seems to be the most important problem?

19. The Election of 1860 is drawing near. Based on your assigned role --- What qualities are you looking for in a candidate?

20. Based on your assigned role --- What kind of candidate would you NOT consider voting for?

DRED SCOTT V. SANFORD (1857)

- **Background:** Dred Scott was a slave who sued his master for his freedom on the basis that he had once lived in a free state and territory
- **Supreme Court Ruling:**
 - Scott was a black slave and not a citizen and therefore had no rights
 - Because a slave was private property, he or she could be taken into any territory and legally held in slavery
 - Missouri Compromise unconstitutional - Congress had no power to ban slavery from the territories



Dred Scott

Source: <https://upload.wikimedia.org/wikipedia/commons/0/07/DredScott.jpg>

JOHN BROWN'S RAID

- In the spirit of Nat Turner's Raid and his own actions in Kansas, John Brown hatched a plan to invade the South, call upon the slaves to rise, furnish them with weapons, and then establish a black free state
- October 1859 - John Brown and around 20 men seized the federal arsenal at Harper's Ferry, Virginia (killed 7, injured 10)
- Slaves don't rise
- Brown and his men captured by the US Marines led by Col. Robert E. Lee
- Brown was tried and hanged, becoming a martyr in the process



John Brown

Source: https://upload.wikimedia.org/wikipedia/commons/7/72/John_Brown_1846.jpg

Territorial Acquisitions Map

Students will complete a chart and map to learn about how the United States completed Manifest Destiny. The chart and link to the map appear on the next page.

GSE Standards and Elements	<p>SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.</p> <p>b. Examine James K. Polk’s presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.</p>
Literacy Standards	<p>L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an ordinary understanding of the text as a whole.</p> <p>L11-12RHSS2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
Social Studies Matrices	<p>Information Processing Skills-</p> <p>5. Identify Main Idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>9. Construct charts and tables</p> <p>Map and Globe Skills-</p> <p>7. Use a map to explain impact of geography on historical and current events</p> <p>8. Draw conclusions and make generalizations based on information from maps</p> <p>11. Compare maps with data sets and/or readings to draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Location</p>

US History Frameworks for the Georgia Standards of Excellence in Social Studies

Territorial Acquisition Maps for this Chart can be found at <http://www.learner.org/interactives/historymap/states.html>

Geographic Expansion from 1783 - 1898	
Land Area Name: Treaty of Paris (Original US)	Land Area Name: Louisiana Purchase
Date Acquired: 1783	Date Acquired: 1803
Boundary Description:	Boundary Description:
Method of Acquisition:	Method of Acquisition:
Present States:	Present States:
Land Area Name: Treaty of 1818 (Anglo American Convention)	Land Area Name: Florida Purchase Treaty of 1819 (Adams Onis Treaty)
Date Acquired: 1818	Date Acquired: 1819
Boundary Description:	Boundary Description:
Method of Acquisition:	Method of Acquisition:
Present States:	Present States:
Land Area Name: Webster-Asburton Treaty	Land Area Name: Annexation of Texas
Date Acquired: 1842	Date Acquired: 1845
Boundary Description:	Boundary Description:
Method of Acquisition:	Method of Acquisition:
Present States:	Present States:
Land Area Name: Oregon Country Treaty	Land Area Name: Mexican Cession
Date Acquired: 1846	Date Acquired: 1848
Boundary Description:	Boundary Description:
Method of Acquisition:	Method of Acquisition:
Present States:	Present States:
Land Area Name: Gadsden Purchase	Land Area Name: Purchase of Alaska
Date Acquired: 1853	Date Acquired: 1867
Boundary Description:	Boundary Description:
Method of Acquisition:	Method of Acquisition:
Present States:	Present States:
Land Area Name: Hawaiian Annexation	<u>Map Directions:</u>
Date Acquired: 1898	Using the map, match each area on this chart with the corresponding area on the map and color it. This sheet is your key, so color code the boxes on this page to match to the map.
Boundary Description:	
Method of Acquisition:	The map can be found here:
Present States:	http://apushcanvas.pbworks.com/f/1369938201/map%20of%20expansion.gif

Georgia Department of Education

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Name _____

Mexican American War Activity

Part 1 – War & Expansion Crash Course Video

Directions: Please watch the video and answer the following questions. The video can be found here: <https://www.youtube.com/watch?v=tkdF8pOFUfl> .

1. What phrase refers to America's God given right to take over the land from the Atlantic to Pacific Oceans regardless of who lived there?
2. Why did this expansion happen?
3. How many people had moved West before the Mexican American War started?
4. How did so many Americans end up in Texas?
5. Why did Texas end up as an independent republic?
6. Why was the US hesitant to annex Texas as a state?
7. Why was the division of Oregon and its subsequent statehood important?
8. What did President Polk decide to do when Mexico declined to sell California?
9. Where was most of the Mexican American War fought?
10. What was Mexico forced to give up in the Treaty of Guadalupe Hidalgo?
11. How much money was Mexico given in return?
12. What problem resulted from the Mexican and American Indian population left in Texas?
13. Why did so many settlers move to California?

14. How did the California Constitution of 1850 limit civic participation?
15. How did Henry Clay solve the problem of California becoming a state (just give its name, you'll have to know more about this and all its parts in the next unit)?

Part 2 – “America’s Forgotten War, South of the Border”, CBS Sunday Morning Video

Directions: Please watch the video and answer the following questions. The video can be found here: <http://www.cbsnews.com/news/americas-forgotten-war-south-of-the-border/> .

16. According to Penn State historian Amy Greenberg, what was different about the reason the Mexican American War was fought vs. other wars in American history?
17. What was President James K. Polk’s purpose for fighting the war?
18. What group was trained during this war?
19. How did many members of that group remember the war?
20. What happened at the battle at Chapultepec Castle?
21. This war was the first in American history where what kind of movement was created back in the United States?
22. What famous American future President was opposed to this war?
23. How do Mexicans view this war? Why?
24. According to Greenberg, why does this war matter today?

Part 3 – The Wilmot Proviso

Directions: Using the information and exhibits below, please answer the questions.

25. Consider the map you created for the Territorial Acquisitions assignment. How much territory did the United States gain as a result of the Mexican American War?

26. During this period, the balance of free and slave states in the Union was a considerable source of argument. The Missouri Compromise helped maintain this balance in 1820, but it only covered land that was a part of the Louisiana Purchase. What would have been a major concern of existing states and members of Congress upon the acquisition of this territory?

27. David Wilmot, a Representative from Pennsylvania, introduced the proposition below in 1846.

“ Provided, That, as an express and fundamental condition to the acquisition of any territory from the Republic of Mexico by the United States, by virtue of any treaty which may be negotiated between them, and to the use by the Executive of the moneys herein appropriated, neither slavery nor involuntary servitude shall ever exist in any part of said territory, except for crime, whereof the party shall first be duly convicted.
”
- The Wilmot Proviso, 1846

What does the Wilmot Proviso say? Why would Southern states have been opposed to it?

28. The Wilmot Proviso was passed by the House of Representatives several times but never by the Southern-dominated Senate. Therefore, it never became law. What conclusions can you make from this incident? How will Manifest Destiny contribute to the coming of the Civil War?

Part 3 – Summarization

Directions: Answer the questions below.

29. Using what you've learned in class and from your homework this week, summarize the Mexican American War. Why was it important to the United States? Why was it important to Mexico? How did the United States benefit from victory in this war? What goals did the United States achieve through victory in this war?

30. How does your perspective influence your view of history? Specifically, how does your perspective influence your view of the Mexican American War? How might someone from Mexico view it differently?

North vs. South	
<p>In groups, the students will prepare presentations about the economic, military, and diplomatic preparedness of the North and South at the beginning of the Civil War. After the presentations, the students will decide if the North or South was in a better position to win the Civil War in a written response.</p>	
GSE Standards and Elements	<p>SSUSH9 Evaluate key events, issues, and individuals related to the Civil War</p> <p>a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output</p>
Literacy Standards	<p>L11-12WHSST1- Write arguments focused on discipline-specific content.</p> <p>L11-12RHSS2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>L11-12RHSS3- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
Social Studies Matrices	<p>Information Processing Skills-</p> <ol style="list-style-type: none"> 1. Compare Similarities and Differences 3. Identify Issues and/or problems and alternative solutions 4. Distinguish Between Fact and Opinion 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. Draw Conclusions and make generalizations
Enduring Understanding(s)	<p>Beliefs and Ideals, Conflict and Change</p>

Teacher Procedure

1. Use the following link for all of the supporting documents for this lesson:
<http://edsitement.neh.gov/sites/edsitement.neh.gov/files/worksheets/north-vs-south.pdf> .
2. As homework the night before the lesson: Divide the students into six groups: Northern Economic Balance, Southern Economic Balance, Northern Military Balance, Southern Military Balance, Northern Diplomatic Balance, and Southern Diplomatic Balance. Give each student the coordinating handout in the link above and instruct them to complete it before the next class period.
3. Day One – Give the students the North vs. South Presentation Assignment Handout and instruct them to create a presentation detailing why their assigned side is most likely to win the war.
4. Day Two – Each group will give their presentations. Before the presentations begin, instruct the students to make a t-chart on a sheet of paper. One side should be labeled “Northern Advantages” and the other should be labeled “Southern Advantages” .

5. When the presentations are complete, instruct the students to summarize their learning using the following prompt:

Based on your reading and class presentations, decide whether you believe the north or south had the most significant advantage at the beginning of the Civil War. You can choose either side - you do not have to choose the side you represented as a part of the project. In one paragraph, support your opinion with three facts from your reading and the presentations.

North vs. South Presentation Assignment

Group assignments: Locate your group at the top. Either North or South is highlighted. Just below that is your subgroup – either economic, military, or diplomatic.

Assignment: You will develop a class presentation in which you demonstrate why you believe your side is likely to win the war.

All of the following must be included in your presentation:

- You must address your side’s particular strengths and weaknesses.
- Develop an overall argument as to why your side’s advantages outweigh the disadvantages.
- Define your side’s victory conditions; that is, how will you be able to tell if your side has won the war?

Presentation: Your presentation may take a variety of forms. For example, you could design a PowerPoint presentation, a poster, or a skit reenacting a cabinet meeting. Be creative in how you present your information! Each subgroup is responsible for making sure that their information is included in the larger presentation. You will have only limited time to prepare your presentation, so it is very important that you come to class having done the readings and answered the questions.

Due Date: You will present your project on _____ making sure to fully complete step four in your presentation. When you are not presenting, you are expected to take notes on the other group’s presentation.

Point Value: Your presentation is worth 20 points. Points will be assigned based on your inclusion of the following:

- _____ Your side’s strengths and weaknesses (5 points)
- _____ Argument about your side’s advantages and disadvantages (5 points)
- _____ Your side’s victory conditions (5 points)
- _____ Quality of presentation (5 points)

- _____ / 20 points

[Lincoln’s Gettysburg Address and Second Inaugural Address](#)

Students will analyze the significance of President Abraham Lincoln’s Gettysburg Address and his Second Inaugural Address. The student handout appears on the next page. Speech links are below.

GSE Standards and Elements	<p>SSUSH9 Evaluate key events, issues, and individuals related to the Civil War</p> <p>b. Discuss Lincoln’s purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.</p>
Literacy Standards	<p>L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an ordinary understanding of the text as a whole.</p> <p>L11-12RHSS2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>L11-12RHSS4- Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>
Social Studies Matrices	<p>Information Processing Skills-</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>11. Draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Beliefs and Ideals, Individuals, Groups, and Institutions</p>

Teachers should guide students through Lincoln’s speeches using the following links:

Gettysburg Address

Full Text: <https://www.ourdocuments.gov/doc.php?doc=36&page=transcript>

Video: <https://www.youtube.com/watch?v=ndmcgAsA1aI>

Second Inaugural Address

Full Text: <https://www.ourdocuments.gov/doc.php?doc=38&page=transcript>

Video: <https://www.youtube.com/watch?v=e8VqFiU3fSU>

Name _____

Speech Analysis Questions – Abraham Lincoln

Speech 1 Title: _____

I. Purpose and Audience

1. Who was the speaker?
2. Where was the speech given?
3. When was the speech given?
4. Who was the audience?
5. What is “the unfinished work” or “great task remaining before” his audience, the American people?
6. What is “the cause” for which the soldiers buried at Gettysburg “gave the last full measure of devotion”?

II. Content and Tone

7. What does Lincoln say is the best way for the living to honor the dead at Gettysburg?
(Hint: How does Lincoln use the idea of dedication to shift his audience from the ceremony at the battlefield cemetery to the audience’s responsibility once the ceremony is over?)
8. What attitude did the speech convey?

III. Speech Detail

9. Why does Lincoln begin his eulogy to the soldiers buried at Gettysburg with a reference to “Four score and seven years ago”?
(Hint: What significant event happened in America eighty-seven years before 1863?)

10. What famous American documents (2) does Lincoln allude to in this speech?

11. What is “the new birth of freedom” Lincoln calls for, and how does it differ from the nation’s original birth?

(Hint: Who were the main beneficiaries of the original birth of freedom in 1776, and who does Lincoln think will experience the new birth of freedom if the federal military wins the war?)

12. What is the message of the speech?

Speech 2 Title: _____

I. Purpose and Audience

1. Who was the speaker?
2. Where was the speech given?
3. When was the speech given?
4. Who was the audience?
5. What is the speaker trying to accomplish?

II. Content and Tone

6. In the second paragraph, what does Lincoln say that Americans (North and South) believed about the “impending civil-war”? Why does he not identify the South as responsible for starting the war?

7. What attitude did the speech convey?

III. Speech Detail

8. What event, that Lincoln discusses in the beginning of the speech, defined the first four years of his Presidency?

9. What does Lincoln “suppose” God may be accomplishing with the Civil War?

10. How does Lincoln’s interpretation of the war humble both victorious Northerners and defeated Southerners? Why is this useful given the historical context in March 1865?

Finishing and Drawing Conclusions

What do these two speeches say about Lincoln’s attitude towards the war and how it should be ended? Using examples from the speeches, write one paragraph.

Name _____

People of the Civil War

Name	Side (Union/ Confederate)	Significance
Ulysses S. Grant		
Robert E. Lee		
Thomas "Stonewall" Jackson		
William T. Sherman		
Jefferson Davis		

Name _____
 Battles of the Civil
 War

Battle	Date	Location (state)	Who won?	Significance
Fort Sumter				
Antietam				
Vicksburg				
Gettysburg				
Atlanta				

Andrew Johnson Political Cartoons

Students will use the political cartoons of Thomas Nast to explore the major events of Andrew Johnson’s Presidency. The handout and a link to the cartoons begins on the next page.

<p>GSE Standards and Elements</p>	<p>SSUSH10 Identify legal, political, and social dimensions of Reconstruction.</p> <ul style="list-style-type: none"> a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln’s assassination and Johnson’s impeachment. b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen’s Bureau) to support poor whites, former slaves, and American Indians. c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments. d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L11-12RHSS9- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Information Processing Skills-</p> <ul style="list-style-type: none"> 3. Identify Issues and/or problems and alternative solutions 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 11. Draw Conclusions and make generalizations 17. Interpret political cartoons <p>Conflict and Change, Individuals, Groups, and Institutions</p>

Name _____

Andrew Johnson Political Cartoons

Directions: Using the political cartoons of Thomas Nast, answer the following questions. The cartoons can be found here: <http://www.impeach-andrewjohnson.com/ListOfCartoons/ListOfCartoons.htm>

“Andrew Johnson Kicking the Freedmen’s Bureau” (1868)

1. What was the purpose of the Freedmen’s Bureau? How did it particularly help Freedmen?
2. Who is kicking the box? What does this represent?
3. Who is seen falling out of the box? What does that represent?

“We Accept the Situation” (1867)

4. Examine the left side of this cartoon. Who is pictured? What does he hold in hand? What does the sign behind him say?
5. Which Constitutional Amendment made this possible? What does the amendment say?
6. Examine the right side of the cartoon? Who is pictured? What does the sign behind him say?
7. Summarize the message of this cartoon.

“The Situation” (1868)

8. Take a look at the cannon and rammer (in the man with a beard’s hand). What do they say? What does this represent?
9. Who are the people next to the cannon? What role did they play in relation to President Johnson’s impeachment?
10. Who are the people across from the cannon? What role did they play in relation to the impeachment?

11. What does the paper say in the man's hand on the right? What is it? What is the message of this political cartoon?

“The Union As It Is” (1874)

12. Who are the two people standing in the cartoon?

13. Who do the kneeling people represent?

14. What do the words say in the background? What is the message of this political cartoon?

Forty Acres and a Mule Activity

Students will learn about the plight of Freedmen during Reconstruction through a hands on simulation that turns them into Sharecroppers for the class period. Student handouts appear on the next two pages. Part of the simulation asks students to sign a contract they cannot read to help them better understand why sharecropping was unfair. The translation appears below. Feel free create your own “secret” contract for your students.

GSE Standards and Elements	<p>SSUSH10 Identify legal, political, and social dimensions of Reconstruction.</p> <p>b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen’s Bureau) to support poor whites, former slaves, and American Indians.</p>
Literacy Standards	<p>L11-12RHSS7- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
Social Studies Matrices	<p>Information Processing Skills-</p> <p>3. Identify Issues and/or problems and alternative solutions</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>11. Draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Conflict and Change</p>

Contract Translation:

You agree to give me your first born child. You also agree to stand on one leg, rub your head, and say "My teacher is the greatest person who ever lived." every time I say "US History."

You agree to record this and place it on Snapchat, Twitter and YouTube. You agree that you can NEVER delete this. You also agree to remove all the gum from under my desks.

So here's the lesson: Never sign a contract you can't/haven't read!
And this contract is null and void. :)

"40 Acres and a Mule" Activity Contract and Expenses Chart

Contract

- Each of you are newly freed men and looking for employment.
- Based on your skills, you find work on my Plantation
- We will give you:
 - Land (40 acres) and a Mule
 - Wage: \$100 signing bonus
 - Salary: half of the annual yield (production) of the crop (which you can sell for money after the harvest)
 - Work Contract: guaranteeing employment for the year
 - Nearby food and lodging are also available

I, _____ of _____ County, Georgia, do hereby certify that the above is a true and correct copy of the original contract as it appears in my possession.

You Must Sign Before you Begin Work!

Work Contract Signature 1 _____

Work Contract Signature 2 _____

Item	Cost
Pitchfork and Plow	
Seeds	
Lodging/Rent	
Food	
Clothing	
Entertainment/Other	
Total Costs (Subtract from \$100 signing bonus)	
Total Profit (add \$_____ for salary from harvest)	

Name _____

“40 Acres and a Mule” Activity Questions

Directions: After filling in your chart, answer the following questions.

1. Why did you decide to take the landowners deal? What other options did you have?
2. When purchasing your supplies, did you decide to rent or buy? Why?
3. Did you decide to buy the best you could get or economize? Why?
4. How did you do? Break even? Still in debt? Make a profit?
5. If you owe the landowner money, you have to work it off in the next harvest (a clause in the work contract you didn't/couldn't read). Is this fair? How were these clauses used to take advantage of workers?
6. If you broke even or made a profit, we still have a position open for next harvest. Interested? What other options do you have? Think about how much money you have left when making your decision.
7. After completing this activity and learning about the sharecropping system in class, would you say that this system is fair or unfair? Why? Did it leave workers with options? Why or why not? Please write one paragraph to explain your answer.

New Rights and Laws for African Americans

Students will complete a chart to learn about the Emancipation Proclamation and the 13th – 15th Amendments.

<p>GSE Standards and Elements</p>	<p>SSUSH9 Evaluate key events, issues, and individuals related to the Civil War b. Discuss Lincoln’s purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.</p> <p>SSUSH10 Identify legal, political, and social dimensions of Reconstruction. c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an ordinary understanding of the text as a whole.</p> <p>Information Processing Skills Identify main idea, detail, sequence of events and cause and effect in a social studies context</p> <p>9. Construct charts and tables</p> <p>11. Draw conclusions and make generalizations</p> <p>Conflict and Change</p>

Name _____

New Rights and Laws for African Americans

Document/ Amendment	Approval Date	What did this document/amendment do?	Why was the document necessary?
Emancipation Proclamation			
13th Amendment			
14th Amendment			
15th Amendment			

Reconstruction Primary Source Activity

Learning about Reconstruction will culminate with a Primary Source Activity. The primary sources include information about Presidents Lincoln and Johnson, the Freedmen’s Bureau, the Black Codes, and the Ku Klux Klan. The documents and questions begin on the next page.

<p>GSE Standards and Elements</p>	<p>SSUSH10 Identify legal, political, and social dimensions of Reconstruction.</p> <ul style="list-style-type: none"> a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln’s assassination and Johnson’s impeachment. b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen’s Bureau) to support poor whites, former slaves, and American Indians. d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an ordinary understanding of the text as a whole.</p> <p>Information Processing Skills-</p> <ul style="list-style-type: none"> 3. Identify Issues and/or problems and alternative solutions 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 11. Draw Conclusions and make generalizations 17. Interpret political cartoons <p>Conflict and Change</p>

Teacher Note:

This assignment could be given as a classwork assignment or a mini-project. The assignment is completed over two days. On the first day, students work with a partner to complete the questions using the documents. The goal is to be done by the end of the first day so the teacher can check the answers before the next class period. Both partners must have the entire assignment finished before they turn it in.

Document One – Abraham Lincoln



Source:

https://upload.wikimedia.org/wikipedia/commons/e/ea/The_Assassination_of_President_Lincoln_-_Currier_and_Ives_2.png

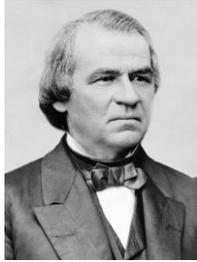
On April 14, 1865, Abraham Lincoln and his wife Mary attended a performance of “Our American Cousin” at Ford’s Theatre in Washington, DC. Presidential security was minimal and John Wilkes Booth, an actor who had previously worked in the theatre, was granted access to the President’s box. He shot the President in the back of the head, jumped onto the stage, and escaped out the back door of the theatre. President Lincoln was taken across the street to the Petersen House, where he died early the next morning.

Georgia Department of Education

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Document Two – Andrew Johnson



Source: https://upload.wikimedia.org/wikipedia/commons/c/cc/President_Andrew_Johnson.jpg

Refer to the History Channel's information regarding Andrew Johnson

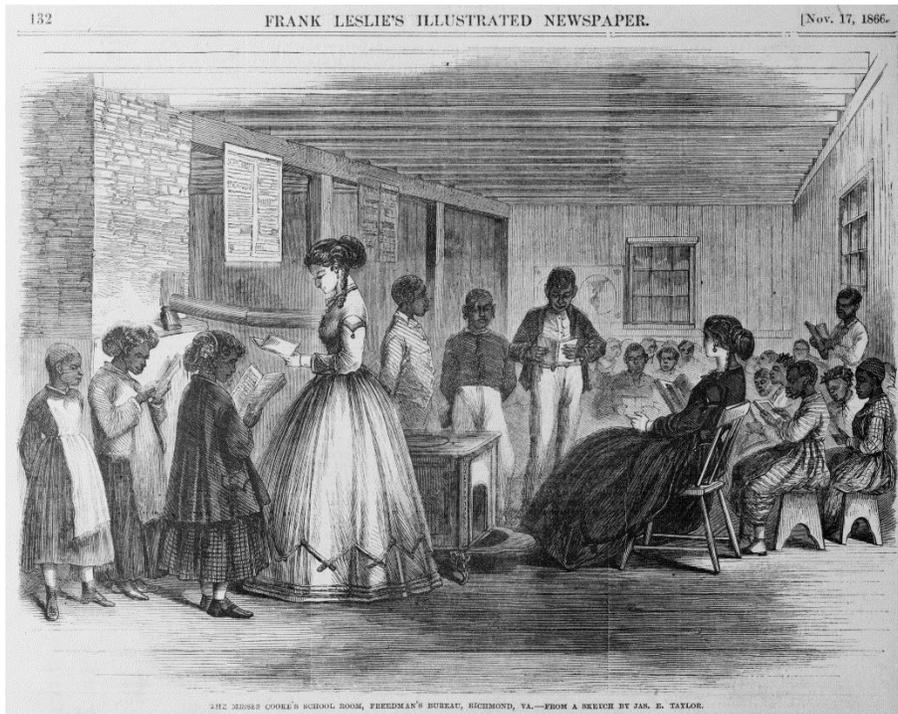
<http://www.history.com/topics/us-presidents/andrew-johnson>

Document Three – Carpetbagger Political Cartoon



Source: <https://upload.wikimedia.org/wikipedia/commons/e/e3/Carpetbagger.jpg>

Document Four – The Freedmen’s Bureau



Source:

[https://upload.wikimedia.org/wikipedia/commons/7/75/Freedman Bureau Richmond VA.jpg](https://upload.wikimedia.org/wikipedia/commons/7/75/Freedman_Bureau_Richmond_VA.jpg)

One of the primary functions of the Bureau was to address the day-to-day problems of the freedmen and destitute whites. These included providing clothing, food, and other aid. The Bureau received many applications for such aid, but was limited in what it could provide due to its small budget. The freedmen also sought the Bureau’s aid in establishing churches and schools. While the Bureau did not have funds for this purpose, it was able to put the freedmen in contact with Northern aid societies, which appropriated funds for land, buildings, teachers’ salaries, and necessities such as books and furniture. The Bureau received more letters from freedmen and destitute whites seeking aid than on any other single topic.

- Churches: After the war, freedmen had few options for religious services because for the most part blacks had been offered no formal religion in the South. The Bureau aided in the construction and founding of a number of churches.
- Schools: The Bureau directed funds from Northern aid societies for the construction and funding of schools for the freedmen.
- Aid: As in all areas, funding was very limited for aid; however, the Bureau was able at times to provide funding for aid for both destitute whites and freedmen in the form of clothing, rations, and other provisions.

Source: <http://valley.lib.virginia.edu/VoS/freedmen1.html>

Document Five – A Sharecropping Contract

Poor, illiterate, and intimidated by widespread violence after the Civil War, many former slaves agreed to sharecropping contracts, such as this one, that was designed to keep them poor.

Sharecropping Contract An Agreement between Landlord and Sharecropper

This agreement, made and entered into this 18th day of January, 1879, between Solid South, of the first part, and John Dawson, of the second part.

Witnesseth: that said party of the first part for and in consideration of eighty-eight pounds of lint cotton to be paid to the said Solid South, as hereinafter expressed, hereby leases to said Dawson, for the year A. D. 1879, a certain tract of land, the boundaries of which are well understood by the parties hereto, and the area of which the said parties hereby agree to be fifteen acres, being a portion of the Waterford Plantation, in Madison Parish, Louisiana.

The said Dawson is to cultivate said land in a proper manner, under the general superintendence of the said Solid South, or his agent or manager, and is to surrender to said lessor peaceable possession of said leased premises at the expiration of this lease without notice to quit. All ditches, turn-rows, bridges, fences, etc. on said land shall be kept in proper condition by said Dawson, or at his expense. All cottonseed raised on said land shall be held for the exclusive use of said plantation, and no goods of any kind shall be kept for sale on any said land unless by consent of said lessor.

If said Solid South shall furnish to said lessee money or necessary supplies, or stock, or material, or either or all of them during this lease, to enable him to make a crop, the amount of said advances, not to exceed \$475 (of which \$315 has been furnished in two mules, plows, etc.), the said Dawson agrees to pay for the supplies and advances so furnished, out of the first cotton picked and saved on said land from the crop of said year, and to deliver said cotton of the first picking to the said Solid South, in the gin on said plantation, to be by him bought or shipped at his option, the proceeds to be applied to payment of said supply bill, which is to be fully paid on or before the 1st day of January, 1880.

After payment of said supply bill, the said lessee is to pay to said lessor, in the gin of said plantation, the rent cotton herein before stipulated, said rent to be fully paid on or before the 1st day of January, 1880. All cotton raised on said land is to be ginned on the gin of said lessor, on said plantation, and said lessee is to pay \$4 per bale for ginning same.

To secure payment of said rent and supply bill, the said Dawson grants unto said Solid South a special privilege and right of pledge on all the products raised on said land, and on all his stock, farming implements, and personal property, and hereby waives in favor of said Solid South the benefit of any and all homestead laws and exemption laws now in force, or which may be in force, in Louisiana, and agrees that all his property shall be seized and sold to pay said rent and supply bill in default of payment thereof as herein agreed. Any violation of this contract shall render the lease void.

[signed]

Solid South

John Dawson X(his mark)

Excerpt from Nell Irvin Painter, *Exodusters: Black Migration to Kansas after Reconstruction*. NY: Alfred A. Knopf, 1977

Georgia Department of Education

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Document Six – South Carolina’s “Black Code”

An Act to establish and regulate the Domestic Relations of Persons of Colour, and to amend the law in relation to Paupers and Vagrancy.

Be it enacted by the Senate and House of Representatives, now met and sitting in General Assembly, and by the authority of the same, as follows:

Contracts for service.

XXXV. All persons of color who make contracts for service or labor, shall be known as servants, and those with whom they contract, shall be known as masters.

Regulations of labor on farms.

XLV. On farms or in out-door service, the hours of labor, except on Sunday, shall be from sun-rise to sun-set, with a reasonable interval for breakfast and dinner. Servants shall rise at the dawn in the morning, feed, water and care for the animals on the farm, do the usual and needful work about the premises, prepare their meals for the day, if required by the master, and begin the farm work or other work by sun-rise. The servant shall be careful of all the animals and property of his master, and especially of the animals and implements used by him, shall protect the same from injury by other persons, and shall be answerable for all property lost, destroyed or injured by his negligence, dishonesty or bad faith.

XLVI. All lost time, not caused by the act of the master, and all losses occasioned by neglect of his duties hereinbefore prescribed, may be deducted from the wages of the servant; and food, nursing and other necessaries for the servant, whilst he is absent from work on account of sickness or other cause, may also be deducted from his wages. Servants shall be quiet and orderly in their quarters, at their work, and on the premises; shall extinguish their lights and fires, and retire to rest at seasonable hours.

XLVIII. Visitors or other persons shall not be invited or allowed by the servant to come or remain upon the premises of the master without his express permission.

XLIX. Servants shall not be absent from the premises without the permission of the master.

Rights of master as between himself and his servant.

L. When the servant shall depart from the service of the master without good cause, he shall forfeit the wages due to him. The servant shall obey all lawful orders of the master or his agent, and shall be honest, truthful, sober, civil and diligent in his business. The master may moderately correct servants who have made contracts, and are under eighteen years of age. He shall not be liable to pay for any additional or extraordinary services or labor of his servant, the same being necessary, unless by his express agreement.

Causes of discharge of a servant.

LI. The master may discharge his servant for willful disobedience of the lawful order of himself or his agent; habitual negligence or indolence in business; drunkenness, gross moral or legal

misconduct; want of respect and civility to himself, his family, guests or agents; or for prolonged absence from the premises, or absence on two or more occasions without permission.

LII. For any acts or things herein declared to be causes for the discharge of a servant, or for any breach of contract or duty by him, instead of discharging the servant, the master may complain to the District Judge or one of the Magistrates, who shall have power, on being satisfied of the misconduct complained of, to inflict, or cause to be inflicted, on the servant, suitable corporal punishment, or impose upon him such pecuniary fine as may be thought fit, and immediately to remand him to his work; which fine shall be deducted from his wages, if not otherwise paid.

LIII. If a master has made a valid contract with a servant, the district Judge or Magistrate may compel each servant to observe his contract, by ordering infliction of the punishment, or imposition of the fine hereinbefore authorized.

Mechanics, Artisans and Shop-Keepers.

LXXII. No person of color shall pursue or practice the art, trade or business of an artisan, mechanic or shop-keeper, or any other trade, employment or business (besides that of husbandry, or that of a servant under a contract for service or labor,) on his own account and for his own benefit, or in partnership with a white person, or as agent or servant of any persons, until he shall have obtained a license therefore from the Judge of the District Court; which license shall be good for one year only.

This license the Judge may grant upon petition of the applicant, and upon being satisfied of his skill and fitness, and of his good moral character, and upon payment, by the applicant to the Clerk of the District Court, of one hundred dollars, if a shop-keeper or pedlar, to be paid annually, or ten dollars if a mechanic, artisan, or to engage in any other trade, also to be paid annually. Provided, however, That upon complaint being made and being proved to the District Judge of an abuse of such license, he shall revoke the same: And provided, also, That no person of color shall practice any mechanical art or trade unless he shows that he has served an apprenticeship in such trade or art, or is now practicing such trade or art.

Vagrancy and Idleness.

XCVI. All persons who have not some fixed and known place of abode, and some lawful and respectable employment; those who have not some visible and known means of a fair, honest and reputable livelihood; all common prostitutes; those who are found wandering from place to place, vending, bartering or peddling any articles or commodities, without a license from the District Judge, or other proper authority; all common gamblers; persons who lead idle or disorderly lives, or keep or frequent disorderly or disreputable houses or places; those who, not having sufficient means of support, are able to work and do not work; those who (whether or not they own lands, or are lessees or mechanics,) do not provide a reasonable and proper maintenance for themselves and families; those who are engaged in representing publicly or privately, for fee or reward, without license, any tragedy, interlude, comedy, farce, play, or other similar entertainment, exhibition of the circus, sleight-of-hand, waxworks, or the like; those who, for private gain, without license, give any concert or musical entertainment, of any description; fortune-tellers; sturdy beggars; common drunkards; those who hunt game of any description or fish on the land of others, or frequent the premises, contrary to the will of the occupants, shall be deemed vagrants, and be liable to the punishment hereinafter prescribed.

In the Senate House, the twenty-first day of December, in the year of our Lord one thousand eight hundred and sixty-five.

W. D. Porter, President of Senate.

C. H. Simonton, Speaker House of Representatives.

Approved: James L. Orr

Source: *Acts of the General Assembly of the State of South Carolina Passed at the Sessions of 1864-65* (Columbia: 1865), pp. 291-304. Source: http://ldhi.library.cofc.edu/exhibits/show/after_slavery_educator/unit_three_documents/document_eight

Document Seven – The Rise of the Ku Klux Klan



John Patterson Green, *Recollections of the Inhabitants, Localities, Superstitions, and Ku klux Outrages of the Carolinas. By a "Carpet-Bagger" Who Was Born and Lived There* (n.p., 1880), pp. 132–137.

We had only proceeded a short distance further on our way, when we were confronted by the charred remains of what had been a dwelling house.

“What’s that?” I asked for the hundredth time, addressing Jones.

“That” said he, “is the work of the Ku-Klux-Klan. The man who lived there was nominated for an office of inconsiderable importance; but being a “Yankee” and for that reason displeasing to his Democratic neighbors, he was warned to leave the country; and failing to heed the notice, he was taken from his house one night by a

body of masked men, given a coat of tar and feathers, and twenty-four hours in which to make his escape. After that treatment he hesitated no longer, but left for parts unknown, glad enough to be spared his life. On the following night his house, with all its contents, were burned to the ground, and left in the condition you now see it.”

Further inquiry only tended to strengthen the truth of Jones’ statement; not only this but the additional fact that throughout the region we were then traversing, there was a thoroughly organized association of men under the name given above. The Ku-Klux-Klan was an organization conceived in sin, and born in iniquity; based not so much upon any wrongs or oppression that its members were actually suffering at the hands of the members of the newly organized government of the State, as upon an imagined violence done to “all their preconceived opinions and prejudices,” in the language of our Southern correspondent, whose letter we have given in a previous chapter. One of those opinions was that the South ought to have been left alone to secede from the Union of these States, and not restrained by the vigorous North; hence a violence had been done the South in restraining her. Another opinion was that, after having been scourged back into the line of States, South Carolina ought to have been given loose reins to reconstruct herself, and make her own laws; even though their tendency were such as to crush out every spark of civil life from the freedmen, deprive them of their newly acquired political privileges, and relegate them to the condition of “corn-field darkies,” with overseers to crack their whips over their heads, and not even a master to say them nay...

The “klan” was thoroughly organized, having a ritual, signs, grips and passwords. They wore masks to conceal their cowardly faces, and bound each other with a solemn oath not to reveal the name of any member, nor divulge any secret of the order.

Their name, “Ku-Klux-Klan,” is said to have been suggested to them by the sound made in the act of cocking and discharging the rifles and shot-guns carried by them--the first two syllables being repeated in a subdued tone of voice, as Ku Klux, represented the cocking of the piece; while the last syllable, Klan, being repeated with emphasis, betokened its discharge.

The objects of the Klan, as have been already hinted at, were to banish the so-called “carpet baggers” from the State, restore the freedmen to positions of serfdom under their former masters, and regain control of the government of the State. They carried a knife in one hand and a torch in the other, while in their belt they wore a revolver. The bull-whip and raw-hide were also instruments of their torture, and made to produce arguments which none dared refute. In their expeditions they spared neither age, sex, nor color, and the reputation of being a “black republican” was all that was needed to place one under the ban of their condemnation.

Source: <http://www.learnnc.org/lp/editions/nchist-civilwar/4814>

Your Name _____

Partner's Name _____

Reconstruction in American History

Document #1 – Abraham Lincoln

1. What impact does this event have on Reconstruction?
2. Who was assassinated? When?
3. Who was the assassin?

Document #2 – Andrew Johnson

1. Why was Andrew Johnson the wrong man for the job?
2. Who were the Radical Republicans?
3. Why was Johnson's plan for Reconstruction biased?
4. Why do you think Johnson was supportive of the Black Codes?
5. What did the 13th and 14th amendments guarantee?
 - 13th -
 - 14th -
6. What were the 3 main clauses of the Reconstruction Acts of 1867?
 -
 -
 -
7. Why was this president's "famous first" as embarrassing as it is?
8. What is impeachment?
9. Who was elected after him?

Document #3 – Carpetbagger Political Cartoon

1. Who was a carpetbagger?

2. How did the South feel about these people?
3. Why were they called carpetbaggers?
4. Were they all “evil”?

Document #4 – Freedmen’s Bureau

1. Where does the money come from to pay for these services?
2. Could Whites benefit from the program?
3. What are some of the services offered?
 -
 -
 -

Document #5 – A Sharecropping Contract

1. What is a sharecropper?
2. What role did the Freedmen’s Bureau attempt to play?
3. What rights did Freedmen have? List 3 specific examples.
 -
 -
 -
4. Who owned the land in the example? Who worked it? (Be specific – look at the Agreement between Landlord and Sharecropper.)
5. Give 3 specific examples of why sharecropping was unfair.
 -
 -
 -

Document #6 – The South Carolina Black Code

1. What were the regulations of farm work?
2. What actions would get a servant’s pay docked?
3. What did a servant have to do in order to receive visitors or leave the master’s land?

4. What were the punishments a master could inflict on a servant?
5. What were the legal reasons a master could dismiss a servant?
6. What were the punishments the court system could inflict on a servant?
7. What did any Freedman who wanted to serve in a non-farming job have to get? How much did it cost?
8. The Black Codes included punishments for vagrancy and idleness. Name at least five categories of things for which one could be punished.

Exhibit #7 – The Rise of the Ku Klux Klan

1. Summarize the story about the man who was forced off his land.
2. Why was the Ku Klux Klan formed?
3. Describe the organization of the Ku Klux Klan.
4. What were the goals of the Ku Klux Klan?

Culminating Unit Performance Task

Civil War and Reconstruction Culminating Activity

There are two parts to this culminating activity. In the first, students will have the choice to write or draw as a method to display their knowledge of the Civil War and Reconstruction. In the second activity, students will complete an extension activity of their choice. The student handout appears below.

GSE Standards and Elements	<p>SSUSH9- Evaluate key events, issues, and individuals related to the Civil War.</p> <p>SSUSH10- Identify legal, political, and social dimensions of Reconstruction.</p>
Literacy Standards	<p>L11-12WHSST1- Write arguments focused on discipline-specific content.</p> <p>L11-12WHST4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Social Studies Matrices	<p>Information Processing Skills-</p> <p>3. Identify Issues and/or problems and alternative solutions</p> <p>4. Distinguish between fact and opinion</p> <p>11. Draw Conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Conflict and Change</p>

Unit 5 Culminating Activity

Directions: Choose one activity from each section to complete.

Section 1

Choose One:

- Imagine you are a soldier (either Union or Confederate) fighting in the Civil War. Write a series of journal entries describing your participation. How would you describe the sequence of events the soldier was involved in? What facts would you use to support the experience of a soldier during the Civil War? A minimum of five entries is expected with a total of 250 words written.
- Imagine that you are a civilian living in Georgia during the Civil War. Write a series of journal entries describing what life was like during the Civil War. How would the sequence of events during the Civil War have impacted a civilian? What facts would you select to support the experience of a civilian during the Civil War? A minimum of five entries is expected with a total of 250 words written.
- Imagine you are an African American living in the period of Reconstruction. Write a series of journal entries describing what it was like to live during this period. How were you impacted by the Black Codes? How did the Freedmen’s Bureau aid you? A minimum of five entries is expected with a total of 250 words written.
- Create a short graphic novel about a soldier or civilian’s participation in the Civil War or the life of a Freedman during Reconstruction. Emphasize the points above, but using pictures and a few words. Your graphic novel should include a minimum of ten frames.
- Read the article called “Men of Color: To Arms!” found here: <http://www.atlantamagazine.com/civilwar/the-overlooked-legacy-of-the-civil-wars-black-soldiers/> and view the poster here: https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Men%20of%20Color%20to%20Arms_0.pdf .
Using what you learned from the article and the poster, write a proposal for a memorial or monument to Black soldiers of the Civil War. Your product should explain and give homage to all aspects of the experience of Black soldiers during the Civil War. Proposals should be a minimum of 150 words and should include a sketch of your memorial or monument.

Choose One:

Choose one of the following activities.

- Create your own version of the photos found Atlanta Magazine’s “Atlanta Civil War Sites Then and Now”. The photos can be found here: <http://www.atlantamagazine.com/civilwar/atlantas-civil-war-sites-then-and-now/> . Locate a Civil War site in your area, put together some costumes, and take a picture or series of pictures using the article as your inspiration. You may get some of your classmates together to take the photographs - which must be school appropriate. DO NOT put yourself in danger (physically or legally) to do this. DO NOT pose with anything resembling real weapons.

After you’ve taken the photographs, write an accompanying newspaper article to go along with your photographs. While you may get together with your friends to take the pictures, each person must write his/her own newspaper article. How is your photograph related to the Civil War site you’ve chosen? What conclusions can you draw about the experience you might have undergone had you been in this battle of the Civil War? To do this well, some research about the battle site you’ve chosen will be necessary. Your article should be a minimum of 250 words. Please cite sources where necessary.

- Watch the movie *Gone With the Wind* or another Civil War movie (some ideas: *Gettysburg*, *Glory*, *Gods and Generals*, *The Conspirator*, *Lincoln*, *Free State of Jones*. You could also watch a few episodes of a tv show such as PBS’ *Mercy Street* instead). Please have your movie pre-approved by your teacher and your parents. When you are finished, write a review of the movie of at least 250 words. Movie reviews should include the title, major actors and a discussion of their performances, the director and a discussion of his/her job, brief summary of the plot (don’t give away the ending!), and your rating of the film (Would you recommend it to someone?).
- Did anyone in your family serve in the Civil War? What information can you gather about your family’s involvement in the Civil War? Write an essay detailing your family’s involvement in the Civil War. If you have a picture, include a copy. Your essay should be a minimum of 250 words and should cite sources where necessary.
- Visit a Civil War historic site in your area. During your visit, imagine that you are planning an hour-long tour of the site for Elementary age students. What would you emphasize to them? Choose eight places where you would stop and discuss particular events with the kids. Take photos of the eight items you would discuss, then transfer the images to a PowerPoint along with your points of emphasis for each display. You are welcome to make your visit with friends in class, but you must do your own presentations. You must appear in at least one of the photos you took to help prove that you were there.

