### Social Studies Standards

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

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

### Cross Curricular Standards:

**Technology Standards:**
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

### Essential Questions:

Civil War and Reconstruction (1850-1877)
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>How did the economies of the North and South differ?</strong></td>
<td><strong>The secession of southern states quickly led to armed conflict between the North and South.</strong></td>
</tr>
<tr>
<td><strong>Why did free workers in the North oppose slavery?</strong></td>
<td><strong>The Civil War (1861-1865)</strong></td>
</tr>
<tr>
<td><strong>What reasons did Southern slaveholders offer in defense of slavery?</strong></td>
<td><strong>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</strong></td>
</tr>
<tr>
<td><strong>What was the Compromise of 1850?</strong></td>
<td><strong>Reconstruction (1865-1877)</strong></td>
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<tr>
<td><strong>Why did Southerners feel the Fugitive Slave Act was justified?</strong></td>
<td><strong>The Civil War brought great changes and challenges to the United States.</strong></td>
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<tr>
<td><strong>How did the Kansas-Nebraska Act change decisions about slavery?</strong></td>
<td><strong>The Civil War and Reconstruction had a lasting impact on the development of the United States.</strong></td>
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<tr>
<td><strong>What did the election of 1856 indicate about the nation?</strong></td>
<td><strong>What did Southerners fear Lincoln would do after the election of 1860?</strong></td>
</tr>
<tr>
<td><strong>What was popular sovereignty?</strong></td>
<td><strong>Why did Southern states secede?</strong></td>
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<td><strong>What violence took place in “Bleeding Kansas”?</strong></td>
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<td><strong>How was the Republican Party formed?</strong></td>
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<td><strong>What effects did the debates have on Lincoln’s political career?</strong></td>
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<td><strong>What impact did John Brown’s raid have on Harper’s Ferry?</strong></td>
<td><strong>Why did Southern states secede?</strong></td>
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</table>
Why did Lincoln decide to risk war by resupplying Fort Sumter?
Why were border states important?

What were the strengths of each side?

What was the goal of the Anaconda Plan, and what were its drawbacks?

How did each side’s strategy change as the war continued?

What conclusions did each side draw from the Northern defeat at Bull Run?

What were the characteristics and background of a typical soldier?

What obstacles did African American face who wanted to serve?

What were the major causes of widespread sickness in army camps?

What effects did changed in weapons have on the way the war was fought?

What contributed to the high casualty rate in the Civil War?

For what reasons did Lincoln hesitate to abolish slavery?

What did the Emancipation Proclamation accomplish, and why was it important?

What role did African American soldiers play in the Civil War?

What role did women play in the Civil War?

What was the significance of the battle of Gettysburg, Vicksburg, and Sherman’s March to the Coast?

What were the results of the Civil War—emotionally, physically, and...
What events were related to the President Lincoln’s assassination?

What were the consequences of the Civil War?

How did President Lincoln hope to bring the North and South together after the war?

What were the physical costs of the war?

What were the economic costs of the war?

What effect did the Thirteenth Amendment have?

How Lincoln’s death affect the nation?

**Reconstruction (1865-1877)**

What kinds of things did the U.S. government need to reconstruct after the Civil War?

What were the provisions of the Civil Rights Act of 1866?

What effect did the Fourteenth Amendment have on African Americans?

Why did Congress decide to impeach President Johnson?

How did Lincoln’s, Johnson’s and Congress’ Plan for Reconstruction differ?

How did freedom change the lives of African Americans?

For what reasons did former slaves move?

How did the sharecropping system operate?

Why did freed people desire an education?
How did the Fifteenth Amendment protect the rights of African Americans?

What events lead to a weakening of support for Reconstruction?

What obstacles did African Americans still face after the end of Reconstruction?

What lasting gains did African Americans make during Reconstruction?

What was the legacy of Reconstruction?

Vocabulary:

- The Nation Breaking Apart (1846-1860)
- Unit 3A
- Wilmot Proviso
- Henry Clay
- Compromise of 1850
- Fugitive Slave Act
- Popular sovereignty
- Kansas-Nebraska Act
- John Brown

- The Civil War (1861-1865) Unit 3B
- The Election of 1860
- Secede
- Confederate States of America
- Jefferson Davis
- Fort Sumter
- Robert E. Lee
- Border state
- Anaconda Plan
- Blockade

Social Studies Skills:

- Chronological Thinking (CH)
  - Explain how major events are related to one another in time.

- Spatial Thinking (SP)
  - Select and use various geographic representations to compare information about people, places, regions, and environments.
  - Use maps and other documents to explain historical migration of people, expansion, and disintegration of empires, and growth of economic and political systems.
The Nation Breaking Apart (1846-1860)

Students will identify the issues in the election of 1860:

Review with students that the abolitionist movement had started a widespread debate on slavery. Discuss the different economies of the North and South. Refer to pages 457-460. Introduce the Wilmot Proviso and explain how this outlawed slavery in any territory the United States might acquire from the War with Mexico. Note that controversy and debate grew over how to deal with slavery in lands gained from the War with Mexico. Suggested Activities:
- Have students analyze bar graphs comparing the North and South.

McDougal Littell: Creating America Textbook:
North and South Take Different Paths p. 457
Antislavery and Racism p. 459
Controversy over Territories p. 459-460

Cicero Teaching Beyond the Textbook: North and South Populations and Factories Comparison Chart
http://www2.cicerohistory.com/Cicero/c/8/Activities/Projects/NorthSouthGraph/ComparingTheNorthAndSouthGraph.pdf

Cicero Teaching Beyond the Textbook: Graph
| Students will analyze the Compromise of 1850 | Discuss how Congress was divided over the issue of California gaining statehood. Point out how Senator Henry Clay created a plan to solve the problem of California. Review the two conditions on page 461:  
1) To please the North, California would be admitted as a free state, and the slave trade would be abolished in Washington D.C.  
2) To please the South, Congress would not pass laws regarding slavery for the rest of the territories won from Mexico, and Congress would pass a stronger law to help slaveholders recapture runaway slaves.  
Suggested Activities:  
- Follow Cicero Lesson on Compromise of 1850 for students to evaluate and debate the key points of the Compromise.  
| Slave and Non-Slaveholding Population of the South  
[http://www2.cicerohistory.com/Cicero/c/8/Activities/Projects/Slave-NonslavePopulationGraph/SlaveAndNonSlavePopulationGraph.pdf](http://www2.cicerohistory.com/Cicero/c/8/Activities/Projects/Slave-NonslavePopulationGraph/SlaveAndNonSlavePopulationGraph.pdf) | McDougal Littell: Creating America Textbook:  
The Compromise of 1850 p. 460-461  
Cicero: Teaching Beyond the Textbook:  
Lesson Compromise of 1850:  
[http://www2.cicerohistory.com/Cicero/c/7/Lessons/MiddleSchool/ms1-CompromiseOf1850.pdf](http://www2.cicerohistory.com/Cicero/c/7/Lessons/MiddleSchool/ms1-CompromiseOf1850.pdf)  
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[www.studyisland.com](http://www.studyisland.com)  
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U.S. History  
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| Students will explain the effects of the Fugitive Slave Act and *Uncle Tom's Cabin* on Northerners | Introduce the Fugitive Slave Act to students, explaining it was a law in 1850 to help slaveholders recapture runaway slaves. Note that Southerners felt the law was justified because they | McDougal Littell: Creating America Textbook:  
The Fugitive Slave Act p. 462  
*Uncle Tom's Cabin* p. 463  
Cicero Political Cartoon: Fugitive Slave Law |
considered slaves to be property. However, Northerners began to question whether supporting the law was right.

Refer to page 463. Explain that in 1852 an author Harriet Beecher Stowe published a book called Uncle Tom’s Cabin, which portrayed the moral issues of slavery. Discuss how the book was very popular in the North, but Southerners felt it wrongly portrayed the South and slavery.

Suggested Activities:
- Have students analyze the Cicero Political Cartoon on Fugitive Slave Act and write a summary on morally was it right for Northerners to support this law?
- Read primary document on the Fugitive Slave Law for more background information

http://www2.cicerohistory.com/Cicero/c/7/Galleries/PoliticalCartoons/FugitiveSlaveLaw/FugitiveSlaveLaw.pdf

Cicero Primary Document: Fugitive Slave Law
http://www2.cicerohistory.com/Cicero/c/7/PrimarySources/LandmarkDocuments/06FugitiveSlaveAct_1850.pdf

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Students will analyze the concept of popular sovereignty
Students will describe the violence in "Bleeding Kansas"
Students will evaluate the attack on Senator Sumner in the Senate
Students will explain why the Republican Party was formed

Introduce the term popular sovereignty - a system where the residents vote to decide an issue. Discuss how this came into play when deciding upon the Kansas-Nebraska Act.

Suggested Activities:
- Follow Cicero Lesson on Kansas-Nebraska Act to provide students with an overview
- Refer to p. 464 and discuss how birth proslavery and antislavery settlers rushed into the Kansas Territory to vote for the territorial legislature. Explain that both sides armed

McDougal Littell: Creating America Textbook:
The Kansas-Nebraska Act p. 463-464
"Bleeding Kansas" p. 464-465
Violence in Congress p. 465

Cicero Teaching Beyond the Textbook: Lesson on Kansas-Nebraska Act
http://www2.cicerohistory.com/Cicero/c/8/Lessons/Middle_School/m82-KansasNebraskaAct.pdf

Cicero Teaching Beyond the Textbook: Bleeding Kansas Power-point Presentation:
http://www2.cicerohistory.com/Cicero/navigate/uc/sd165.do
themselves and that proslavery mob attacked the town of Lawrence, Kansas. Point out how an extreme abolitionist John Brown came onto the scene and that violence would continue for three years, leaving the territory to be referred to as “Bleeding Kansas”.

Explain to students that violence also spread to Congress. Point out that Senator Charles Sumner of Massachusetts made a speech attacking the proslavery forces in Kansas and insulting a senator from South Carolina, A.P. Butler. As a result, one of Butler's relatives attacked Sumner. Summarize that the violence occurring became rallying cries for antislavery Northerners.

As a class read “The Republican Party Forms”. Discuss how they quickly gained strength in the North and that “Bleeding Kansas” was one of the key factors in their rise.

Suggested Activities:
- Show power-point presentation on “Bleeding Kansas” for an introduction
- Follow-up with Guided Reading/Discussion questions on Bleeding Kansas
- Students will summarize the effects of the Dred Scott case
- Introduce the case of Dred Scott to students. Explain that this court decision made the split in the country worse.
- Suggested Activities:

Cicero Teaching Beyond the Textbook: Guided Reading Bleeding Kansas

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McDougal Littell: Creating America Textbook:
The Case of Dred Scott p. 467-468

Cicero Teaching Beyond the Textbook: Guided Reading Dred Scott Case:
Read Guided Reading and answer discussion questions on the Dred Scott Case
Refer to Cicero Teacher Created Materials Lesson on the Dred Scott Case - Read over background information and have students complete task:
“Have you been assigned to write a story about Dred Scott for Frank Leslie’s Illustrated Newspaper. Imagine you go to Scott’s house and interview him. In the space below, write your article as it would appear in the paper. Be sure to include the headlines and the date.”
Read Landmark Supreme Court Case Decisions: The Dred Scott Case and complete questions

Students will analyze the Lincoln-Douglas debates
Read “Lincoln and Douglas Debate” on page 468. Discuss that Republican nominated, Abraham Lincoln challenged Stephen A. Douglas in a debate for the U.S. Senate seat. Point out these debates became models for political debate and they helped to make Lincoln a national figure.
Suggested Activities:
Show short You-Tube video clip on Lincoln-Douglas Debate. Have students summarize how a debate can hurt or help a person running for a political position?

Students will evaluate the impact of John Brown
Review that John Brown was an

McDougal Littell: Creating America Textbook: Lincoln and Douglas Debate p. 468
You-Tube Video Clip: The Lincoln Douglas Debates:
http://www.youtube.com/watch?v=vwe4Dofhdls0

Cicero Teaching Beyond the Textbook Teacher Created Materials: Dred Scott Case Lesson:
http://www2.cicerohistory.com/Cicero/c/8/Lessons/TCM/Unit%208_MS%20Lesson_Dred%20Scott.pdf

Cicero Landmark Supreme Court Case Reading: Dred Scott Case
http://www2.cicerohistory.com/Cicero/c/8/Activities/GuidedReadings/Secondary/DredScottCase/LandmarkSupremeCourtCases.pdf

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### John Brown’s raid on Harpers Ferry

John Brown, an extreme abolitionist who felt very strongly against slavery, read and discuss “John Brown Attacks Harpers Ferry” on page 469. Point out he wanted to inspire slaves to fight for freedom.

**Suggested Activities:**
- Show You-Tube Video clip on John Brown’s Raid for an overview. Ask students to summarize the reactions to John Brown’s death. Did they vary according to regions? Explain why people viewed John Brown so differently.

**Resources**
- John Brown
- You-Tube Video: John Brown’s Raid in American Memory:
  - [http://www.youtube.com/watch?v=bB_kbFAP-U](http://www.youtube.com/watch?v=bB_kbFAP-U)

### Learning Targets

<table>
<thead>
<tr>
<th>Content</th>
<th>Resources</th>
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</table>
| The Civil War (1861-1865) | **Students will identify the issues in the election of 1860**
|  | **Students will describe the secession of Southern states from the Union**
|  | **Students will explain the Union’s response to secession**
|  | Refer to pages 471-475. Explain to students that even though Lincoln said he would do nothing to abolish slavery in the South, Southerners did not trust him. Point out that while Southerners saw a Republican victory as a threat to the Southern way of life, Highlight that prior to the 1860 presidential election, many southern states threatened to secede. Reviews that secede meant to withdraw from the Union. Identify the Southern states that did secede. Discuss how in early February 1861, the southern states who succeeded formed the Confederate States of America, naming Jefferson Davis as President.
|  | McDougal Littell: Creating America Textbook: Political Parties Splinter p. 471-472
|  | The Election of 1860 p. 472-473
|  | Southern States Secede p. 473-474
|  | The Union Responds to Secession p. 474-475
|  | Efforts to Compromise Fail p. 475
|  | Cicero Teaching Beyond the Textbook: Teacher Created Materials Lesson Election of 1860
  - [http://www2.cicerohistory.com/Cicero/c/8/Lessons/TCM/Unit%208%20MS%20Lesson%201860%20Election.pdf](http://www2.cicerohistory.com/Cicero/c/8/Lessons/TCM/Unit%208%20MS%20Lesson%201860%20Election.pdf)
|  | Cicero Historical Map: Election of 1860
Students will describe how fighting began at Fort Sumter
Students analyze the strengths and weaknesses of each side
Students will explain each side's basic strategy

Refer to pages 481-482. Discuss that Abraham Lincoln had to decide on what to do with the Federal forts located in states that seceded from the Union. Point out the location of Fort Sumter in the harbor of Charleston, South Carolina on a map. Explain to students that when Lincoln sent supplies to the fort, leaders of the Confederacy decided to attack the supply ships. Point out that opened fire happened on April 12, 1861 and even though no one was killed, South's attack on Fort Sumter marked the beginning of the Civil War. Ask students to reflect on whether or not they think Lincoln could have prevented the shots fired at Fort Sumter? Explain your answer.

Introduce the term border state—and explain that Delaware, Maryland, and

McDougal Littell: Creating America Textbook:
First Shots at Fort Sumter p. 481-482
Lincoln Calls out Militia p. 482
Choosing Sides p. 482-483
Strengths and Weaknesses p. 483
The Confederate Strategy p. 484
The Union Strategy p. 484

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Cicero Project: Choosing Sides Web Quest
http://www2.cicerohistory.com/Cicero/c/8/Activities/Projects/ChoosingSides/ChoosingSides.pdf

Web Quest Rubric
http://www2.cicerohistory.com/Cicero/c/static/Ru
Kentucky were slave states that bordered states in which slavery was illegal. Point out that both sides knew these states would play a very important role in the war's outcome.

Suggested Activities:

- Have students complete, "Choosing Sides" Web Quest to better understand the importance of border states in the Civil War.
- Read about the strengths and weaknesses of each side possessed. Refer to p. 485. Discuss the Strategies that each side used.

Suggested Activities:

- Complete strategies of the Civil War Web Quest

Students will summarize the results of the First Battle of Bull Run

Refer to "Battle of Bull Run" on p. 485. Explain that Confederate victory in the First Battle of Bull Run thrilled to South and shocked the North.

Suggested Activities:

- Show You-Tube Video clip on the Battle of Bull Run to provide an overview.
- Show map of the Battle of Bull Run for visual. Have students respond to: What conclusions did each side draw from the Northern defeat at Bull Run?

McDougal Littell: Creating America Textbook:
Battle of Bull Run p. 485

You-Tube Video: Battle of Bull Run
http://www.youtube.com/watch?v=qEDeJFZ31uc

Cicero Teaching Beyond the Textbook: Map Battle of Bull Run
http://www2.cicerohistory.com/Cicero/c/8/Maps/PrintableMaps/FirstBullRun.pdf

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| Students will understand what life was like in the Army | Refer to "Those Who Fought" and point out that farmers made up the majority of Civil War soldiers. Note that in the beginning, African Americans wanted to fight, but neither side accepted them. Towards the end, the North finally took African Americans into their ranks. Discuss how Native Americans served on both sides. As a class, brainstorm what the students think would be challenges for soldiers during the Civil War. Explain the many hardships during the war. Show pictures of the weapons used during the Civil War—pointing out the ride, minie ball, and Ironclads. |
| Students will explain those who joined the armies | Suggested Activities: |
| Students will describe the military training and supplies of the era | - Read Dialogue "Breastworks Trading Post: Life As A Civil War Soldier" to learn more about the hardships of life during the Civil War as a soldier |
| Students will summarize the hardships of army life | - Have students learn more about the changes in military technology through Guided Reading "Modern Warfare"/Discussion Questions |
| Students will identify the changes in military technology | - Show Cicero video: A soldier's weapon |
| Students will identify the major battles of the Civil War | - Read Guided Reading: Civil War for an overview |

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| McDougal Littell: Creating America Textbook | Those Who Fought p. 488-489 |
| | Turning Civilians into Soldiers p. 489-490 |
| | Hardships of Army Life p. 490 |
| | Changes in Military Technology p. 491 |

- Cicero Teaching Beyond the Textbook: Dialogue Life As A Civil War Soldier [Link](http://www2.cicerohistory.com/Cicero/c/8/Activities/Dialogues/BreastworksTradingPost/BreastworksTradingPost.pdf)
- Cicero Teaching Beyond the Textbook: Guided Reading Modern Warfare [Link](http://www2.cicerohistory.com/Cicero/c/8/Activities/GuidedReadings/Secondary/ModernWarfare/ModernWarfare.pdf)

Study Island [Link](www.studyisland.com) for Middle School Social Studies, U.S. History, Civil War and Reconstruction (1850-1877) Lesson: Civil War
<table>
<thead>
<tr>
<th>Students will analyze the importance of the Union victories in the West</th>
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<tbody>
<tr>
<td>Students will explain how the fall of New Orleans and help the Union</td>
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<tr>
<td>Students will analyze Lee's victories in the East and his decision to invade the North</td>
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<tr>
<td>Students will describe the outcome of the Battle of Antietam</td>
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<tr>
<th>Highlight the importance of victories in other regions like the West and East</th>
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<tr>
<td>Suggested Activities:</td>
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<tr>
<td>- Analyze Historical map “Fighting in the East” and Historical map “Fighting in the West”</td>
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<tr>
<td>- For students to gain a better understanding of the major battles of the Civil War have students research a specific battle and present to class.</td>
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<tr>
<td>- Point out the five bloodiest battles using interactive site</td>
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| The Fall of New Orleans p. 495 |
| Lee Claims Victories in the East p. 496 |
| Lee Invades the North p. 496 |
| Bloody Antietam p. 497 |

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<tr>
<th>Cicero Power-point Presentation: Battles of the Civil War</th>
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<td><a href="http://www2.cicerohistory.com/Cicero/navigate/uc/slid165.do">http://www2.cicerohistory.com/Cicero/navigate/uc/slid165.do</a></td>
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<td><a href="http://www2.cicerohistory.com/Cicero/c/8/At-a-Glance/MajorBattlesOfTheCivilWar.pdf">http://www2.cicerohistory.com/Cicero/c/8/At-a-Glance/MajorBattlesOfTheCivilWar.pdf</a></td>
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<tr>
<th>Five Deadliest Battles-Civil War:</th>
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<td><a href="http://www.history.com/interactives/civil-war-150">http://www.history.com/interactives/civil-war-150</a></td>
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<tr>
<td>Refer to “Calls for Emancipation” and Discuss that abolitionists urged Abraham Lincoln to emancipate enslaved persons throughout the war. Explain that the Emancipation</td>
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<thead>
<tr>
<th>McDougal Littell: Creating America Textbook:</th>
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<tbody>
<tr>
<td>Calls for Emancipation p. 503</td>
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<tr>
<td>The Emancipation Proclamation p. 504</td>
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<td>Response to the Proclamation p. 504-505</td>
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Proclamation was issued on January 1, 1863 and freed all slaves in the Confederate territory. Note that it freed very little slaves, but had a huge impact on the public.

Suggested Activities:
- Follow Cicero lesson on Emancipation Proclamation
- Primary Sources: Emancipation Proclamation:
  - http://www2.cicerohistory.com/Cicero/c/8/Lessons/Middle_School/ms6-EmancipationProclamation.pdf
- Study Island
  - www.studyisland.com
  - Middle School Social Studies
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Students will understand the role African American soldiers played

Discuss that the Emancipation Proclamation also allowed African American men willing to fight be allowed to serve in the United States Army. Point out by the end of the war more than 180,000 African Americans served as soldiers. Note that besides being paid less and given the worst jobs, they fought hard and wore their uniforms proudly.

Suggested Activities:
- Use interactive site to point out the African Americans who served in the war
- Have student read the “54th Massachusetts”. When finished have students reflect on how the Civil War may have been

McDougal Littell: Creating America Textbook:
- African American Soldiers p. 505-506
- The 54th Massachusetts p. 506

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- www.studyisland.com
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History.com Civil War Interactive: Who Were They? African Americans:
- http://www.history.com/interactives/civil-war-150

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- www.studyisland.com
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| Students will understand the role women played in the Civil War | Show students using interactive site the many roles that women played during the Civil War. Read and discuss “Women Aid the War Effort” Highlight Clara Barton. Suggested Activities: Guided Reading Women in the Civil War/Discussion Questions | McDougal Littell: Creating America Textbook: Women Aid the War Effort p. 510  
**The Role of Women: Civil War** [http://www.history.com/interactives/civil-war-150](http://www.history.com/interactives/civil-war-150)  
**Cicero Guided Reading: Women in the Civil War** [http://www2.cicerohistory.com/Cicero/c/8/Activities/GuidedReadings/Elementary/WomenInTheCivilWar/WomenInTheCivilWar.pdf](http://www2.cicerohistory.com/Cicero/c/8/Activities/GuidedReadings/Elementary/WomenInTheCivilWar/WomenInTheCivilWar.pdf)  
**Study Island** [www.studyisland.com](http://www.studyisland.com)  
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| --- | --- | --- |
| Students will evaluate the importance of the Battle of Gettysburg, Vicksburg, and Sherman’s march to the Coast | Provide an overview of each of the Battles: Gettysburg, Vicksburg, and Sherman’s March. Utilize Civil War Interactive to note important information about each event. Read “Surrender at Appomattox” and point out that after four years the Civil War was coming to an end.  
Suggested Activities:  
- Have student create chart to organize important information about the battles- Gettysburg, Vicksburg, Atlanta, and Richmond. Refer to page 513. | **McDougal Littell: Creating America Textbook**  
The Road to Gettysburg p. 512  
The Battle of Gettysburg p. 513-515  
The Siege of Vicksburg p. 516  
Sherman’s Total War p. 516  
Grant’s Virginia Campaign p. 518  
Surrender at Appomattox p. 519  
**Major Civil War Battles:** [http://www.history.com/interactives/civil-war-150](http://www.history.com/interactives/civil-war-150)  
**Major Battles of the Civil War At A Glance:** [http://www2.cicerohistory.com/Cicero/c/8/At-a-Glance/MajorBattlesOfTheCivilWar.pdf](http://www2.cicerohistory.com/Cicero/c/8/At-a-Glance/MajorBattlesOfTheCivilWar.pdf) |
| Students will describe the surrender of Appomattox | --- | --- |
| Students can use major battles chronology to fill in information | Guided Reading: William Sherman:  
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[www.studyisland.com](http://www.studyisland.com)  
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| --- | --- |
| • Have students learn about William Sherman’s War through Guided Reading/Discussion Questions | **McDougal Littell: Creating America Textbook**:  
The Costs of War p. 520  
**History.com: Civil War Interactive: Paying for the War:**  
[http://www.history.com/interactives/civil-war-150/#/paying-for-the-war](http://www.history.com/interactives/civil-war-150/#/paying-for-the-war)  
**Cicero Graph Union and Confederate Causalities:**  
[http://www2.cicerohistory.com/Cicero/c/B/Activities/Projects/Union&ConfederateCausalities/UnionAndConfederateCausalitiesGraph.pdf](http://www2.cicerohistory.com/Cicero/c/B/Activities/Projects/Union&ConfederateCausalities/UnionAndConfederateCausalitiesGraph.pdf)  
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| Students will analyze the economical, physical, and emotional costs of the Civil War | Use Civil War interactive to show students to huge cost of the war not only financially, but physically and emotionally. Refer to Causalities graphs on p. 521 and Economic Costs p. 521  
**Suggested Activities:**  
• Have students analyze the Union and Confederate Causalities map and answer follow-up questions. |
| Students will explain the significance of the Thirteenth Amendment | Read about “The Thirteenth Amendment” on page 521. Have students summarize why the Amendment had such an important impact following the war.  
**McDougal Littell: Creating America Textbook**:  
The Thirteenth Amendment p. 521  
**Study- Island**  
[www.studyisland.com](http://www.studyisland.com)  
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<tr>
<th>Learning Targets</th>
<th>Content</th>
<th>Resources</th>
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<tr>
<td>Students will summarize the consequences of the Civil War</td>
<td>Review with students the consequences of the war. Have students organize the causes and effects of the Civil War in graphic organizer similar to p. 523. Utilize Civil War Interactive to provide students with a summary of the costs of war.</td>
<td>McDougal Littell: Creating America Textbook: Consequences of the War p. 522-523  * History.com: Civil War Interactive: Paying for the War: <a href="http://www.history.com/interactives/civil-war-150#/paying-for-the-war">http://www.history.com/interactives/civil-war-150#/paying-for-the-war</a>  * Study- Island <a href="http://www.studyisland.com">www.studyisland.com</a> Middle School Social Studies U.S. History Civil War and Reconstruction (1850-1877) Lesson: Civil War</td>
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Students will understand why Reconstruction was needed

Ask students to define the words reconstruct and reconstruction. Ask students if something that has been broken can be made exactly the same as it was before. Discuss that reconstruction meant rebuilding the government, economy, and cities of the South. Present Promethean Planet flipchart: Aims of Reconstruction for overview.

Suggested Activities:

- Critical Thinking: Discuss with students the many different ways the Civil War changed life in the South. Ask students to make two lists of tasks required to rebuild the economy of the South and rebuild the lives of Southerners. One list should contain items that needed immediate attention. The other list should contain items that could have been dealt with over a period of years.
- Have students respond to the following questions in journals/notebook:
  1) What problems would you face in rebuilding the nation?
  2) How would you ease tensions between North and South?
  3) How would you help freed African Americans?
- Show students Cicero

McDougal Littell: Creating America Textbook:
Reconstruction Timeline p. 530-531
Reconstruction Begins p. 533-534
Rebuilding Brings Conflict

Promethean Planet: Aims of Reconstruction:

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Cicero Teaching Beyond the Textbook:
Video/Video Questions
Reconstruction, Dr. Larry Greene (CC)
http://www2.cicerohistory.com/Cicero/navigate/uc/sid157.do

Cicero Teaching Beyond the Textbook:
Reconstruction Power-point:
http://www2.cicerohistory.com/Cicero/navigate/uc/sid165.do

You Tube Video: Reconstruction:
http://www.youtube.com/watch?v=8LdWQj3vAio
| Students will analyze the conflict that developed over Reconstruction | Discuss how rebuilding the South brought on a great deal of conflict. Introduce the term black codes - discuss that many Southern states passed these laws which limited the freedom of former slaves.  
Suggested Activities:  
- Show Cicero power-point slide on Black Codes for an overview  
- Ask student what was the main reason Southern states passed the black codes?  
- Reflect on: Was it fair that Southern states were enforcing the black codes? | McDougal Littell: Creating America Textbook: Rebuilding Brings Conflict p. 534  
Cicero Teaching Beyond the Textbook: Reconstruction Power-point: Black Codes [http://www2.cicerohistory.com/Cicero/navigate/uc/sid165.do](http://www2.cicerohistory.com/Cicero/navigate/uc/sid165.do)  
Study- Island [www.studyisland.com](http://www.studyisland.com)  
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You-Tube Video Clip: Black Codes: [http://www.youtube.com/watch?v=aAUXdDAh0](http://www.youtube.com/watch?v=aAUXdDAh0) |
|---|---|---|
| Students will examine the effects of the Freedmen’s Bureau and the Civil Rights Act | Explain to students that the president established the Freedmen’s Bureau. Note that this was federal agency set up schools and hospitals for African Americans and help to distribute clothes, food, and fuel throughout the South.  
Suggested Activities:  
- Show Reconstruction power-point slide on Freedmen’s Bureau – have students summarize what the Freedmen’s Bureau provided in a graphic organizer. Read Cicero’s Connections: Government Agencies: Freedmen’s Bureau for McDougal Littell: Creating America Textbook: Reconstruction Begins: Freedmen’s Bureau p. 533  
The Civil Rights Act  
Cicero Teaching Beyond the Textbook: Reconstruction Power-point: Freedmen’s Bureau/Civil Rights Bill: [http://www2.cicerohistory.com/Cicero/navigate/uc/sid165.do](http://www.youtube.com/watch?v=aAUXdDAh0)  
Cicero Teaching Beyond the Textbook: Connections:  
● Introduce the Civil Rights Act.  
Note that this was urged on by the Radicals and Congress passed a bill promoting civil rights - those rights granted to all citizens. Point out that the Civil Rights Act of 1866 declared that all persons born in the United States (except Native Americans) were citizens.

● Follow-up with Cicero Connections Reading: Civil Rights/Discussion Questions

gencies.pdf

Cicero Teaching Beyond the Textbook: Connections- Civil Rights Reading:

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Students will examine the provisions of the Fourteenth Amendment

Review power-point slide on the Fourteenth Amendment. Explain that the Republicans wanted equality to be protected by the Constitution. Point out that President Johnson refused to support the amendment, as well as, every Confederate state except Tennessee. Go over slide on the Reconstruction Acts of 1867.  
Suggested Activities:
● Have student reflect on why they think Johnson did not support the Fourteenth Amendment?

McDougal Littell: Creating America Textbook:
The Fourteenth Amendment p. 535-536
The New Southern Governments p. 536

Cicero Teaching Beyond the Textbook: Reconstruction Power-point: Fourteenth Amendment/ Reconstruction Acts of 1867:
http://www2.cicerohistory.com/Cicero/navigate/uc/sd165.do

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Students will understand the New Southern Governments that formed during Reconstruction

Discuss that Southern voters began to choose delegates to draft their new state constitutions. Refer to p. 536: Point out that the majority of delegates were Republicans and many were poor white farmers. Note that they were

McDougal Littell: Creating America Textbook:
The Fourteenth Amendment p. 535-536
The New Southern Governments p. 536
Scalawags p. 536
Carpetbaggers p. 536
angry at planters for starting what they referred to as the "rich man's war". They called these delegates scalawags (scoundrels) for going along with Radical Reconstruction. Introduce the term carpetbaggers - white Northerners who rushed to the South after the war.

Suggested Activities:
- Refer to power-point slides on carpetbaggers and scalawags to discuss meanings. Have students compare the two groups in a Venn-diagram graphic organizer.

Students will examine the Tenure of Office Act and the impeachment of President Johnson

Refer to Reconstruction power-point and discuss the key points of the Tenure of Office Act. Discuss how President Johnson fought against many of Congress's reform efforts. Read p. 537 about the Impeachment of Johnson. Refer to power-point slides for more background information.

Suggested Activities:
- Follow-up with reading on Impeachment/discussion questions.

Students will describe the responses of the South was
| Students will understand why education was an important goal for African Americans. | Responding to Freedom p. 540-541  
Starting Schools p. 541  
Cicero Teaching Beyond the Textbook: Reconstruction Power-point: Freedmen's Schools  
http://www2.cicerohistory.com/Cicero/navigate/uc/sd165.do  
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|---|---|
| African Americans to freedom  
Students will understand why education was an important goal for African Americans.  
rebuilding, millions of newly freed African Americans worked to improve their lives. Note that African Americans' first reaction to freedom was to leave the plantations. Discuss how with freedom, African Americans wanted to reach their goal of economic independence, but first many had to read and write. This resulted in many going to freedmen's schools- set up to educate newly freed African Americans. Read pages p.541  
Suggested Activities:  
* Have students think about the changes African Americans in the South experienced following the Civil War. Have students write a letter from an African American in the South about their life following the Civil War. Students should apply the information about the ways the lives have changed (Leaving plantations, relocation, and freedmen's schools) |
| Students will evaluate the impact of sharecropping and what life was like after the Civil War for African Americans | McDougal Littell: Creating America Textbook:  
40 Acres and a Mule p. 542  
The Contract System p. 542-543  
Sharecropping and Debt p. 543  
Cicero Teaching Beyond the Textbook: Dialogues From Slave to Sharecropper: Life After the Civil War  
http://www2.cicerohistory.com/Cicero/c/8/Activities/Dialogues/FromSlaveToSharecropper/FromSlaveToSharecropper.pdf |
| Refer to page 542-543. Note that more than anything, freed people wanted to own land. Discuss how many African Americans ended up returning to plantations to work for wages. Have students review diagram on p. 543 The Sharecropper Cycle of Poverty  
Suggested Activities:  
Have students examine the diagram and summarize the effects sharecropping had on African Americans.  
Suggested Activities: |
<table>
<thead>
<tr>
<th>Students will evaluate the impact of the Thirteenth, Fourteenth, and Fifteenth Amendments</th>
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<tbody>
<tr>
<td>Review the three Reconstruction Amendments. Show Reconstruction Amendments power-point and discuss. Have students summarize the amendments using graphic organize similar to p. 549. Ask the following questions: 1. How was the Fifteenth Amendment a step beyond the Fourteenth Amendment? 2. Were the Reconstruction Amendments effective? Why or why not? Support your answer with details.</td>
</tr>
</tbody>
</table>
| McDougal Littell: Creating America Textbook: The Thirteenth Amendment p. 521  
The Fourteenth Amendment p. 535  
The Fifteenth Amendment p. 546  
Reconstruction: Civil Rights Amendments and Laws p. 549 |
| Cicero Teaching Beyond the Textbook: Power-point: Reconstruction Amendments  
http://www2.cicerohistory.com/Cicero/navigate/uc/sid165.do |
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<tr>
<th>Students will explain events that led to the end of reconstruction</th>
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<tr>
<td>Refer to End of Reconstruction pages 545-548. Discuss the Panic of 1873 and the Compromise of 1877. Refer to power-point slides on Panic of 1873 and Compromise of 1877 for background information.</td>
</tr>
</tbody>
</table>
| McDougal Littell: Creating America Textbook:  
The Election of Grant p. 545  
Scandal and Panic Weaken Republicans p. 547  
Supreme Court Reversals p. 548  
Reconstruction Ends p. 548 |
| Study- Island  
www.studyisland.com  
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were part of the Compromise of 1877

Suggested Activities:
● Prompt students with question—what resulted from the Panic of 1873?
● Have student organize the causes and effects of the Panic of 1873 into a graphic organizer.
● Have students summarize the compromises made between the Republicans and Southern Democrats in the Compromise of 1877.

Cicero Teaching Beyond the Textbook:
Reconstruction Power-point:
Panic of 1873/ Compromise of 1877: http://www2.cicerohistory.com/Cicero/navigate/uc/sid165.do

Students will compare the three plans of Reconstruction

Review as a class the three plans for Reconstruction:
● Lincoln’s Plan
● Johnson’s Plan
● Congress’s Plan

Suggested Activities:
● Refer to power-point for overview of each plan and note sheet. Compare and contrast each plan using Venn diagram. Have students evaluate which plan they felt would be the best for Reconstruction and why?

Cicero Teaching Beyond the Textbook:
Reconstruction Power-point:
Lincoln’s Plan, Johnson’s Plan, Congress’s Plan: http://www2.cicerohistory.com/Cicero/navigate/uc/sid165.do

Students will analyze the legacy of Reconstruction

Ask students to define the term legacy? Talk about the legacy of Reconstruction. Point out that historians still argue over the success behind the Reconstruction period. Note that the nation did rebuild and reunite, but it did not achieve equality for African Americans. Propose the following reflection question: Do you feel reconstruction was successful? Why or why not? Support your answers with details you learned from our unit.

Suggested Activities:

McDougal Littell: Creating America Textbook:
Reconstruction Web- Quest:
http://www2.cicerohistory.com/Cicero/c/B/Activities/Projects/Reconstruction/Reconstruction.pdf
| Assessments: | 1) Timeline of important events  
2) Essay Questions  
3) Graphic Organizers |
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<tr>
<td>Modifications:</td>
<td>Modified tests, quizzes, assignments, partner project activities, cooperative learning groups, extended time</td>
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</table>