Lesson Topic | Civil War and Reconstruction
---|---
SC Standards and Indicators | 3.1, 3.2, 3.3, 3.4.
Common Core Strategy(ies) addressed | Grade 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
Academic Vocabulary | Reconstruction, Abolition, Civil Rights,
Lesson Materials Needed (attached at end of lesson) | - Handout with Primary Sources
- PowerPoint Review: Civil War
Content Narrative | The students had the necessary background knowledge to adequately engage with the source material because they already completed a unit of study on the Civil War.

That unit started off by focusing on the prewar compromises that were reached (Missouri Compromise, Compromise of 1850) in an effort to maintain the balance between free and slave states. The students studied the flaws in these compromises and the predictors of war that existed on the eve of Lincoln’s election. This background knowledge was beneficial for the students when they encountered documents 1 and 2 of this lesson.

As far as the actual war, most of the focus was on the advantages of each side and the strategies used by the north and the south. An entire lesson centered on the Anaconda Plan and the total war strategy used by the Union to effectively end the war. The information learned during this segment of the unit is most applicable to document 3 of this lesson.

The postwar study of the Reconstruction era focused on the initial gains of the 13th, 14th, and 15th Amendments. Specific attention was paid to the fleeting benefits of reconstruction and how ultimately the Jim Crow era would define southern life for the next century. Students learned about the *Plessy v. Ferguson* case during this segment of the unit and used their background
knowledge to engage with document 4 in this lesson.

The quick review lecture portion of this lesson highlights the key information necessary to engage with the source documents and includes a bulleted outline to guide the students through the lesson.

**Lesson Set**

<table>
<thead>
<tr>
<th>Content Objective(s)</th>
<th>SWBAT analyze the issues that caused the civil war</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SWBAT summarize the course and outcome of the Civil War</td>
</tr>
<tr>
<td></td>
<td>SWBAT explain the successes and failures of reconstruction</td>
</tr>
<tr>
<td>Literacy Objective(s)</td>
<td>SWBAT formulate meaning from 19th century primary source documents</td>
</tr>
<tr>
<td>Lesson Importance</td>
<td>This lesson can be used as an end of unit review. It touches on themes and concepts from standard 3 in USHC.</td>
</tr>
<tr>
<td>Connections to prior and future learning</td>
<td>Students have already been taught the standards for this unit. Students should be able to connect reconstruction themes to the civil rights movement of the 1950s and 1960s.</td>
</tr>
<tr>
<td>Anticipatory Set/ Hook (Engage)</td>
<td>Do Now Question: How did the framers deal with the slavery question at the Constitutional Convention? Argue how their handling of slavery in the 18th century impacted the conflict that occurred in the 19th century?</td>
</tr>
</tbody>
</table>

**Skill Development**

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

<table>
<thead>
<tr>
<th>Introduce content components</th>
<th>Review Lecture: 20 Minute crash course of Standard 3. Students will be given an outline with key terms/phrases/events to focus their attention.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I do” Skill from objective introduce/explain/model</td>
<td>Lesson will be modeled using the Thomas Jefferson letter. Students will follow along as the teacher breaks down the key elements of the source and answers the following questions in a paragraph: <strong>Model Question:</strong> How did Thomas Jefferson feel about the Missouri Compromise? Did he have any reservations about its passage? Ultimately, what was his viewpoint concerning the end of slavery and evaluate the accuracy of his predictions?</td>
</tr>
</tbody>
</table>
Guided Practice
This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

| “We do” Activity Description | Students will work in groups of 2 or 3 to analyze the next two primary sources (Documents 1 & 2 or Documents 3 & 4) in the attached document. They will break down the major components of each source and use the guiding questions to organize their thoughts into a cohesive paragraph that analyzes the main content objectives. |
| Checking for Understanding-“Informal” Assessment | The teacher will circulate the room to facilitate the process and check for understanding. |

Closure
Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

| Content Solidified | Students will be given 5 minutes to meet with all students who worked on the same document. All students who worked on documents 1 will meet while all students who worked on document 3 will meet. They will discuss the document, ask each other questions, and refine their answers based on this meeting.

Students will then meet to discuss either document 2 or 4. (Note: Students were given a card that indicated which documents they were to work on at various times throughout the lesson. Students were either assigned 1 or 3 and 2 or 4.) |

Independent Practice

| “You Do” | Students will work on the two documents that they did not do in groups. |

Summative/ “Formal” Assessment

| Assessment | Answer questions from the two documents that the student worked on during the “you do” portion of the lesson. |

Differentiation

| During Lesson | Modified primary sources; bolded words with definitions. |
**Assessment**

Abbreviated questions that require less work to answer.

---

**Reflection**

**Lesson Reflection**
(What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson)

The modeling with the Jefferson letter was a huge success with the students. They were able to use their knowledge of Jefferson to help predict how he might have felt about the Missouri Compromise as well as how a man of his national significance may have felt about the preservation of the union.

The students had success working in groups to analyze and summarize the various documents used in the lesson. On the whole, they were engaged in the material and were really successful in working with each other to develop sound responses. They did struggle tying in background information into their written responses.

On the assessment, the flaws in connecting background information were even more prevalent, as students were stuck solely on the information contained in the documents. This is particularly troublesome when dealing with images like political cartoons of paintings. They only take what is in front of them instead of infusing all the great background knowledge they have at their disposal. In the future, I will probably model with an image and provide students with a textual summary for each image.

---

**Materials Needed for Lesson**

**Lesson Materials and Handouts**

- Handout (pasted below)
- Powerpoint (attached in PDF format)

**Rubric**

A: Six to eight sentences summarizing and synthesizing all questions; at least 3 connections made to background knowledge

B: Six to eight sentences summarizing all questions; at least 2 connections made to background knowledge

C: 6-8 sentences independently addresses all aspects of the question; 1 connection made to background knowledge

D: Less than 6 sentences; address most of questions; no synthesis or summation; no background knowledge

F: incomplete/incoherent/incorrect summary
The Westward Divide
- Northwest Ordinance
- Slave vs. Free States
- Missouri Compromise
- Compromise of 1850
- Kansas-Nebraska Act
- *Dred Scott Decision*

Abolition:
- *The Liberator*
- *Uncle Tom's Cabin*

The War:
- Election of Lincoln
- Anaconda Plan
- Emancipation Proclamation
- March to Sea
- Siege on Petersburg

Reconstruction:
- Military Reconstruction Act
- Reconstruction Amendments

Freedmen:
- Freedmen’s Bureau
- Carpetbaggers & Scalawags
- Sharecropping & Crop Lien

Post-Reconstruction:
- Ku Klux Klan
- Compromise of 1877
• Jim Crow laws
• Plessy vs. Ferguson

MODEL w/ Primary Source Below

I thank you, dear sir, for the copy you have been so kind as to send me of the letter to your constituents on the Missouri question. It is a perfect justification to them. I had for a long time ceased to read newspapers, or pay any attention to public affairs, confident they were in good hands, and content to be a passenger in our bark to the shore from which I am not distant. But this momentous question, like a fire bell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. It is hushed, indeed, for the moment. But this is a reprieve only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper. I can say, with conscious truth, that there is not a man on earth who would sacrifice more than I would to relieve us from this heavy reproach, in any practicable way.

~Thomas Jefferson, April of 1820

http://www.loc.gov/exhibits/jefferson/159.html

The above passage is an excerpt from a letter written by Thomas Jefferson to a Congressman John Holmes of Maine. He is commenting on the recent passing of the Missouri Compromise.

Model Question: How did Thomas Jefferson feel about the Missouri Compromise? Did he have any reservations about its passage? Ultimately, what was his viewpoint concerning the end of slavery and evaluate the accuracy of his predictions?

Lesson #1: Small-Group Discussion Questions/Assessment Questions

1. 

http://www.loc.gov/pictures/item/2008661793/

Question 1: Identify and explain the symbols in the cartoon. What is the cartoonist’s opinion of the southern state’s decision to secede from the Union?

2.
The cowardly “Wood” was again at his post, harranging his men, but fearful that his courage would again prove treacherous, he resigned his command in favor of two notorious ruffians, one by the name of Davis from Atchison who had come expressly to participate in the capture of Brown, … but when Brown’s party had approached within rifle range, a sudden panic seized all, Davis and Hendrickson trembled like leaves, the effect was contagious; all fled precipitously down a steep hill to the spring creek crossing. At the latter point they felt assured of arresting Brown’s further progress, until the arrival of the troops, who were now hourly expected. Sixty-five ruffians, the off scouring of the South, were drawn up in order of battle, on the north side of Spring creek; glorious deed they were expected to perform, immortality was to be their boon; This day was to witness the capture of Brown: his abolition [xxx] was to be annihilated, and the blood stained banner of the slave hunter wave in triumph over the virgin soil of Kansas. But alas, for human calculations, when Brown’s party had again arrived within rifle distance, the ruffian commanders were suddenly taken with the ague; Wood, mounted the swiftest horse and left the scene of action. The prisoners were carried along about twelve miles when after listening to a lengthy lecture from Brown, they were permitted to return home, minus their horses and arms.

Now Dear Sir I have in my feeble way attempted to contribute my mite to perpetuate the deeds of “Old John Brown,” “Col Whipple” and their heroic associates. I might say more about Whipple having commanded a company under him during the Kansas war, but I will leave off for the present.

Excerpt from a letter from William F. Creitz to Col. James Redpath; December 17, 1859; Kansas Territory


**Question 2**: Was William F. Creitz pro-slavery or was he an abolitionist? Use evidence from the text to support your answer. Additionally, comment on the historical time period to which this letter eludes? How is it related to the Civil War conflict which erupted within 18 months of the date of the letter?

3.

http://www.loc.gov/pictures/item/2003679761/

**Question 3**: Explain the war strategy used by the north in the painting above. How did it help the North win the war? Comment on how this strategy potentially affected the post war relationship between the north and south.
4. We consider the underlying fallacy of the plaintiff’s argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it.

-Brown, J., Opinion of the Court, *Plessy vs. Ferguson* (1896)

In respect of the civil rights common to all citizens, the Constitution of the United States does not, I think, permit any public authority to know the race of those entitled to be protected in the enjoyment of such rights. Every true man has pride of race, and, under appropriate circumstances, when the rights of others, his equals before the law, are not to be affected, it is his privilege to express such pride and to take such action based upon it as to him seems proper. But I deny that any legislative body or judicial tribunal may have regard to the race of citizens when the civil rights of those citizens are involved. Indeed, such legislation as that herein question is consistent not only with that equality of rights which pertains to citizenship, National and State, but with the personal liberty enjoyed by everyone within the United States.

-Harlan, J., Dissenting Opinion of the Court, *Plessy vs. Ferguson* (1896)


Question 4: Explain the difference between the two opinions of the court and how their ruling in this case propelled the Jim Crow Era, enabling states to limit the guarantees of the 14th and 15th Amendments?
Unit 5: The Civil War

Part 1: Prelude to War (USHC 3.1)
We Already Know ...

- Expansion & Democracy
- 3/5 Compromise
- Balance (political) power
  - Southerners really want equal
- 1820-1860: mounting tension
1820: Missouri Compromise

- Mizzu wants in (slave)
- North freaks
- Maine free?
- $36^\circ-30'$
The Missouri Compromise
Remember the Alamo???

• Delayed annexation of TX
  ▫ Divisiveness over slave state
All hail to James & Polk, the grand of our country!

Welcome Texas! welcome brothers.

Clay

Oh, evil day that ever I got into the hands of my predecessor.

If we let go, we are ruined, and if we hold on, oh! Horrible!

Garrison

Abolition

Cursed! an holy man! I will not high company with a blasted.

Salt River

Frelinghuysen

Texas coming in.

Curse the day that ever I got hold of this rope. This is a bad place to let go of it. But I must!

Lithography and Print done on hard paper from a mold by John Madotto, 1839, lower 40 New York.
Polk Can’t Make Up His Mind

• Give up 54-40
• Initiates war with Mexico
David Wilmot

- Wilmot Proviso
  - Free Soil for Texas
    - Passed House; stopped in Senate
- South spooked
49ers

- Cali Gold Rush
- Population skyrockets
- Statehood: free
- Upset balance
Compromise of 1850

- Cali Free
- Pop sovereignty for Mex Cession
- No slave trade in DC
- Fugitive slave law
  - Enforced by fed
- NOBODY FULLY HAPPY
COMPROMISE OF 1850
Checking back in w/ the Abolitionists

- Still no impact on national govt
- Liberty Party=Losers
- Garrison’s *Liberator* makes waves
- Stowe’s *Uncle Tom’s Cabin*
- Brown @ Harpers Ferry
Kansas-Nebraska Act

- Abolish 36-30 w/ pop sov
- Republican party=free soil but NOT abolition
- Pre-war fighting among Americans
- Bleeding Kansas
The *Dred Scott Decision*

- Slave is property
- 36-30 of Mizzu Comp unconstitutional
- Congress can’t restrict slavery
- North afraid Pop Sov. would be overturned
- Dems split: AL wins in 1860
DRED SCOTT vs. SANFORD (1857)

DRED SCOTT, WE ARE MOVING TO MISSOURI. LOAD THE WAGON.

YES, MASTER

IN VIRGINIA

HE WAS SOLD TO A DOCTOR IN ILLINOIS

DRED SCOTT, WE'RE MOVING SOUTH.

YES, MASTER

DRED SCOTT SHOULD BE A FREE MAN. HE'S LIVED IN FREE TERRITORY.

I HATE SLAVERY. WE SHOULD HELP DRED TAKE HIS CASE TO COURT.

SLAVES ARE PROPERTY! NOT CITIZENS OF THE U.S.

THE FEDERAL COURT CANNOT FREE THEM.

AFTER THE DOCTOR DIED, WE HAD NEW OWNERS.

ELEVEN YEARS LATER....
1860 Presidential Election
Lincoln in 1860

- Free-Soil Republican
- Secession
- State’s right vs. Fed Authority
- No expansion of slavery?
  - Southern fears
    - Balance in Senate shifts
    - Slavery abolished?
- SC starts process
- Occupy fed forts in South
Unit 5: The Civil War

Part 2: There Will Be Blood...

THE WAR(USHC 3.2)
A Challenge to Democracy?

- YES

- Secession
  - S. fears forced end of slavery

- Lincoln: Preserve Union & Democracy
Fort Sumter

- Charleston
- Start war
- Confeds fire on fed troops
Predicting a Winner

- Economic Resources
- Geographic Factors
- Military Leadership
- Political Leadership
Economic Advantage

• UNION
  ▫ Industrial capacity
  ▫ Railroads
  ▫ Manpower
  ▫ Navy
SOUTH had some stuff

- Cotton
- Trading with GB
  - Manufactured goods
  - Ships
BUT....

- Easily stopped by North
- Attempt to Blockade southern ports
  - Continuously disrupt trade
Geographic Strategy of the North

• Offensive

• Anaconda Plan
  ▫ Split South Mississippi River
  ▫ Take capital (Richmond)
Defense

• Southern Strategy

• Seek out GB

• North tire-out

• Early offensive attempts fail
  ▫ Antietam
  ▫ Gettysburg
Looking for the Rebels

- Military Leadership
  - Gen Lee the man

- Move troops/supplies on rail lines
  - E & W

- Home field
Political Advantage: N over S

• Lincoln over Davis

• Davis
  ▫ Cant get Confed together

• Lincoln
  • Purpose “preserve Union”
    • “Government of the people, by the people, for the people”
    • Absorbs initial defeats
Tough Decisions

• Emancipate Slaves?
  ▫ Might anger border states & ...
  ▫ Non seceded slave states

• Promoted as a Military Measure
Diplomatic & Political Maneuver

• Diplomatic
  ▫ GB cant support South
    • Population against slavery

• Political
  ▫ Didn’t make effective until first of year
    • Gives South a chance to stop
      • Keep slaves
Emancipation Facts

• Didn’t end slavery

• Freed slaves in rebelling states only

• Not immediate; January 1\textsuperscript{st}, 1863

• Confederates didn’t obey
  ▫ Slaves get wind
    • Begin escaping to North
    • Slavery ends w/ 13\textsuperscript{th} Amendment

TURNING POINT OF THE WAR
EP and actual WAR

• Enabled AA to enlist

• AA units formed
  ▫ 54th Massachusetts; futile attack on Fort Wagner
    • Disproves theories about capability & race

• Segregated Units
  ▫ White commanders
  ▫ Inferior supplies & equipment
Key Battles

- Fort Sumter
  - Confed Victory

- Bull Run/Manassas
  - Confed Victory

- Antietam
  - Strategic Union V

- Vicksburg
  - Union V

- Gettysburg
  - Union V

- Atlanta
  - Union V
Lincoln’s Military Frustrations and Salvation

• Military out led until Vicksburg
  ▫ Ulysses S. Grant cuts South @ Miss. River

• Grant’s Total War
  ▫ Sherman’s “March to the Sea”
  ▫ Grant’s “Siege at Petersburg”

• Cripple South economically, psychologically, physically

• Lee surrenders to Grant @ Appomattox Courthouse
Impact on Democracy

- Preserves Union
  - Seceding south claimed their minority rights violate ... 
- Liberating enslaved minority
  - Minority in the South (AA) no longer “violated”
State’s Rights

• Don’t go away
  ▫ Union beat Confed
  ▫ Secession ruled null & void
  ▫ State’s rights not explicitly defeated

• Reemerged in civil rights era

• Confederacy revered
Unit 5: The Civil War

Part 3: Reconstructing the South

Not your typical rebuilding effort (USHC 3.3)
War, what is it good for?

- South damaged
  - Factories
  - Farms
  - Transportation system
  - men
Feds Purpose of Reconstruction

• Not rebuilding
  ▫ Individuals & state governments

• Re-establish southern states into Union
  ▫ Accept outcome
  ▫ Including liberation
Radical Republicans

• Controlled Congress
  ▫ Bitter towards south

• Plan: Military Reconstruction Act of 1867
  ▫ 5 military districts
  ▫ Union Army enforces Recon Amendments
  ▫ Impeach President Johnson
Expansion of Democracy

- Active in protecting freedmen’s rights
  - 13th Amendment: ends slavery

- 14th Amendments: Citizenship
  - “equal protection” & “due process”
  - Overturns *Dred Scott* decision

- 15th Amendment: AA males vote
  - “race, creed, or previous condition of servitude”
  - Republican voting power
    - Need Fed troops to enforce
Not Easy

• South fought reconstruction
  ▫ Black Codes
    • Replace slave codes; elect former Confederates
  ▫ Freedman’s Bureau
    • Combat violence; educate
A better life ...

- Find family members
- West
  - Exodusters (Kansas)
- Most return to plantations/South
  - Work they knew best

Great Migration to North comes later
Freedom... of Religion & Education

• Form own churches
  ▫ No longer master’s church

• Freedman’s Bureau
  ▫ Fed Agency
  ▫ Services, schools

• Booker T. Washington
  ▫ Tuskegee Institute
Political Force?

- AA in state legislatures & Congress
  - Freedmen didn’t control many southern states

- Republican Party dominate
  - Northerners: Carpetbaggers
  - Southerners: Scalawags

- Reconstruction governments not perfect
  - Corruption
    - Still most democratic govt south had to date
Economic (lack-of) Progress

- Freedman’s Bureau
  - Negotiate contracts
  - Courts
  - Sharecropping & crop lien
    - Economic dependence & destitution
- 40 Acres and a Mule
  - Never happens
    - Confederates receive amnesty; get land back
Was Reconstruction successful?

- Depends
  - 1st time AA protected by Fed
    - Exercise pol, social, eco rights
  - BUT...
    - Still not equal citizens despite Constitutional amendments
Unit 5: The Civil War

Part 4: Ending Reconstruction

Jim Crow delivers a Blow(USHC 3.4)
Nothing Lasts Forever

- Fed govt doesn’t protect forever
  - Democracy compromised
  - Rights of AA limited by states
• Intimidate blacks
  ▫ Violent  
    • lynching
  ▫ Economic
  ▫ Democratic  
    • Voting  
    • No troops like Reconstruction
Lynching
“SOLID SOUTH”

- White leaders return to power
  - Pardoned
    - “Redeemed”

- Control southern governments

- White Democrat

- Doesn’t end until reconstruction
Preserving the Union Gets Lost

- Corruption under Grant
- Westward Settlement
- Economic Growth
- Depression in North

- *Preserving reconstruction Gains/Union secondary*
Same old Stuff

• Newspaper reports
  ▫ North “South never be different”

• Southern resistance works
  ▫ Congress & North discouraged
Election of 1876 & Compromise of 1877

- Hayes (Republican) vs. Tilden (Democrat)
- 165 vs. 184
- Needed 185 for Electoral Majority

- 20 disputed votes

- Compromise
  - Hayes gets the votes
  - Republicans (troops) vacate South
    - AA “Up the Creek”
2 Decades of Loss

• Gradual rescinding of 14th and 15th

• Race: white vs. black
  ▫ Used by politicians

• Separate Facilities

• *Plessy v. Ferguson*
  ▫ *Negates 14th*
  ▫ *More Jim Crow*
Impact of *Plessy*

- Fed govt done
- Courts legalize segregation
- 2\textsuperscript{nd} class citizens
  - Literacy test
  - Poll taxes
Economic Turmoil

- Cotton prices fall
  - Sharecroppers and tenants struggle
- Textile discrimination
- Poverty stricken
  - Migration North begins