| USHC Unit 4 War and Reconstruction | |
| --- | --- |
| **Unit Overview** | |
| The antebellum period consists of technological and social developments which contributed to dissolution during the Civil War and reunion of the United States during Reconstruction. The expansion of the United States served as a catalyst for sectionalism in the early 19th century as well as the reconciliation between federalism and preserving natural rights with compromises before, during, and after the Civil War. | |
| **Overarching Inquiry Question** | |
| Was Reconstruction a continuity or a change in America’s political values?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| Expansionism, Regionalism, and Union; Natural Rights and Social Development | |
| **Skills Emphasis at a Glance** | |
| **P**: **Periodization-** Summarize, analyze, and assess the methods historians use to categorize historical developments in order to create historical periodization.  **CX: Context-** Justify how the relationship between various historical themes and multiple historical developments create a multi-faceted context when analyzing significant events.  **CC: Continuities and Changes-** Evaluate significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes. | |
| **Standard(s)** | |
| **USHC 2.P:** Summarize the impact of technological changes and social developments on the U.S., including the Civil War, during the period 1815 to 1865.  **USHC 2.CX:** Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830 to 1877.  **USHC 2.CC:** Differentiate the patterns of continuity and change within the development of sectionalism and reunion.  **USHC.2.E** Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism. | |
| **I Can Statement(s)** | |
| 1. I can assess the role of technology in the Union victory during the Civil War. **(2.P)** 2. I can evaluate the federal governments’ successes and failures at securing natural rights during the Civil War. **(2.CX)** 3. I can evaluate the federal governments’ success and failures at securing natural rights during Reconstruction. **(2.CX)** 4. I can chart the course of Republican Reconstruction and how Democrats reacted to those actions. **(2.CC)** | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **2.P: The role of technology in the Union victory during the war (I can statement #1)** | |
| Introduce students to the topic by having them brainstorm about what allows nations to win wars.  In a method of the teacher’s choosing, instruct students on the basics advantages and disadvantages of the Union and Confederate armies at the beginning of the war. Have the students complete a t-chart to that effect.  Next, the teacher will assign groups to individual pieces of technology that were important to the Civil War and have them research their importance. Students could create a visual or electronic aid to present their findings to their peers.  Now, have students do a gallery walk or view peer presentations about civil war technology. The teacher is encouraged to have students use a graphic organizer to record their notes.  Next, In a method of the teacher’s choosing, instruct students on the major battles of the Civil War while they complete a timeline including annotations on major leaders and strategies from both sides.  Finally, have students reflect with an independent assignment about how technology contributed to the Union victory in the Civil War. | This could be done as a warm up question, a journal entry, a think, pair, share assignment, or whatever the teacher sees fit.  Traditional lecture can certainly work here, but so could secondary source readings or videos. A combination of all three could be helpful to keep students’ attention.  Some examples of pieces of technology could include, but are not limited to trains (where were they available and efficient?), the telegraph, rifles and the minie ball, the gatling gun, torpedoes, ironclads, and submarines.  Traditional lecture can certainly work here, but so could secondary source readings or videos. A combination of all three could be helpful to keep students’ attention.  Sample video: <https://www.khanacademy.org/humanities/us-history/civil-war-era/slavery-and-the-civil-war/v/strategy-of-the-civil-war>  This could be a blog post, a journal entry, a class discussion where the teacher calls on individual students, or whatever method works for a teacher’s specific classroom circumstances. |
| **2. CX: Evaluating natural rights during the war (I can statement #2)** | |
| Introduce students to the topic by having them brainstorm about what our “natural” rights are as Americans. Discuss these rights as a class and how they are enjoyed today. During the discussion, ask students if they ever think there are times when it is okay for the government to take natural rights away.  Next, use this discussion to segway into instruction on what habeas corpus is. Write the definition on the board. Discuss what the constitution says about habeas corpus with the class. In a method of the teacher’s choosing, instruct students on the suspension of habeas corpus under Lincoln in 1862.  Next, in a method of the teacher’s choosing, instruct students on the case where the suspension of habeas corpus is at issue.  Then, have students participate in a case simulation.  Finally, have students participate in some kind of reflection exercise on the suspension of habeas corpus. Ideally, students will be able to name other times in US History, recent or otherwise, where civil liberties were put on hold because of the historical circumstances. | This could be done as a warm up question, a journal entry, a think, pair, share assignment, or whatever the teacher sees fit.  See References for background information about habeas corpus.  Perhaps the teacher will have the students read the relevant portions of The Constitution, specifically Article VI, during this time. They could look at it online or in hard copy.  Traditional lecture can certainly work here, but so could secondary source readings or videos. A combination of all three could be helpful to keep students’ attention.  See the [Bill of Rights Institute Lincoln and Habeas Corpus lesson plan](https://billofrightsinstitute.org/wp-content/uploads/2014/07/10-PC1-Lincoln-Habeas.pdf) for an example of a case simulation activity. The teacher should use flexibility and latitude and could use any case that illustrates the legal issues that arose from the suspension of habeas corpus. The sample above uses Ex Parte Milligan and has resources.  Students could complete a reflection paper, write a journal entry, or use a technology resource to accomplish this. |
| **2.CX and 2.CC: Charting the course of Reconstruction and evaluating natural rights during that time (I can statements #3 and #4)** These statements are combined because they lend themselves to complimentary activities; however the teacher should feel free to teach them separately if he or she is more comfortable with another method. | |
| First, give students a Reconstruction timeline. Introduce the topic and link it to the end of the Civil War. In a method of the teacher’s choosing, instruct students on the major events of the Reconstruction Era.  First, have students read the following scenario and then answer the questions either on paper or electronically:  *The United States Congress has just passed a law banning parents from establishing curfews for their children once they reach 17 years of age. The President has vowed to veto the law. What reasons might Congress have for passing such a law? What reasons might the President have for vetoing the law? Whose side would you be on? Why?*  Next, introduce the historical question: To what extent did Reconstruction promote or restrict democracy?  Next, in a method of the teacher’s choosing, introduce the topics listed in the instructional guidance to the right and link them to the end of the Civil War.  Next, Individually or with a partner, have students read an excerpt from the Civil Rights Act of 1866, President Johnson’s Veto Message About the Civil Rights Act of 1866, the Columbia, SC News Article on Johnson’s Opposition to the 14th Amendment, the excerpt of the Letter from General Wade Hampton of S.C. to President Johnson, and A broadside to announce the passage of the 15th Amendment with the text of the amendment and comments from President Grant, 1870.  Next, list the five documents on the board. Call on students to summarize the basic information in each one. Then ask “How does document 1 relate to document 2?” Continue with discussion of links between 2 and 3, 3 and 4, 4 and 5, pointing out that each document is in some way a response to the prior document.  Then, hang a large anchor chart somewhere in the classroom that looks like a t-chart. Ask students to come up with 5 words that describe how each political party defines democracy/ good government.  Have students answer the question “What are the pros and cons of each definition?” Do this in the same format as the introductory activity. Discuss students’ answers, focusing on the definitions created in the previous activity on the anchor chart.  Next, have the students look at the following primary sources: “The Freedmen's Bureau” Image from Harper’s Weekly, 1868; Deposit book from the Freedman’s Savings and Trust Company, Chartered by Act of Congress: March 3rd, 1865; Photo montage showing the “Radical” Republican members of the SC Legislature, n.d.; and the Announcement from the Freedmen's Bureau in Aiken, SC, 1876.  In a method of the teacher’s choosing, ask students to work with a partner and come up with a “headline” that describes Republican efforts to assert their political ideas.  Next, discuss the sources as a class.  Then, have the students review the following sources illustrating the Democrats approach to Reconstruction: Report from the New York Tribune’s special correspondent on the inauguration of the new Reconstruction gov’t in Alabama, 1868; Image by Thomas Nast referring to the Virginia legislature’s debates over the use of voting restrictions, 1872; A warning to Republicans in Alabama printed in the Independent Monitor, 1868.  In a method of the teacher’s choosing, ask students to work with a partner and come up with a “headline” that describes Democrat’s efforts to assert their political ideas.  Next, in a method of the teacher’s choosing, explain the disputed election of 1876 and how it led to the Compromise of 1877.  Have students read and complete the questions for the four following Reconstruction sources that illustrate turning points in government policies during reconstruction:  Next, have students explore the following documents that illustrate life after Reconstruction: Brief mention of NAACP activities in a Sumter, SC, newspaper, 1920; Protestors calling for the integration of Girard College in Pennsylvania, 1965.  Individually, ask students to answer the following question: “What was the outcome of Reconstruction?” Was it ultimately a success or a failure? | Note: This lesson sequence is adapted from [this lesson plan](https://digital.library.sc.edu/blogs/academy/wp-content/uploads/sites/31/2019/06/OSL_DBQ_Reconstruction_Aligned-to-2020.pdf) from the SC Department of Education  Traditional lecture can certainly work here, but so could secondary source readings or videos. A combination of all three could be helpful to keep students’ attention.  The teacher could use the Reconstruction timeline from the lesson plan above to cover the following events: Lincoln’s Reconstruction Plan, Johnson’s Reconstruction Plan, the passage of Black Codes in the South. During the lecture students may add details to their timelines. If desired, delete the definitions of the first few entries and have students fill them in as you talk about each topic. Stop the discussion before reaching the Civil Rights Act of 1866.  Online tools such as socrative.com might be useful if the teacher wants to integrate technology into instruction and has the capability to do so.  The teacher may want to come up with another example which compels the students to think about natural rights and how the government can sometimes restrict those rights.  The teacher could discuss student answers as a class.  Discuss how it relates to the example in the intro.  Teachers should be sure to explain Lincoln’s Reconstruction Plan, Johnson’s Reconstruction Plan, and the passage of Black Codes in the South. During the discussion, students should add details to their timelines. If desired, delete the definitions of the first few entries and have students fill them in as you talk about each topic. Stop before reaching the Civil Rights Act of 1866.  These documents are available with guiding questions in the lesson plan linked above, but the teacher could use alternative documents if he or she wished.  The teacher may want to have each student create their own anchor chart, handing out printed ones, or by having students create them electronically.  These resources are included in the lesson plan linked above, but the teacher could use any sources illustrating the Republican approach to Reconstruction.  The teacher could have the students write the headlines on long strips of paper, having students write on the back of the paper which sources informed their headline.  The teacher should repeat the “headlines” activity for the Democrats efforts during Reconstruction.  Teachers should be sure to review the corruption of the Grant administration and mention the increasing focus on economic concerns in the north and west. Students could refer to their timelines and teachers could edit the timeline to have students fill in information during the mini-lecture instead of having it filled in.  The teacher could use the “Government Policy” turning points handout from the plans linked above. The teacher could ask students to list 3 government actions or events prior to 1876 and 3 actions/events after 1876 and have students cite which document they retrieved the information from. Then, as a group, discuss student answers. The teacher could ask students to write one sentence explaining why 1876 is considered a “turning point.”  These documents are available with guiding questions in the lesson plan linked above, but the teacher could use alternative documents if he or she wished.  Explain that there are many ways to answer this question and that they need to provide evidence for their answer. The format of their answer can be up to the teacher, but a paragraph with a clear topic sentence and several well written supporting arguments would be sufficient to close out the day. |
| **Overarching Inquiry Question: Was Reconstruction a continuation or a change from America’s political values?** | |
| First, hang two blank pieces of large paper on the wall. One should say “American Political Values” and the other should say “Values Illustrated by Reconstruction”. Students should be given two handouts that are small versions of the charts as well.  Ask the students to brainstorm about America’s political values and write down words and concepts on the “American Political Values” handout. As the teacher circulates around the room, he or she could send students with exemplar answers to the posters to add their examples.  Next, have students examine these values on the large poster as a class and decide whether Reconstruction upheld them. Add the relevant terms to the “Reconstruction” poster on the wall.  Discuss why or why not certain values did not make it onto the “Values Illustrated by Reconstruction” poster as you move throughout the activity.  Finally, students should write a journal entry or short statement answering the question “Was Reconstruction a continuity or change in American political values?” | Students could discuss their responses with their table mates, an elbow partner, or as a class. |

**References**

Kim, Jonathan. (2017). Habeas Corpus. Retrieved from: <https://www.law.cornell.edu/wex/habeas_corpus>

**Additional Resources**

Martin, Leslie. (2018). DBQ: Reconstruction: To what extent did it promote or restrict democracy? Retrieved from: <https://digital.library.sc.edu/blogs/academy/2019/06/13/dbq-reconstruction-to-what-extent-did-it-promote-or-restrict-democracy/>