

Title of the Unit  
The Civil War

Seventh Grade  
American History

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## Overview of Unit

The start of the Civil War can be traced back decades before it actually began. The hostility between the North and the South had been growing since 1820 and the Missouri Compromise. The United States had been divided over the issue of slavery and this one issue was going to cause the United States to experience a civil war.

The years leading up to the Civil War were full of compromises, failed political reforms and a developing difference between the North and the South. The first major difference was the Southern reliance on slave labor and their refusal to industrialize. The Southern economy was based on agriculture and fueled by slave labor. The North on the other hand was industrializing, and this caused a major divide in the economies of both the North and the South.

The problem with identity in this country was furthered by sectionalist ideals that allowed the US citizens to claim an identity associated with a region, like North, South, and West, rather than identifying themselves as Americans. The sectionalist agenda allowed people to focus their attention on regions; this entail helped weaken the idea of nationalism or pride in the United States, and created a larger rift in the relations between these areas.

### Lesson I

The United States was not only experiencing identity conflicts and economic differences but they were also trying to fulfill the idea of Manifest Destiny. The first lesson in the unit contains information referring to the desire to fulfill Manifest Destiny. During the early parts of the 1800s, the United States wanted to expand to the Pacific Ocean. To do that, they would have to remove foreign influences like Spain and France, but also remove the Native Americans that inhabited those lands. During the mid-1800s, a series of successful conquests and purchases had allowed the U.S to expand. There were many events in the mid 1800s that allowed for the dream of Manifest Destiny to continue, for example: the Mexican War, in which the US acquired Texas; the Mexican Cession in which the U.S acquired California and New Mexico; the Gadsden Purchase; and the claiming of the Oregon Territory. All of these acquisitions were extremely important for the U.S, but they also caused a severe problem for the future of this country.

The acquisition of these lands divided the country even further. The debate began between the North and South over the extension of slavery. The U.S was going to attempt to handle this situation through compromise. The North wanted to limit the growth of slavery and they feared the extension of slavery in the new territories. David Wilmot of Pennsylvania came up with the Wilmot Proviso. This was a proposition that called for the prohibition of slavery in any lands that might be acquired from Mexico. This plan was defeated in the Senate but furthered the debate in the U.S.

### Lesson II

Lesson two of the unit focuses on the most important issue of the period: slavery. Slavery was the most important aspect of Southern life, but to the North slavery was seen as outdated and immoral. The debate that takes place between the North and the South during the 1850s is one of the most pivotal debates in American history. This lesson looks at the advantages and disadvantages of slavery and why it was such an important issue.

### Lesson III

The third lesson of the unit focuses on the political attempts to solve the issue of slavery and end the conflict between the North and the South. By 1850, new countries in the West were ready to become states and this caused more problems between the North and the South. The first new state ready for admission was California. The people that shifted from the east to California were opposed to slavery but the South was afraid of the consequence of the admission another free state. The United States faced a period of compromise. Henry Clay, known as the "Great Compromiser," tried to accommodate the North and South. Clay presented the Compromise of 1850 which allowed California as a free state but also proposed the idea of popular sovereignty to the territories of New Mexico and Utah. This meant that the territories of New Mexico and Utah would decide on the slavery issue. The last major part of the Compromise of 1850 was the new Fugitive Slave Act. This said that all people had to aid in the capture and return of escaped slaves to the Southern owners. This compromise saved the U.S from war, for a time. Other problems would soon arise that would cause the North and the South to demand a war.

Slavery was the biggest issue of the time, and even though the Compromise of 1850 slowed the animosity between the two areas for a time, it would not last. Problems arose again in 1854, when Stephen Douglas proposed the Kansas-Nebraska Act. First it emphasized the problem with Missouri Compromise that claimed there were no slaves allowed north of 36°30'. This limited the South's ability to expand. Two new territories that were ready for statehood, Kansas and Nebraska, were north of that line and Southerners objected to the restriction of slaves. Douglas finalized the proposal that claimed that the Missouri Compromise no longer applied and that the territories would exercise "popular sovereignty," this in turn led to violence between Northerners and Southerners.

Kansas was the first problematic state that started the violence between the North and the South. Both the North and South wanted Kansas. The North sent anti-slavery settlers to Kansas and the South sent pro-slavery settlers to occupy the territory. By 1855 Kansas had two governments: one government was pro-slavery and one was anti-slavery. This led to period of civil unrest between pro-slavery and anti-slavery people in Kansas. In 1856 pro-slavery men destroyed the city of Lawrence while John Brown led anti-slavery men and murdered five pro-slavery men. 200 men died during what was known as Bleeding Kansas. After the violence in 1861, Kansas was admitted as a free state. This did not stop the violence, it was only the beginning.

The issue of slavery was the hot topic during the mid-1800s. One of the most controversial court cases was fought during this time period that was also slave based. Dred Scott vs. Sandford is one of the most divisive cases in American history. Dred Scott had been taken from a slave state, to a Free State and back to a slave state. Because of this he believed that he was a free man. Scott sued for his freedom in 1846. The Supreme Court ruled against Scott. Chief Justice Roger B. Taney stated that a black could not be a citizen. Taney also declared the Missouri Compromise unconstitutional, which would give slavery the ability to spread to the new territories. The Dred Scott decision was applauded by the South and was denounced by the North. This caused more hostility between the North and the South.

#### Lesson IV

Lesson four focuses on the role of Lincoln from 1858 in the Lincoln-Douglass Debates to his role as President. The dilemma between the North and the South escalated as the country headed toward the election of 1860. It all began with the Lincoln-Douglas Debates. The debates

were over the U.S Senate race between Stephen Douglas and Abraham Lincoln in 1858 in Illinois. Lincoln challenged Douglas to a series of seven debates. Douglas believed in popular sovereignty; he believed slavery was not immoral; but most importantly he believed that the slave labor system was outdated and would pass away on its own. Lincoln believed that slavery was immoral and that the slave labor system based on greed. His most important claim was the fact that he believed that slavery would never cease without legislation outlawing it. Even though Douglas won re-election, this election became a catalyst for Lincoln who became a national figure. The issue of slavery was still undecided.

The United States was ready for change and the issue of slavery needed to be resolved. The issue itself was a central point in the Election of 1860. Abraham Lincoln was the Republican candidate; Stephen Douglas represented the Northern Democrats, John C. Breckenridge represented the Southern Democrats and John Bell represented the Constitutional Union Party. Because of the two democratic candidates, Lincoln emerged as the winner even though he received no electoral votes from the South. Lincoln won because he had sectional support from the North. Lincoln would now face the country's biggest fear: would the Union fall apart. While he faces the end of the Union, he also focuses on civil rights and issues the Emancipation Proclamation during his Presidency, which recognized blacks as free citizens. This angered the South further, but this was not until 1863.

Because of the election, Southerners feared that they lost political power. They were afraid of being subjugated by the North and on December 20, 1860 South Carolina seceded from the Union. The South wanted preserve the slave labor system and felt that slavery would not be supported by Lincoln. Following South Carolina's lead, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas all seceded from the Union. On February 4, 1861, delegates from the secessionist states formed the Confederacy. The members created a Confederate Constitution that "protected and recognized" slavery in the territories and it recognized each state as "sovereign and independent." Jefferson Davis was named President of the Confederacy and the foundations for the Civil War had been set.

## Lesson V

Lesson five of the unit covers the advantages and disadvantages of the north and the South prior to and during the Civil War. But before these are mentioned, the causes of the Civil War should be summed up: Slavery was supported in the South and not supported in the North; the South was agricultural while the North was industrial; secession, the South believed that any state had the right to secede, while the North believed that no state had the right to secede; control of the central government was another focal issue. The South favored extension of slavery, while the North opposed it and because the West became tied to the North, the South believed it would remain a minority section in the Union. The whole point here is that there is no single cause that started the Civil War.

The Advantages of the Union lie in the fact that they had a bigger population, that factories and farms produced goods and food; the North controlled 90% of the country's industry and three-fourths of the nation's financial resources. The North also had superior railroads, ships and supplies. Their most important advantage was the leadership of Abraham Lincoln.

The Advantages of the Confederacy started with their strategic position and the fact that they knew the terrain. The South also had a stronger military and they also had the more dominant military generals such as Robert E. Lee and Stonewall Jackson. Their most important advantage was the high morale that existed in the South at this time. The South was fighting to

save their livelihood and it was enough to inspire the entire Confederacy. The advantages for the North were the weaknesses for the South and vice versa. These factors will play a key role in who wins the Civil War.

### Lesson VI

Lesson six will discuss the Civil War itself and contain background information for the visit to Grant's Memorial Tomb. The lesson begins with the actual facts of the war starting with the attack on Fort Sumter. In February 1861 the Confederacy began to seize federal installations and the South wanted Fort Sumter in South Carolina. Lincoln refused to give in to the demands of the South. His goal was to protect the Union but Jefferson Davis and the Confederacy chose war. On April 12, 1861 the Confederate army bombarded the Fort and Fort Sumter surrendered to the South. The Civil War had begun. Fort Sumter's fall united the North. Lincoln called for 75,000 volunteers to fight against the Southern Confederate army. While Lincoln raised an army, Virginia, Arkansas, Tennessee and North Carolina seceded to the South.

The Civil War was full of many important battles, dealing with time constraints, only the major battles will be discussed. The Battle of Bull Run occurred on July 21, 1861. An inexperienced Union regiment fought an inexperienced Confederate regiment and the battle went back and forth. Thomas "Stonewall" Jackson led the South to victory. This forced Lincoln to respond by enlisting 1 million Union soldiers. General George McClellan led the Union army at that time and was not helping the Union cause. While he was sitting and training the Army of the Potomac, General Ulysses S. Grant took Fort Henry and Fort Donelson. These two victories brought Grant great military prestige. Grant continued his successes winning the Battle of Shiloh, and he captured the Confederate fortress at Vicksburg. He won many other battles in the South with other Generals like Sheridan, McPherson, Thomas, Ord and Sherman. These generals were leading the north to victory.

The South had their great generals as well. Robert E. Lee met to fight McClellan and his Union army as they marched toward the Richmond, Virginia. Lee took command and successfully pushed the Union soldiers away from Richmond. Lee won the Second Battle of Bull Run. Another pivotal battle was the Battle of Antietam. It was the bloodiest battle in American history where 26,000 men were killed. Because of this, Lincoln fired McClellan and Grant was named the head of the Union army in 1864. General William T. Sherman led the Union army in the West and captured Atlanta and Savannah while Grant captured Richmond. Because of this Robert E. Lee surrendered to Grant at the Appomattox Court House and the Civil War was over.

### Lessons VII & VIII

The purpose of this lesson is to introduce a very important historical figure: Ulysses S. Grant. The seventh lesson will consist of a visit to Grant's Memorial Tomb in NYC. The purpose of the visit is to show students that General Grant was an important American that changed the future of this country by his actions in the Civil War and as President. Students will look at the life of General Grant before, during and after the Civil War, with hopes of gaining a greater perspective on his significance in American history. The eighth lesson will consist of post-visit materials and an overall evaluation of the life and career of General Grant. Students will discuss Grant's role as a Civil War hero and how his role turned him into a national hero and eventually, President.

## Lesson IX

The final lesson of this unit is on Reconstruction. This is one of the most important events in American history. The country was again united after the Civil War and it was now up to Abraham Lincoln and the Congress to rebuild the fallen nation. This plan was an effort to rebuild the southern states and restore the Union between the years 1865-1877. Lincoln's Plan was to start with the idea that the Southern states had never left the Union. He wanted to grant pardons to all southerners who swore oaths to the U.S and when Southern state governments had 10% of voters take these oaths the state would be readmitted to the Union. The most important stipulation was that they had to adopt constitutions abolishing slavery. Lincoln would never live long enough to put his plan into use because he was assassinated.

Andrew Johnson became President and followed Lincoln's plan but because he was a weak President the Radical Republicans took control. They wanted harsher terms for the South and passed laws like Thirteenth Amendment, which abolished slavery in the United States; the Civil Rights Act of 1866, which gave blacks equal rights with whites. The Fourteenth Amendment, which established the citizenship of African Americans. It also excluded Confederates from political office. The Freedmen's Bureau Act of 1866 provided food, clothes, and schooling jobs and protected their civil rights. When Johnson vetoed both laws, but the Congress overrode the President. The Congress impeached Johnson and he lost political power. When the radicals took control the country would go through a number of changes especially under the Presidency of Grant who allowed the passage of the Fifteenth Amendment which declared that states could not keep citizens from voting because of "race, color, or previous condition of servitude (slavery)." And the Civil Rights Bill of 1875- all persons, regardless of race, were entitled to the full and equal accommodations of inns, public transportation, and theaters. The idea of this last lesson will show that there were many people that wanted to help rebuild the US after the Civil War. The men that were in charge of Reconstruction, laid the foundation for the future of the United States.

This unit is extremely important to the students taking American history. Civil War is one of the more controversial topics in history. Civil wars have occurred throughout the world and throughout world history. Students will be able to take relevant information and compare it to other recent civil wars such as China in the 1920s and 1930s, the Palestinian Wars throughout the 1930s and 40s, Cambodia in the 1970s, and in Rwanda during the 1990s. These civil wars all took a toll on the country and its people, by adding a global element to this lesson, students can see how a civil war not only affected the U.S but other countries as well. The student will come across these other civil wars and many more in their study of global history. This in turn will give them good relevant facts to compare and contrast civil wars throughout history.

This unit is also important to students because it shows how a country that was at war with each other would have to work together to rebuild it. This is a lesson that all students will understand from their falling out with friends and family to other historical instances. The students should know this information because it is extremely relevant today especially the racial problems that exist in this country. Students will now have the historical knowledge to understand why things that occurred after the Civil War caused people to react in many different ways. Negative reactions lead to racial inequality, segregation and lynching of African-Americans to positive steps like the fight for civil rights for women, African-Americans, and other minorities. It is important that the students understand that the future of the U.S and the changes of the 20<sup>th</sup> century were all started by the Civil War.

## Unit Objectives

Students will be able to:

- Explain the underlying causes of the Civil War
- Debate the issue of slavery from the Northern and Southern points of view
- List and explain the advantages and disadvantages of both the North and the South during the Civil War
- Assess the role of Abraham Lincoln as President during the Civil War
- List the important battles of the Civil War
- Debate the reasons that the South seceded from the Union
- Justify the actions taken by the Radical Republicans during Reconstruction
- Determine the significance of the Civil War on the history of the US

## Primary Sources

### I. Lesson 1:

- None

### II. Lesson 2:

- *Uncle Tom's Cabin* (<http://www.uncletomscabin.org/>)
- The Fugitive Slave Laws (<http://www.yale.edu/lawweb/avalon/fugitive.htm>)
- *The Blessings of Slavery* by Fitzhugh  
([http://occawlonline.pearsoned.com/bookbind/pubbooks/divine5e/medialib/timeline/docs/sources/theme\\_primarysources\\_Slavery\\_16.html](http://occawlonline.pearsoned.com/bookbind/pubbooks/divine5e/medialib/timeline/docs/sources/theme_primarysources_Slavery_16.html))
- *The Hypocrisy of American Slavery*, by Frederick Douglass  
(<http://www.historyplace.com/speeches/douglass.htm>)
- *Slavery a Positive Good* by John C. Calhoun  
(<http://www.assumption.edu/ahc/Kansas/abolition/CalhounPositiveGood.html>)

### III. Lesson 3:

- *Lincoln's House Divided Speech*  
(<http://showcase.netins.net/web/creative/lincoln/speeches/house.htm>)
- Transcript of the Dred Scott Decision (excerpts)  
([http://www.ourdocuments.gov/print\\_friendly.php?flash=false&page=transcript&doc=29&title=Transcript+of+Dred+Scott+v.+Sanford+\(1857\)](http://www.ourdocuments.gov/print_friendly.php?flash=false&page=transcript&doc=29&title=Transcript+of+Dred+Scott+v.+Sanford+(1857)))
- Excerpts from the Lincoln-Douglas debates (preferably Freeport and Ottawa)  
(<http://www.nps.gov/archive/liho/debates.htm>)

### IV. Lesson 4:

- *The Emancipation Proclamation* ([http://www.archives.gov/exhibits/featured\\_documents/emancipation\\_proclamation/](http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/))
- Excerpts from Lincoln's *First Inaugural Address*  
(<http://www.bartleby.com/124/pres31.html>)
- Excerpts from Lincoln's *Second Inaugural Address*  
(<http://www.bartleby.com/124/pres32.html>)
- Excerpts from Lincoln's *Cooper Union Address*  
(<http://showcase.netins.net/web/creative/lincoln/speeches/cooper.htm>)
- Selected quotes from Lincoln on Slavery and the Secession of the South

V. Lesson 5:

- None

VI. Lesson 6:

- Lincoln's *Gettysburg Address*  
(<http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm>)
- The link contains letters from the soldiers of the Civil War:
- Civil War Letters (<http://www.civilwarletters.com/>)
- Civil War Letters (<http://members.aol.com/BUNCH2/civilltr.html>)

VII. Lesson 7:

- None

VIII. Lesson 8:

- None

IX. Lesson 9:

- Transcript of *Plessy vs. Ferguson*  
(<http://www.historicaldocuments.com/PlessyvFerguson.htm>)
- Excerpts from the Reconstruction plans of Lincoln, Johnson, and the Radical Republicans
- Excerpts from the impeachment hearings of Andrew Johnson  
(<http://www.stockton.edu/~gilmorew/0colhis/impeach.htm>)
- The new version of the *Constitution* (Focusing on the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments)
- The Civil Rights Act of 1875

Materials

I. Lesson 1:

Photograph:

- Manifest destiny photograph

Maps:

- Maps 1840-1850
- The Mexican War

Secondary Sources:

- Secondary source about Westward Expansion

Map United States war with Mexico:

<http://cache.eb.com/eb/image?id=64961&rendTypeId=4>

Map of US 1845:

<http://images.encarta.msn.com/xrefmedia/aencmed/targets/maps/mhi/T624224A.gif>

Map: Mexican Cession: [www.usachcs.army.mil/history/brief/AmMexmap1.jpg](http://www.usachcs.army.mil/history/brief/AmMexmap1.jpg)

Library University of Texas at Austin: [www.lib.utexas.edu/maps/histus.html](http://www.lib.utexas.edu/maps/histus.html)

II. Lesson 2:

Photographs and Images:

- PowerPoint presentation containing both images of slavery and political cartoons supporting and opposing slavery

Music:

- “John Brown’s Body”
- “The John Brown Song.”

Foundations of US history PDF file:

<http://chnm.gmu.edu/loudountah/activities/pdf/JohnBrownSong.pdf>

### III. Lesson 3:

Photographs and Images:

- PowerPoint presentation containing images of Lincoln and Douglas, the debates, and images of the period

Political Cartoons:

- political cartoons on the debates between Lincoln and Douglas

Movie Clips

- 1940 movie entitled: “Abe Lincoln in Illinois” (selected clips)

### IV. Lesson 4:

Political Cartoons:

- Jim Zwick: <http://www.jimzwick.net/>

### V. Lesson 5:

Secondary Sources

- Document from textbook containing the advantages and disadvantages of the North and South.

Maps

- Map of the United States in 1850’s
- Map of seceding states

Graphs and Tables

- Charts showing the differences between North and South

### VI. Lesson 6:

Photographs and images:

- PowerPoint presentation containing images from the Civil War, battles, and other pictures that explain the horrors of the war, from the site below
- <http://memory.loc.gov/ammem/cwphhtml/cwphome.html>

Political Cartoons:

- PowerPoint presentation also contains cartoons from the site below
- <http://xroads.virginia.edu/~CAP/SCARTOONS/cartoons.html>

Music and Lyrics

- The site below contains music and songs from the civil War period
- <http://home.att.net/~dmercado/music.htm>
- <http://www.cwc.lsu.edu/cwc/links/links2.htm#Music>

### VII. Lesson 7:

- Bus trip to Grant’s Memorial Tomb
- Map of the United States

Internet Sources:

- [http://www.teacheroz.com/Civil\\_War\\_Documents.htm](http://www.teacheroz.com/Civil_War_Documents.htm)

- <http://www.mscomm.com/~ulysses/> (general Grant's Homepage)

#### VIII. Lesson 8:

- Secondary source providing information about scandals and policies while Grant was in office.

#### IX. Lesson 9:

Photographs and images:

- Images of the assassination of Lincoln

#### Method of Assessment

This is one of the most important units in American History. The problems that were brought about by the Civil War and the problems that followed the Civil War during the reconstruction period caused the future of the United States to look bleak. But because of inspirational leaders, important court cases and equally important laws, the United States survived and grew to become more powerful because of this event. The assessment for this unit is a test based on the most important aspects of the Civil War and Reconstruction period. The exam consists of 20 questions and two essays. There are rubrics provided for the essays.

# The Unit Matrix

	Lesson 1
Vital Theme or Issue	To what extent did the Civil War impact the future of the United States?
Essential Question	How was the desire of territorial expansion an underlying cause of the Civil War?
Sub-Questions	<ul style="list-style-type: none"> <li>• Why did the United States want to expand?</li> <li>• How did the westward movement affect the United States' foreign policy?</li> <li>• How did the expansion of the U.S impact the economy?</li> <li>• How would the Native Americans react to westward expansion?</li> <li>• Why was westward expansion an underlying cause of the Civil War?</li> <li>• What challenges did westward expansion bring to the U.S?</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>• Change</li> <li>• Geography</li> </ul>
Content	<p>Grade 7  Unit 6: Division and Reunion  Sub-section I: The Underlying Causes of the Civil War  A. Territorial expansion and slavery  1. The secession of Texas, 1836  2. The Mexican War, 1846-1848  3. Oregon Territory  4. The westward movement and its effects on the physical, social, and cultural environments</p>
Habits of Mind or Attitudes	<ul style="list-style-type: none"> <li>• The students will be able to describe what this period would have been like for the Native Americans that lost their land to the expanding Americans.</li> </ul>
Inquiry Skills or Procedural Skills	<p>A. Cognitive or Informational Knowledge</p> <ul style="list-style-type: none"> <li>• The students will be able to identify the new areas that were acquired by the United States from 1830-1850</li> <li>• The students will be able to recognize how the United States achieved its goal of Manifest Destiny</li> <li>• The students will be able to explain the impact of the Westward Movement on Native Americans</li> </ul> <p>B. Process or Procedural Knowledge</p> <ul style="list-style-type: none"> <li>• The students will be able to analyze and interpret primary source documents, maps, quotes and political cartoons from the period.</li> <li>• The students will be able to analyze the effects of Westward expansion on the peoples that lived in the territory prior to 1850.</li> <li>• The students will be able to question the motives of the United States when discussing Westward expansion</li> <li>• The students will be able to discuss and develop an argument explaining how Westward expansion was an underlying cause of the Civil War</li> </ul>
Social Studies Skills	<p><b>Students will be able to:</b>  1. Identify a variety of sources of information:</p>

	<ul style="list-style-type: none"> <li>• Tables, charts, diagrams</li> <li>• Visuals</li> <li>• Listening/ observing</li> </ul> <p>2. assume responsibility for carrying out tasks</p> <p>3. define basic issues by:</p> <ul style="list-style-type: none"> <li>• Defining terms</li> </ul> <p>4. incorporate a set of positive learning attitudes by:</p> <ul style="list-style-type: none"> <li>• Recognizing that others may have a point of view</li> </ul>
NCSS Theme	<p>II. Time, Continuity, and Change.</p> <p>b. identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity</p> <p>III. People, Places and Environment</p> <p>b. create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs</p>
NYS Standards	<p>Standard 1.3: History of the United States and New York</p> <p>Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>
Textual Primary Sources	
Secondary Sources	
Place Based Sources	
Pictures or Photographs	Manifest destiny photograph
Political Cartoons	
Literature, Novel or Poem	
Music and Lyrics	
Maps	<p>Maps 1840-1850</p> <p>The Mexican War</p>
Graphs and Tables	
Technology: Internet or CD Rom	<p>Internet Sources:</p> <ul style="list-style-type: none"> <li>▪ <a href="http://cache.eb.com/eb/image?id=64961&amp;rendTypeId=4">http://cache.eb.com/eb/image?id=64961&amp;rendTypeId=4</a></li> <li>▪ <a href="http://images.encarta.msn.com/xrefmedia/aencmed/targets/maps/mhi/T624224A.gif">http://images.encarta.msn.com/xrefmedia/aencmed/targets/maps/mhi/T624224A.gif</a></li> <li>▪ <a href="http://www.usachcs.army.mil/history/brief/AmMexmap1.jpg">www.usachcs.army.mil/history/brief/AmMexmap1.jpg</a></li> <li>▪ <a href="http://www.lib.utexas.edu/maps/histus.html">www.lib.utexas.edu/maps/histus.html</a></li> </ul>
Assessment	<ul style="list-style-type: none"> <li>▪ Create a timeline of events during westward expansion.</li> <li>▪ Write an imaginary interview with a Native American or Spanish Mexican at this time. Try to incorporate questions and answers that would sum up their feeling about westward expansion.</li> </ul>

	Lesson 2
Vital Theme or Issue	To what extent did the Civil War impact the future of the United States?
Essential Question	Why was slavery an underlying cause of the Civil War?
Sub-Questions	<ul style="list-style-type: none"> <li>• Is slavery moral or immoral?</li> <li>• How did the South justify slavery?</li> <li>• Why did the North oppose the extension of slavery?</li> <li>• How did the issue of slavery impact the United States?</li> <li>• After listening to the two songs, what are the differences between them?</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Decision Making</li> </ul>
Content	<p>Grade 7  Unit 6: Division and Reunion  Sub-section I: The Underlying Causes of the Civil War  B. The emotional impact of slavery  1. <i>Uncle Tom's Cabin</i>  2. John Brown's raid on Harper's Ferry  3. Fugitive slave laws</p>
Habits of Mind or Attitudes	<ul style="list-style-type: none"> <li>• The students will be able to differentiate the motives of the Southern plantation owner's views on slavery and the view of a slave under their care.</li> <li>• The students will be able to defend the idea of slavery from the point of view from a slave owner.</li> <li>• The students will be able to question the motives of a southern slave owner by viewing life through the eyes of a southern slave.</li> </ul>
Inquiry Skills or Procedural Skills	<p>A. Cognitive or Informational Knowledge</p> <ul style="list-style-type: none"> <li>• The students will be able to identify the emotional impact of slavery on the United States.</li> <li>• The students will be able to describe the role of John Brown on the fight against slavery</li> </ul> <p>B. Process or Procedural Knowledge</p> <ul style="list-style-type: none"> <li>• The students will be able to analyze and interpret primary source documents, maps, quotes and music from the period.</li> <li>• The students will be able to read and explain <i>Uncle Tom's Cabin</i>, and what impact it had on the ideas of slavery.</li> <li>• The students will be able to analyze the Fugitive Slave Laws.</li> <li>• The students will be able to explain the importance of the Fugitive Slave Laws to the Southern states.</li> </ul>
Social Studies Skills	<p><b>Students shall be able to:</b></p> <ol style="list-style-type: none"> <li>1. identify a variety of sources of information: <ul style="list-style-type: none"> <li>• varying approaches, viewpoints, interpretations</li> <li>• reference works, newspapers, magazines, primary and secondary sources</li> <li>• maps, globes, atlases, vocabulary</li> </ul> </li> <li>2. locate sources of print and non-print information: <ul style="list-style-type: none"> <li>• tables of contents, appendices, glossaries, bibliographies, and indices</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• recognition of information that is relevant as differentiated from information that is irrelevant</li> </ul> <p>3. classify and/or categorize data by:</p> <ul style="list-style-type: none"> <li>• developing tables, charts, maps, and graphs to clarify data and ideas</li> <li>• identifying differences and similarities in data</li> </ul> <p>4. evaluate data by:</p> <ul style="list-style-type: none"> <li>• detecting evidence of propaganda</li> </ul> <p>5. draw inferences from data by:</p> <ul style="list-style-type: none"> <li>• weighing conflicting facts and statements</li> </ul> <p>6. write in an expository way by:</p> <ul style="list-style-type: none"> <li>• thinking logically</li> <li>• forming generalizations based on appropriate data</li> <li>• using different forms of written exposition: investigative, informative, interpretive, argumentative</li> </ul>
NCSS Theme	<p>I: Culture and Cultural Identity</p> <p>d. explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values and beliefs.</p> <p>V: Individuals, Groups, and Institutions</p> <p>d. identify and analyze examples of tensions between expressions of individuality and group of institutional efforts to promote social conformity</p>
NYS Standards	<p>Standard 1.2: History of the United States and New York</p> <p>Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Standard 5.1: Civics, Citizenship, and Government</p> <p>The study of civics, citizenship, and government involves learning about political systems; the purpose of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>
Textual Primary Sources	<p><i>Uncle Tom's Cabin</i></p> <p>The Fugitive Slave Laws</p> <p><i>The Blessings of Slavery</i> by Fitzhugh</p> <p><i>The Hypocrisy of American Slavery</i>, by Frederick Douglass</p> <p><i>Slavery a Positive Good</i> by John C. Calhoun</p>
Secondary Sources	
Place Based Sources	
Pictures or Photographs	PowerPoint presentation containing both images of slavery and political cartoons supporting and opposing slavery
Political Cartoons	PowerPoint presentation containing both images of slavery and political cartoons supporting and opposing slavery
Literature, Novel or Poem	
Music and Lyrics	<p>“John Brown’s Body”</p> <p>“The John Brown Song.”</p>
Maps	
Graphs and Tables	

Technology: Internet or CD Rom	<p>Internet Sources:</p> <ul style="list-style-type: none"> <li>▪ <a href="http://chnm.gmu.edu/loudountah/activities/pdf/JohnBrownSong.pdf">http://chnm.gmu.edu/loudountah/activities/pdf/JohnBrownSong.pdf</a></li> <li>▪ <a href="http://occawlonline.pearsoned.com/bookbind/pubbooks/divine5e/medialib/timeline/docs/sources/theme_primarysources_Slavery_16.html">http://occawlonline.pearsoned.com/bookbind/pubbooks/divine5e/medialib/timeline/docs/sources/theme_primarysources_Slavery_16.html</a></li> <li>▪ <a href="http://www.assumption.edu/ahc/Kansas/abolition/CalhounPositiveGood.html">www.assumption.edu/ahc/Kansas/abolition/CalhounPositiveGood.html</a></li> <li>▪ <a href="http://images.google.com/">http://images.google.com/</a></li> <li>▪ <a href="http://pinzler.com/ushistory/mextimeline.html">http://pinzler.com/ushistory/mextimeline.html</a></li> </ul>
Assessment	<p>Divide the class into three sides: Pro-slavery South, Anti-slavery North and a group of judges. Using the information garnered from primary source readings and images students from the North and South must develop an argument showing why their side is right. The judges will have to know both sides of the argument and they will decide which group of students was more convincing.</p>

	Lesson 3
Vital Theme or Issue	To what extent did the Civil War impact the future of the United States?
Essential Question	Why did political compromise fail in the years leading to the Civil War?
Sub-Questions	<ul style="list-style-type: none"> <li>• Why did politicians want to compromise during this period?</li> <li>• Why was the Dred Scott case so important?</li> <li>• Would you criticize or applaud the compromise made by Henry Clay in 1850?</li> <li>• What solutions would you suggest for compromise?</li> <li>• Why would relations between the North and South turn violent over the new territories?</li> <li>• Why was the Kansas-Nebraska Act so significant?</li> <li>• What are the most important aspects of the Lincoln-Douglas debates?</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>• Change</li> <li>• Decision Making</li> </ul>
Content	<p>Grade 7  Unit 6: Division and Reunion  Sub-section I: The Underlying Causes of the Civil War  C. Failure of political compromise</p> <ol style="list-style-type: none"> <li>1. Compromise of 1850</li> <li>2. Kansas-Nebraska Act, 1854</li> <li>3. Founding of the Republican Party, 1854-1856</li> <li>4. <i>Dred Scott v. Sanford</i> (1857)</li> <li>5. Lincoln-Douglas debate, 1858</li> </ol>
Habits of Mind or Attitudes	
Inquiry Skills or Procedural Skills	<p>A. Cognitive or Informational Knowledge</p> <ul style="list-style-type: none"> <li>• The students will be able to identify important historical information such as Henry Clay, the Kansas-Nebraska Act, the Compromise of 1850, Bleeding Kansas, the Dred Scott case and the Lincoln-Douglas Debates.</li> <li>• The students will be able to identify the attempts at compromise during the years 1850-1860</li> <li>• The students will be able to discuss the significance of the Kansas-Nebraska Act and its impact on the relationship between the North and the South.</li> </ul> <p>B. Process or Procedural Knowledge</p> <ul style="list-style-type: none"> <li>• The students will be able to analyze and interpret primary source documents, maps, quotes and political cartoons from the period.</li> <li>• The students will be able to explain how the hostile nature between the North and South increased between the years 1850 and 1860.</li> <li>• The students will be able to argue and assess the verdict in the <i>Dred Scott v. Sanford</i> case.</li> <li>• The students will be able to compare and contrast the differing views in the Senatorial election of Lincoln and Douglas in 1858.</li> <li>• The students will be able to propose a plan of their own that would</li> </ul>

	attempt to solve the problems between the North and the South.
Social Studies Skills	<p><b>Students shall be able to:</b></p> <ol style="list-style-type: none"> <li>1. use media and various visuals for communicating ideas by: <ul style="list-style-type: none"> <li>• previewing such media and visuals</li> <li>• constructing and using appropriate tables, charts, graphs, cartoons, etc.</li> </ul> </li> <li>2. speak in an effective way by: <ul style="list-style-type: none"> <li>• spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc.</li> </ul> </li> <li>3. participate in group planning and discussion by: <ul style="list-style-type: none"> <li>• following democratic procedures in helping to make group decisions</li> <li>• initiating ideas</li> <li>• giving constructive criticism</li> </ul> </li> </ol>
NCSS Theme	VI: Power, Authority and Governance f. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
NYS Standards	Standard 1.3: History of the United States and New York Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.
Textual Primary Sources	Lincoln's <i>House Divided Speech</i> Transcript of the Dred Scott Decision (excerpts) Excerpts from the Lincoln-Douglas debates (preferably Freeport and Ottawa)
Secondary Sources	
Place Based Sources	
Pictures or Photographs	PowerPoint presentation containing images of Lincoln and Douglas, the debates, and images of the period
Political Cartoons	political cartoons on the debates between Lincoln and Douglas
Literature, Novel or Poem	
Music and Lyrics	
Maps	
Graphs and Tables	
Technology: Internet or CD Rom	<p>Internet Sources:</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.ourdocuments.gov/print_friendly.php?flash=false&amp;page=transcript&amp;doc=29&amp;title=Transcript+of+Dred+Scott+v.+Sanford+(1857)">www.ourdocuments.gov/print_friendly.php?flash=false&amp;page=transcript&amp;doc=29&amp;title=Transcript+of+Dred+Scott+v.+Sanford+(1857)</a></li> <li>▪ <a href="http://www.paperlessarchives.com/lincoln_douglas_debates.html">http://www.paperlessarchives.com/lincoln_douglas_debates.html</a></li> <li>▪ <a href="http://images.google.com/">http://images.google.com/</a></li> <li>▪ <a href="http://www.nps.gov/archive/liho/debates.htm">http://www.nps.gov/archive/liho/debates.htm</a></li> </ul> <p>Movie Clips</p> <ul style="list-style-type: none"> <li>▪ 1940 movie entitled: "Abe Lincoln in Illinois" (selected clips)</li> </ul>
Assessment	After reading the excerpts from the Lincoln-Douglas debates and the short clip from "Abe Lincoln in Illinois," split your class in half and ask the students to write a short one page essay. One side will represent Lincoln and the other will

	<p>represent Douglas. The essay must sum up their points of view on the main issues of the debate.</p>
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	<p>The second part of the essay must answer this question: why should the people of Illinois vote for you? Answer this question based on what you know about the two candidates.</p>
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	Lesson 4
Vital Theme or Issue	To what extent did the Civil War impact the future of the United States?
Essential Question	How did the election of Lincoln change the future of the United States?
Sub-Questions	<ul style="list-style-type: none"> <li>• What impact did the Lincoln-Douglas debates have on Lincoln’s future?</li> <li>• How did Lincoln become the President?</li> <li>• Explain Lincoln’s plan to preserve the Union before the Civil War.</li> <li>• Why did the South secede from the Union?</li> <li>• Could the secession have been prevented?</li> <li>• How would you decide what to do about the Southern states?</li> <li>• Why was the Emancipation Proclamation so controversial?</li> <li>• Why did the Southerners have a problem with it?</li> <li>• Was Lincoln a good leader?</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>• Change</li> <li>• Decision Making</li> <li>• Power</li> </ul>
Content	<p>Grade 7  Unit 6: Division and Reunion  Sub-section I: The Underlying Causes of the Civil War  C. Failure of political compromise  5. Lincoln-Douglas debate, 1858  6. Election of 1860  7. Firing on Fort Sumter, 1861</p> <p>Sub-section II: The Civil War Breaks Out  A. The Presidency of Lincoln  1. Personal leadership  2. Opposition  3. Emancipation Proclamation</p>
Habits of Mind or Attitudes	<ul style="list-style-type: none"> <li>• The students will be able to explain and understand the reasons why someone would want to kill the President.</li> </ul>
Inquiry Skills or Procedural Skills	<p>A. Cognitive or Informational Knowledge</p> <ul style="list-style-type: none"> <li>• The students will be able to recall information from the previous lesson on the Lincoln-Douglas Debates.</li> <li>• The students will be able to explain how those debates catapulted Lincoln into the national political spotlight.</li> <li>• The students will be able to explain the reasons why Lincoln was elected president.</li> <li>• The students will be able to express the view of the South after Lincoln’s election.</li> </ul> <p>B. Process or Procedural Knowledge</p> <ul style="list-style-type: none"> <li>• The students will be able to analyze and interpret primary source documents, maps, quotes and political cartoons from the period.</li> <li>• The students shall demonstrate through discussion and debate the reasons why the South decided to secede from the Union.</li> <li>• The students will be able to analyze the personal leadership of Abraham Lincoln during his presidency.</li> </ul>

	<ul style="list-style-type: none"> <li>• The students will be able to question or condone Lincoln’s <i>Emancipation Proclamation</i>.</li> <li>• The students will be able to arrange the events leading up to the Civil War.</li> <li>• The students will be able to rate the presidency of Lincoln compared to past presidents.</li> </ul>
Social Studies Skills	<p><b>Students shall be able to:</b></p> <ol style="list-style-type: none"> <li>1. speak in an effective way by: <ul style="list-style-type: none"> <li>• spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc.</li> </ul> </li> <li>2. identify a variety of sources of information: <ul style="list-style-type: none"> <li>• multiple sources of the same types of information</li> <li>• varying approaches, viewpoints, interpretations</li> <li>• reference works, newspapers, magazines, primary and secondary sources</li> </ul> </li> </ol>
NCSS Theme	<p>X: Civic Ideals and Practices</p> <p>Examine the origins and continuing influence of key ideals of the democratic republican form of government; such as individual human dignity, liberty, justice , equality and rule of law</p>
NYS Standards	<p>Standard 1.3: History of the United States and New York</p> <p>Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Standard 5.4: Civics, Citizenship, and Government</p> <p>The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence , formulate rational conclusions, and develop and refine participatory skills.</p>
Textual Primary Sources	<p><i>The Emancipation Proclamation</i></p> <p>Excerpts from Lincoln’s <i>First Inaugural Address</i></p> <p>Excerpts from Lincoln’s <i>Second Inaugural Address</i></p> <p>Excerpts from Lincoln’s <i>Cooper Union Address</i></p> <p>Selected quotes from Lincoln on Slavery and the Secession of the South</p>
Secondary Sources	
Place Based Sources	
Pictures or Photographs	
Political Cartoons	<a href="http://www.jimzwick.net/">http://www.jimzwick.net/</a>
Literature, Novel or Poem	
Music and Lyrics	
Maps	
Graphs and Tables	
Technology: Internet or CD Rom	<p>Internet Sources:</p> <ul style="list-style-type: none"> <li>▪ <a href="http://showcase.netins.net/web/creative/lincoln/speeches/speeches.htm">http://showcase.netins.net/web/creative/lincoln/speeches/speeches.htm</a></li> <li>▪ <a href="http://www.freemaninstitute.com/lincoln.htm">http://www.freemaninstitute.com/lincoln.htm</a></li> <li>▪ <a href="http://www.nps.gov/archive/liho/slavery/al01.htm">http://www.nps.gov/archive/liho/slavery/al01.htm</a></li> </ul>

	<ul style="list-style-type: none"><li>▪ <a href="http://members.aol.com/jfepperson/secesh.html">http://members.aol.com/jfepperson/secesh.html</a></li></ul>
Assessment	Write a plan answering the following scenario: You have just been elected President of the United States, but the Southern states are not pleased and threaten to seceded, how would you deal with the situation?

	Lesson 5
Vital Theme or Issue	To what extent did the Civil War impact the future of the United States?
Essential Question	What were the advantages and disadvantages for both sides during the Civil War?
Sub-Questions	<ul style="list-style-type: none"> <li>• What were the advantages of the North before the Civil War?</li> <li>• What were the advantages of the South before the Civil War?</li> <li>• Which side do you believe had the advantage?</li> <li>• What were the disadvantages of the North before the Civil War?</li> <li>• What were the disadvantages of the South before the Civil War?</li> <li>• What could you predict the outcome of the war would be by just knowing the advantages and disadvantages of both sides?</li> <li>• Why was the geographic terrain so important in this war?</li> <li>• Do you agree or disagree with this statement: the Civil War had to be fought. Explain why or why not.</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Factors of Production</li> <li>• Government</li> </ul>
Content	<p>Grade 7  Unit 6: Division and Reunion  Sub-section II: The Civil War Breaks Out  B. Advantages and disadvantages of each side</p> <ol style="list-style-type: none"> <li>1. Advantages <ol style="list-style-type: none"> <li>a. South <ol style="list-style-type: none"> <li>1) Military leadership</li> <li>2) Commitment of people to preserve their way of life</li> </ol> </li> <li>b. North <ol style="list-style-type: none"> <li>1) Effective navy</li> <li>2) Larger army</li> <li>3) Manufacturing</li> <li>4) Agricultural production</li> <li>5) Transportation system</li> </ol> </li> </ol> </li> <li>2. Disadvantages <ol style="list-style-type: none"> <li>a. South <ol style="list-style-type: none"> <li>1) Lacked manufacturing</li> <li>2) Lacked a navy</li> <li>3) Not prepared for war</li> </ol> </li> <li>b. North <ol style="list-style-type: none"> <li>1) Lacked quality military leadership</li> <li>2) Not prepared for war</li> </ol> </li> <li>c. The military and political dimensions of the war</li> </ol> </li> <li>3. Geographic factors influenced the war's progress and outcome—role of physical and other barriers</li> </ol>
Habits of Mind	

or Attitudes	
Inquiry Skills or Procedural Skills	<p>A. Cognitive or Informational Knowledge</p> <ul style="list-style-type: none"> <li>• The students will be able to identify important advantages and disadvantages for both sides of the Civil War</li> <li>• The students will identify important historical figures of the Civil War: Stonewall Jackson, Lincoln, Robert E. Lee, Ulysses Grant, Sherman, McClellan and others.</li> </ul> <p>B. Process or Procedural Knowledge</p> <ul style="list-style-type: none"> <li>• The students will be able to analyze and interpret secondary source documents, maps, quotes and charts from the period.</li> <li>• The students will be able to compare and contrast the advantages and disadvantages of the North and the South.</li> <li>• The students will be able to demonstrate through a graphic organizer the specific advantages and disadvantages of the North and South.</li> <li>• The students will be able to agree or disagree with this statement: the Civil War had to be fought.</li> </ul>
Social Studies Skills	<p><b>Students shall be able to:</b></p> <ol style="list-style-type: none"> <li>1. identify a variety of sources of information: <ul style="list-style-type: none"> <li>• reference works, newspapers, magazines, primary and secondary sources</li> </ul> </li> <li>2. organize collected information: <ul style="list-style-type: none"> <li>• orderly, precise, summarized notes</li> <li>• cited sources</li> </ul> </li> <li>3. classify and/or categorize data by: <ul style="list-style-type: none"> <li>• developing tables, charts, maps, and graphs to clarify data and ideas</li> </ul> </li> <li>4. draw inferences from data by: <ul style="list-style-type: none"> <li>• identifying relationships among the parts</li> <li>• weighing conflicting facts and statements</li> </ul> </li> <li>5. drawing conclusions generalize from data by: <ul style="list-style-type: none"> <li>• applying previously learned concepts and generalizations to the data or situation</li> <li>• creating a broad statement which encompasses findings</li> </ul> </li> </ol>
NCSS Theme	<p>I: Culture and Cultural Identity</p> <p>d. explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values and beliefs.</p> <p>III: People, Places and Environments</p> <p>i. describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings</p>
NYS Standards	<p>Standard 1.2: History of the United States and New York Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Standard 3.2: Geography Geography requires the development and application of the skills of asking and answering geographic questions; analyzing geographic; and acquiring, organizing, and analyzing geographic information</p>

Textual Primary Sources	
Secondary Sources	Document from textbook containing the advantages and disadvantages of the North and South.
Place Based Sources	
Pictures or Photographs	
Political Cartoons	
Literature, Novel or Poem	
Music and Lyrics	
Maps	Map of the United States in 1850's Map of seceding states
Graphs and Tables	Charts showing the differences between North and South
Technology: Internet or CD Rom	Internet Sources: <ul style="list-style-type: none"> <li>▪ <a href="http://occawlonline.pearsoned.com/bookbind/pubbooks/martin_awl/medialib/download/MARTFIG152.gif">http://occawlonline.pearsoned.com/bookbind/pubbooks/martin_awl/medialib/download/MARTFIG152.gif</a></li> <li>▪ <a href="http://www2.lhric.org/pocantico/civilwar/graphs.htm">http://www2.lhric.org/pocantico/civilwar/graphs.htm</a></li> <li>▪ <a href="http://www.civilwarexplorer.org/AREA002.asp?9002003000000">http://www.civilwarexplorer.org/AREA002.asp?9002003000000</a></li> <li>▪ <a href="http://www.sewanee.edu/faculty/Willis/Civil_War/tables/BorderPop1860.html">http://www.sewanee.edu/faculty/Willis/Civil_War/tables/BorderPop1860.html</a></li> <li>▪ <a href="http://www.ibiblio.org/pub/academic/history/marshall/military/civil_war_usa/CSA.documents/secede.gif">http://www.ibiblio.org/pub/academic/history/marshall/military/civil_war_usa/CSA.documents/secede.gif</a></li> </ul>
Assessment	Create a slogan for the North or the South convincing Americans to join your cause. The slogan must be accompanied by images, quotes, etc that would enhance your poster and slogan.

	Lesson 6 (Pre-Visit)
Vital Theme or Issue	To what extent did the Civil War impact the future of the United States?
Essential Question	What was the course of the Civil War?
Sub-Questions	<ul style="list-style-type: none"> <li>• What were the major battles of the Civil War?</li> <li>• Discuss the significance of Fort Sumter, and the Battles of Bull Run, Antietam, Gettysburg, Shiloh, Chattanooga, and Vicksburg.</li> <li>• Who were some other successful Union generals?</li> <li>• Would you criticize or applaud Lincoln’s decision to fire General McClellan?</li> <li>• Analyze the Anaconda Plan, was it successful?</li> <li>• How did General Grant become the head of the Union army?</li> <li>• What were some wartime problems faced by the North and the South?</li> <li>• According to your study of the Civil War, what was the turning point of the Civil War?</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Factors of Production</li> <li>• Government</li> </ul>
Content	<p>Grade 7  Unit 6: Division and Reunion  Sub-section II: The Civil War Breaks Out  B. Advantages and disadvantages of each side  4. Major campaigns evolved around a changing strategy on both sides  5. Wartime problems and political issues  7. Technology of the war</p>
Habits of Mind or Attitudes	<ul style="list-style-type: none"> <li>• The students will be able to imagine that they were a Civil War soldier, being separated from your family at a young age, the possibility of death at every turn, how would you feel?</li> </ul>
Inquiry Skills or Procedural Skills	<p>A. Cognitive or Informational Knowledge</p> <ul style="list-style-type: none"> <li>▪ Students will be able to create a timeline of events that occurred during the Civil War</li> <li>▪ Students will be able to discuss which battles were the most significant in the war</li> <li>▪ Students will be able to identify Generals Grant, Sherman, McClellan, Thomas, Ord, Lee, Jackson</li> </ul> <p>B. Process or Procedural Knowledge</p> <ul style="list-style-type: none"> <li>▪ Students will be able to list and explain the problems that were being caused by the war</li> <li>▪ Students will be able to criticize or applaud Lincoln’s decision to fire general McClellan</li> <li>▪ Students will be able to decide what the turning point of the Civil War was</li> <li>▪ Students will be able to breakdown General Grant’s success in battle</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Students will be able to explain the significance of the <i>Gettysburg Address</i></li> </ul>
Social Studies Skills	<p><b>Students shall be able to:</b></p> <ol style="list-style-type: none"> <li>1. organize collected information: <ul style="list-style-type: none"> <li>• orderly, precise, summarized notes</li> <li>• cited sources</li> </ul> </li> <li>2. classify and/or categorize data by: <ul style="list-style-type: none"> <li>• developing tables, charts, maps, and graphs to clarify data and ideas</li> </ul> </li> <li>3. drawing conclusions generalize from data by: <ul style="list-style-type: none"> <li>• applying previously learned concepts and generalizations to the data or situation</li> <li>• creating a broad statement which encompasses findings</li> </ul> </li> </ol>
NCSS Theme	<p>VI: Power, Authority and Government  g. describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.</p> <p>VIII: Science, Technology and Society  a. examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine and warfare.</p>
NYS Standards	<p>Standard 1.4: History of the United States and New York  The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>
Textual Primary Sources	<p>Lincoln's <i>Gettysburg Address</i>  The link contains letters from the soldiers of the Civil War:  <a href="http://www.civilwarletters.com/">http://www.civilwarletters.com/</a>  <a href="http://members.aol.com/BUNCH2/civilltr.html">http://members.aol.com/BUNCH2/civilltr.html</a></p>
Secondary Sources	
Place Based Sources	
Pictures or Photographs	<p>PowerPoint presentation containing images from the Civil War, battles, and other pictures that explain the horrors of the war, from the site below  <a href="http://memory.loc.gov/ammem/cwphtml/cwphome.html">http://memory.loc.gov/ammem/cwphtml/cwphome.html</a></p>
Political Cartoons	<p>PowerPoint presentation also contains cartoons from the site below  <a href="http://xroads.virginia.edu/~CAP/SCARTOONS/cartoons.html">http://xroads.virginia.edu/~CAP/SCARTOONS/cartoons.html</a></p>
Literature, Novel or Poem	
Music and Lyrics	<p>The site below contains music and songs from the civil War period</p> <ul style="list-style-type: none"> <li>▪ <a href="http://home.att.net/~dmercado/music.htm">http://home.att.net/~dmercado/music.htm</a></li> <li>▪ <a href="http://www.cwc.lsu.edu/cwc/links/links2.htm#Music">http://www.cwc.lsu.edu/cwc/links/links2.htm#Music</a></li> </ul>

Maps	
Graphs and Tables	
Technology: Internet or CD Rom	<p>Internet Sources:</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.americancivilwar.com/statepic/index.html">http://www.americancivilwar.com/statepic/index.html</a></li> <li>▪ <a href="http://www.americancivilwar.com/tl/timeline.html">http://www.americancivilwar.com/tl/timeline.html</a></li> <li>▪ <a href="http://civilwarhome.com/secessionjustificationpart3.htm">http://civilwarhome.com/secessionjustificationpart3.htm</a></li> <li>▪ <a href="http://valley.vcdh.virginia.edu/choosepart.html">http://valley.vcdh.virginia.edu/choosepart.html</a></li> <li>▪ <a href="http://civilwar.si.edu/home.html">http://civilwar.si.edu/home.html</a></li> <li>▪ <a href="http://www.eyewitnesstohistory.com/">http://www.eyewitnesstohistory.com/</a></li> <li>▪ <a href="http://www.historyteacher.net/AHAP/Weblinks/AHAP_Weblinks13.htm">http://www.historyteacher.net/AHAP/Weblinks/AHAP_Weblinks13.htm</a></li> <li>▪ <a href="http://www.civilwarletters.com/">http://www.civilwarletters.com/</a></li> </ul>
Assessment	<p>The Civil War was one of the most important events in American history. It took the lives of hundreds of thousands of Americans and affected the lives of millions more. One of the most common ways to express feelings during a time of war is through journals, poems, and song. From what we have looked at about the Civil War pick one and express your feelings about the Civil War.</p>

	Lesson 7 (Visit to Grant’s Memorial)
Vital Theme or Issue	To what extent did the Civil War impact the future of the United States?
Essential Question	How can one explain the role of General Grant on the United States?
Sub-Questions	<ul style="list-style-type: none"> <li>▪ Why is General Grant a significant figure during the Civil War?</li> <li>▪ How did General Grant’s leadership impact the future of the United States?</li> <li>▪ What was General Grant’s role in Reconstruction?</li> <li>▪ What do you think about the Presidency of Ulysses S. Grant?</li> <li>▪ Why do you think the people of the U.S donated money to build General Grant a memorial?</li> <li>▪ What are the most important features of the tomb?</li> <li>▪ Does this memorial tell you enough about the life and career of General Grant?</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Factors of Production</li> <li>• Government</li> <li>• Nationalism</li> <li>• Human Rights</li> <li>• Citizenship</li> <li>• Empathy</li> </ul>
Content	<p>Grade 7  Unit 6: Division and Reunion  Sub-section II: The Civil War Breaks Out  B. Advantages and disadvantages of each side  1. Advantages  a. South  1) Military leadership  b. North  2) Larger army  2. Disadvantages  a. South  3) Not prepared for war  b. North  1) Lacked quality military leadership  2) Not prepared for war  c. The military and political dimensions of the war  4. Major campaigns evolved around a changing strategy on both sides  5. Wartime problems and political issues</p> <p>Sub-section III: The Results of the Civil War  A. Preservation of the Union  B. Abolition of slavery  2. Civil Rights and the 13<sup>th</sup> Amendment  D. Reconstruction—theory, practice, and termination  3. Congressional Reconstruction</p>

	<p>4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians</p> <p>6. The official end of Reconstruction in 1877</p> <p>E. The enormous human suffering and loss of life caused by the war</p>
Habits of Mind or Attitudes	
Inquiry Skills or Procedural Skills	<p>A. Cognitive/Informational Knowledge</p> <ul style="list-style-type: none"> <li>• Students will be able to explain the role of General Grant in the Civil War</li> <li>• Students will be able to list the important battles of Grant’s career</li> <li>• Students will be able to explain the important features of the tomb</li> </ul> <p>B. Process/Procedural Knowledge</p> <ul style="list-style-type: none"> <li>• Students will be able to compare Grant’s Presidency to other Presidents</li> <li>• Students will be able to justify the building of the Memorial to General Grant</li> <li>• Students will be able to evaluate and rate the military and political career of Grant</li> <li>• Students will be able to compose a brief history of Grant’s Memorial</li> <li>• Students will be able to describe the purpose of many of the architectural aspects of the memorial</li> <li>• Students will be able to assess the value of this place based visit</li> </ul>
Social Studies Skills	<p><b>Students shall be able to:</b></p> <ol style="list-style-type: none"> <li>1. identify a variety of sources of information: <ul style="list-style-type: none"> <li>• visuals, field trips, artifacts</li> </ul> </li> <li>2. drawing conclusions generalize from data by: <ul style="list-style-type: none"> <li>• applying previously learned concepts and generalizations to the data or situation</li> <li>• creating a broad statement which encompasses findings</li> </ul> </li> </ol>
NCSS Theme	<p>II. Time, Continuity, and Change.</p> <p>b. identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity</p> <p>IV: Individual Identity and Development</p> <p>b. describe personal connections to place—as associated with community, nation, and world.</p>
NYS Standards	<p>Standard 1.4: History of the United States and New York</p> <p>The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causations; understand the importance of changing and competing interpretations of different historical developments.</p> <p>Standard 5.3: Civics, Citizenship, and Government</p> <p>Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.</p>
Textual Primary	

Sources	
Secondary Sources	
Place Based Sources	
Pictures or Photographs	
Political Cartoons	
Literature, Novel or Poem	
Music and Lyrics	
Maps	
Graphs and Tables	
Technology: Internet or CD Rom	<p>Internet Sources:</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.teacheroz.com/Civil_War_Documents.htm">http://www.teacheroz.com/Civil_War_Documents.htm</a></li> <li>▪ <a href="http://www.mscomm.com/~ulysses/">http://www.mscomm.com/~ulysses/</a> (general Grant's Homepage)</li> </ul>
Assessment	<ol style="list-style-type: none"> <li>1. Based on the trip to General Grant's Memorial Tomb, ask the students to answer the following question in essay form: How can you explain the role of General Grant on the United States? They must use factual information gained in class and on the trip to back up their essay.</li> <li>2. General Grant had a tremendous impact on the history of this country especially his role in ending the Civil War and getting the country back on track as President after the war. From the tour, the students will have received a detailed history of the tomb and they got to see what went into the building of the tomb, how the money was raised, and what Grant did during his life. His tomb is full of things that he is remembered for. From what was explained, the students are to design their own tomb. They are to incorporate things that they would be remembered for. This assignment can be written as an essay or drawn to show what the students would be remembered for.</li> <li>3. Ask the students to list the positive and negative aspects of the trip to Grant's Memorial Tomb. Make sure the students mention what they liked, what they didn't like, what could have been better and how the trip might be improved next time.</li> </ol>

	Lesson 8 (Post-Visit)
Vital Theme or Issue	To what extent did the Civil War impact the future of the United States?
Essential Question	How should Grant be remembered?
Sub-Questions	<ul style="list-style-type: none"> <li>• List the battles that General Grant fought in.</li> <li>• Which of those battles was the most significant?</li> <li>• Why was he so successful against the South?</li> <li>• How would you compare his presidency to others before him?</li> <li>• How did he improve the lives of African-Americans?</li> <li>• Why is there a memorial dedicated to General Grant?</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Factors of Production</li> <li>• Government</li> <li>• Nationalism</li> <li>• Human Rights</li> <li>• Citizenship</li> <li>• Empathy</li> </ul>
Content	<p>Grade 7  Unit 6: Division and Reunion  Sub-section II: The Civil War Breaks Out  B. Advantages and disadvantages of each side  3. Geographic factors influenced the war’s progress and outcome— role of physical and other barriers  4. Major campaigns evolved around a changing strategy on both sides  5. Wartime problems and political issues</p> <p>Sub-section III: The Results of the Civil War  A. Preservation of the Union  D. Reconstruction—theory, practice, and termination  3. Congressional Reconstruction  4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians  6. The official end of Reconstruction in 1877</p>
Habits of Mind or Attitudes	
Inquiry Skills or Procedural Skills	<p>A. Cognitive or Informational Knowledge</p> <ul style="list-style-type: none"> <li>▪ Students will be able to list the battles that General Grant fought in</li> <li>▪ Students will be able to explain what he did to improve civil rights for African-Americans</li> </ul> <p>B. Process or Procedural Knowledge</p> <ul style="list-style-type: none"> <li>▪ Students will be able to debate over which battle was the most significant</li> <li>▪ Students will be able to debate over his presidential policies</li> <li>▪ Students will be able to compare his presidency to others before him</li> <li>▪ Students will be able to assess the life of General Grant</li> </ul>

Social Studies Skills	<p><b>Students shall be able to:</b></p> <ol style="list-style-type: none"> <li>1. identify a variety of sources of information: <ul style="list-style-type: none"> <li>• visuals, field trips, artifacts</li> </ul> </li> <li>2. locate sources of print and non-print information: <ul style="list-style-type: none"> <li>• museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews identify the types and kinds of information needed:</li> </ul> </li> </ol>
NCSS Theme	<p>V: Individuals, Groups, and Institutions</p> <p>e. identify and describe examples of tensions between belief systems and government, policies and laws</p>
NYS Standards	<p>Standard 1.4: History of the United States and New York</p> <p>The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causations; understand the importance of changing and competing interpretations of different historical developments.</p> <p>Standard 3.1: Geography</p> <p>Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p> <p>Standard 5.3: Civics, Citizenship, and Government</p> <p>Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.</p>
Textual Primary Sources	
Secondary Sources	<ul style="list-style-type: none"> <li>▪ Secondary source providing information about scandals and policies while Grant was in office.</li> </ul>
Place Based Sources	
Pictures or Photographs	
Political Cartoons	
Literature, Novel or Poem	
Music and Lyrics	
Maps	
Graphs and Tables	
Technology: Internet or CD Rom	
Assessment	<ul style="list-style-type: none"> <li>▪ Have students debate the presidency of Grant. Was he a good president or was he a poor president? They will base their positions on evidence</li> </ul>

gathered in class and at the place based site.

- Students will be expected to defend their positions.

	Lesson 9
Vital Theme or Issue	To what extent did the Civil War impact the future of the United States?
Essential Question	How did the United States attempt to rebuild after the Civil War?
Sub-Questions	<ul style="list-style-type: none"> <li>• What was the outcome of the Civil War?</li> <li>• Compare the Reconstruction plans of Lincoln, Johnson and the Radical Republicans.</li> <li>• According to you, which would have worked best for the nation?</li> <li>• Do you think slavery will end?</li> <li>• How would Southerners react to their loss in the Civil War?</li> <li>• What would the Northerners do about the Southern states after the Civil War?</li> <li>• Why was Lincoln assassinated?</li> <li>• Did the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments help bring equality to African-Americans?</li> <li>• Why was <i>Plessy vs. Ferguson</i> such an important case?</li> <li>• Was Reconstruction successful?</li> <li>• What problems do you see in the future for America?</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Factors of Production</li> <li>• Government</li> <li>• Nationalism</li> <li>• Human Rights</li> <li>• Citizenship</li> <li>• Power</li> <li>• Empathy</li> </ul>
Content	<p>Grade 7</p> <p>Unit 6: Division and Reunion</p> <p>Sub-section III: The Results of the Civil War</p> <p>A. Preservation of the Union</p> <p>B. Abolition of slavery</p> <ol style="list-style-type: none"> <li>1. The Emancipation Proclamation</li> <li>2. Civil Rights and the 13<sup>th</sup> Amendment</li> </ol> <p>C. Political power and decision making</p> <ol style="list-style-type: none"> <li>1. Secession</li> <li>2. States' rights</li> </ol> <p>D. Reconstruction—theory, practice, and termination</p> <ol style="list-style-type: none"> <li>1. Lincoln's plan</li> <li>2. Johnson's plan and Congressional opposition resulted in his impeachment</li> <li>3. Congressional Reconstruction</li> <li>4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians</li> <li>5. Problems of economic and social reconstruction led to sharecropping as a substitute for slavery</li> <li>6. The official end of Reconstruction in 1877</li> </ol>

	<p>7. Segregation held legal: <i>Plessy v. Ferguson</i> (1896)</p> <p>E. The enormous human suffering and loss of life caused by the war</p>
Habits of Mind or Attitudes	<ul style="list-style-type: none"> <li>• Students will be able to write a short journal entry based on the idea that they were an African-American and just received their rights for the first time, how would they react?</li> <li>• The students will be able to identify with the huge loss of human life in the Civil War and compare it to the war going on in Iraq today.</li> </ul>
Inquiry Skills or Procedural Skills	<p>A. Cognitive or Informational Knowledge</p> <ul style="list-style-type: none"> <li>• The students will be able to identify all of the attempts at reconstruction from the perspectives of Lincoln, Johnson and the Radical Republicans.</li> <li>• The students will be able to define the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments.</li> <li>• The students will be able to explain why the Native Americans were left out of the new Constitutional Amendments.</li> <li>• The students will be able to define impeachment and identify the trials of Andrew Johnson.</li> </ul> <p>B. Process or Procedural Knowledge</p> <ul style="list-style-type: none"> <li>• The students will be able to analyze and interpret primary source documents, maps, quotes and political cartoons from the period.</li> <li>• The students will be able to act out a shortened version of the <i>Plessy v. Ferguson</i> case.</li> <li>• The students will be able to analyze and discuss the impact of the Civil War on the United States.</li> <li>• The students will demonstrate through journal entries their opinion on the abolition of slavery and its impact on the South.</li> <li>• The students will be able to compare and contrast each of the Reconstruction plans proposed by Lincoln, Johnson and the Radical Republicans.</li> <li>• The students will be able to compare the impeachment trials of Johnson and Clinton.</li> </ul>
Social Studies Skills	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify a variety of sources of information: <ul style="list-style-type: none"> <li>• Tables, charts, diagrams</li> <li>• Visuals</li> <li>• Listening/ observing</li> <li>• reference works, newspapers, magazines, primary and secondary sources</li> </ul> </li> <li>2. assume responsibility for carrying out tasks</li> <li>3. define basic issues by: <ul style="list-style-type: none"> <li>• Defining terms</li> </ul> </li> <li>4. incorporate a set of positive learning attitudes by:</li> </ol> <p>Recognizing that others may have a point of view</p>
NCSS Theme	<p>X: Civic Ideals and Practices</p> <p>Examine the origins and continuing influence of key ideals of the democratic republican form of government; such as individual human dignity, liberty, justice , equality and rule of law</p>
NYS Standards	<p>Standard 1.3: History of the United States and New York</p>

	<p>Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Standard 5.1: Civics, Citizenship, and Government</p> <p>The study of civics, citizenship, and government involves learning about political systems; the purpose of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>
Textual Primary Sources	<p>Transcript of <i>Plessy vs. Ferguson</i></p> <p>Excerpts from the Reconstruction plans of Lincoln, Johnson, and the Radical Republicans</p> <p>Excerpts from the impeachment hearings of Andrew Johnson</p> <p>The new version of the <i>Constitution</i> (Focusing on the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments)</p> <p>The Civil Rights Act of 1875</p>
Secondary Sources	
Place Based Sources	
Pictures or Photographs	Images of the assassination of Lincoln
Political Cartoons	
Literature, Novel or Poem	
Music and Lyrics	
Maps	
Graphs and Tables	
Technology: Internet or CD Rom	<p>Internet Sources:</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.tsl.state.tx.us/ref/abouttx/secession/reconstruction.html">www.tsl.state.tx.us/ref/abouttx/secession/reconstruction.html</a></li> <li>▪ <a href="http://www.sagehistory.net/reconstruction/docs/cwamend.htm">http://www.sagehistory.net/reconstruction/docs/cwamend.htm</a></li> <li>▪</li> </ul>
Assessment	If you were a Northern official, explain in an essay the plan you would take to reestablish the connection between the North and the South. How would you rebuild the country?

# The Lesson Plans

# Lesson

6

Title of the Unit  
The Civil War

Overarching Issue

To what extent did the Civil War impact the future of the United States?

Aim

What was the course of the Civil War?

Grade Level

Grade 7

Content

Unit 6: Division and Reunion

Sub-section II: The Civil War Breaks Out

B. Advantages and disadvantages of each side

4. Major campaigns evolved around a changing strategy on both sides
5. Wartime problems and political issues
7. Technology of the war

Logistics

- The complete lesson is intended for an 90 minute lesson.
- The room is designed in a horseshoe shaped classroom. The desks are divided into eight groups of four desks for easy group work.

Relationships

- This lesson is designed for seventh grade students and will provide them with essential background knowledge for the trip to General Grant's Tomb.
- The students will be broken into groups of four for a period of 10-15 minutes to analyze data and provide information for the class in a share out session.

Rationale

- This lesson is an introductory lesson into the actual fighting and actions taken by the North and the South in the Civil War. Students will focus on the essential battles, historical figures and outcome of the Civil War to understand the impact of the war on the future of the United States.
- This lesson is also going to contain an introduction into the place based learning visit to the Tomb of General Grant. This lesson will provide necessary background knowledge for the students that will allow them to optimize the instruction and materials provided at the site.

Essential Questions

- What were the major battles of the Civil War?
- Discuss the significance of Fort Sumter, and the Battles of Bull Run, Antietam, Gettysburg, Shiloh, Chattanooga, and Vicksburg.
- Who were some other successful Union generals?
- Would you criticize or applaud Lincoln's decision to fire General McClellan?
- Analyze the Anaconda Plan, was it successful?

- How did General Grant become the head of the Union army?
- What were some wartime problems faced by the North and the South?
- According to your study of the Civil War, what was the turning point of the Civil War?

#### Concepts

- Diversity
- Factors of Production
- Government

#### Objectives

##### Cognitive/Informational Knowledge

- Students will be able to create a timeline of events that occurred during the Civil War
- Students will be able to discuss which battles were the most significant in the war
- Students will be able to identify Generals Grant, Sherman, McClellan, Thomas, Ord, Lee, Jackson

##### Process/Procedural Knowledge

- Students will be able to list and explain the problems that were being caused by the war
- Students will be able to criticize or applaud Lincoln's decision to fire general McClellan
- Students will be able to decide what the turning point of the Civil War was
- Students will be able to breakdown General Grant's success in battle
- Students will be able to explain the significance of the *Gettysburg Address*

##### Basic Skills Knowledge

###### **Students shall be able to:**

###### 1. Organize collected information:

- Orderly, precise, summarized notes
- cited sources

###### 2. Classify and/or categorize data by:

- developing tables, charts, maps, and graphs to clarify data and ideas

###### 3. Drawing conclusions generalize from data by:

- applying previously learned concepts and generalizations to the data or situation
- creating a broad statement which encompasses findings

##### Affective Knowledge/Academic Dispositions

- The students will be able to imagine that they were a Civil War soldier, being separated from your family at a young age, the possibility of death at every turn, how would you feel?

#### NCSS Theme

##### VI: Power, Authority and Government

- g. describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.

##### VIII: Science, Technology and Society

- Examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine and warfare.

## New York State Standards

### Standard 1.4: History of the United States and New York

- The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causations; understand the importance of changing and competing interpretations of different historical developments.

### Materials and Resources

- Secondary source providing information on the important battles of the Civil War (written and prepared by the teacher)
- Lincoln's *Gettysburg Address*
- The link contains letters from the soldiers of the Civil War:
  - <http://www.civilwarletters.com/>
  - <http://members.aol.com/BUNCH2/civilltr.html>
- PowerPoint presentation containing images from the Civil War, battles, and other pictures that explain the horrors of the war, from the site below
  - <http://memory.loc.gov/ammem/cwphtml/cwphome.html>
- PowerPoint presentation also contains cartoons from the site below
  - <http://xroads.virginia.edu/~CAP/SCARTOONS/cartoons.html>
- The site below contains music and songs from the civil War period
  - <http://home.att.net/~dmercado/music.htm>
  - <http://www.cwc.lsu.edu/cwc/links/links2.htm#Music>

### Instructional Procedures

1. Motivator
  - a. Have students brainstorm the following question: what are some essential qualities of a good leader? (5 minutes)
  - b. After the time given has passed ask students to share out some of the qualities of a good leader. The purpose is to get the students to think of the things that they think are important and later compare them to the generals of the Civil War. (3-5 minutes)
2. Task I:
  - a. Break students into their groups of four. Provide each group with a small paragraph or two of information discussing a significant battle of the Civil War. (They should include Fort Sumter, the Battles of Bull Run, Antietam, Gettysburg, Shiloh, Chattanooga, and Vicksburg.) Have the students list the important facts about each of the following battles making note of the general in charge, death tolls, and significance of the battle of the Civil War. (10 minutes)
  - b. While gathering the information students will write the information of a large piece of paper.
  - c. After 10 minutes the students will present their information to the class making sure to note specifics from each battle. (10 minutes)
3. Task II:
  - a. From the information just shared with the class the students will now be asked to create a timeline of events of the Civil War making note of the significant battles and leaders of the Civil War. (10 minutes)
4. Task III:

- a. Students will now view a short slide show presentation made by the teacher that depicts images from the Civil War containing war pictures, battles, images of generals and other significant pictures to give the students a more personal; look at the war. (5-7 minutes)
  - b. After the slideshow, students will be asked to write a short journal entry explaining the impact of the war from what they have just looked at (3-5 minutes)
5. Task IV:
- a. Students will read the *Gettysburg Address*.
  - b. The teacher as facilitator will ask the students to explain what Lincoln's purpose was for writing the speech. They will also be able to express the feelings of the nation comparing it to what is going on in Iraq today. (10 minutes)
6. Task V:
- a. After reading, analyzing pictures and explaining the importance of the Civil War make note of the upcoming trip to the Tomb of General Grant.
  - b. Ask the students to list some of the achievements of General Grant. Ask the students the following:
    - What battles did he win for the North?
    - Why was Grant so important to the North's victory?
    - Why do you think General Grant has a tomb dedicated to him in NYC?
  - c. The students will share out their answers and debate the reasons they provide. (5-8 minutes)

#### Student Evaluation

- The Civil War was one of the most important events in American history. It took the lives of hundreds of thousands of Americans and affected the lives of millions more. One of the most common ways to express feelings during a time of war is through journals, poems, and song. From what we have looked at about the Civil War pick one and express your feelings about the Civil War. (20 minutes)
- Follow the rubric provided for grading assessment.

#### Extension

- The lesson will be reinforced by a short quiz following the trip to Grant's Memorial. The students will be introduced to many facets of the Civil War as well as the career of General Grant. This will allow for closure to this period in history.
- The differentiation of this lesson allows for students of all levels to gain the necessary information based on the Civil War.
- The group work portion of the lesson will put students who finish assignments early with students that don't. This will ensure that all students finish in an equal time frame.

#### Assignment/Homework

- Students will be asked to go home and prepare a short essay explaining what the turning point of the Civil War was. They have to back this up with evidence provided in class or from research done at home.

# Lesson

# 7

Title of the Unit  
The Civil War

Overarching Issue

To what extent did the Civil War impact the future of the United States?

Aim

How can one explain the role of General Grant on the United States?

Grade Level

Grade 7

Content

Unit 6: Division and Reunion

Sub-section II: The Civil War Breaks Out

B. Advantages and disadvantages of each side

1. Advantages

a. South

- 1) Military leadership
- 2) Commitment of people to preserve their way of life

b. North

- 2) Larger army
- 5) Transportation system

2. Disadvantages

a. South

- 3) Not prepared for war

b. North

- 1) Lacked quality military leadership
- 2) Not prepared for war

c. The military and political dimensions of the war

4. Major campaigns evolved around a changing strategy on both sides
5. Wartime problems and political issues

Sub-section III: The Results of the Civil War

A. Preservation of the Union

B. Abolition of slavery

2. Civil Rights and the 13<sup>th</sup> Amendment

D. Reconstruction—theory, practice, and termination

3. Congressional Reconstruction

4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians

6. The official end of Reconstruction in 1877

E. The enormous human suffering and loss of life caused by the war

Focused Content on Grant

- General Grant's Early career
  - Role in the Mexican War

- Early Military Career
- General Grant's role during the Civil War
  - Command of the Northern Army
  - Battle of Shiloh
  - Capture of Fort Henry and Fort Donelson
  - Battle of Vicksburg
  - Battle of Chattanooga
  - Appomattox Surrender
  - Promotion to General of the Army
- General Grant's Political Career
  - His election to the presidency
  - Enforcement of Radical Reconstruction
  - Grant's Civil Rights Act of 1875
- Grant's Death
  - Grant's death was a national tragedy
  - Explain how funds were raised to build the memorial

#### Logistics

- 70 minutes
- This is a place based lesson that will take place at General Grant's Memorial Tomb.
- The tomb itself houses some very important historical evidence that students will be asked to analyze during the course of the trip.
- There has been a pre-visit lesson giving the students some factual information needed to understand General Grant's role in the Civil War.
- There will be a post-visit lesson that will ask students to identify General Grant's role in the Civil War and how he helped reconstruct the fallen nation.

#### Relationships

- This lesson is based off of the previous lesson that explained the causes and outcomes of the Civil War. The class is small, no more than 30 students that will experience the historical significance of General Grant's memorial Tomb.
- The Ranger will provide information on the construction, history and importance of the site while the teacher will provide information the background content necessary to gain the full experience of the tomb.
- Students are expected to act accordingly and respect the tomb as a place of quiet and history.

#### Rationale

- The significance of this place based learning experience is to allow students to understand why General Grant has a tomb dedicated to him. The students will also understand the role of General Grant in helping navigate the successful Union army during the Civil War; how General Grant was able to use the success of his military career to become President of the United States; and why so many Americans donated money to build the General a memorial tomb. The trip itself will focus on the military and political career of General Grant, with the overall lesson explaining how the Civil War and Grant helped reshape the future of the United States.

### Essential Questions

- Why is General Grant a significant figure during the Civil War?
- How did General Grant's leadership impact the future of the United States?
- What was General Grant's role in Reconstruction?
- What do you think about the Presidency of Ulysses S. Grant?
- Why do you think the people of the U.S donated money to build General Grant a memorial?
- What are the most important features of the tomb?
- Does this memorial tell you enough about the life and career of General Grant?

### Concepts

- Diversity
- Factors of Production
- Government
- Nationalism
- Human Rights
- Citizenship
- Empathy

### Objectives

#### Cognitive/Informational Knowledge

- Students will be able to explain the role of General Grant in the Civil War
- Students will be able to list the important battles of Grant's career
- Students will be able to explain the important features of the tomb

#### Process/Procedural Knowledge

- Students will be able to compare Grant's Presidency to other Presidents
- Students will be able to justify the building of the Memorial to General Grant
- Students will be able to evaluate and rate the military and political career of Grant
- Students will be able to compose a brief history of Grant's Memorial
- Students will be able to describe the purpose of many of the architectural aspects of the memorial
- Students will be able to assess the value of this place based visit

#### Basic Skills Knowledge

#### **Students shall be able to:**

1. Identify a variety of sources of information:
  - visuals, field trips, artifacts
2. Drawing conclusions generalize from data by:
  - applying previously learned concepts and generalizations to the data or situation
  - creating a broad statement which encompasses findings

#### Affective Knowledge/Academic Dispositions

### NCSS Theme

II. Time, Continuity, and Change.

- b. identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity

#### IV: Individual Identity and Development

- b. describe personal connections to place—as associated with community, nation, and world.

#### New York State Standards

##### Standard 1.4: History of the United States and New York

- The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causations; understand the importance of changing and competing interpretations of different historical developments.

##### Standard 5.3: Civics, Citizenship, and Government

- Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

#### Materials and Resources

- Bus trip to Grant's Memorial Tomb
- Map of the United States
- Internet Sources:
  - [http://www.teacheroz.com/Civil\\_War\\_Documents.htm](http://www.teacheroz.com/Civil_War_Documents.htm)
  - <http://www.mscomm.com/~ulysses/> (general Grant's Homepage)

#### Instructional Procedures

1. Motivator
  - a. Ask students the following questions: Why would someone is given a memorial tomb?
  - b. Students will share out some answers as to why memorials are created for some people and not for others. (5 minutes)
2. Task I:
  - a. The Ranger will give a guided tour of the Memorial, ask students to take notes on the important information and facts about the building and construction of the tomb, the history behind it and the history and role of General Grant in the United States. (10 minutes)
3. Task II:
  - a. The crypt is the most important part of the tomb. The students will have access to the crypt and they will study the surrounding areas to notice the busts of five other important Union Generals Sheridan, McPherson, Sherman, Orr and Thomas.
  - b. Students will be given 10 minutes to list the important battles of the six generals of the Union army and explain why each of these men are placed along side General Grant.
4. Task III:
  - a. There are two flag rooms that are also located in the tomb. On each of the walls there is a large map charting all of the battles of General Grant.

- b. Group the students into groups of three, giving each student a map of the United States.
  - c. The groups will be responsible for charting the battles of General Grant by state and city using the maps in the flag rooms.
  - d. The first group with a completed map will win a bonus of the next test. (20 minutes)
5. Task IV:
- a. The Tomb itself contains some important memorabilia from the life of General Grant. Create a scavenger hunt for the students to locate certain pieces of historical memorabilia throughout the tomb.
  - b. Provide a list of things to find such as historic pictures, the deposit box for collections to build the tomb, funeral procession pictures, an original brick from the first tomb, pictures of his wife, a commemorative plate, a decanter, Grant's memoirs, business cards of famous visitors, sketches of the original tomb, original Civil War flags, regiment flags from Grant's funeral, and Civil War memorabilia. This will be a good way to let the students locate all of the important historical pieces throughout the tomb.
  - c. The students will have a checklist containing all of the memorabilia they are to find and can check it as they explore the tomb. (20-25 minutes)

#### Student Evaluation

1. Based on the trip to General Grant's Memorial Tomb, ask the students to answer the following question in essay form: How can you explain the role of General Grant on the United States? They must use factual information gained in class and on the trip to back up their essay.

#### Extension

1. General Grant had a tremendous impact on the history of this country especially his role in ending the Civil War and getting the country back on track as President after the war. From the tour, the students will have received a detailed history of the tomb and they got to see what went into the building of the tomb, how the money was raised, and what Grant did during his life. His tomb is full of things that he is remembered for. From what was explained, the students are to design their own tomb. They are to incorporate things that they would be remembered for. This assignment can be written as an essay or drawn to show what the students would be remembered for.

#### Assignment/Homework

1. Ask the students to list the positive and negative aspects of the trip to Grant's Memorial Tomb. Make sure the students mention what they liked, what they didn't like, what could have been better and how the trip might be improved next time.

#### Lesson Assessment

1. How effective were the assignments in incorporating the entire memorial?
2. What worked and what didn't?

3. What might have been done differently to properly assess Grant's role in history?
4. How would you change it next time?

Name \_\_\_\_\_

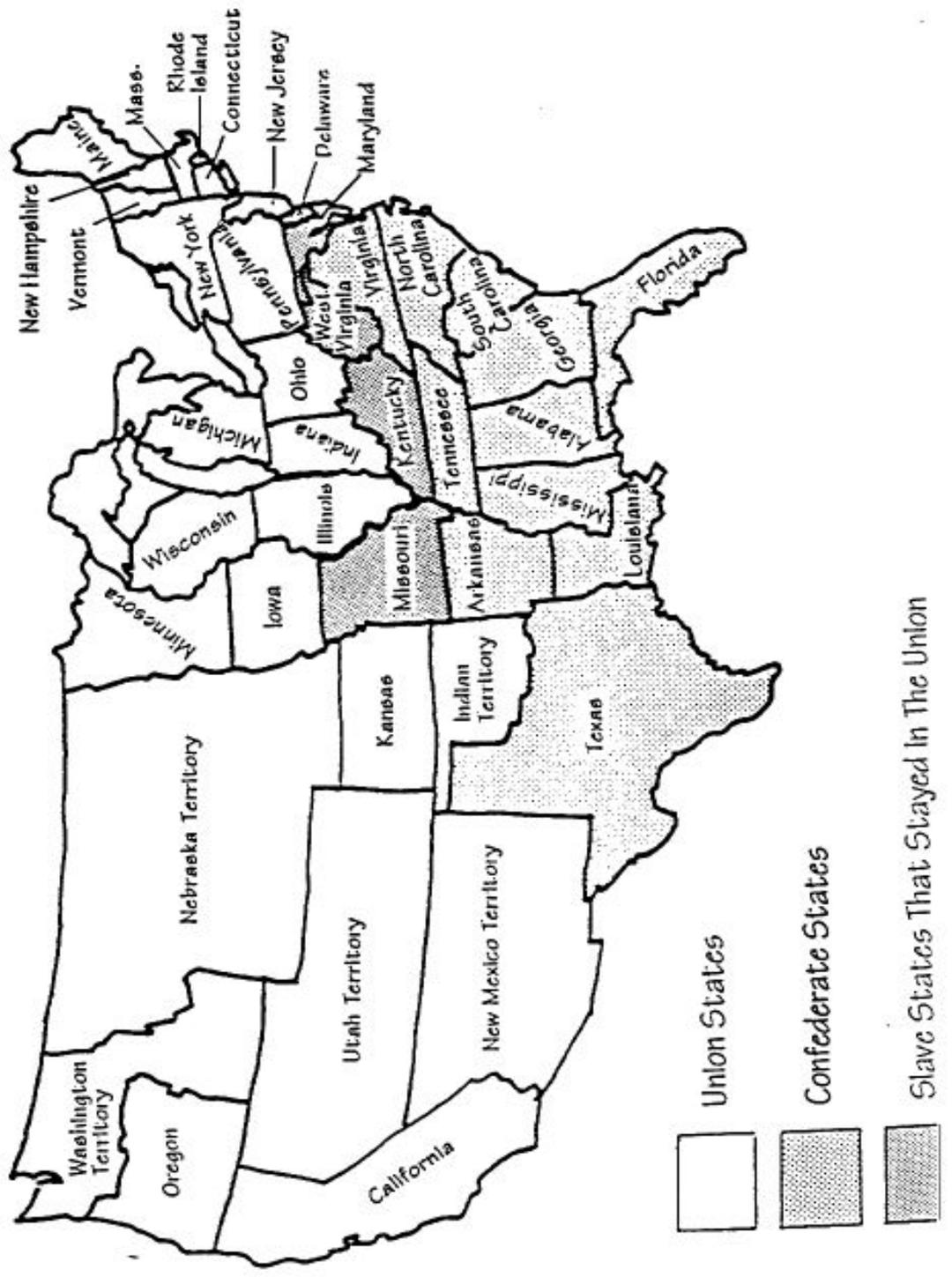
Date \_\_\_\_\_

Student Memorabilia Checklist

Directions: Place a check in the box once you have located the specific piece of memorabilia.

- The Crypt
- Historic pictures
- The deposit box
- Civil War soldier's uniform
- Funeral procession pictures
- Mosaic of Grant at Vicksburg
- Original brick from the first tomb
- Pictures of his wife
- Commemorative plate
- Civil War soldier's boots
- Civil War soldier's bread box
- Decanter
- Grant's memoirs
- Civil War soldier's writing desk
- Mosaic of Appomattox
- Business cards
- Sketches of the tomb
- Original Civil War flag
- Four Star General Flag
- American Flag
- Presidential Flag
- Regiment flags from Grant's funeral
- Civil War soldier's knapsack
- Mosaic of Grant at Chattanooga

# U.S. Free and Slave States



# Lesson

8

Title of the Unit  
The Civil War

Overarching Issue

To what extent did the Civil War impact the future of the United States?

Aim

How should Grant be remembered?

Grade Level

Grade 7

Unit 6: Division and Reunion

Sub-section II: The Civil War Breaks Out

B. Advantages and disadvantages of each side

3. Geographic factors influenced the war's progress and outcome— role of physical and other barriers
4. Major campaigns evolved around a changing strategy on both sides
5. Wartime problems and political issues

Sub-section III: The Results of the Civil War

A. Preservation of the Union

D. Reconstruction—theory, practice, and termination

1. Lincoln's plan
2. Johnson's plan and Congressional opposition resulted in his impeachment
3. Congressional Reconstruction
4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians
6. The official end of Reconstruction in 1877

Logistics

- 45 minute period
- The transitional activity is a recall account of the place based visit to Grant's Tomb. Students will be asked to explain what the trip meant to them and did it change their opinion on General Grant.

Relationships

- Students will be divided into groups of three and the class will consist of a total of 6-8 groups in total. Each group will be responsible for explaining the impact what they read to the class.

Rationale

- The significance of this lesson is to put a close on the place based education trip to Grant's Memorial Tomb and to also explain General Grant's role in the process of rebuilding the country. General Grant played a large role in reunifying the United States after the Civil War and became a national hero, so much so that he was soon elected President. This lesson explains the role of the General as well as the President.

Grant is one of the most underrated president's in American history and this lesson explains that he should have a bigger role during this period of history.

### Essential Questions

- List the battles that General Grant fought in.
- Which of those battles was the most significant?
- Why was he so successful against the South?
- How would you compare his presidency to others before him?
- How did he improve the lives of African-Americans?
- Why is there a memorial dedicated to General Grant?

### Concepts

- Diversity
- Factors of Production
- Government
- Nationalism
- Human Rights
- Citizenship
- Empathy

### Objectives

#### Cognitive or Informational Knowledge

- Students will be able to list the battles that General Grant fought in
- Students will be able to explain what he did to improve civil rights for African-Americans

#### Process or Procedural Knowledge

- Students will be able to debate over which battle was the most significant
- Students will be able to debate over his presidential policies
- Students will be able to compare his presidency to others before him
- Students will be able to assess the life of General Grant

#### Basic Skills Knowledge

##### **Students shall be able to:**

1. identify a variety of sources of information:

- visuals, field trips, artifacts

2. locate sources of print and non-print information:

- museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews identify the types and kinds of information needed

#### Affective Knowledge/ Academic Disposition

#### NCSS Theme

V: Individuals, Groups, and Institutions

- e. identify and describe examples of tensions between belief systems and government, policies and laws

### New York State Standards

#### Standard 1.4: History of the United States and New York

- The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causations; understand the importance of changing and competing interpretations of different historical developments.

#### Standard 3.1: Geography

- Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

#### Standard 5.3: Civics, Citizenship, and Government

- Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

### Materials and Resources

- Secondary source providing information about scandals and policies while Grant was in office.

### Instructional Procedures

- Attention-Getter
  - The students will be asked to explain the purpose of the place based visit in a short paragraph. They will also be asked to answer the following question: from yesterday's trip, what did you learn about General Grant that you didn't know before?
  - Students will be given 3-4 minutes to write their answers.
  - The teacher will then give 2-3 minutes to allow students to share what they have learned.
- 2. Based on yesterday's trip, the students were asked to put together a map including all of the battles that General Grant had fought in.
  - Students will now take what they completed at the site and formulate a list of all of Grant's battles.
  - Based on that list students will decipher the more important battles in his career.(5-8 minutes)
- 3. Students would then be broken up into groups to finally analyze the presidency of Grant.
  - Students will be divided into groups of three and the class will consist of a total of 6-8 groups in total.
  - Each group will be responsible for explaining the impact what they read to the class.
  - They will be provided with a secondary source containing information about the scandals and policies of President Grant.
  - Students will also fill out a graphic organizer analyzing the more important facts from the documents.
  - Students will then share out their answers to open a debate asking:
    - Which of the scandals was the most hurtful toward President Grant?
    - Which of the policies was the most important to President Grant?
    - (15 minutes)

### Student Evaluation

- Have students debate the presidency of Grant. Was he a good president or was he a poor president? They will base their positions on evidence gathered in class and at the place based site.
- Students will be expected to defend their positions.

### Extension

- Students will debate the following question: how would you compare his presidency to others before him?
- The purpose here is for students to compare what has previously been learned about great American presidents like Washington, Jefferson and Madison from the late 1700s and early 1800s, Polk, Lincoln and Johnson from the mid-1800s and compare their presidencies to the presidency of Grant.
- Students will be asked to compare the presidents based on political policies and how they improved or hurt the government.

### Assignment/Homework

- Students will write a journal entry based on the following question: How did Grant improve the lives of African-Americans?
- The students will be asked to focus primarily on the 15<sup>th</sup> Amendment and the Civil Rights Act of 1875.
- They will also begin to see that after Grant's presidency, the lives of the African-Americans would change again.

### Lesson Assessment

1. What worked and what didn't?
2. What might have been done differently to properly assess Grant's role in history?
3. How would you change it next time?

## Secondary Source on Grant

### General Scandals as President

#### 1. The Whiskey Ring

In the years following the Civil War, federal liquor taxes were raised to extremely high rates to help pay off the cost of the fighting. In order to avoid the high tax, many of the nation's distillers bribed officials in the Department of the Treasury, receiving tax stamps at a fraction of their face value. Treasury Secretary Benjamin H. Bristow eventually caught wind of the dishonesty and launched a massive investigation. In the end, more than 100 officials were convicted. Grant and his office put an end to this scandal.

#### 2. Black Friday.

In 1869, speculators Jim Fisk and Jay Gould attempted to corner the nation's gold market. They enlisted the help of Grant's brother-in-law, who had pledged to prevent the president from acting to ruin the scheme. The conspirators bought huge amounts of gold and gold futures, sending the price of the commodity spiraling upward. They intended to sell everything at an enormous profit. However, Grant came to realize that his brother-in-law's advice was harming public confidence and he ordered the immediate sale of \$4 million worth of government gold. The price plummeted. Thousands of people suffered financial losses.

#### 3. Crédit Mobilier

Representative Oakes Ames of Massachusetts and Thomas C. Durant were prominent stockholders in the Union Pacific Railroad. In 1867 the two cooperated in forming Crédit Mobilier, a dummy construction company fobbed off as responsible for completing the transcontinental railway's last 600 miles. In the process, U.P. stockholders and the federal government were bilked out of millions of dollars. When it appeared that an investigation was going to be launched, Ames bribed influential congressmen and was able to head off scrutiny.

Nevertheless, the fraud was exposed in 1872. It was apparent that Vice president Schuyler Colfax had been bribed with stock. House Speaker James A. Garfield was linked to the dealings, but his participation was never proven. Despite the loss of \$20 million, no prosecutions ever occurred.

## General Grant's Policies as President

### 1. 15th Amendment ratified

Section 1. **"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude."** This is certainly one of the most important moves by a U. S. President to secure the freedoms of African-Americans and Native Americans. It wasn't until nearly 100 years later that a U. S. President (Lyndon Johnson) did anything to further secure the rights of Native and African-Americans. It is amazing how so many historians in the past 100 years have overlooked this important accomplishment of President Grant, which ultimately affected the lives of millions of people.

### 2. The Specie Resumption Act

It was a triumph for the "hard money" forces over the "soft money" advocates during the second Grant administration. The United States government had issued \$450 million in greenbacks during the Civil War. These paper notes were not backed by specie (gold or silver) and maintained value only through trust in the government.

After the war the debtor elements, desiring inflation, wanted the greenbacks to remain in circulation and for new notes to be issued. Conservative forces, abhorring inflation, opposed these schemes and wanted all paper currency to be backed by gold.

In January 1875 Congress passed the Resumption Act, which provided:

- That the U.S. Treasury be prepared to resume the redemption of legal tender notes in specie (gold) as of January 1, 1879
- That gradual steps be taken to reduce the number of greenbacks in circulation
- That all "paper coins" (notes with denominations less than one dollar) be removed from circulation and be replaced with silver coins.

Despite opposition from the Greenback Party, specie payments were resumed on the appointed date. The dire predictions of citizens storming the banks to demand gold for the greenbacks never occurred. As 1879 approached, the government prudently increased its specie reserves and the public became convinced that their paper notes were "as good as gold."

### 3. The Civil Rights Act of 1875

The act was introduced to Congress by Charles Sumner and Benjamin Butler in 1870 but did not become law until 1st March, 1875. It promised that all persons, regardless of race, color, or previous condition, was entitled to full and equal employment of accommodation in "inns, public conveyances on land or water, theaters, and other places of public amusement." The bill was passed by President Grant with the hopes of bringing an end to the problems between blacks and whites. In 1883 the Supreme Court declared the act as unconstitutional and asserted that Congress did not have the power to regulate the conduct and transactions of individuals.

Directions: List the important facts about the scandals that occurred during Grants Presidency.

Scandal	List important facts
<u>1. The Whiskey Ring</u>	
<u>2. Black Friday.</u>	
<u>3. Crédit Mobilier</u>	

4. Which one of these scandals had the biggest impact on Grant's presidency?

Directions: List the important facts about the policies that occurred during Grants Presidency.

Scandal	List important facts
<u>1. 15<sup>th</sup> Amendment</u>	
<u>2. The Specie Resumption Act</u>	
<u>3. The Civil Rights Act of 1875</u>	

4. Which one of these policies had the biggest impact on Grant's presidency?

# Unit Assessment

Part I: Multiple Choice (60 Points)

*Identify the letter of the choice that best completes the statement or answers the question.*

1. Which argument did President Abraham Lincoln use against the secession of the Southern States?

- a) Slavery was not profitable
- b) The government was a union of people and not of states.
- c) The Southern States did not permit their people to vote on secession.
- d) As Commander in Chief, he had the duty to defend the U.S against foreign invasion.

2. Early in his Presidency, Abraham Lincoln declared that his primary goal as President was to

- a) enforce the Emancipation Proclamation
- b) end slavery throughout the entire country
- c) preserve the Union
- d) encourage sectionalism

3. In their plans for Reconstruction, both President Abraham Lincoln and President Andrew Johnson sought to

- a) punish the South for starting the Civil War
- b) force the Southern States to pay reparations to the Federal Government
- c) allow the Southern States to reenter the nation as quickly as possible
- d) establish the Republican Party as the only political party in the South

4. The provision of the Radical Republicans' plan for Reconstruction that Southern States found most objectionable was that a former Confederate State could not be readmitted to the Union unless that State

- a) gave land and money to former slaves
- b) granted full citizenship to former Confederate leaders
- c) ratified the 14th amendment
- d) agreed to modernize its economy

“No state shall make or enforce any law which shall abridge the privileges . . . of citizens . . . nor shall any state deprive any person of life, liberty, or property, without due process of law. . . .”

5. The major purpose of these provisions of the 14th Amendment was to

- a) limit the power of the federal government
- b) expand the civil rights of women
- c) maintain competition in business
- d) protect the rights of African Americans

6. Which statement most accurately describes President Abraham Lincoln's plan for Reconstruction after the Civil War?

- a) Southerners should be made to pay for their rebellion.
- b) The Union should be restored as quickly as possible.
- c) African Americans should be given free land.
- d) War damages should be collected through military occupation.

7. The 14th and 15th Amendments, passed during Reconstruction, resulted in
- a) equal rights for women in the United States
  - b) expanded rights for Native American Indians on reservations
  - c) increased individual rights for African Americans
  - d) additional rights for Southern segregationists
8. During Reconstruction, the Black Codes passed by Southern states were attempts to
- a) provide land to former slaves
  - b) punish former Confederate leaders
  - c) repeal the Jim Crow laws
  - d) deny equal rights to African Americans
9. The underlying reason for the impeachment of President Andrew Johnson was
- a) the Credit Mobilier scandal
  - b) a power struggle with Congress over Reconstruction
  - c) his refusal to appoint new justices to the Supreme Court
  - d) his policies toward Native American Indians
10. Following the Civil War, many Southern states enacted Black Codes to
- a) provide free farmland for African Americans
  - b) guarantee equal civil rights for African Americans
  - c) restrict the rights of formerly enslaved persons
  - d) support the creation of the Freedmen's Bureau
11. After the Civil War, one way business leaders tried to eliminate competition was by
- a) forming monopolies or trusts
  - b) developing overseas markets
  - c) increasing the prices of their products
  - d) paying high wages to their workers
12. A major result of the Civil War was that the
- a) economic system of the South came to dominate the United States economy
  - b) Federal Government's power over the States was strengthened
  - c) members of Congress from Southern States gained control of the legislative branch
  - d) nation's industrial development came to a standstill
13. Sectional differences developed in the United States largely because
- a) the Federal Government adopted a policy of neutrality
  - b) economic conditions and interests in each region varied
  - c) only northerners were represented at the Constitutional Convention
  - d) early Presidents favored urban areas over rural areas

"By the 1850's, the Constitution, originally framed as an instrument of national unity, had become a source of sectional discord."

14. This quotation suggests that
- a) vast differences of opinion existed over the issue of States rights
  - b) the Federal Government had become more interested in foreign affairs than in domestic problems
  - c) the Constitution had no provisions for governing new territories
  - d) the Southern States continued to import slaves

15. The rulings of the Supreme Court in *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), and *Korematsu v. United States* (1944) all demonstrate that the Supreme Court has

- a) continued to extend voting rights to minorities
- b) protected itself from internal dissent
- c) sometimes failed to protect the rights of minorities
- d) often imposed restrictions on free speech during wartime

16. Early in his Presidency, Abraham Lincoln declared that his primary goal as President was to

- a) enforce the Emancipation Proclamation
- b) end slavery throughout the entire country
- c) preserve the Union
- d) encourage sectionalism

"Compromise Enables Maine and Missouri To Enter Union" (1820)

"California Admitted to Union as Free State" (1850)

"Kansas-Nebraska Act Sets Up Popular Sovereignty" (1854)

17. Which issue is reflected in these headlines?

- a) enactment of protective tariffs
- b) extension of slavery
- c) voting rights for minorities
- d) universal public education

18. Constitutional amendments adopted during Reconstruction were intended to

- a) provide legal and political rights for African Americans
- b) end property and religious qualifications for voting
- c) correct problems with the electoral college system
- d) limit the number of terms of the president

19. The institution of slavery was formally abolished in the United States by the

- a) Compromise of 1850
- b) creation of the Freedmen's Bureau in 1865
- c) Emancipation Proclamation of 1863
- d) ratification of the 13th amendment in 1865

20. A major reason the Radical Republicans opposed President Abraham Lincoln's Reconstruction plan was that his plan

- a) demanded payments from the South that would have damaged its economy
- b) postponed the readmission of Southern States into the Union for many years
- c) granted too many rights to formerly enslaved persons
- d) offered amnesty to nearly all Confederates who would swear allegiance to the United States

Part II Essay (20 points each)

Choice 1: Reconstruction

There were three plans for Reconstruction after Civil War. Please explain the plan of one of the following: Abraham Lincoln, Andrew Johnson and the Radical Republicans. Make sure to mention how each plan attempted to reunite the Union.

Choice 2: New Constitutional Amendments and Laws

After Reconstruction there were a few new laws that were created to improve the lives of all citizens in the United States. Please discuss the impact of TWO of the following:

- Thirteenth Amendment- (1865)
- Fourteenth Amendment- (1868)
- Fifteenth Amendment- (1870)
- Civil Rights Bill of 1875