

Topics:

Theme: "RIGHTS"

Sequence of subtopics that relate to the theme of "RIGHTS":

- . Economic, Political, Military, and Social State of the Union in the Antebellum Era
- . Dred Scott Case of 1857 as a Prelude to War
- . Election of 1860 and Secession
- . Leadership of the North and the South
- . Antietam to the Emancipation Proclamation
- . Assassination to Reconstruction

### **Day 1: Introduction to Antebellum North and South**

- Students will be presented with Images of the North and South in the Antebellum Era. This will lead to a discussion of the differences between the two areas of the nation. Students will identify those factors that led the Nation closer to Civil War.
- Students will then complete a map of the Free, Slave and Border states. This will allow them to see geographically the position of these different states that will introduce them to potential strategies as the war ensues. It will also set students up for a follow-up exercise on allegiances after the outbreak of the war.
- Students will be placed into groups for tomorrow's activity. Each student will be assigned to either the North or the South. Within these groups students will be further divided into economic, political, social and military groups. These groups will become the student's group for the entire unit. They will have about five minutes at the end of the hour to meet with their groups. They will be asked to bring information from their designated topic from the area to which they have been assigned for tomorrow. Students will be given a list of potential resources from which to find their information (see back of unit plan).

## **Day 2: Pre-War State of the Union**

Students will get into the groups they were assigned on the first day of the unit. There will be groups for both the North and the South. Students will collectively brainstorm on the pre-war state of their area according to political, economic, military, and social situations.

They will use a combination of their lecture notes, homework information, and their textbook. The groups will record their findings on chart paper and then share with the entire class. (Ideas for information the groups should be discussing and charting: difficulties of slave life; Underground Railroad; slave rebellions, industry v. agriculture; Mason-Dixon Line; political issues that did not solve the differences)

Questions to think about and then write your thoughts down: Why was there a war? How did our Constitutional system fail us? (Students can use their thoughts on their group charts)

### **Day 3: Unit Project, Civil War Newspaper**

Today students will be introduced to a project that will be ongoing throughout the Civil War and reconstruction Unit. Students have already been assigned to groups according to the North or the South. They have also already worked with the following themes within their groups: Politics, Military, Economics and Social. For the purposes of the newspaper assignment the group members will remain the same, however the economics group will now be examining the Aftermath of the Civil War. There will then be four sections of the Civil War Newspaper for each side. A sample of the articles in each section follows:

#### **Politics:**

- The election of 1860
- The election of 1864
- Criticism or Support of political leadership (i.e. Lincoln, David, Stanton, etc)
- Copperheads
- Political cartoons
- Editorials
- Current Events

**Military:** (For this section of the Paper we will be selecting a date, this is in an effort to examine a single event during the course of the war from two different perspectives. The date we are selecting is July 4<sup>th</sup>, 1863 and students for this section will be examining the battle of Gettysburg

- Description of what took place during the battle
- Primary account from a soldier
- Primary account from a towns person
- Larger impact of this Battle on the course of the War
- Who “won” the battle
- Tactical Errors made by each side
- An assessment of each of the commander’s decisions during the course of the battle.

- Moral of each side after the Battle

**Social:**

- Recipes
- Fashion
- Sport
- Significance of different military uniforms
- Rationing
- Efforts to support the war at Home

**Aftermath:**

- What are the economic implications for rebuilding after the war
- Reconstruction Amendments and their implications
- Admitting the Confederate states back into the Union
- Impeachment of Andrew Johnson
- The Election of Rutherford B. Hayes
- Carpetbaggers
- The influence of the War on African-Americans

Students ideally would be given some library time to research their topics; they would also be supplied with a list of potential resources to begin investigating their topics. Ultimately each member of the group will be responsible for a one-page article on the topic of their choice. If they are doing a political cartoon or recipe, the instructor will decide what is an appropriate measure for what they are expected to complete. The group will also appoint an editor who will mediate a conversation on the title of the paper and on the Due date organize the different sections of the paper into the final project. Each of the different sections will also have assistant editors to insure that their portion of the paper is ready to be turned in.

Most of this assignment will be completed outside of class, but as the groups will be working together periodically on different projects during the course of the unit, they will have an opportunity to confer on occasion about the progress of their articles.

Finally, after students turn in their completed papers, student editors and assistant editors will collate and copy each paper for all members of the class so that all can share in the end product. Ultimately, the instructor will be asking students to write responses to the different perspectives of both the Northern and Southern papers, so that students will also be responsible for the material in the papers.

### **Day 4: Prelude to War / A Power Point Presentation**

Students will fill in notes in a handout designed to accompany a Power Point Presentation tracing key events up to the Civil War. Among the topics covered in this presentation will be:

- . The Missouri Compromise
- . The Compromise of 1850 and The Fugitive Slave Act
- . The Dred Scott Decision
- . Kansas-Nebraska Act and Bleeding Kansas
- . Publication of UNCLE TOM'S CABIN
- . John Brown's Raid on Harper's Ferry
- . South Carolina's Secession / Fort Sumter
- . (Robert Johanssen article on Election of 1860 for teacher's background reading)

## **Day 5: Dred Scott v. Sanford (Lesson Plan)**

Students will be examining original source documents: the Dred Scott Case and Articles III and IV of the Constitution of the United States.

### **Materials:**

#### **Narrative Resource Bank Teacher's Guide:**

Historical Document:

Dred Scott case: the Supreme Court decision 1857

People and Events Dred Scott's fight for freedom 1846-1857

Abstract Dred Scott v. Sanford

#### **Students Materials:**

Articles III and IV of the Constitution of the United States

Dred Scott case: The Supreme Court decision

#### **Task:**

Students individually are to read the case and answer the following questions. You will be graded on your answers to the following four questions. Use the documents to answer the questions.

1. How did Judge Taney use Articles III and IV to argue his case against Scott?
2. Did the Circuit Court of the United States have the jurisdiction to hear and determine the case between these parties? Explain your answer.
3. If you were on the Supreme Court how would you have decided the case? Defend your answer.
4. Who is a citizen and who is not a citizen according to this case?

## **Day 6: Leaders**

This activity will give students an opportunity to learn about six key leaders of the Civil War: Abraham Lincoln, Ulysses S. Grant, and Fredrick Douglas representing the North; Jefferson Davis, Robert E. Lee, and Nathan Bedford Forrest representing the South. Each student will be assigned one of the leaders.

Students will work individually first to prepare a resume / brief biography on one of the six leaders. The information will be stapled to a blue background for the North and a gray background for the South. Students need to include the following information: a picture of their leader, birth date and birthplace, family background, education, and work experience.

Once the resume / biography is completed, the students will meet with a partner who has done a resume for their leader's counterpart on the other side. (Someone who has researched Lincoln will meet with someone who has researched Davis, for example.) The partners will use the information they have gathered to compare and contrast the two leaders in a Venn diagram or other type of graphic organizer. At the end of class the assignment is due and volunteers will be asked to present their comparisons of each pair.

## **Day 7: Military Strategies**

Students will be working in the cooperative group they were assigned at the beginning of the unit. Each group will be asked to figure out some military strategies for their side, the North or the South, to win the war.

The students must include information on how to defend themselves against their weaknesses and what are their strengths.

Students will be given a chart on resources, an explanation about economics, a map on free and slave states and territories, and a map on means of transit to help them plan their victory.

For Homework students will be given an information sheet and assigned to research a specific battle.

Battles: 1<sup>st</sup> Bull Run/Manassas; Antietam/Sharpsburg; Vicksburg; Gettysburg.

Information Sheet: When and where the battle took place; The number of troops involved on both sides and the main commanders for each side; Details of weather or terrain that affected the way in which the battle was fought; The strategic importance of the battle (why it was fought); The number of casualties on each side; and The outcome (which side won).



## **Day 8: Battles**

Students will work in their assigned cooperative groups to share and organize the information they gathered on their assigned battle (1<sup>st</sup> Bull Run/Manassas; Antietam/Sharpsburg; Vicksburg; Gettysburg).

Students will use their information sheets to do their group work (When and where the battle took place; The number of troops involved on both sides and the main commanders for each side; Details of weather or terrain that affected the way in which the battle was fought; The strategic importance of the battle (why it was fought); The number of casualties on each side; and The outcome (which side won).

Use the battles to once again discuss the success or failure of each side's military strategies.

Students will have 20 minutes to combine all of their information.

The second half of class will be used to have each battle group share its information and post it in written form (perhaps on large index cards or colored construction paper) on a timeline set up in the front of the room. The groups will present their information in the order in which the battles took place, giving the teacher time to add any details or commentary before the next group presents its battle.

## **Day 9: Civil War Prisons**

Students will work in their cooperative groups to analyze sources such as photos, official documents, letters, and newspaper articles to draw conclusions about the conditions at Civil War prison camps in the North and the South. (Resources for this lesson can be obtained from the Chicago Historical Society.)

\* See Bruce Catton's article on Prison Camps of the Civil War for teachers background resource.

## **Day 10: Lincoln's War Speeches**

Students will be introduced to Lincoln's war speeches, they will be asked to consider the influence on each of these Documents as it relates to the larger picture of events that is unfolding at the time. Students will also be asked to look at the evolution of Abraham Lincoln as a leader throughout these speeches and proposals. Each of these documents will be introduced by providing a brief background into events leading up to each of the dictums. Although this will be a teacher led activity, students will be expected to participate actively in discussion based on the concepts they are being asked to examine. The documents that will be examined are as follows: See Resources for access and analysis of these documents.

- Emancipation Proclamation
- Gettysburg Address
- Lincoln's Plan for Reconstruction
- 2<sup>nd</sup> Inaugural Speech

## **Day 11: African-Americans and Reconstruction: Promise vs. Reality**

This is an activity that will use primary documents and images to explore political, economic and social conditions of African Americans after the war.

**Question: How were the lives of African-Americans affected by Reconstruction policies in the short-term (1865-1877) and in the long-term (1878-1900)?**

**Materials:** Group assignment packets containing different sets of primary source documents and political cartoons of the period. Documents to use include:

- The Mississippi Black Code of 1865
- The Story of a Negro Preacher, 1871
- Teacher summaries of reports on the Election of 1875
- Account of 1866 Riot in Memphis, TN
- Oration of a Negro Leader (Frederick Douglass) 1880
- Lynch Law in Georgia (news report by Ida B. Wells), selected sections
- Time line of African-American history
- Compromise of 1877 and removal of federal troops from the South.

Cartoons/illustrations (from MindSparks booklet, “The Era of Reconstruction in Illustration and Art” #40289 (4384):

- Lesson 1, illustration 3
- Lesson 2, illustration 1
- Lesson 3, illustration 3
- Lesson 4, illustration 1

Group role sheets

Document analysis sheets (one per group)

Overhead transparency of Illustration 2 from Lesson 2 of MindSparks booklet, “The Era of Reconstruction in Illustration and Art”

**Optional for HS:**     Supreme Court Decisions

- 1876: U.S. v Cruikshank (said federal govt. couldn’t punish individuals who violated the civil rights of African-Americans; only the states had that power)
- 1876: U.S. v Reese (said the 15<sup>th</sup> amendment did not give everyone the right to vote; it only listed grounds on which states could not deny the vote)

**Anticipatory Set/Opening Activity:**

1. Show Illustration 2, Lesson 2 on Overhead and have students answer the following questions about it in their notebooks:

What do these illustrations tell you about the effect on African-Americans of the North’s victory in the Civil War? Explain.

Brainstorm on your own: What problems Civil War formerly enslaved African-Americans at the end of the Civil War might have faced?

2. Meet with a partner and share your lists, placing each problem in one of three categories: social (how to fit into society); political (how to participate in government and procure civil rights); or economic (how to get the basic necessities of life; how to make a living).
3. **Whole group:** List problems on the board; give each pair a chance to share one problem from each category until the major problems have all been identified. Point out that this will probably not be a complete list, but it will get us started.
4. **Teacher:** “The war is over, the Union has won, and as of December 1865, former slaves are officially free; the 13<sup>th</sup> amendment is ratified and slavery is abolished. We’re going to take a closer look at what actually happened in the lives of

African-Americans after the end of the Civil War. We'll hear stories from African-Americans of the time; look at some of the laws passed by Southern governments and attempts by the national government to address some of the same problems you've identified here."

**Main Activity:**

Students will work in their groups (as assigned for this unit) to review packets of materials (documents and political cartoons/illustrations). They will select one document or illustration to review in depth, filling out a document analysis sheet for the document they choose.

Each group will answer the following questions and be ready to share their conclusions with the class:

1. What problem (or problems) is/are being addressed by these documents?
2. What did the U.S. government do to try and address the problem?
3. Assess the effectiveness of the government's policies. Did they work? Explain your answer.

**Close:**

Debrief. Small groups share their conclusions. Discuss.

**Homework:**

Based on what you've read and heard today in class, answer the following question: How did the actions of the federal government during Reconstruction affect African-Americans in the short-term and in the long-term? What changes occurred after federal troops left in 1877? Why do you think these changes occurred? What could the federal government have done differently to get a different result?

## **Day12: Assassination**

This lesson about Abraham Lincoln's Assassination is intended to initially grab student's interest as it is a tale of intrigue and to a certain degree speculation. By using storytelling in History we can engage students and then ask them to critically assess the information they have been presented. This activity will be primarily teacher directed but will end with discussion questions to engage students and a critically thinking and writing exercise for homework.

**Materials:** Attached there are a number of pictures that would be engaging as overheads. They will supplement the Lecture/Discussion and provide students with a visual representation of Ford's theatre, the accused conspirator's and the mourning after Lincoln's death.

**Anticipatory Set:** At the beginning of class, an overhead of comparisons between Lincoln and Kennedy's Assassination will be presented. Students will be asked about the credibility of these seemingly bizarre coincidences. They will be further asked to assess the Empirical evidence that supports these bits of information. As such, students will already begin to question the material presented to them, and to assess the credible from the fantastic.

**Questions:** Student's will be asked the following questions to consider for discussion as the lecture progresses: (These questions will be types out and handed out to students)

1. Who would you consider to be the conspirator's in the Assassination of Abraham Lincoln?
2. Is there any validity to Abraham Lincoln's premonition of his own death? If so, What? Explain.
3. Was the federal Government right in their decision to hang one or all of the alleged conspirator's?
4. Was John Wilkes Booth a hero for the South?

**Activity:** This Lecture/Discussion will be separated into smaller Sections, they will be given a guideline to collect evidence for each individual's part in the alleged conspiracy. (see attached sheet)

As the story of the evening of April 14, 1865 unfolds, students will be asked to writing evidence with for or against those conspirator's listed on their handout. They can also add to those responsible for Lincoln's death (i.e. Secretary of War Edwin Stanton, Lincoln's bodyguard, etc.)

The story will close with the capture of John Wilkes Booth.

**Discussion:** Students will be asked to discuss the evidence they have collected over the course of the Lecture. We will collectively put together evidence for all figures on the board as well as evidence against those individuals students have added to their handouts.

**Close:** Students will told of those who were found guilty in the plot to assassinate Lincoln and we will compare this evidence to the evidence collected in class.

**Homework:** Students will be asked to write a response to the following question for homework:

\* What does Lincoln's death mean for the future of the South?

**Modified Plan:** If time allows an extra day on the Assassination, students could hold a trial for those accused of conspiring to kill Abraham Lincoln, and present evidence for both sides.

**Resources:** There are an abundance of resources available on the Assassination of Abraham Lincoln, please see our resource page for a number of suggested readings.



## **Day 13: Political Events Surrounding Reconstruction**

Today students will be asked to consider whether they believe the government during the period of Reconstruction abandoned the newly freed African-Americans. A number of political events will be presented to give students a context in which to answer this question. Students will be asked to write a one-page response for tomorrow on their opinions; they must back-up their opinions with evidence provided during today's Lecture/Discussion.

The following topics will be discussed:

- Examine the creation of the Freedman's Bureau in February of 1865, as an institution to help newly freed blacks.
- Andrew Johnson's background, plan for Reconstruction and ultimate Impeachment
- Creation of a Southern Allegiance to the Democratic party
- Admittance of the Confederate states back into the Union
- Election of Rutherford B. Hayes in 1876

**Homework:** Students will be asked to Read David Herbert Donald's article, Why They Impeached Andrew Johnson for homework and respond to a series of questions. This article could also be assigned the day before this lesson to lend to more of a discussion format. This article would work best with High School students and is recommended for use as a teacher's resource with middle school students.

## **Day 14: Reconstruction Plan**

Students will work in their cooperative groups to create a Reconstruction Plan from the perspective of: Abraham Lincoln; Andrew Johnson; A Radical Republican; A Free Black Person. The following are things to think about as the plans are developed.

- . Give basic provisions in each plan.
- . Who would be pleased or upset by the plan? Explain
- . Which of the problems that started the Civil War would be addressed by the plan?
- . What should be done to the Southern States that succeeded from the Union?
- . What should be done for the former slaves?

## **Day 15: Assessment (Newspaper Project and DBQ)**

### **Alternative Assessment-Newspaper Project:**

Students will turn in their portion of the newspaper.

The student chosen editors and assistant editors from the North and the South will collate, copy, and distribute the completed newspapers. The student's grade will be based on completing the article for his/her assigned section and side, group coordination of their section and side, and historical accuracy of the article/feature/ image/etc. and section.

Students will be expected to read both newspapers and write responses to the perspectives of the articles in the four sections of the Northern and Southern papers. Students can write their analysis of the two newspapers in narrative, expository or persuasive form. Students will be graded on their writing and ability to use the articles and features to explain the Northern and Southern positions.

### **Data Based Question:**

How did the influence of politics, the military, social factors and economics affect the people of the South in the long and short-run after the Civil War?

Students will be provided with Constitutional amendments 13, 14 Section 1, and 15 and statements about the Civil Rights Acts of 1866 and 1875 plus an image of the ruins of Charleston, South Carolina, the Ku Klux Klan and a political cartoon.

Students will be graded on their ability to cover the areas asked about in the question using their acquired knowledge and the documents and images they were given with the question.

\*Idea for an alternative question: How did the Nation change as a result of the war?

