

## 8<sup>th</sup> Grade Social Studies

### Civil War and Reconstruction Unit Information

Milestones Domain/Weight: History 47% and Economics 16%

Purpose/Goal: The intent of this standard is for students to be able to explain the importance of the key issues and events that led to the Civil War. They should be able to discuss some of the important events and key battles that happened during the Civil War. Finally, students should be able to analyze the impact that Reconstruction had on Georgia and the other Southern states.

Content Map: [Antebellum/Civil War/Reconstruction Content Map](#)

[Civil War and Reconstruction Teacher Notes](#) and [Goods, Services, and Trade Teacher Notes](#)

Prerequisites: [Civil War and Reconstruction Elementary Standards](#)

Unit Length: Approximately 19 days

Click on the links below for resources by Essential Question:

[EQ 1: How did government policies and key issues lead to the civil war?](#)

[EQ 2: How did key battles and events influence the outcome of the civil war?](#)

[EQ 3: How did Reconstruction after the Civil War affect Georgia and other southern states?](#)

Suggested Novels from the Georgia Department of Education:

[Numbering the Bones](#) (A young black girl helping Clara Barton count the dead at Andersonville)

[Turn Homeward, Hannalee](#) by Patricia Beatty (Young Georgia textile mill worker sent to the North by Sherman is trying to get back to Georgia) Also, [Be Ever Hopeful, Hannalee](#)

[Eben Tyne, Powdermonkey](#) by Patricia Beatty (A thirteen year old powder carrier aboard the Confederate *Merrimack*)

[Across Five Aprils](#) by Irene Hunt (A divided family and the Civil War through the eyes of a 9 year old)

# TCSS 8<sup>th</sup> SS Civil War and Reconstruction Unit

Essential Question and Standard(s)	Vocabulary	Resources <a href="#">[Back to Top]</a>	Assessment
<p>1. How did government policies and key issues lead to the civil war?</p> <p>Standard(s):</p> <p>SS8H6a. <a href="#">[Standard Breakdown]</a> Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.</p> <p>SS8E1. The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</p> <p>SS8E2a. Describe how Georgians have engaged in trade in different historical time periods.</p>	<p><u>Essential*</u> Debate Slavery Secession Nullification States' Rights Dred Scott Case Election of 1860 Alexander Stephens Georgia Platform Missouri Compromise Compromise of 1850 Kansas-Nebraska Act</p> <p><u>Supplemental**</u> Tariffs Subsidize Whig Party Sectionalism Slave State Free State Henry Clay Robert Toombs John Brown John Bell Unionist Fredrick Douglas William Lloyd Garrison Harriet Beecher Stowe Abolitionist Movement Retaliatory Tariff Stephen A. Douglas Andrew Jackson Fugitive Slave Act Popular Sovereignty Abraham Lincoln John Breckenridge Bleeding Kansas Manufacturing Industry</p> <p>*Essential Vocabulary</p>	<p>Enduring Understanding for the lesson: <b>Conflict &amp; Change; Production, Distribution, and Consumption</b></p> <ul style="list-style-type: none"> <li>▪ Activating Strategy: <a href="#">Tagmania and Gagoola</a> Activity adapted from the Georgia Economic Council on Economic Education Lesson 7</li> <li>▪ <a href="#">Key Policies/Issues Leading to the Civil War</a> – the ppt should guide the lesson and the instruction, but the teacher should use the resources below to apply the information</li> <li>▪ Use one of the graphic organizers below for students to record the important information from the lesson about each key issue or event from the standard <b>["You Do"]</b>:             <ul style="list-style-type: none"> <li>○ <a href="#">Policies &amp; Issues Leading to the Civil War Graphic Organizer</a> – Since there is a significant amount of content students need to understand from the lesson, the organizer is filled out with the important information. The teacher should give the students a copy of the organizer, but allow students to complete several tasks that apply the information from the graphic organizer. The teacher may have students highlight or underline the main ideas from each key issue.</li> </ul> </li> <li>▪ Slavery [linked in the ppt]             <ul style="list-style-type: none"> <li>○ Have students look at a map comparing slavery in Georgia in 1790 and 1860. Ask students to guess why the percent of slaves increased so drastically. Also show students either after the slavery map or at the same time a map comparing cotton production in 1820 and 1860. <a href="#">Slavery Map</a>   <a href="#">Cotton Production Map</a></li> <li>○ Possible accelerated task: Generate an alternative economic system which would have enabled the South to have a viable economy without slavery</li> <li>○ <a href="http://www.georgiaencyclopedia.org/articles/history-archaeology/slavery-antebellum-georgia">http://www.georgiaencyclopedia.org/articles/history-archaeology/slavery-antebellum-georgia</a></li> </ul> </li> <li>▪ States' Rights             <ul style="list-style-type: none"> <li>○ <a href="#">Defining Ideas in Context: States' Rights and Timeline</a> <b>["We Do" or "You Do"]</b> – students read excerpts and apply the information to the concept of States' Rights. Timeline includes nullification, the compromises, Dred Scott, and the Election of 1860.</li> </ul> </li> <li>▪ Nullification:             <ul style="list-style-type: none"> <li>○ <a href="#">Nullification Activity</a> <b>["We Do" or "You Do"]</b>– this task involves</li> </ul> </li> </ul>	<p>SS8H6a. Sample Assessment Items</p>

# TCSS 8<sup>th</sup> SS Civil War and Reconstruction Unit

Essential Question and Standard(s)	Vocabulary	Resources <a href="#">[Back to Top]</a>	Assessment
	<p>listed in the Standards</p> <p>**Supplemental Vocabulary listed in the state frameworks and/or other state document</p>	<p>reading excerpts from three primary source documents</p> <ul style="list-style-type: none"> <li>○ Video clips about tariffs and nullification:           <ul style="list-style-type: none"> <li>▪ <a href="#">The Tariff of Abominations</a> [1:40]</li> <li>▪ <a href="#">Jackson Nullification</a> video [1:37]</li> </ul> </li> <li>▪ Short Term Compromises           <ul style="list-style-type: none"> <li>○ <a href="#">Compromise Map Activity</a>   <a href="#">Missouri Compromise Map</a> also shown on a ppt slide <b>["We Do" or "You Do"]</b> – Students complete maps illustrating the Missouri Compromise and the Compromise of 1850 then answer questions.</li> <li>○ <a href="#">Missouri Compromise Video</a> [linked in ppt]</li> <li>○ <a href="#">Missouri Compromise Animated Map</a> – Click on states to get details about the population of the state at that time</li> <li>○ <a href="#">Missouri Compromise Worksheet</a> <b>["You Do"]</b></li> <li>○ <a href="#">Compromise of 1850: Shake It Off Parody</a> [linked in ppt]</li> <li>○ <a href="#">Three Compromises</a></li> </ul> </li> <li>▪ <a href="#">The Georgia Platform</a> <b>["We Do" or "You Do"]</b> – Students read excerpts from the Georgia state convention to draw conclusions about the Georgia Platform</li> <li>▪ Dred Scott Decision           <ul style="list-style-type: none"> <li>○ <a href="#">Dred Scott Mock Trial</a> <b>["We Do"]</b> – Students conduct a mock trial using facts from the Dred Scott Case</li> <li>○ <a href="#">African American Voices Lesson: Dred Scott Decision</a> <b>["We Do" or "You Do"]</b> – Students read an excerpt from the Dred Scott decision and answer questions</li> <li>○ <a href="#">Dred Scott Leveled Reading Passages and Questions</a> <b>["We Do" or "You Do"]</b></li> <li>○ <a href="#">An Unpopular Decision – The Dred Scott Decision</a> Video linked in ppt [2:00]</li> <li>○ <a href="#">The Dred Scott Decision</a> Video linked in ppt [5:46]</li> </ul> </li> <li>▪ The Election of 1860           <ul style="list-style-type: none"> <li>○ <a href="#">Democratic Platform Douglas</a>   <a href="#">Democratic Platform Breckinridge</a>   <a href="#">Constitutional Union Platform</a>   <a href="#">Republican Platform</a></li> <li>○ <a href="#">Election of 1860 Map Prediction</a> <b>["We Do"]</b> – Based on the political party platforms, students predict on a U.S. map which candidates will win which state in the 1860 election</li> <li>○ <a href="#">Election of 1860 Political Cartoon Web Quest</a></li> </ul> </li> <li>▪ Secession           <ul style="list-style-type: none"> <li>○ <a href="#">Secession Activator</a></li> </ul> </li> </ul>	

# TCSS 8<sup>th</sup> SS Civil War and Reconstruction Unit

Essential Question and Standard(s)	Vocabulary	Resources <a href="#">[Back to Top]</a>	Assessment
		<ul style="list-style-type: none"> <li>○ <a href="#">The South Has Seceded: Hooked on a Feeling Parody</a></li> <li>○ <a href="#">South Caroline Declaration of Secession</a></li> <li>○ <a href="#">Excerpt from Alexander Douglas' Speech to the Georgia Legislature</a></li> <li>○ <a href="#">Excerpt from Robert Toombs' Speech to the Georgia Legislature</a></li> <li>○ <a href="#">Georgia Secedes from the Union: Today in Georgia History</a></li> <li>○ <a href="#">Georgia Secession Convention of 1861</a></li> <li>○ <a href="#">Georgia Encyclopedia: Secession</a></li> <li>○ Have students write a letter to Governor Joseph E. Brown either encouraging him to support secession or oppose secession.</li> <li>▪ <a href="#">Classifying Events Leading to Civil War ["We Do" or "You Do"]</a> – Students match descriptions to events that led to the civil war and order them on a timeline</li> <li>▪ <a href="#">Causes of the Civil War Summarizer ["You Do"]</a></li> <li>▪ <a href="#">Country Goes to War Resources</a>   <a href="#">Country Goes to War ppt</a> from <a href="http://www.civilwar.org">www.civilwar.org</a></li> <li>▪ <a href="#">Civil War: The War of Resources</a> <ul style="list-style-type: none"> <li>○ <a href="#">Railroads in 1850-1860</a></li> <li>○ <a href="#">North and South Comparison</a></li> <li>○ <a href="#">Union Resources</a></li> </ul> </li> <li>▪ Other Resources:           <ul style="list-style-type: none"> <li>○ <a href="#">The Civil War Curriculum: Pre-1860 Disunion Resources</a> [covers more than the standard so you may need to modify or only focus on those mentioned in the standard]</li> <li>○ <a href="#">"One and Inseparable" Handout</a> [from state frameworks]</li> <li>○ <a href="http://www.civilwar.org/education/teachers/lesson-plans/the-gathering-storm/the-gathering-storm-lesson.html">http://www.civilwar.org/education/teachers/lesson-plans/the-gathering-storm/the-gathering-storm-lesson.html</a></li> <li>○ <a href="http://www.civilwar.org/education/history/primarysources/">http://www.civilwar.org/education/history/primarysources/</a></li> <li>○ <a href="https://www.washingtonpost.com/blogs/govbeat/wp/2014/03/03/watch-the-united-states-grow-before-your-eyes/">https://www.washingtonpost.com/blogs/govbeat/wp/2014/03/03/watch-the-united-states-grow-before-your-eyes/</a></li> <li>○ <a href="http://www.loc.gov/teachers/classroommaterials/primarysources/civil-war-approach/">http://www.loc.gov/teachers/classroommaterials/primarysources/civil-war-approach/</a></li> <li>○ <a href="#">Abolitionism in America</a></li> </ul> </li> </ul>	

# TCSS 8<sup>th</sup> SS Civil War and Reconstruction Unit

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<p>2. How did key battles and events influence the outcome of the Civil War?</p> <p>Standard(s):</p> <p>SS8H6b. <a href="#">[Standard Breakdown]</a> State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia’s coast, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, and Andersonville.</p> <p>SS8E1. The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</p> <p>SS8E2a. Describe how Georgians have engaged in trade in different historical time periods.</p>	<p><u>Essential*</u> Antietam Gettysburg Andersonville Chickamauga Union Blockade Emancipation Proclamation Sherman’s March to the Sea Sherman’s Atlanta Campaign</p> <p><u>Supplemental**</u> Fort Sumter Ironclads Weapons Textiles John B. Hood Braxton Bragg Anaconda Plan Jefferson Davis Confederacy Rebellious States General Robert E. Lee Battle of Fort Pulaski William S. Rosecrans Atlanta Campaign Blockade Runners Port of Savannah Captain Henry Wirz General Joseph Johnston General Ulysses S. Grant General William T. Sherman Confederate States of America</p> <p>*Essential Vocabulary listed in the Standards</p> <p>**Supplemental Vocabulary listed in the state frameworks and/or other state document</p>	<p>Enduring Understanding for the lesson: <b>Conflict &amp; Change; Production, Distribution, and Consumption</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Events During the Civil War PPT [Includes “I Do”, “We Do”, and “You Do”]</a> – Use the ppt to guide the lesson</li> <li>▪ Activator: <a href="#">iCivics Civil War Brainstorming</a></li> <li>▪ <a href="#">Spider Map Student</a>   <a href="#">Spider Map Key [“You Do”]</a> – Students use the graphic organizer to summarize the important information from the lesson or the teacher can give the students the completed graphic organizer and use activities to examine the concepts</li> <li>▪ Antietam <ul style="list-style-type: none"> <li>○ <a href="#">Battle of Antietam Animated Map</a> [linked in ppt]</li> <li>○ <a href="#">Battle of Antietam</a> [video linked in ppt]</li> <li>○ <a href="#">Antietam Summary</a>   <a href="#">Antietam Summary 2</a></li> <li>○ <a href="#">Civil War Trust: Antietam</a> - Resources on Antietam [animated map linked in ppt]</li> <li>○ <a href="#">Antietam on the Web</a> – Primary source documents about Antietam</li> </ul> </li> <li>▪ Emancipation Proclamation [select 1-2 of the activities] <ul style="list-style-type: none"> <li>○ <a href="#">Emancipation Proclamation video</a> [2:13; linked in ppt]</li> <li>○ <a href="#">Emancipation Proclamation Excerpts</a> from the Civil War Curriculum [“We Do” or “You Do”] – Students will read separate excerpts of the Emancipation Proclamation (identified on multiple ppt slides)</li> <li>○ <a href="#">General Order 143 Excerpt</a> from the Civil War Curriculum [“We Do” or “You Do”] - Students will read an excerpt from the General Order 143 which created the U.S colored troops (identified on a ppt slide)</li> <li>○ <a href="#">Emancipation Proclamation Activity and Essay</a> from the Civil War Curriculum [“We Do” and/or “You Do”] – Students read excerpts from the document, put them in order, and write an essay</li> <li>○ <a href="#">Emancipation Proclamation Analysis</a> from the Civil War Curriculum [“We Do” or “You Do”] – Students read and analysis various sections of the Emancipation Proclamation</li> <li>○ <a href="#">Emancipation: The Public Reacts</a> from the Civil War Curriculum [“We Do” or “You Do”] – Students read</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ SS8H6b. Sample Assessment Items</li> </ul>

# TCSS 8<sup>th</sup> SS Civil War and Reconstruction Unit

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		<p>statements about the public's reaction to the Emancipation Proclamation</p> <ul style="list-style-type: none"> <li>▪ Gettysburg               <ul style="list-style-type: none"> <li>○ <a href="#">Battle of Gettysburg and Memories of a Teenage Girl Exerpts</a></li> <li>○ <a href="#">Battle of Gettysburg Summary</a></li> <li>○ <a href="#">Battle of Gettysburg Interactive Map</a></li> <li>○ <a href="#">Lincoln's Gettysburg Address video</a> or <a href="#">The Gettysburg Address with words</a> [linked in ppt]</li> <li>○ <a href="#">Gettysburg Address Excerpt with questions ["We Do" or "You Do"]</a> – Students read the Gettysburg Address and answer questions</li> <li>○ <a href="#">Gettysburg Address Your Own Version ["You Do"]</a> – Students write their own version of the Gettysburg Address</li> <li>○ <a href="#">Gettysburg National Military Park</a></li> </ul> </li> <li>▪ Battle of Chickamauga               <ul style="list-style-type: none"> <li>○ <a href="#">Battle of Chickamauga Animated Map</a> [linked in ppt]</li> <li>○ <a href="#">Chickamauga Summary and Questions ["We Do" or "You Do"]</a></li> <li>○ <a href="#">New Georgia Encyclopedia: Battle of Chickamauga</a></li> </ul> </li> <li>▪ Union Blockade               <ul style="list-style-type: none"> <li>○ <a href="#">Blockade Runners in the American Civil War</a> [5:28]</li> <li>○ <a href="#">Union Blockade Proclamation</a></li> <li>○ <a href="#">Union Blockade Image 1</a>   <a href="#">Union Blockade Image 2</a>   <a href="#">Union Blockade "Snake" Image</a> [linked in ppt]</li> <li>○ <a href="#">Profit and Patriotism ["We Do" or "You Do"]</a> – Students read a summary of the union blockade and blockade runners. Additionally, students read blockade manifests and make decisions on what they would select for their cargo if they were the captain of a blockade runner</li> <li>○ <a href="#">Georgia Encyclopedia: Union Blockade and Coastal Occupation in the Civil War</a></li> </ul> </li> <li>▪ Sherman's Atlanta Campaign               <ul style="list-style-type: none"> <li>○ <a href="#">General Sherman Captures Atlanta</a> [2:08]</li> <li>○ <a href="#">The Atlanta Campaign of 1864: The Camera at War</a> – various images</li> <li>○ <a href="#">New Georgia Encyclopedia: Atlanta Campaign</a></li> </ul> </li> </ul>	

# TCSS 8<sup>th</sup> SS Civil War and Reconstruction Unit

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		<ul style="list-style-type: none"> <li>○ <a href="http://www.historynet.com/battle-of-atlanta">http://www.historynet.com/battle-of-atlanta</a></li> <li>▪ Sherman's March to the Sea               <ul style="list-style-type: none"> <li>○ <a href="#">Blood and Glory: The Civil War in Color: Sherman's March to Savannah</a> [2:08; linked in ppt]</li> <li>○ <a href="#">Sherman's Terrifying Tactics</a> [3:27]</li> <li>○ <a href="#">Sherman's March to the Sea Map</a> [linked in ppt]</li> <li>○ <a href="#">Sherman's March to the Sea Georgia Stories Video</a>   <a href="#">Sherman's March to the Sea Georgia Stories Video Questions</a></li> <li>○ <a href="#">Marching Through Georgia Song</a> [linked in ppt]</li> <li>○ <a href="#">Sherman's "March to the Sea" Picture Analysis</a> ["We Do" or "You Do"]</li> <li>○ Differentiation – Use student Lexile scores to place students in groups. Based on the Lexile ranges, students will read excerpts from one of the following descriptions of Sherman's March to the Sea below ["We Do" or "You Do"]:                   <ul style="list-style-type: none"> <li>▪ Excerpts from <a href="#">"A Woman's Wartime Journal: an Account of the Passage over Georgia's Plantation of Sherman's Army on the March to the Sea"</a></li> <li>▪ <a href="#">Excerpts from General Sherman's Letters   Interpreting Sherman's Letter to James M. Calhoun</a></li> <li>▪ First-person narratives from the Documenting the American South collection to demonstrate differences in perspective related to historical events, in this case, Sherman's march to the sea. It encourages students to compare the views of two southern ladies with that of a Union soldier. <a href="http://www.learnnc.org/lp/pages/2939">http://www.learnnc.org/lp/pages/2939</a></li> </ul> </li> </ul> </li> <li>○ Images: <a href="#">Train Loaded with Refugees Prior to Sherman's March to the Sea</a>   <a href="#">Destruction of Depots, Buildings, and Manufactories in Atlanta</a>   <a href="#">Railroad being destroyed during Sherman's March to the Sea</a>   <a href="#">Sherman's Christmas Present to Lincoln Letter</a> [linked in ppt]</li> </ul>	

# TCSS 8<sup>th</sup> SS Civil War and Reconstruction Unit

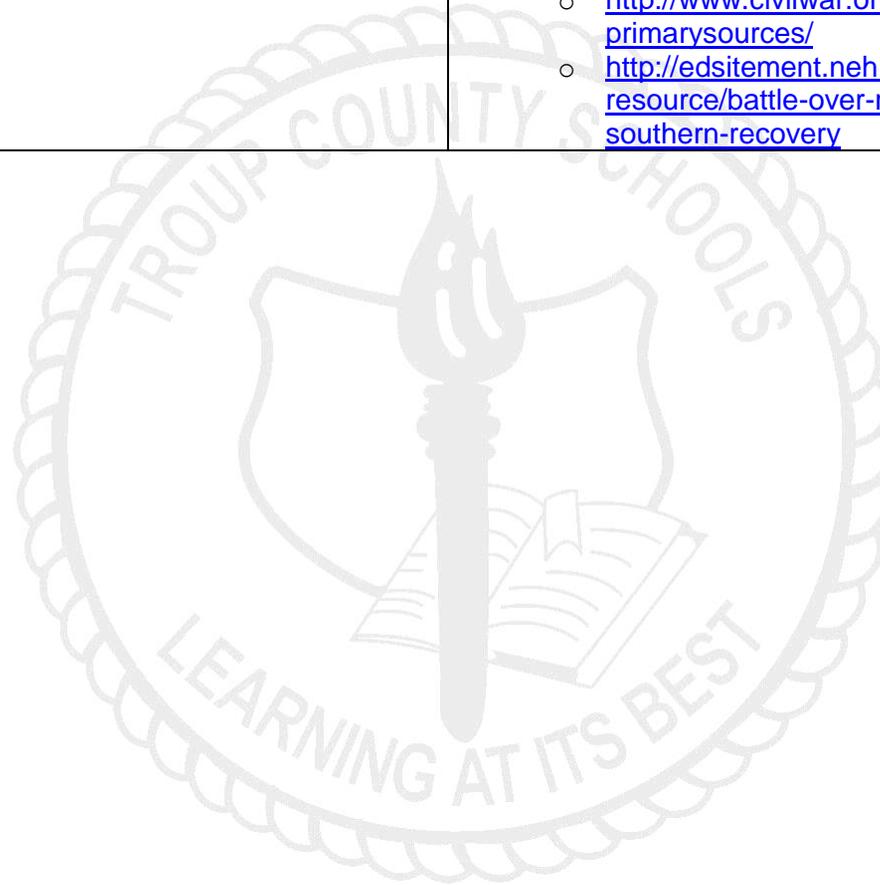
Essential Question and Standard(s)	Vocabulary	Resources <a href="#">[Back to Top]</a>	Assessment
		<ul style="list-style-type: none"> <li>▪ Andersonville Prison               <ul style="list-style-type: none"> <li>○ <a href="#">Andersonville Prison Reading 1 [PDF]</a>   <a href="#">Life as a Prisoner Reading 2 [PDF]</a>   <a href="#">Putting It All Together Activities</a></li> <li>○ <a href="#">Andersonville Prison Quotes</a></li> <li>○ <a href="https://www.youtube.com/watch?v=zq0lpiQi9cl">https://www.youtube.com/watch?v=zq0lpiQi9cl</a> [linked in ppt; 2:58]</li> <li>○ Possible Task – Write a letter home to your mother. You are a prisoner of war at Andersonville prison. You are 21 years old and are not married. You were captured by the Confederate Army and have been in the prison for three weeks. Describe the conditions you are living in and make predictions as to what you think will happen to you.</li> </ul> </li> <li>▪ <a href="#">Events During the Civil War Summarizer ["You Do"]</a> - Each student should complete the summarizer. The teacher should use the summarizer to determine the level of student mastery and if differentiation is needed.</li> <li>▪ <a href="#">Georgia Stories Video: The Economics of War</a> [approximately 6 minutes]   <a href="#">The Economics of War Georgia Stories Worksheet</a></li> <li>▪ <a href="#">Civil War Background and Why the North Won Handouts</a></li> <li>▪ <a href="#">Comparing Electronic and Print Texts About the Civil War Soldier</a> from Read, Write, Think [Literacy and Reading Standards]</li> <li>▪ Other Resources:               <ul style="list-style-type: none"> <li>○ <a href="http://www.civilwar.org/education/history/primarysources/">http://www.civilwar.org/education/history/primarysources/</a></li> <li>○ <a href="#">First Person Narratives of the American South</a></li> <li>○ <a href="#">Collection of Civil War Images from the Library of Congress</a></li> <li>○ <a href="#">Civil War at Smithsonian</a></li> </ul> </li> </ul>	

# TCSS 8<sup>th</sup> SS Civil War and Reconstruction Unit

Essential Question and Standard(s)	Vocabulary	Resources <a href="#">[Back to Top]</a>	Assessment
<p>3. How did Reconstruction after the Civil War affect Georgia and other southern states?</p> <p>Standards:</p> <p>SS8H6c. <a href="#">[Standard Breakdown]</a> Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen’s Bureau; sharecropping and tenant farming; Reconstruction plans; 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan</p> <p>SS8E1. The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</p> <p>SS8E2a. Describe how Georgians have engaged in trade in different historical time periods.</p>	<p><u>Essential*</u> Freedmen’s Bureau      Sharecropping Reconstruction Plans      Tenant Farming Henry McNeil Turner      Black Legislators Ku Klux Klan      13<sup>th</sup> Amendment 14<sup>th</sup> Amendment      15<sup>th</sup> Amendment</p> <p><u>Supplemental**</u> President Johnson      Hershel Johnson Radical Republicans      Black Codes Alexander Stephens      “Redeemers” Oath of Allegiance      Illiterate General John Pope      Rufus Bullock Force Act of 1870      Indebted Carpetbaggers      Scalawags Congressional Reconstruction Morehouse College Military Reconstruction Civil Rights Act of 1871 Reconstruction Act of 1867 Clarke Atlanta University</p> <p>*Essential Vocabulary listed in the GPS Standards</p> <p>**Supplemental Vocabulary listed in the state frameworks and/or other state document</p>	<p>▪ <b>Resources still under construction</b></p> <p>▪ Effects of the War Lesson from <a href="http://www.civilwar.org">www.civilwar.org</a>   Effects of the War ppt</p> <p>▪ Sharecropping ppt</p> <p>▪ Sharecropping VS. Tenant Farming Comparison</p> <p>▪ <a href="#">Reconfiguration of Southern Agriculture (1865-1887) Module</a></p> <p>▪ Below are several possible lessons for the Reconstruction Period. Each lesson has varying components and primary source document suggestions. It is not intended for all of these lessons to be taught. You may want to pick just one or varying aspects of each. You may also use some of the resources to differentiate after teaching the concepts.</p> <ul style="list-style-type: none"> <li>○ Reconstruction Lesson</li> <li>○ <a href="http://www.civilwar.org/education/teachers/lesson-plans/african-americans-after-the-civil-war/african-americans-after-the.html">http://www.civilwar.org/education/teachers/lesson-plans/african-americans-after-the-civil-war/african-americans-after-the.html</a></li> <li>○ <a href="#">Conflict and Consensus: Key Moments in U.S. History</a></li> <li>○ <a href="http://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-aftermath-war#sect-activities">http://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-aftermath-war#sect-activities</a> [Lesson two on attitudes at the end of the war is the most appropriate for this essential question]</li> </ul> <p>▪ iCivics lesson on Civil War and Reconstruction [good summaries and short reinforcement worksheets]</p> <p>▪ Were African Americans Free During Reconstruction Lesson</p> <p>▪ Reconstruction Amendments Summary</p> <p>▪ Freedmen’s Bureau</p> <ul style="list-style-type: none"> <li>○ <a href="#">Freedmen’s Bureau Records - Georgia</a></li> <li>○ <a href="http://www.teachingushistory.org/documents/FreeCSing.htm">http://www.teachingushistory.org/documents/FreeCSing.htm</a></li> </ul>	<p>▪ SS8H6c. Sample Assessment Items</p>

# TCSS 8<sup>th</sup> SS Civil War and Reconstruction Unit

Essential Question and Standard(s)	Vocabulary	Resources <a href="#">[Back to Top]</a>	Assessment
		<ul style="list-style-type: none"> <li>○ <a href="http://www.freedmen.umd.edu/sfo15.htm">http://www.freedmen.umd.edu/sfo15.htm</a></li> <li>▪ Ku Klux Klan               <ul style="list-style-type: none"> <li>○ Klansman's Manual</li> <li>○ Investigating the KKK resources</li> </ul> </li> <li>▪ Other Resources:               <ul style="list-style-type: none"> <li>○ <a href="http://www.civilwar.org/education/history/primarysources/">http://www.civilwar.org/education/history/primarysources/</a></li> <li>○ <a href="http://edsitement.neh.gov/student-resource/battle-over-reconstruction-southern-recovery">http://edsitement.neh.gov/student-resource/battle-over-reconstruction-southern-recovery</a></li> </ul> </li> </ul>	



# 8<sup>th</sup> SS Civil War & Reconstruction Unit Breakdown of Standards

SS8H6a: Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens. This also includes economic understandings (E1 and E2a) for the time period.

[\[Back to Resources\]](#)

Know:	Understand:	Do:
<ul style="list-style-type: none"> <li>▪ slavery</li> <li>▪ states' rights</li> <li>▪ nullification</li> <li>▪ Missouri Compromise</li> <li>▪ Compromise of 1850</li> <li>▪ Georgia Platform</li> <li>▪ Kansas-Nebraska Act</li> <li>▪ Dred Scott Case</li> <li>▪ election of 1860</li> <li>▪ Alexander Stephens</li> <li>▪ secession</li> </ul>	<ul style="list-style-type: none"> <li>▪ Slavery was forced labor used that became a big issue of debate for the north and the south leading to several compromises and disagreements on how the issue should be handled.</li> <li>▪ The issue of states' rights goes back to the AOC where states had more power than the federal government. With states disagreeing on key issues states felt that their opinion should take precedence over the federal government because they knew what was best for their people.</li> <li>▪ Nullification was almost an extension of states' rights that the states could void any law from the federal government that they believed violated the constitution (tariffs from the north).</li> <li>▪ Slave states threatened several times secede from the Union with disagreements over key issues. South Carolina was the first to leave the Union shortly after the election of 1860.</li> <li>▪ Dred Scott case further divided free/slave states when the Supreme Court ruled that slaves were property of the owner and therefore had no rights.</li> <li>▪ In the election of 1860 there were several Democratic candidates who caused to their votes being split among southern states and Abraham Lincoln being elected. He received no votes from a southern state. This election began the start of southern states secession because their belief was that he wanted to put an end to slavery in the US.</li> <li>▪ Several compromises were established to try to keep slave/free states even in representation in the legislative branch. The first was the Missouri Compromise which basically drew a line through the US automatically established if a state was free or slave. When California applied for statehood as a free state it was throwing off the balance between free/slave. Slave states were given the Fugitive Slave Law under the compromise.</li> <li>▪ Georgia Platform was led by Alexander Stephens and Robert Toombs. The platform asked Georgia to support the Compromise of 1850 and kept Georgia from withdrawing from the Union with the promise that the Fugitive Slave Law as being a good thing for the South.</li> <li>▪ Kansas-Nebraska Act repealed the Missouri Compromise and allowed slavery above the 36<sup>o</sup>30' line by allowing each new state to decide the issue of slavery with popular sovereignty.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How do the different compromises differ? Why was it necessary to have several different methods to deal with the issue of slavery?</li> <li>▪ How was the Dred Scott case a major blow for the north?</li> <li>▪ In what ways did Alexander Stephens impact the Compromise of 1850?</li> <li>▪ Discuss major disagreements between the slave/free states with the issues of slavery, secession and states' rights, and nullification?</li> <li>▪ How did Lincoln win the election of 1860 and how did this impact decisions slave states made soon after?</li> </ul>

# 8<sup>th</sup> SS Civil War & Reconstruction Unit Breakdown of Standards

SS8H6b: State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville. This also includes economic understandings (E1 and E2a) for the time period. [\[Back to Resources\]](#)

Know:	Understand:	Do:
<ul style="list-style-type: none"> <li>▪ Antietam</li> <li>▪ Emancipation Proclamation</li> <li>▪ Gettysburg</li> <li>▪ Chickamauga</li> <li>▪ Union Blockade</li> <li>▪ Sherman's Atlanta Campaign</li> <li>▪ Sherman's March to the Sea</li> <li>▪ Andersonville</li> </ul>	<ul style="list-style-type: none"> <li>▪ Antietam was the bloodiest 1 day battle of the war where 23,000 men died. Lincoln considered it a win with Lee pulling his men back. With this considered a victory for the North he issues the Emancipation Proclamation. It states that all slaves in states of rebellion (Confederate) would be freed on January 1, 1863.</li> <li>▪ Gettysburg was the bloodiest battle of the war with over 50,000 men killed. It is seen as the turning point in the war and leads to Lincoln to give the Gettysburg address.</li> <li>▪ Chickamauga was the second bloodiest battle of the war. The city is located outside of Chattanooga which was a railroad hub. Plans of the North were that Chickamauga would be a victory that could lead to the overtaking of Atlanta.</li> <li>▪ Union Blockade was a strategic battle plan that cut off the South's ability to trade during the war. The south was reliant on trade for money and supplies so this crippled their ability to successfully fight the North's army.</li> <li>▪ William Sherman led Union troops to overtake the city of Atlanta to stop the transport of soldiers and supplies. The troops destroyed miles of railroad tracks and left much of the city in ruins. Once the troops had destroyed Atlanta they moved through the state attacking civilian homes and industry that support the Confederate troops. In Sherman's march to the sea it left a path of destruction 300 miles long and 60 miles wide. Savannah surrendered without a fight.</li> <li>▪ Andersonville was used as a Confederate Prisoner of War camp. It was triple the occupancy and undersupplied. Soldiers had little access to water, housing, and food which resulted in over 13,000 men dying during its 14 months of operation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How did the Battle of Antietam lead to the Emancipation of Proclamation?</li> <li>▪ Justify why Lincoln issuing the Emancipation Proclamation was a key event during the Civil War?</li> <li>▪ Explain why were the cities of Chickamauga and Atlanta targets of the Union military?</li> <li>▪ Describe why was the Blockade such a successful military tactic?</li> <li>▪ Describe Andersonville during the war and how lack of resources led to deaths of thousands of soldiers.</li> </ul>

# 8<sup>th</sup> SS Civil War & Reconstruction Unit Breakdown of Standards

SS8H6c: Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen’s Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th,15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan. This also includes economic understandings (E1 and E2a) for the time period. [[Back to Resources](#)]

Know:	Understand:	Do:
<ul style="list-style-type: none"> <li>▪ Freedmen’s Bureau</li> <li>▪ sharecropping/tenant farming</li> <li>▪ Reconstruction Plans</li> <li>▪ 13th,14th,15th amendments</li> <li>▪ Henry McNeal Turner</li> <li>▪ Ku Klux Klan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Freedmen’s Bureau was created after the end of the Civil War to help meet the basic needs of blacks and whites who were affected by the war.</li> <li>▪ 13th, 14th and 15th amendments were passed after the war. 13th abolished slavery in the US in all states. 14th made them citizens of the US. 15th gave African American men the right to vote.</li> <li>▪ With slavery being abolished and confederate money worthless there became the problem of who will work the farm and how will we pay them. Tenant farmers had either tools or some supplies to help work on the farm with in exchange for higher earnings. Sharecroppers did not have their own tools so they got a smaller percentage. They were paid at the end of the season based on what the land owner made. Except now they had to pay back for necessities throughout the year. In the end there was no big difference between this and slavery.</li> <li>▪ With African Americans gaining the right to vote, several black men were elected to positions in the General Assembly. Henry McNeal Turner was one of those men. Later it was passed that black men had the right to vote but not the right to hold office.</li> <li>▪ KKK began as a social club with confederate soldiers. Quickly turned to a terrorist group to scare blacks and whites Republicans.</li> <li>▪ Lincoln’s reconstruction plan was one of forgiveness but he was assassinated shortly after the war. Congress which was largely Republican wanted to punish the South and blamed them for causing the war.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe how the Klan impacted voting and equal rights for African Americans and some whites during the late 1800’s through much of the 1900’s?</li> <li>▪ Compare/Contrast sharecropping and tenant farming. How are they not much different than life before the 13th amendment?</li> <li>▪ Describe why the creation of the Freedman’s Bureau was a necessary agency that the Federal Government created? In what ways did it help the people of Georgia?</li> <li>▪ What is the significance of Henry McNeal Turner in Georgia government?</li> <li>▪ How did the Reconstruction Plans of Congress differ from those of the President? What was Georgia’s opinion on the Plans?</li> </ul>