



The US Civil War and Reconstruction (3 Weeks 7-8 Classes)

[Link to 2022-2023 Essential Standards & Pacing](#)

Purpose: The purpose of this unit guide is to provide teachers with unit specific content and instructional and assessment resources to support the creation of meaningful learning experiences for students. The layout follows a **“backward design”** approach to teaching and learning resulting in a performance assessment using the: [Standard 1 Rubric](#). **Explore the guide using the navigation bar.**

Navigate to Sections of the Planning Guide

Unit Overview	CRP and SEL	Instruction and Assessment	Scaffolds and Supports	Unit Specific Content Resources	Unit Specific PBA
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Connecting **Portrait of a Graduate and Presentation of Learning (POG POL)** outcomes to HS Social Studies.

POG Skills for This Unit

Identify which POG [attributes & skills](#) and Standard 1 Skills in [History](#) or [Government](#) students will develop in this unit.

POG Attribute and skill

POG Attribute and skill

POG Attribute and skill

Standard 1 Skill

Standard 1 Skill

Standard 1 Skill

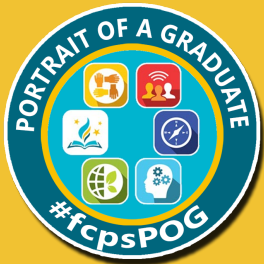
What Evidence of Learning Examples for This Unit

In POG POL students use pieces of evidence (writing, graphic organizers, digital media, visible thinking routines, presentation material, etc.) to show use of POG and Standard 1 Skills

Identify what evidence students can use in this unit below

To increase student ownership of POG and Standard 1, [consider these practices!](#)

To learn more on presentations of learning and student feedback, [click here!](#)



Unit Overview

Description

Using the past to better understand ourselves, society, and the contemporary world is a core aspect of social studies education.

- This unit on the Civil War and Reconstruction era is a study in national and individual identity.
- The resources and guidance below support the development of students' thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

Unit VDOE Standards

- **VUS.7.** The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history

Unit Priority Standards

- **VUS.7.b,c,e-** Students will apply social science skills to understand the Civil War and Reconstruction eras and their significance, including the adoption of the 13th, 14th, and 15th Amendments, *on students' identities, communities, and the world.*
- **JU.12** - Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- **AC.16-** Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

VDOE 2020 - 2021 Technical Edits and Corresponding Resources

**Note: Some resources contain explicit, hateful, or offensive language and content.
Teachers should preview resources before use to prepare students.
Resources can also be used to build teachers' subject matter knowledge.**

7a. After his death, Lee became the leading symbol for the "Lost Cause" movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery.

Opposed secession, but did not believe the Union should be held together by force

7a. Juneteenth: was celebrated on June 19, 1865, when

[The Cult of the Lost Cause - Smithsonian article](#)

Article for students to analyze the establishment of Confederate monuments after the Civil War and modern times.

[On Monument Avenue Exhibit \(American Civil War Museum\)](#)

Website with many resources on the Confederate monuments found in Richmond, VA.

[Many Rivers to Cross; What is Juneteenth?](#) The origins and

enslaved people in Texas finally became free when the United States Army arrived and enforced the Emancipation Proclamation.

importance of “Juneteenth”

[Juneteenth General Order Primary Source](#) Primary source analysis of the Army General Order that ensured the freedom of the slaves in Texas. It asks the question “*Should this be a federal holiday?*”

7b. Abraham Lincoln’s Leadership Initial goal: Preserve the Union, even if that meant leaving slavery in place.

[Seizing Freedom](#) (new podcast from VPM with learning resources coming soon from New American History) New podcast chronicles Emancipation and Reconstruction Era through the lens of those who experienced it.

7b. Lincoln issued the Emancipation Proclamation as a military necessity.

[“Emancipation” Educator Resource \(American Civil War Museum\)](#) This lesson includes historical artifacts – an invitation to an emancipation celebration, a photo of the Emancipation Oak, and an excerpted transcript of the Emancipation Proclamation.

7b. Freed those enslaved people slaves located in the “rebellious” states (Southern states that had seceded)

[Educator Resource on “Civil War to Civil Rights: Families” \(American Civil War Museum\)](#) Through infographics and newspaper clippings, explore the role that family and kinship ties played in helping enslaved people cope with the condition of slavery, as well as what challenges people faced with finding and rebuilding their families after emancipation.

Allowed for the enlistment of African American soldiers and sailors in the ~~Union Army~~ United States military.

7c. Nearly two hundred thousand African Americans served in the ~~United States Union~~ Army and Navy following the implementation of the Emancipation Proclamation. African Americans protested against being paid less than white soldiers and sailors.

[Black Soldiers in the Civil War](#) DocTeach lesson about lost African American soldiers during the Civil War

~~African Americans served as a part of contraband armies and aboard Union naval ships.~~

[“United States Colored Troops” Educator Resource \(American Civil War Museum\)](#) Examine the role and experiences of the USCTs.

~~Many fought with distinction and were eventually paid salaries that were equal to those of white soldiers.~~

[“Civil War to Civil Rights: Military” Educator Resource \(American Civil War Museum\)](#) Explore the various ways African American people—enslaved and free, forced or by choice—contributed to the war effort. Using images and letters, delve into the lives of real people who were part of the Civil War.

African American soldiers and sailors were discriminated against and served in segregated units under the command of white officers.

7c Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He was elected to the United States House of Representatives after the war.

[History of Robert Smalls from the House of Representatives](#)

The official U.S. House of Representatives history of its first African American member.

7c. After African American soldiers and sailors returned home from the war, they were targeted for violence.

[Black Confederates](#) Article that explores the opinion and treatment of free Blacks and enslaved people before, during, and after the Civil War in regards to the Confederacy.

7c. Warfare was costly, but disease killed more men than did bullets. ~~often involved hand-to-hand combat.~~

[Twenty Slave Law](#) Law passed by the Confederacy that gave exemption of service to wealthy southerners.

The white South lost nearly a quarter of its military-aged white men to death and many more through illness and disability.

7c. Women Supported the war effort: Clara Barton, a Civil War nurse, created the American Red Cross. Harriet Tubman, an abolitionist and political activist, and conductor on the Underground Railroad. Elizabeth Van Lew, a Virginia abolitionist and spy for the Union Army. Mary Bowser was an African American Union spy.

[Encyclopedia Virginia on Elizabeth Van Lew and Mary Bowser](#) Encyclopedia Virginia entry regarding Union female spies in the Confederacy during the Civil War

[American Civil War Museum](#) has done a lot of research and focus on Van Lew and Bowser. Linking the spy ring in Richmond, Virginia in a short narrative of their time.

[Harriet Tubman](#) 5E Lesson plan for teachers to explore the entirety of the life of Harriet Tubman.

7e. Reconstruction attempted to create legal equality for people formerly held in slavery.

[Was Reconstruction a Revolution? DBQ](#) Document Based Learning Activity from National Archives about Reconstruction (full lesson plan).

[Impact of the Freedmen's Bureau](#) Students will analyze docs to weigh evidence of the effectiveness of this program for newly freed people.

[To What Extent was Reconstruction a Revolution? \(Part 1\)](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\)](#)

Ready-made lesson plan in which students examine several historical congressional records from the Reconstruction period to assess whether they show evidence that the Reconstruction period of American history should or should not be viewed as a revolution. In Part II, Students examine

the Voting Rights Act of 1965 and determine whether their analysis of this document changes their responses to the guiding question regarding the revolutionary nature of the Reconstruction era.

[Hiram Rhodes Revels \(DocsTeach\)](#) Used in the above lesson, this document shows the hand-written credentials for Hiram R. Revels to take his seat in the U.S. Senate.

[Reconstruction Hiram Revels Periodization](#)

7e. The Amendments to the Constitution during Reconstruction laid the basis for the eventual equality for all Americans.

[The First Vote](#) Encyclopedia Virginia entry entitled “the first vote.”

[Educator Resource on “The 14th Amendment and Birthright Citizenship” \(American Civil War Museum\)](#) In July 1868, the ideas of African American activists transformed the terms of citizenship for all Americans with the adoption of the 14th Amendment to the U.S. Constitution. Discover the origins of universal citizenship for people born in the U.S. and how that birthright principle continues to impact national conversations about citizenship 150 years later.

[Educator Resource on “Civil War to Civil Rights: Rights” \(American Civil War Museum\)](#) Explore how constitutional amendments conflicted with reality for African American people following the Civil War, giving rise to the Civil Rights Movement a century after emancipation. How did people of color fight for equal rights, and in what ways did systems of oppression keep them from achieving rights in reality?

[From Slavery to Prison HTS Connections](#)

7e. Rights that African Americans had gained were lost through “Jim Crow” laws that segregated black and white Southerners from one another.

[Separate, Never Equal](#) 5E Lesson plan to explore Jim Crow laws and the impact on American society.

[Jim Crow Change over Time](#)

7e. The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (~~other than the South~~) in the next half-century and the emergence of the United States as a global economic power by the beginning of the twentieth century. **The Southern economy recovered in the 1880s and grew rapidly producing lumber, coal, and cotton.**

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[Educator Resource on “Civil War to Civil Rights: Education” \(American Civil War Museum\)](#) Explore the history of African American education through the stories of several Virginia educators. How did emancipation affect education? How have people fought for equal access to education in the United States?

[Educator Resource on “Civil War to Civil Rights: Work” \(American Civil War Museum\)](#) How did life change for formerly enslaved people after emancipation? How did it stay the same?

[“Walk Through the War: 1865 – Legacies of the War” video \(American Civil War Museum\)](#) The conflict wasn't over after the war in 1865. How do Americans reconcile the weight and cost of the war while trying to reunify the nation and welcome people who have a newfound citizenship?



Essential Questions:

- How does the U.S. Civil War and Reconstruction impact our national identity and unity today?
- How does the past impact present understanding, systems, and actions regarding prejudice and social bias?
- How does learning about the **US Civil War and Reconstruction** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#))

Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.

- **Affirming Student Identities:** *Students thrive when teachers know them well, and affirm their individual and diverse identities.*

- **Class discussions:** Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.
- **Cooperative learning:** Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively
- **Constructing Knowledge:** Students make meaning of enduring concepts and systems.
- **Reflection:** Students are afforded reflection time to develop self- and social awareness

Ways to build community in your class

Instruction and Assessment

Intended Learning Outcomes: *What will students know and be able to do?*



- By studying the history of the US Civil War and Reconstruction, students will be able to apply their learning by analyzing primary sources to support or refute an argument.
- By studying the history of the US Civil War and Reconstruction, students will be able to apply their learning by collaborating with others to evaluate the lasting legacy of the legislative changes that resulted from the Civil War and Reconstruction era.
- By studying the history of the US Civil War and Reconstruction, students will be able to apply their learning by reflecting on their actions as an active member of their society.

- [Rubric: Standard 1](#)



The Engagement Model: *The editable tool is an FCPS supported class planning tool rooted in this idea, "Whoever is doing...is doing the learning."*

- [Click Here to Get a Digital Editable Engagement Model Planning Tool](#)
- [Click Here to Get a In Class Editable Engagement Model Planning Tool](#)



Visible Thinking Strategies: *Learning is a product of thinking. These resources support students thinking about content and how it relates to themselves, others, and life in and beyond school? Also good for bell ringers and exit tickets).*

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- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)



Summative Assessment: *How might students demonstrate mastery of the learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
- Summative assessments should use our [Standard 1 Rubric](#)
- See the bottom of the guide for PBA options for this unit.



Formative Assessment: *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*



- [Horizon Assessments](#) - a collection of multiple choice test items.
- [7 Approaches to Formative Assessment \(Edutopia\)](#)

POG Reflection		
Reflection Cards	Self-Assessments	IB Aligned Self-Assessments



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Ready to Use Visible Thinking Routines -

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These are set to "View Only." Make a Copy to Use with Students

Frayer Models: Concepts & Content	Walk the Week	3-2-1 Bridge	Surprising, Interesting, Troubling
Headlines!	+1 Routine	What Makes You Say That?	1-2 Minute Essay
Connect, Extend, Challenge	Projecting Across Distance	Projecting Across Time	The Explanation Game
Facts or Fiction	Unveiling Stories	Stories	Main-Side-Hidden
Parts, People, Interactions	Parts, Perspectives, Me	Parts, Purposes, Complexities	Circle of Viewpoints
The 3 Whys	Circles of Action	Here Now There Then	See Think We Me
Beginning, Middle, End	Values, Identities, Actions	Imagine If	What Can Be
I Used to Think... Now I Think	Claim Support Question	Question Starts	Word Phrase Sentence
Relevant or Not	Learning to Infer	Anticipation Guides	Text-Text, Self, World
Stop - Look - Listen	Think - Puzzle - Explore	True for Who?	Unveiling Stories
Step In - Step Out - Step Back	K-W-L Chart	Same and Different	Feelings and Options
See-Think-Wonder	The 4 C's	Step Inside	Name - Describe - Act
Surprising - Interesting - Troubling			



Discussion Formats and Structured Conversations: *Students engaging in [Academic Conversations](#) is an essential part of deeper learning. Use a format below (or another one you know). Select a question, content, or concept to prompt student discussion and combine them with the visible thinking strategies and scaffolds below.*

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|--|---|--|
| 1. Big Paper: Building a Silent Conversation | 10. Harkness Table | 19. Spontaneous Argumentation |
| 2. Barometer | 11. Human Timeline | 20. Think Pair Share |
| 3. Chalk Talk/Graffiti Boards | 12. Jigsaw Activity | 21. Town Hall Circle |
| 4. Concentric Circles | 13. People's Assembly | 22. Two Minute Interview |
| 5. Conver-Stations | 14. Philosophical Chairs | 23. Wrap Around |
| 6. Fishbowl | 15. Pinwheel | 24. Conversation Sentence Stems |
| 7. Four Corners | 16. Save the Last Word for Me | 25. De Bono's Hats |
| 8. Gallery Walk | 17. Snowball Discussion | 26. Learn to Listen, Listen to Learn |
| 9. Give One, Get One | 18. Socratic Seminar | |



Leading Hard Conversations/Facilitation

When sharing secondary sources that tell a particular story of our past and present, consider how you might support students in enacting a critical lens to identify biases and missing or misrepresented perspectives.

When sharing primary sources connected to experiences of violence or oppression, consider how you might honor students' developmental needs, as well as how you might frame sources in ways that affirm the dignity and humanity of people connected to those experiences.

General Guidance:

The [Guidance for Teachers](#) infographic is a summary of [Regulation 3280](#) (PDF). This may be helpful for staff as an overview of its expectations, protocols, and rationale.

Resources:

- [Complete Toolkit on Teaching Hard Conversations](#)
- [FCPS Created Resource for Facilitating Hard Conversations](#)
- [Roleplaying](#)

Scaffolds and Supports



Scaffolds and Supports for [Special Education](#), [English Learners](#), [Advanced Learners](#)

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information [from the ESOL department about academic language here](#).

- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

The additional supports (not shaded) are from a variety of sources.

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Analyze	Cause and Effect	Classify	Compare and Contrast
Evaluate	Infer	Inform	Inquire
Justify	Persuade	Problem Solve	Sequence
Synthesize	AAP Critical and Creative Strategies	Graphic Organizers in Google	Sentence Starters
Primary and Secondary Source Graphic Organizers from the National Archives		Secondary Education Literacy Strategies	



Writing Supports: *These resources are designed to be used with any student to support their writing of constructed responses.*

- [Essay Writing Structures](#)
- [Sentence Frames/Starters](#)
- [Transitional Words/Phrases](#)



(NEW) Special Education Resources *The Special Education Office's mission is to strategically support the implementation of evidence-based practices to increase the academic achievement and the social and emotional competence of students based on individual needs.*

- [FCPS Special Education Google Site](#)
- [High Leverage Practices](#)
- [Assistive Technology Services](#)
- [Tools to Supporting Deaf and Hard of Hearing Students](#)
- [Tools to Supporting Blind and Visually Impaired Students](#)

Unit Specific Content Resources

Note: Some resources contain explicit, hateful, or offensive language and content. Teachers should preview resources before use to prepare students. Resources can also be used to build teachers' subject matter knowledge.

- FCPS Created [Digital Background Information Collections](#) (Includes Lower Lexile and Translated Text)
 - [The US Civil War](#)
 - [Reconstruction](#)
- Historical Thinking Skills Activities [CLICK HERE FOR THE COMPLETE COLLECTION](#)

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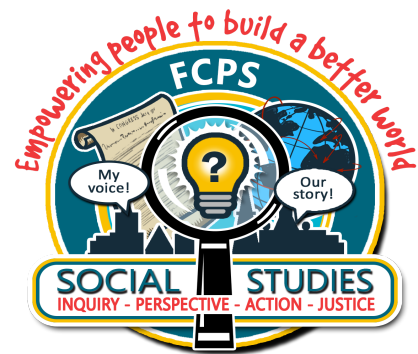
- Cause and Effect [Civil War](#)
- Continuity and Change Over Time [Reconstruction](#), [13th Amendment HTS CCOT](#)
- Perspectives [The Emancipation Proclamation](#)
- Periodization [Gettysburg Address](#), [Reconstruction Hiram Revels Periodization](#)
- Story-Telling and Narrative Creation [US Civil War Narrative](#)
- Connections [Civil War Monuments](#) , [From Slavery to Prison HTS Connections](#), [Emancipated Soldiers HTS Connections](#)

- Stanford History Education Group [Log-in Required](#)
 - [Fort Sumter](#)
 - [Civil War Photographs](#)
 - [Reconstruction SAC](#)
 - [Reconstruction Riots](#)
 - [The KKK in the 1870s](#)
 - [Post-Civil War South](#)
 - [Attack on Fort Sumter](#)
 - [Thomas Nast's Political Cartoons](#)
 - [Sharecropping](#)
 - [Radical Reconstruction](#)
 - [John Brown's Motivation](#)
 - [John Brown's Legacy Assessment](#)
 - [Morale after Fredericksburg Assessment](#)
 - [Slave Quarters Assessment](#)
 - [Defender of Slavery Assessment](#)
 - [John Brown the Martyr Assessment](#)
 - [Antebellum South Assessment](#)
 - [Gardner's Civil War Photography Assessment](#)
 - [Pickett's Charge Assessment](#)
 - [A Perspective on Slavery Assessment](#)
 - [President Grant and Horace Greeley Assessment](#)
 - [Biddy Mason](#)

- SOL Content Summaries and Activities
 - [The US Civil War](#)
 - [US Civil War Leaders](#)
 - [Reconstruction](#)

- **(NEW)** Artifact Choice Board
 - [Civil War Choice Board](#)
 - [Reconstruction Choice Board](#)

- **(NEW)** Unit Specific Vocabulary Terms



- [Civil War and Reconstruction Terms](#)

(NEW) Resources from the ESOL Library - Check out the [ESOL Library's Google Site](#) for more information

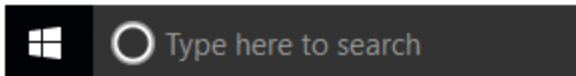
EBSCO Access: Login: fairfax Password: Fcps2022!

- [Dred Scott](#)
- [Slavery in America](#)
- [Plessy v. Ferguson](#)
- [John Brown](#)
- [Women of the Civil War](#)
- [The US Civil War](#)
- [Abraham Lincoln](#)
- [The Gettysburg Address](#)
- [Reconstruction Era](#)
- [Trues Stories of the Civil War](#)

Additional Disciplinary / Content Area Resources

(Basal resources, Library Resources, Media Collections)

- **Digital Textbook:** *Virginia and United States History*
 - Topic 7: Sectional Divisions and Civil War 1846-1865
 - Topic 8: Reconstruction 1865-1877
- [FCPS Library Databases](#)
- [Smithsonian Primary Source Database](#) (username and password is "fairfax")
- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- **eMaps - 100's of pre-created digital maps**
 - Type "emaps" in your search bar to access





[Additional Digital Tools](#) (Not specific to content)

Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning



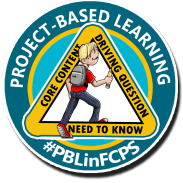
- **Deck Toys:** Students navigate major events leading to the Civil War with stops along the way
- **EdPuzzle:** Video clips with questions about how the Civil War impacted women, the common soldier, and African Americans.
- **Screenomatic:** Teacher could record a lecture about the changes made to the South during the Reconstruction period, emphasizing the significance of the 13th, 14th, and 15th amendments.
- **Flipgrid:** Which of Lincoln's speeches do you consider to

be the most important and why?

 Complete Unit Specific Performance Assessments 
Standard 1 Rubric

- FCPS Created Performance Based Assessments
 - Google Slide and Reflection (Leadership)
 - News Report
- C3 Inquiries for this Unit General and VA Hub
 - African Americans and the Civil War
 - Hampton Roads Peace Conference
 - The Telegraph in the Civil War
 - Lincoln and McClellan
 - African American Voices and Reconstruction
 - Emancipation
 - Freedom Following Emancipation
 - Historical Preservation: Is Progress More Important than Preservation?
 - Reparations: Why are Reparations Controversial?
 - Rights of Citizenship
 - Slavery in Kentucky
 - Uncle Tom's Cabin

PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position	Digital Portfolio	Taking Informed Action
<p><u>Suggested Planning Template to Modify/Use</u></p> <p>Goal: Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.</p> 	<p><u>Suggested Planning Template to Modify/Use</u></p> <p>Goal: Students create artifacts/products that demonstrate their learning related to the essential question.</p> 	<p><u>Suggested PBL Template to Modify/Use</u></p> <p>Goal: Students act in ways that allow them to demonstrate agency in a real-world context.</p> 

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