Dayton Public Schools 8th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 9: Reconstruction

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# Table of Contents

## Grade 8

### Introduction
- Acknowledgements
- How to Use This Guide
- Primary and Secondary Sources

### Units
- Unit 1: The First Global Age
- Unit 2: American Revolution
- Unit 3: The U.S. Constitution
- Unit 4: A New Nation
- Unit 5: Growth and Expansion
- Unit 6: Manifest Destiny
- Unit 7: Road to Civil War
- Unit 8: Civil War
- Unit 9: Reconstruction
### Freedmen's Bureau:

#### Labor Contract or Re-enslavement?

(1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Students investigate the sharecropping system that evolved during Reconstruction. It soon bound most African Americans into debt so ruinous that they were practically re-enslaved.</td>
<td>Freedmen's Bureau, sharecropping</td>
</tr>
<tr>
<td>11. Analyze the consequences of Reconstruction with emphasis on,</td>
<td>Find the entire lesson on the Web site: <a href="http://www.archives.state.al.us/teacher/recon/recon1.html">http://www.archives.state.al.us/teacher/recon/recon1.html</a></td>
<td></td>
</tr>
<tr>
<td>b. Attempts to protect the rights of and enhance opportunities for the freedmen,</td>
<td>Interdisciplinary Connections Language Arts</td>
<td></td>
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</tbody>
</table>

#### Differentiated Learning

**Enrichment Activity:**
- Event Tracking Map

1. The teacher will give each student a handout: “The Sharecropping System.” Students and teacher will read and discuss how this system was a mutual dependency in the years following the Civil War. The Southern economy was “in a shambles following the Civil War.” A bargain was struck in which the white landowners provided the former slaves with seed, implements and provisions, and basic shelter in exchange for planting and harvesting the crops. The landless farmer became known as a “sharecropper.” The students will be aware that this system did nothing to promote independence for the black. Sharecropping instead became another form of slavery.


2. Students will read silently while listening to “To Be A Slave” chapter 7 “After Emancipation” pages 144-152.

The teacher will re-read the quote “It seem like it took a long time for freedom to come. Everything just kept on like it was. We heard that lots of slaves were getting land and some mules to set up for their selves. I’ never knewed any what got land or mules nor nothing.” MITTIE FREEMAN from the Library of Congress.

Source- Books on Tape- “To Be A Slave” by Julius Lester. A historical account of slavery told by the slaves themselves.

The concept proposed by Radical Republicans of giving every freedman “40 acres and a mule” never became a reality due to the fact the concept was opposed by most Americans.
3. After students have read the handout, listened to the book on tape, and viewed pictures the teacher will demonstrate for students using her own example. Students will then "track" the event leading to sharecropping, and the results for blacks. The event tracking map starts with the "Economic Event" and leads to "Significant People and Places Involved" which then leads to "Actions/Activities" - ending in the "Result." Students will share their Event Tracking Map with students in Additional Instruction.

Additional Instruction:

- After reading in American Nation pages 494-496 the students will be given a large sheet of white paper. On the left side they will draw their concept of "40 acres and a mule." This will be entitled "My Dream." On the other side of the paper they will draw the photograph on page 495 of American Nation. This will be entitled "My Reality." Students may think of other pictures or titles to draw to illustrate the concept of sharecropping. Students will share their pictures with the Enrichment Activity Group.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
**INTRODUCTORY LESSON**  
*Lincoln and Reconstruction (1-4 days)*

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
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<td>History:</td>
<td>Core Activity</td>
<td></td>
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</tbody>
</table>

**History:**

G. Analyze the causes and consequences of the American Civil War:

11. Analyze the consequences of Reconstruction with emphasis on:

   a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson.

**Social Studies Skills and Methods:**

C. Present a position and support it with evidence and citation of sources:

2. Construct a historical narrative using primary and secondary sources.

**Core Activity**

This lesson focuses on Lincoln's role as president during the Civil War. After viewing a variety of primary sources written by Lincoln or to him, students analyze under what provisions of the Constitution he acted as president. They then try to imagine what a week in the life of the president might have been like by writing a diary, as Lincoln or as his secretary. Students then role play members of his cabinet as they hear from a variety of constituents about Lincoln’s efforts at Reconstruction and they consider a variety of amendments to Lincoln’s plan, and through debate either adopt or reject them.

Find the entire lesson on the Web site:  
[http://www.pbs.org/civilwar/classroom/lesson_lincoln.html](http://www.pbs.org/civilwar/classroom/lesson_lincoln.html)

**Required Resource:**

Parts of Episodes 6, 7, and 8 of *The Civil War* series (Ken Burns). DPS Media Services Department -

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**Differentiated Learning**

**Enrichment Activity:**

- Reconstruction Word Bank

Source: Civil War – Thematic Unit Literature Based Across the Curriculum, [http://www.teachercreated.com](http://www.teachercreated.com)

Teacher Created Materials, Inc. ISBN 1-55734-290-3

The teacher will allow students to divide into groups of three to use names of people, places, and things as a resource for Reconstruction research projects, oral reports, writing assignments, and other activities.

The Word Bank will include the following:

1. People
   1. Abraham Lincoln
   2. Andrew Johnson

---
3. Freedmen
4. African-Americans After Slavery
5. Booker T. Washington
7. Adeline Hornebeck
8. John Wilkes Booth

II. Places
1. Ford's Theater
2. Congress
3. Colorado
4. South after the Civil War
5. Harvard

III. Things
1. Thirteenth, Fourteenth, Fifteenth Amendments
2. Impeachment
3. Re-enslavement
4. Legacies
5. Homestead Act
6. "40 Acres and a Mule"
7. Election of 1876
8. Sharecropping

In addition, the students will add words as they are doing their research to present to the group. Encourage the students to be innovative as they are doing this project. Use of the Internet, library, books, overhead, etc, should be included in the report.

Additional Instruction:

- The students will be included in the exercise above. In this way they will be learning to work in small groups that accomplish a larger goal: research, oral reporting, and other activities. Encourage the students to be as creative as possible in the group as a whole.

- Have students read in their text book about Reconstruction. After reading the section, draw a three column chart on the board. Ask the students to copy this in their notes. Tell them to use the chart to compare the Reconstruction plans of Lincoln, Johnson, and congressional Republicans. Ask, "What did Southerners have to do in order to regain voting rights under each plan? In order to hold office?" Either do this activity as a whole class or as individuals and discuss afterwards.

Informal Assessment

Clearly marked assessment in the lesson.
# Finding Precedent: The Impeachment of Andrew Johnson (3-5 days)

<table>
<thead>
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</tr>
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<tbody>
<tr>
<td>History:</td>
<td></td>
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<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Core Activity: From the leading weekly newspaper of its time, HarpWeek presents exclusive online access to Harper's Weekly coverage of the historic 1868 Johnson Impeachment, with over 200 excerpts from 1865-1869 selected specifically for this site.</td>
<td>impeachment, conspiracy</td>
</tr>
<tr>
<td>11. Analyze the consequences of Reconstruction with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.andrewjohnson.com/">http://www.andrewjohnson.com/</a></td>
<td></td>
</tr>
<tr>
<td>a. the impeachment of President Andrew Johnson</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

## Differentiated Learning

### Enrichment Activity:
- Political Cartoons as Historical Documents

Teacher will discuss cartoons with students, and read some cartoons from the newspaper to the students. Ask students what their favorite cartoon character is, and why? Are cartoons always for amusement, or can they be used for other reasons as well? Read and discuss, answer pages 132-140 from "Mastering Social Studies Skills" Amsco School Publications, Inc. 1982. (Dayton Public owns these books.) Show students pictures of political cartoons from recent newspapers, and discuss the meaning with students. Make sure students understand the historical facts leading up to the Impeachment Trial of Andrew Johnson.

Give a copy of the following pictures to pairs of students
2. Picture of President Andrew Johnson when he was President. [http://www.law.umkc.edu/faculty/projects/ftrials/impeach/JOHNSON.jpg](http://www.law.umkc.edu/faculty/projects/ftrials/impeach/JOHNSON.jpg)
3. IMAGES- Cartoons-Home- This site lists the political cartoons to which students will be responding. [http://www.law.umkc.edu/faculty/projects/ftrials/impeach/IMP_img.htm](http://www.law.umkc.edu/faculty/projects/ftrials/impeach/IMP_img.htm)

President as Sampson
President as Little Boy
Cannon Aimed at President
Reaction to Final Vote

- In addition, print from above site the following:
  - Impeachment trial ticket
  - Senate Trial: Sketch 1: larger image
These sketches will make the lesson more interesting for the students.

- Give the pairs of students the following assignment: Choose one viewpoint and write a one page response.
  a. Respond to the cartoons as if you were President Andrew Johnson
  b. Respond to the cartoons as if you were a Radical Republican
  c. Respond to the cartoons as if you were a Moderate Republican
  d. Respond to the cartoons as if you were a southern Democrat
  e. Respond to the cartoons as if you were an African American living in the North
  f. Respond to the cartoons as if you were an African American living in the South

- After writing a one page response each pair of students will write their views on large poster taped on wall of the classroom. Teacher will have prepared wall charts with heading of each response (a-f).

- Students will stand in front of each chart and tell class why they feel as they do, and what events to their reaction.

**Additional Instruction:**

- Students will draw a cartoon depicting one of the above viewpoints from the above assignment II (a-f).

**Additional Resources**

**Web sites:**

- See full lesson Web site for additional resources.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
Reconstruction Amendments (1 day)

Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
--- | --- | ---

**History:**

G. Analyze the causes and consequences of the American Civil War:

11. Analyze the consequences of Reconstruction with emphasis on,

b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution;

Core Activity

Students investigate in what ways the 13th, 14th and 15th Amendments exemplify the ideals of Reconstruction.

Find the entire lesson on the Web site: [http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/crossroads/sec4/Unit_7/Unit_VIIQ1R1.html](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/crossroads/sec4/Unit_7/Unit_VIIQ1R1.html)

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- Mix and Match Game: Students will make a game for students in the Additional Instruction category. Students will be given 3x5 cards with written descriptions of either the Thirteenth, Fourteenth, or Fifteenth Amendments. Examples for Thirteenth Amendment would be:
  - I was the Amendment passed during the time of Reconstruction that freed all slaves without money given to others.
  - I was the Amendment adopted in 1865, eight months after the war ended or students could write a personal narrative about being a slave, and finally they are free. They would then? ask which Amendment freed them.
  - Examples of the Fourteenth Amendment would be:
    - I am the Amendment passed during the time of Reconstruction that declared that all persons born or naturalized in the United States (except Indians) were citizens, that all citizens were entitled to equal rights regardless of race.
    - I am the Amendment passed during the time of Reconstruction which equated the right to vote to men, not women.
  - Examples of the Fifteenth Amendment would be:
    - I am the Amendment passed during the time of Reconstruction that forbade any state from denying African American men over the age of 21 the right to vote.
    - I was the Amendment proposed in 1869 by the Republicans in Congress. They reasoned that if African American men could vote in the South, they should be able to vote in the North also.
Additional Instruction:

- After reading and understanding Amendments Thirteen, Fourteen, and Fifteen, the students will play the "Mix and Match" game made by the Enrichment Group. To play, the cards may be spread down, and the first person or team of two, to match the Amendment and the description will win. This could also be played as a relay game.

Additional Resources

Web sites:

- The U.S. Constitution Online –
  http://www.usconstitution.net/constam.html

- National Archives – "Charters of Freedom" –

Informal Assessment

Clearly marked assessment in the lesson.
African-Americans After Slavery
(1-2 days)

<table>
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</tr>
</thead>
<tbody>
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<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War: 11. Analyze the consequences of Reconstruction with emphasis on; c. The Ku Klux Klan and the enactment of black codes</td>
<td></td>
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</table>

Using primary source documents of the Black Codes, Ku Klux Klan, Supreme Court Justices, and Black leaders, this lesson examines obstacles that stood in the way of economic and political equality for Southern blacks in the late 19th century. It also addresses the conflicting strategies pursued by black leaders to achieve full racial equality.

Find the entire lesson on the Web site: [http://www.digitalhistory.uh.edu/historyonline/us22.cfm](http://www.digitalhistory.uh.edu/historyonline/us22.cfm)

Interdisciplinary Connections
Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- After reading primary source documents relating to the Black Codes, Ku Klux Klan, Supreme Court Justices, and Black leaders, students will examine selected poetry pieces. They will write a letter to the poet telling them how their poem relates to two of the above: Black Codes, Ku Klux Klan, Supreme Court Justices, or Black leader of the late 19th century. Poems: "Dreams" by Langston Hughes; "Love" by John Henrik Clarke; "Still I Rise" by Maya Angelou (excerpts); "We Are..." by Hardy Crosslin.

**Additional Instruction:**

- Using their text to help, or the Web site provided for the lesson above; divide the class into two teams. Have each class research the following statement: "African Americans were no better off after the Civil War than they were before the War." As each team comes up with their findings, have a debate over the topic with both teams.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
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<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>Booker T. Washington and W.E.B. DuBois both wanted to uplift African-Americans from the wreckage of Reconstruction and the ravages of racism. During their careers, both Booker T. Washington and W.E.B. DuBois took up the issue of education for African-Americans. You will be looking at their lives and their writings and deciding for yourselves how you think these two men should be remembered. Find the entire lesson on the Web site: <a href="http://oncampus.richmond.edu/academics/education/projects/webquests/washdubois/">http://oncampus.richmond.edu/academics/education/projects/webquests/washdubois/</a></td>
<td>uplift, racism</td>
</tr>
<tr>
<td>2. Describe and explain the social, economic and political effects of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Racism and discrimination;</td>
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</tr>
</tbody>
</table>

**Interdisciplinary Connections**

- Language Arts
- Art

**Differentiated Learning**

**Enrichment Activity:**

- Famous Person Chart** Graphic Organizer and Letter Writing

Using the chart, fill in the following:
- Name of person (flag person is holding)
- Key problems to overcome (hat)
- Key Actions of the person (body)
- Key words describing the person (arms)
- Key deeds of the person (legs)

Famous Person Chart will be filled in for both Booker T. Washington and W.E.B. DuBois

**Source:** Content Area Literacy Social Studies Department, page 30. Dayton Public Schools

- After students have filled in the information they are to write a letter stating why they agree or disagree with each man's philosophy. The students will cite a statement by Booker T. Washington and W.E.B. DuBois.
Example: "We wanted to give them such a practical knowledge of some one industry, together with the
spirit of industry, thrift, and economy, that they would be sure of knowing how to make a living after they
had left us. We wanted to teach them to study actual things instead of mere books." Booker T. Washington
"Up From Slavery." Example: "We went for agitation. We pushed our way into the courts. We demanded
the right to vote. We urged and pushed our children into college. We encouraged Negro art and literature.
We studied African history in season and out of season we declared that the colored races were destined
at least to share in the heritage of the earth." W.E.B. Du Bois

a. The students will describe the influence completely: describing the culture at the time of each
man's influence, factors which may have caused the influence to occur, describe immediate impact
of influence.
b. Relate each man's influence in students' lives: describe the impact on our country, describe the
impact on student's lives predict future impact of each man's influence. Support with factual
evidence.

Source: Content Area Literacy- Social Studies Department, page SS-13 - Dayton Public Schools

Additional Instruction:
- Famous Person Chart for Booker T. Washington and W.E.B. DuBois
- Students will fill out graphic organizer as described above.
- Students will do this activity as a group endeavor. Each pair of students will be given a specific task to
complete about the person: (a) name of person (b) key problems the person overcame (c) key words
describing the person (d) key actions of the person (e) key deeds of the person
- Compare and Contrast each chart's key points.

Additional Resources

Web Sites:
- Booker T. & W.E.B. – 
  http://www.pbs.org/wgbh/pages/frontline/shows/race/etc/road.html
- Margaret Washington: Obstacles Faced by African Americans -
  http://www.pbs.org/wgbh/amex/1900/filmmore/reference/interview/washing_obstaclesfaced.html

Informal Assessment
Clearly marked assessment in the lesson.
### Adeline Hornbek and the Homestead Act: A Colorado Success Story (1-3 days)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>Core Activity</td>
<td>Homestead Act, Victorian Era</td>
</tr>
<tr>
<td>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.</td>
<td>Discover how Adeline Hornbek, single mother of four, defied traditional gender roles to become the owner of a successful ranch under the Homestead Act. Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/67hornbek/67hornbek.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/67hornbek/67hornbek.htm</a></td>
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</tbody>
</table>

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- Mosaic Of A Woman In United States History

Students will research a woman in United States History and synthesize information from a broad content area by creating a mosaic. Using visuals and words, students show the historical limitation imposed on the woman they choose, and how the woman overcame these difficulties.

The mosaic should include:

- an appropriate title, at least five colors, and “tiles” containing visuals of
  - the name of the woman
  - time period
  - historical limitation
  - ways difficulties were overcome
  - key words that describe the woman and graphics that show imagination and creativity.

**Example:**

**Title-** Pioneer in Woman’s Rights  
**Colors used-** yellow, red, blue, green, purple, white, orange  
**a. Name:** Anna Howard Shaw  
**b. Time period:** 1882-1900’s  
**c. Historical limitation:** Spent childhood in great poverty  
**d. Ways difficulties were overcome:** Teacher at age fifteen used money from teaching to attend college, although at this time few woman were allowed to attend college. She finished college despite the constant disapproval of the exclusively male peers and professors. Shaw was denied financial aid because she was a female, although aid was given to male students in a similar situation. She suffered malnutrition throughout most of her college experience. She earned degrees in both theology and medicine. She became a pioneer for women’s rights after resigning her position as pastor of two Cape Cod churches. She became a lecturer for Massachusetts Woman Suffrage Association and other suffragist organizations. In 1888 she became the nearly constant companion of Susan B. Anthony, a prominent leader of the suffrage movement.
In 1904 Anna Shaw took over the presidency of the National American Woman Suffrage Association. Often she gave speeches in four or five cities in a day. She endured bad travel conditions, hunger, and lack of sleep. She was a brilliant speaker and intellectually gifted. By the end of her term as president, twelve states had given women the vote. Quote- "Taking it all and all, the struggles, the discouragements, the failures, and the little victories, the fight has been, as Susan B. Anthony said in her last hours, 'worthwhile.' Nothing bigger can come to a human being than to love a great Cause more than life itself, and to have the privilege throughout life of working for that cause."

e. Share mosaics with Additional Instruction Group.
f. Teacher will display mosaics on bulletin board.

Additional Instruction:

- Students will research one of the above “Women in United States History” from the Internet. Use example given above to create a "Mosaic of a Woman in United States History." Share mosaics with Enrichment Group. Teacher will display mosaics on bulletin board.

Additional Resources

Web site:

- PBS – The Homestead Act – Archives of the West  
http://www.pbs.org/weta/thewest/resources/archives/fice/hometd.htm
- PBS – Not For Ourselves Alone –  
http://www.pbs.org/stantonanthony/

Informal Assessment

Teachers can create their own assessment based on the lesson content.
# Injustice (6 days)

<table>
<thead>
<tr>
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<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>stereotyping, prejudice, racism, discrimination, institutionalized racism, institutionalized discrimination</td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>This lesson provides an opportunity for class discussion, research, and writing. Students will examine case histories of injustice and their social, economic, and political consequences. The lesson enables teachers to have the flexibility to structure the research to meet the needs of the students and to incorporate current issues.</td>
<td></td>
</tr>
<tr>
<td>a. Stereotyping and prejudice;</td>
<td>Interdisciplinary Connections:</td>
<td></td>
</tr>
<tr>
<td>b. Racism and discrimination;</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>c. Institutionalized racism and institutionalized discrimination.</td>
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<td></td>
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<tr>
<td>Social Studies Skills and Methods:</td>
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<td></td>
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<tr>
<td>C. Present a position and support it with evidence and citation of sources:</td>
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<tr>
<td>3. Write a position paper or give an oral presentation that includes citation of sources.</td>
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## Differentiated Learning

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Activity:**
- The Web site shares ideas for additional instruction.

**Informal Assessment**
Clearly marked assessment in the lesson.
### Standard: Benchmark: Indicator

**History:**

A. Interpret relationships between events shown on multiple-tier time lines:

1. Select events and construct a multiple-tier time line to show relationships among events.

### Suggested Strategies/Lessons

**Core Activity**

The purpose of this lesson is to review the important historical events and time periods of United States history that have been studied. Through the use of art, crafts, drama, music, and dance, students can acquire a better understanding of important contributions and their impact on U.S. history. This lesson is used to culminate all the units studied during the year.


### Interdisciplinary Connections

**Language Arts**

**Fine Arts**

### Differentiated Learning

**Enrichment Activity:**

- **Reconstruction- Can the Civil War Be Justified?**

The teacher will ask the class what problems faced the United States after the Civil War. Among the facts for consideration are the following:

- The African-American population was largely penniless, homeless, and illiterate, and it faced white animosity in the South.
- Confederate soldiers were largely emaciated, sick, and handicapped, and often were homeless.
- Many men belonged to both groups, which multiplied their problems.
- Many cities had been burned, looted, or destroyed.
- Often families had been divided and family members had fought on opposing sides, leaving them no supportive family to whom they could return.
- Railroad tracks, factories, and businesses had been destroyed.
- Money was worthless.

In addition the students should understand why rebuilding the nation after the Civil War was so much more massive a project than rebuilding after other wars. Possible reasons could be discussed:

- The war had lasted five years.
- The war was fought entirely on U.S. soil.
- The war had divided families, communities, and churches.
Lincoln's assignation caused realigning of loyalties.
Reconstruction issues were not addressed in the Constitution.

- Show students the transparencies from "American Nation" Causes and Effects of the Civil War- page F-21

- Students will listen to the National Anthem *The Star-Spangled Banner* by Francis Scott Key. Talk about emotions after hearing the anthem. Do the students feel Francis Scott Key would ever have foreseen the day when the Civil War would tear the United States apart? Discuss the words of the song from both sides, North and South. Justify the reasons for the thoughts. Write Francis Scott Key a letter telling him of the causes of the war, and if you feel war is ever justified. Write your letter from the viewpoint of the South, North, a Freedman, a homeless child, a wife who has lost her husband, or any other example the student can justify. The student can cite wars that came after the Civil War to justify the viewpoint chosen. Songs, pictures, newspapers, Internet sources, primary sources, books, etc. can be used.

**Additional Instruction:**

- Ask the students if they ever had a best friend with whom they have had a fight, and the fight ended the relationship. Do they wish the fight could have ended some other way, such as being able to resolve differences? Are major differences in points of views a reason to end a friendship? Why or why not? Ask the students if they thought the Civil War was necessary? Was it alright for the eleven states to have formed their own Confederacy? Students should cite examples to support their conclusion. Listen to the words of the *Star-Spangled Banner*. Write a letter to Francis Scott Key telling him of the conclusions reached. Teacher will give students sources to help them reach a conclusion. Sources may be from books read to students, newspapers, internet articles, American Nation book.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.