Social Studies Curriculum

Grade 5: Our Nation II
Course Description

As a continuum of the essential content knowledge acquisition process, grade five students in Our Nation II will examine historic events in an even greater depth regarding the territorial expansion of the United States and the cost to Native Americans, the Civil War and the process of Reconstruction. To bring close to the school year, students will examine more current trends in New Jersey/American history regarding industrialization, immigration, and cultural diversity. Threaded throughout this historical journey student will analyze aspects of culture, geography, government, and economics.

As a means of reinforcing essential content acquisition, the use of grade level appropriate complex thinking types, strategies of critical thinking, creative thinking, problem solving and the metacognitive process will be a key component in assisting students to gather and reinforce the essential knowledge being presented throughout the school year.
Pacing Guide

The four-unit Fifth Grade curriculum is designed as a full-year (four-marking period) course. As such, each unit breakdown as follows:

Unit 1: Westward Expansion → 9 weeks

Unit 2: Civil War and Reconstructions → 8 weeks

Unit 3: Industrial Revolution and Technological Change → 9 weeks

Unit 4: New Jersey History and Diverse Cultures → 8 weeks
Technology Operations and Concepts
- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- Use a graphic organizer to organize information about a problem or issue.

Creativity and Innovation
- Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

Communication and Collaboration
- Engage in online discussion with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

Digital Citizenship
- Understand the need for and use of copyrights.
- Analyze the resources citations in online materials for proper use.
- Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Research and Information Literacy
- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Critical Thinking, Problem Solving, Decision Making
- Apply digital tools to collect, organize, and analyze data that support a scientific finding.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
### Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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</tbody>
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# Differentiated Instruction

## Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
</table>
| • Extra time for assigned tasks  
• Adjust length of assignment  
• Timeline with due dates for reports and projects  
• Communication system between home and school  
• Provide lecture notes/outline | • Extra Response time  
• Have students verbalize steps  
• Repeat, clarify or reword directions  
• Mini-breaks between tasks  
• Provide a warning for transitions  
• Reading partners | • Precise step-by-step directions  
• Short manageable tasks  
• Brief and concrete directions  
• Provide immediate feedback  
• Small group instruction  
• Emphasize multi-sensory learning | • Teacher-made checklist  
• Use visual graphic organizers  
• Reference resources to promote independence  
• Visual and verbal reminders  
• Graphic organizers |

<table>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
</table>
| • Computer/whiteboard  
• Tape recorder  
• Spell-checker  
• Audio-taped books | • Extended time  
• Study guides  
• Shortened tests  
• Read directions aloud | • Consistent daily structured routine  
• Simple and clear classroom rules  
• Frequent feedback | • Individual daily planner  
• Display a written agenda  
• Note-taking assistance  
• Color code materials |
## Enrichment

### Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

*Suggested Formative/Summative Classroom Assessments*

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
New Jersey Core Curriculum Content Standards, Grade 8

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

A. Civics, Government, and Human Rights
   • 6.1.8.A.5.a: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
   • 6.1.8.A.5.b: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

B. Geography, People, and the Environment
   • 6.1.8.B.5.a: Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.

C. Economics, Innovation, and Technology
   • 6.1.8.C.3.c: Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
   • 6.1.8.C.5.a: Assess the human and material costs of the Civil War in the North and South.
   • 6.1.8.C.5.b: Analyze the economic impact of Reconstruction on the South from different perspectives.

D. History, Culture, and Perspectives
   • 6.1.8.D.1.b: Explain how interactions among African, European, and Native American groups began a cultural transformation.
   • 6.1.8.D.5.a: Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
   • 6.1.8.D.5.b: Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

Common Core State Standards
English Language Arts Standards – Grade 5

Reading: Informational Text

Key Ideas and Details:
- RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure:
- RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas:
- RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Common Core State Standards
English Language Arts Standards – Grade 5

Writing

Text Types and Purposes:
- W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing:
- W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:
- W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
**Grade:** 5  
**Unit:** II  
**Weeks:** 8  
**Topic:** Civil War and Reconstruction

In this unit, there will be an in-depth review of the causes of the Civil War, the major events and the dominant personalities that were involved at the various stages of the war. Special features will examine the role of New Jersey in the Civil War and involvement in the Reconstruction process.


**CCSS:** RI.5.1, R.5.2, RI.5.3, RI.5.6, RI.5.7, RI.5.8, W.5.1, W.5.2, W.5.3, W.5.4, W.5.7, W.5.8

<table>
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<tr>
<th><strong>NJDOE Student Learning Objectives</strong></th>
<th><strong>Essential Question</strong></th>
<th><strong>Sample Activities</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Interdisciplinary Connections</strong></th>
</tr>
</thead>
</table>
| Explain the major events, issues, and personalities of the American Civil War including:  
  - The causes of the Civil War (e.g., slavery, states’ rights)  
  - The course and conduct of the war (e.g., Antietam, Vicksburg, Gettysburg)  
  - Sectionalism  
  - The Dred Scott and other Supreme Court decisions  
  - The role of women  
  - The role of African Americans | Why do we have to fight wars?  
Do we have to fight wars?  
How could political issues or ideas ever become more important than family loyalties?  
What types of military strategies were used during the Civil War?  
How can countries avoid the kind of bloodshed and | **Primary Source Analysis – The Gettysburg Address:**  
Using an analysis graphic organizer, cite main ideas of the Gettysburg Address.  
Follow up the activity with a newspaper story of the event, as if you were there to cover it personally.  
**Graphic Organizer - Causes and Effects of the War:**  
Design and complete a graphic organizer highlighting upon the major causes of the Civil War. | **Causes of the Civil War:**  
http://americancivilwar.com/kids_zone/causes.html  
**Three-Fifths Compromise:**  
**Cotton gin – Eli Whitney:**  
http://www.history.com/topics/inventions/cotton-gin-and-eli-whitney  
**Antietam:**  
http://www.ducksters.com/history/civil-war/antietam.html | **ELA, Performing Arts:**  
Choose a figure from the Civil War era and create questions you would use to interview the person you chose. Research to find the answers to the interview questions you wrote. You will then dress like and become the person you researched, and the class emcee will interview you using the questions you created and answered. |

**English-Language Arts:**
- The Gettysburg Address
- The Emancipation Proclamation
- Juneteenth
- Independence Day

**Standard:** RI.5.1, RI.5.2, RI.5.3, RI.5.8, W.5.2, W.5.3, W.5.4, 6.1.8.A.5.a, 6.1.8.B.5.a, 6.1.8.C.5.a, 6.1.8.D.5.a, 6.1.8.D.5.b

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<thead>
<tr>
<th>Question</th>
<th>Link/data</th>
<th>Activity</th>
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<tbody>
<tr>
<td>devastation experienced during our Civil War? How much diversity can any nation tolerate?</td>
<td>causes and effects of the Civil War.</td>
<td>Should there be a law against profiteering?</td>
</tr>
<tr>
<td>Who showed greater bravery and courage – the front line soldiers and the nurses who tended to the wounded and dying or the leaders of the war effort?</td>
<td>Civil War Leader Relationships: Identify no less than two Civil War leaders and characterize their interactions and subsequent relationship. Present findings to class.</td>
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<tr>
<td>Mock Skit – Juneteenth Day: From the perspective of Douglass’ “The Meaning of the Fourth of July for the Negro”, develop a short skit how freed slaves would likely view Juneteenth Day.</td>
<td></td>
<td>Read Frederick Douglass’ “The Meaning of the 4th of July for the Negro. Identify a quote from the text that resonates with you. Interpret and present to class, both in written and oral form.</td>
</tr>
<tr>
<td>Bravery Essay: Write a brief essay characterizing your opinion on who was more brave - front line soldiers and the nurses who tended to the wounded and dying or the leaders of the war effort?</td>
<td></td>
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</table>

**Links:**
- [George McClellan](http://www.civilwar.org/education/history/biographies/george-mcclellan.html)
- [Robert E. Lee](http://mrnussbaum.com/civil-war/robert_e_lee/)
- [“Stonewall” Jackson](http://www.biography.com/people/stonewall-jackson-9351451)
- [Vicksburg](http://mrnussbaum.com/civil-war/siege_at_vicksburg/)
- [Ulysses S. Grant](http://www.usa4kids.com/pridents/Ulysses_S_Grant.html)
- [Battle of Chickasaw Bluffs](http://www.history.com/this-day-in-history/battle-of-chickasaw-bluffs)
- [John C. Pemberton](http://www.civilwar.org/education/history/biographies/john-pemberton.html)
- [Gettysburg](http://www.ducksters.com/history/battle_of_gettysburg.php)

**Activity:**
- Read Frederick Douglass’ “The Meaning of the 4th of July for the Negro. Identify a quote from the text that resonates with you. Interpret and present to class, both in written and oral form.
<table>
<thead>
<tr>
<th>Topic</th>
<th>URL</th>
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</thead>
<tbody>
<tr>
<td>Sectionalism</td>
<td><a href="http://www.ehow.com/about_5378070_did-sectionalism-lead-civil-war.html">http://www.ehow.com/about_5378070_did-sectionalism-lead-civil-war.html</a></td>
</tr>
<tr>
<td>Missouri Compromise</td>
<td><a href="http://mrnussbaum.com/history-2-2/misscomp/">http://mrnussbaum.com/history-2-2/misscomp/</a></td>
</tr>
<tr>
<td>Role of Women during the Civil War</td>
<td><a href="http://www.historynet.com/women-in-the-civil-war">http://www.historynet.com/women-in-the-civil-war</a></td>
</tr>
<tr>
<td>Elizabeth Cady Stanton</td>
<td><a href="http://www.notablebiographies.com/Sc-St/Stanton-Elizabeth-Cady.html">http://www.notablebiographies.com/Sc-St/Stanton-Elizabeth-Cady.html</a></td>
</tr>
<tr>
<td>Susan B. Anthony</td>
<td><a href="http://www.biography.com/people/susan-b-anthony-194905">http://www.biography.com/people/susan-b-anthony-194905</a></td>
</tr>
<tr>
<td>Role of African Americans during the Civil War</td>
<td><a href="http://www.historynet.com/african-americans-in-the-civil-">http://www.historynet.com/african-americans-in-the-civil-</a></td>
</tr>
<tr>
<td>War</td>
<td>Frederick Douglass:</td>
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<tr>
<td>54th Massachusetts Infantry:</td>
<td><a href="http://www.socialstudiesforkids.com/articles/ushistory/54thmassachusetts.htm">http://www.socialstudiesforkids.com/articles/ushistory/54thmassachusetts.htm</a></td>
</tr>
<tr>
<td>Gettysburg Address:</td>
<td><a href="http://www.westmeade.net/Library/GettysburgAddress.html">http://www.westmeade.net/Library/GettysburgAddress.html</a></td>
</tr>
<tr>
<td>The Emancipation Proclamation:</td>
<td><a href="http://www.ducksters.com/history/emancipation_proclamation.php">http://www.ducksters.com/history/emancipation_proclamation.php</a></td>
</tr>
<tr>
<td>13th Amendment:</td>
<td><a href="http://www.socialstudiesforkids.com/articles/ushistory/thirteenthamendment.htm">http://www.socialstudiesforkids.com/articles/ushistory/thirteenthamendment.htm</a></td>
</tr>
</tbody>
</table>
| Understand the institution of slavery in the United States, resistance to it, and New Jersey’s role in the Underground Railroad. | What is slavery?  
How did citizens take an active role in the resistance against slavery?  
What role did the Underground Railroad play in Paterson and throughout other areas of New Jersey and the North?  
How is the amendment process a testament to the evolution of the American Constitutional System? | **Juneteenth Independence Day:**  
[http://www.juneteenth.com/history.htm](http://www.juneteenth.com/history.htm)  
**Douglass – “The Meaning of the 4th of July for the Negro”:**  
[http://www.pbs.org/wgbh/aia/part4/4h2927t.html](http://www.pbs.org/wgbh/aia/part4/4h2927t.html) | **Geography:**  
Using a map of New Jersey, have students place red pushpins in all the locations in the New Jersey that played a part in the underground Railroad.  
**English-Language Arts:**  
Assign each of the various locations throughout New Jersey to different students to have them complete one page of research discussing their assigned New Jersey Underground Railroad sight. They will report their findings to the class in oral presentations. Document multiple sources utilized. |
| Venn Diagram:  
Compare and contrast Native American slavery with African American slavery using no less than two texts. | **Primary Source Analysis:**  
Read no less than three accounts of a particular slave insurrection. Write your opinion with to as which one you believe to be the most useful in understanding those events.  
**Educational Pictogram:**  
Create a pictogram demonstrating the process by which an idea becomes a law in our Constitution. Draw information from multiple sources.  
**Runaway Slave Diary:**  
Write no less than 3 journal entries, taking on the role of an escaped slave. Use previous readings to support your ideas. | **African and Native American Labor:**  
**Slavery as a “Racial” Practice:**  
[http://www.pbs.org/wgbh/aia/part1/1narr3_txt.html](http://www.pbs.org/wgbh/aia/part1/1narr3_txt.html)  
**Slave Insurrections:**  
**Runaway/Escaped Slaves:**  
[http://spartacus-educational.com/USASrunaways.htm](http://spartacus-educational.com/USASrunaways.htm) | **Abolitionist Movement:**  
<p>|
| Analyze different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey's vote in the elections of 1860 and 1864. <strong>Standard:</strong> RI.5.2, RI.5.7, W.5.3, W.5.7, 6.1.8.D.4.c. | What role did the Civil War play in the development of the American identity? In ways is an abolitionist revolutionary? Had New Jersey not participated in the Civil War, what do you suppose would | <strong>Graphic Organizer:</strong> Construct a compare and contrast chart of the union and Confederacy at the start of the Civil War. <strong>Report – NJ's Civil War Regiments:</strong> Draw on information from multiple sources to | <strong>New Jersey and the Civil War:</strong> <a href="http://zorak.monmouth.edu/~njhist/NJTheCivilWar.html">http://zorak.monmouth.edu/~njhist/NJTheCivilWar.html</a> <strong>New Jersey Regiments in the Civil War:</strong> <a href="http://www.civilwararchive.com/unionnj.htm">http://www.civilwararchive.com/unionnj.htm</a> <strong>English-Language Arts:</strong> Imagine that you are a New Jersey soldier fighting for the Union. Write a paragraph about how you feel about the end of the war. <strong>Art, Geography:</strong> Make a collage of New Jersey's Civil War sites. |
| Explain Reconstruction as a government action, how it worked, and its effects after the war. <strong>Standard:</strong> RI5.1, RI.5.2, RI.5.7, W.5.2, W.5.3, 6.1.8.A.5.b, 6.1.8.C.5.b, 6.1.8.D.5.d | Some say our country remains wounded by the slavery experience and the Civil War. In what ways might this claim be true and in what way untrue? What evidence can you supply to substantiate your case? How successful were American Reconstruction policies in helping former slaves to become politically, socially, and economically part of a free society? What are the elements of Reconstruction policy you are researching? <strong>Cooperative Working Groups:</strong> In cooperative learning groups, determine how Paterson would look after a war. How would you begin to fix it? Where were former slaves to go after the Civil War ended? Assign each student a role: presenter, writer, researcher, and leader. Session ends with oral presentations to class regarding the group’s conclusions. <strong>Political Cartoon Perspectives:</strong> Create two political cartoons <strong>Post-War South:</strong> <a href="http://www.digitalhistory.uh.edu/disptextbook.cfm?smtid=3&amp;psid=404">http://www.digitalhistory.uh.edu/disptextbook.cfm?smtid=3&amp;psid=404</a> <strong>Scalawags &amp; Carpetbaggers:</strong> <a href="http://www.history.com/topics/american-civil-war/carpetbaggers-and-scalawags">http://www.history.com/topics/american-civil-war/carpetbaggers-and-scalawags</a> <strong>Former-Enslaved African Americans:</strong> <a href="http://www.digitalhistory.uh.edu/exhibits/reconstruction/section3/section3_intro.html">http://www.digitalhistory.uh.edu/exhibits/reconstruction/section3/section3_intro.html</a> <strong>Reunification of Families:</strong> |<br />
| Example: Political Cartoon Perspectives: Create two political cartoons <strong>English-Language Arts:</strong> Write a journal from the perspective of a freed slave faced with the prospect of reunification with their family. <strong>Art:</strong> Create a protest sign a freed slave might have used, asking the government for their reparations, e.g. Forty Acres and a mule. |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Resources</th>
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<tbody>
<tr>
<td>What were the changes for former slaves because of the policy?</td>
<td>– one addressing Reconstruction as a favorable transition, and the other in opposition. Cite sources for your inspiration.</td>
<td><a href="http://www.drjameshaney.com/STSlaveryPart9CivilWar.htm">http://www.drjameshaney.com/STSlaveryPart9CivilWar.htm</a></td>
</tr>
<tr>
<td>What benefits did former slaves receive from the policy?</td>
<td></td>
<td>Education: <a href="http://www.digitalhistory.uh.edu/exhibits/reconstruction/section2/section2_school.html">http://www.digitalhistory.uh.edu/exhibits/reconstruction/section2/section2_school.html</a></td>
</tr>
<tr>
<td>What was the reaction of others to the policy?</td>
<td>Geography, Map-Making: Create a map of what a typical southern plantation would have looked like. Cite sources for your notes.</td>
<td>Churches and the Civil War: <a href="http://www.brucegourley.com/civilwar/gourleyhistor2.html">http://www.brucegourley.com/civilwar/gourleyhistor2.html</a></td>
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<tr>
<td>What were the short or long term consequences of the policy?</td>
<td>Graphic Organizer: Design and create a graphic organizer of how the North and South differed on their views, effects and attitudes of Reconstruction.</td>
<td>Politics and African American: <a href="http://www.gilderlehrman.org/history-by-era/reconstruction/timeline-terms/black-political-participation-reconstruction">http://www.gilderlehrman.org/history-by-era/reconstruction/timeline-terms/black-political-participation-reconstruction</a></td>
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<td>What questions do you have about Reconstruction policy?</td>
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<td>Laws Against Segregation: <a href="http://xroads.virginia.edu/~cap/anacostia/recon.html">http://xroads.virginia.edu/~cap/anacostia/recon.html</a></td>
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<td>40 Acres and a Mule: <a href="http://www.pbs.org/wgbh/amex/reconstruction/40acres-ps_so15.html">http://www.pbs.org/wgbh/amex/reconstruction/40acres-ps_so15.html</a></td>
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</tbody>
</table>
### Discuss the impact of retaliatory state laws and general Southern resistance to Reconstruction.

**Standard:** RI.5.1, RI.5.2, RI.5.3, W.5.2, W.5.7, W.5.8, 6.1.8.A.5.b, 6.1.8.C.5.b, 6.1.8.D.5.d

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<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
<th>Resource</th>
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<tr>
<td>Did the Civil War and Reconstruction successfully solve the problems of sectionalism and prejudice?</td>
<td><strong>Graphic Organizer:</strong> Document no less than three retaliatory state laws. Compare and contrast.</td>
<td>[Sharecroppers and Tenant Farming](<a href="http://digital.library.okstate.edu/encyclopedia(entries/T/TE009.html)">http://digital.library.okstate.edu/encyclopedia(entries/T/TE009.html)</a></td>
</tr>
<tr>
<td>What forms did the attack on freed blacks take by the Klu Klux Klan members?</td>
<td><strong>Primary Source Analysis:</strong> Analyze a retaliatory state law. Determine and present the main idea. Infer the purpose of said law.</td>
<td><a href="http://nature.berkeley.edu/departments/espm/env-hist/studyguide/chap7.htm">Cotton No Longer King</a></td>
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<td>What lesson is to be learned from this period of reconstruction after the Civil War?</td>
<td><strong>Political Cartoon Creation:</strong> Create a political cartoon about the Southern Resistance to Reconstruction.</td>
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<tr>
<td>Why is historical perspective important?</td>
<td><strong>Primary Source Analysis:</strong> Analyze primary sources from Klu Klux Klan material. Determine sources of contention.</td>
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<tr>
<td>How does a nation rebuild a society after a war?</td>
<td><strong>Map of Current Documented Hate Groups:</strong> <a href="http://www.splcenter.org/get-informed/hate-map">http://www.splcenter.org/get-informed/hate-map</a></td>
<td><a href="http://www.history.com/topics/ku-klux-klan">Rise of the Klu Klux Klan</a></td>
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<td><strong>Anti-Black Violence:</strong> <a href="http://www.pbs.org/wgbh/amex/reconstruction/40acres/sf_violence.html">http://www.pbs.org/wgbh/amex/reconstruction/40acres/sf_violence.html</a></td>
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<td><strong>Economic Pressure:</strong> <a href="http://ctah.binghamton.edu/summer05/slavery/politics.html">http://ctah.binghamton.edu/summer05/slavery/politics.html</a></td>
<td><a href="http://www.apstudynotes.org/us-history/topics/presidential-and-congressional-reconstruction-plans/">Legislative Response</a></td>
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<td><strong>Shifts in Political Power:</strong> <a href="http://www.digitalhistory.uh.edu">http://www.digitalhistory.uh.edu</a></td>
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</table>

**English-Language Arts:** Write a brief report on the rise of the Klu Klux Klan, and the reaction from both the North and South. Document sources.

**Geography:** Document on a map of the United States documented hate group.
<table>
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<tr>
<th>Unit Vocabulary</th>
<th>Edu/Exhibits/Reconstruction/Introduction.html</th>
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<td>Abolitionist</td>
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<td>Black codes</td>
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<td>Dred Scott Decision</td>
<td>Sharecropping</td>
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<td>Emancipation Proclamation</td>
<td>States’ rights</td>
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<td>Fifteenth Amendment</td>
<td>Thirteenth Amendment</td>
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<td>Fourteenth Amendment</td>
<td>Total war</td>
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<td>Freedmen's Bureau</td>
<td>Underground Railroad</td>
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<td>Fugitive Slave Law</td>
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</table>

**Suggested Project - Choose 1**

**Suggested Project 1:**
Write a report comparing and contrasting the Union and Confederate armies.

**Suggested Project 2:**
Identify a person of interest from the Civil War. Dress like them and come to class prepared to answer questions as if they were on a talk show.
The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12. 
http://www.njamistadcurriculum.net/

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

1. Social Studies Skills
2. Indigenous Civilization (1000-1600)
3. Ancient Africa (3000-1492)
4. The emerging Atlantic World (1200-1700)
5. Establishment of a New Nation and Independence to Republic (1600-1800)
6. The Constitution and Continental Congress (1775-1800)
7. The Evolution of a New Nation State (1801-1860)
8. The Civil War and Reconstruction (1861-1877)
9. Post Reconstruction and the origins of the Progressive Era
10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
| 2. Activities | 7. Griot   |
| 3. Assessments | 8. Library |
| 4. Essentials  | 9. Links   |
| 5. Gallery     | 10. Rubrics|

All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.