

**Winslow Township School District**  
**Honors African American History**  
**Unit 3: The Civil War, Emancipation, and Black Reconstruction**

**Unit 3: The Civil War, Emancipation, and Black Reconstruction**

**Overview:** In this unit, students will examine the causes and effects of the Civil War, with close examination to the influence and role of the African American soldier in the war. The unit will detail the presidency of Abraham Lincoln, the arrival of the Emancipation Proclamation and its ramifications, and the rise of a new black identity post-Civil War. The black reconstruction is a time where African Americans jostle to find their place in a new Union and new government, where they are seemingly free.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><a href="#">Unit 3</a></p> <p><b>The Civil War, Emancipation, and Black Reconstruction</b></p>	<ul style="list-style-type: none"> <li>● 6.1.12.CivicsPI.3.a</li> <li>● 6.1.12.CivicsPI.3.b</li> <li>● 6.1.12.CivicsDP.3.c</li> <li>● 6.1.12.CivicsDP.4.a</li> <li>● 6.1.12.CivicsDP.4.b</li> <li>● 6.1.12.CivicsPR.4.a</li> <li>● 6.1.12.GeoSV.3.a</li> <li>● 6.1.12.GeoSV.4.a</li> <li>● 6.1.12.GeoPP.4.a</li> <li>● 6.1.12.EconET.3.a</li> <li>● 6.1.12.EconET.4.a</li> <li>● 6.1.12.EconNE.4.a</li> <li>● 6.1.12.HistoryCC.4.a</li> <li>● 6.1.12.HistoryCC.4.b</li> <li>● 6.1.12.HistoryCA.4.a</li> <li>● 6.1.12.HistoryUP.4.a</li> <li>● 6.1.12.HistoryUP.4.b</li> <li>● 6.1.12.HistoryUP.3.a</li> <li>● 6.1.12.HistoryUP.3.b</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● explain the primary objective of President Abraham Lincoln when the Civil War began in 1861</li> <li>● describe the responses of African Americans to the outbreak of the Civil War</li> <li>● compare Abraham Lincoln’s policy on slavery when the Civil War began in 1861 to his policy contained in the Emancipation Proclamation</li> <li>● summarize the contributions of African-American men and women to the Union war effort</li> <li>● analyze the positions that Confederate leaders as well as African Americans themselves took on the employment of black men to fight for the Confederacy</li> </ul>	<ul style="list-style-type: none"> <li>● Where did slaves reside who were to be freed under the terms of the Proclamation?</li> <li>● How did the Union’s goals in the Civil War change between 1861 and 1865?</li> <li>● How did the Confederate government’s policies towards slaves change during the war?</li> <li>● When the Civil War began, why did northern black men volunteer to serve in the Union army if the war had not yet become a war to end slavery?</li> <li>● How did Abraham Lincoln’s policies and attitudes toward black people change during the Civil War?</li> <li>● Does Lincoln deserve credit as the “Great Emancipator” ?</li> <li>● What did the Emancipation Proclamation seek to achieve? Why was</li> </ul>

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	<ul style="list-style-type: none"><li>● 6.1.12.HistoryCA.3.a</li></ul>	<ul style="list-style-type: none"><li>● explain exactly what freedom meant to former slaves</li><li>● discuss the importance that acquiring land had to people who had been slaves</li><li>● explain how African Americans gained an education</li><li>● characterize the extent of violence confronted by African Americans after the Civil War</li><li>● analyze the impact that President Andrew Johnson’s policies had on African Americans</li><li>● identify the political offices that African Americans held during Reconstruction</li><li>● describe the major issues that were of most concern to black political leaders</li><li>● explain the purpose of the KKK and the actions it took to achieve that purpose</li><li>● state the purpose of the 15th amendment</li><li>● analyze the impact that Redemption had on African Americans</li></ul>	<p>it issued? What did it actually accomplish?</p> <ul style="list-style-type: none"><li>● What did black men and women contribute to the Union war effort?</li><li>● Why did some black people support the Confederacy?</li><li>● Was the result of the Civil War worth the loss of 750,000 lives?</li><li>● What did freedom mean to ex-slaves?</li><li>● What did former slaves and the former slaveholders want after emancipation?</li><li>● How did former slaves and former slaveholders disagree after the end of slavery?</li><li>● Why did blacks form separate churches, schools, and social organizations after the war?</li><li>● What role did the black church play in the black community?</li><li>● How effective was the Freedmen’s Bureau?</li><li>● Why did southern states enact slave codes?</li><li>● Why did Radical Republicans object to President Andrew Johnson’s reconstruction policies?</li><li>● Why were laws passed to enable black men to vote?</li><li>● Why did black men gain the right to vote but not possession of land?</li></ul>
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			<ul style="list-style-type: none"><li>● Did Congressional Reconstruction secure full equality for African Americans as citizens?</li><li>● What issues most concerned black political leaders during Reconstruction?</li><li>● What did black political leaders accomplish and fail to accomplish during Reconstruction?</li><li>● Were black political leaders unqualified to hold office so soon after the end of slavery?</li><li>● Why did the Republican party fail to maintain control of southern state governments during Reconstruction?</li><li>● What was “redemption”?</li><li>● How and why did Reconstruction end?</li><li>● How effective was Reconstruction in assisting black people to move from slavery to freedom?</li></ul>
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<i>Unit 3: Enduring Understandings</i>	<ul style="list-style-type: none"> <li>● The Emancipation Proclamation was essentially a military directive and not a ringing declaration of liberation</li> <li>● When Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, it appealed only to slaves in those portions of the Confederacy not under Union authority</li> <li>● No southern slave owners freed their slaves at Lincoln’s command</li> <li>● The Emancipation Proclamation was of extreme importance; it helped the Union win the war and it meant that at long last the US government had joined the abolitionist movement</li> <li>● the Civil War ended with the decisive defeat of the Confederacy</li> <li>● with the end of slavery, and the advent of sharecropping, black people would no longer agree to work in fields as groups; they preferred to have each family cultivate separate plots of land, thereby distancing themselves as much as possible from slavery and white supervision</li> <li>● hundreds of black churches were founded across the South following the Civil War, and they grew spectacularly in the decades that followed</li> <li>● black and white land-grant colleges stressed training in agriculture and industry</li> <li>● military training was a required part of the curriculum</li> <li>● under the terms of the First Reconstruction Act of 1867, the former</li> </ul>		

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|  | <p>Confederate states (except Tennessee) were divided into five military districts and placed under the authority of military officers</p> <ul style="list-style-type: none"><li>● southern black men cast ballots for the first time in 1867 in the election of delegates to state constitutional conventions</li><li>● the ballots were provided by the candidates or political parties, not by state or municipal offices</li><li>● once conservative white Democrats regained political control of a state government from black and white Republicans, they considered that state “redeemed”</li><li>● the first states the Democrats “Redeemed” were Georgia, Virginia, and North Carolina. Louisiana, Florida, and South Carolina were the last</li><li>● the Constitution now endowed blacks with freedom, citizenship, and the right to vote</li><li>● some black people even acquired land</li><li>● thousands of blacks had been beaten, raped, and murdered since 1865 simply because they had acted as free people</li><li>● too many white people were determined that black people could not and would not have the same rights that white people enjoyed</li><li>● white southerners would not tolerate either the presence of black men in politics or white Republicans who accepted black political involvement</li><li>● black and white Republicans hurt themselves by indulging in fraud and corruption and by engaging in angry and divisive factionalism</li></ul> |  |
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Curriculum Unit 5	Performance Expectations		Pacing	
			Days	Unit Days
	6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.	2	36
	6.1.12.CivicsPI.3.b:	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era	2	
	6.1.12.CivicsDP.3.a:	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).	2	
	6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal	1	
	6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.	2	
	6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	2	
	6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.	2	
	6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).	2	
	6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.	2	

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6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).	2
6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.	2
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).	2
6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.	2
6.1.12.GeoSV.4.a	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.	1
6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war.	2
6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	2
6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states	2
6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War	2
<b>Assessment, Re-teach and Extension</b>		<b>2</b>

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<b>Unit 3</b>	
<b>Core Ideas</b>	<b>Performance Expectations</b>
Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.	6.1.12.CivicsDP.4.a: Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address)
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
Resources impact what is produced and employment opportunities.	6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living	6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
There are multiple and complex causes and effects of historical events.	6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.



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To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
Complex interacting factors influence people’s perspective	6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

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**Unit 3**

**Assessment Plan**

1. Textbook Review Questions
2. Primary Source Analysis: Emancipation Proclamation
3. Timeline Project: Civil War

Alternative Assessments:

1. Review questions
2. textbook assessments
3. Civil War packet: worksheet and reading
4. Movie Review: “Glory”
5. Primary source readings
6. Netflix Documentary, “13<sup>th</sup>” with discussion questions

**Resources**

- Textbook, “African American History”
- Civil War  
<https://www.history.com/topics/american-civil-war/american-civil-war-history>
- Emancipation Proclamation  
<https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation#:~:text=President%20Abraham%20Lincoln%20issued%20the,and%20henceforward%20shall%20be%20free.%22>  
 Abraham Lincoln  
<https://www.youtube.com/watch?v=aX5PpIRbh2I>
- Black Reconstruction
- [https://books.google.com/books/about/Black\\_Reconstruction\\_in\\_America\\_1860\\_188.html?id=Nt5mgIDCNHEC](https://books.google.com/books/about/Black_Reconstruction_in_America_1860_188.html?id=Nt5mgIDCNHEC)

**Majoring in African American Studies**

<https://www.bestcolleges.com/humanities/why-major-in-african-american-studies/#:~:text=An%20African%20American%20studies%20major,they%20continue%20to%20face%20today.>

**Careers in African American Studies**

**Activities**

- Definitions with examples/ sentence summary
- Graphic organizer: causes and effects of the Civil War
- Emancipation Proclamation—discussion: what didn’t it do?
- Movie: Glory
- Primary Source Readings
- Black Wall Street research activity
- Black and being “Reconstructed”—opinion writing

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<p><a href="https://www.onlinecollegereport.com/what-can-you-do-with-an-african-american-studies-degree/">https://www.onlinecollegereport.com/what-can-you-do-with-an-african-american-studies-degree/</a></p> <p><a href="https://afam.clas.ufl.edu/the-major-and-minor/career-paths-for-african-american-studies-majors/">https://afam.clas.ufl.edu/the-major-and-minor/career-paths-for-african-american-studies-majors/</a></p>	
<b>Instructional Best Practices and Exemplars</b>	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>
<b>9.1 Personal Financial Literacy - Income and Careers &amp; 9.2 Career Awareness, Exploration, And Preparation - Career Awareness &amp; 9.4 Life Literacies and Key Skills</b>	
<p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).</p> <p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 &amp; 9.4:</p> <p><b>Philadelphia Mint</b>  <a href="https://www.usmint.gov/learn/kids/resources/educational-standards">https://www.usmint.gov/learn/kids/resources/educational-standards</a></p> <p><b>Different ways to teach Financial Literacy.</b>  <a href="https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/">https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</a></p>	

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**Modifications for Special Education/504**

*Students with special needs:* The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignments. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

**Presentation accommodations:**  Listen to audio recordings instead of reading text  Learn content from audiobooks, movies, videos and digital media instead of reading print versions  Use alternate texts at lower readability level  Work with fewer items per page or line and/or materials in a larger print size  Use magnification device, screen reader, or Braille / Nemeth Code  Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)  Be given a written list of instructions  Record a lesson, instead of taking notes  Have another student share class notes with him  Be given an outline of a lesson  Be given a copy of teacher's lecture notes  Be given a study guide to assist in preparing for assessments  Use visual presentations of verbal material, such as word webs and visual organizers  Use manipulatives to teach or demonstrate concepts  Have curriculum materials translated into native language

**Response accommodations:**  Use sign language, a communication device, Braille, other technology, or native language other than English  Dictate answers to a scribe  Capture responses on an audio recorder  Use a spelling dictionary or electronic spell-checker  Use a word processor to type notes or give responses in class  Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**  Work or take a test in a different setting, such as a quiet room with few distractions  Sit where he learns best (for example, near the teacher, away from distractions)  Use special lighting or acoustics  Take a test in small group setting  Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)  Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**  Take more time to complete a task or a test  Have extra time to process oral information and directions  Take frequent breaks, such as after completing a task

**Scheduling accommodations:**  Take more time to complete a project  Take a test in several timed sessions or over several days  Take sections of a test in a different order  Take a test at a specific time of day

**Organization skills accommodations:**  Use an alarm to help with time management  Mark texts with a highlighter  Have help coordinating assignments in a book or planner

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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

**English Language Learners**

All WIDA Can Do Descriptors can be found at this link:  
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening  Speaking
  - Reading  Writing
  - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

**Modifications for Gifted Students**

Students excelling in mastery of standards will be challenged with complex, high-level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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**Interdisciplinary Connections**

**CCSS ELA Standards**

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**Integration of Computer Science and Design Thinking NJSL 8**

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.