

Brunswick School Department
Social Studies
Grade 8 Reconstruction

Unit Overview

This is the third unit in the 8th grade Civil War Curriculum. It provides students a chance to analyze in depth the problems and solutions proposed as the nation attempted to recover. Specific incidents will be studied such as the assassination of Lincoln, the impeachment of Johnson, the 13-15 Amendments to the Constitution, and the Reconstruction plan. In addition, students will discuss the effects of Reconstruction and how the disagreements lead to more conflict in the government and the South. Long term effects of the Civil War, racial segregation and legalized discrimination will also be covered.

Essential Understandings

Reconstruction was an era of social, political, and constitutional conflict that had noble intentions but limited successes.

Priority Standards and Performance Indicators

(as based on the Maine Learning Results)

P.S. SS -1 Conduct and present original research that utilizes primary and secondary sources in order to analyze, interpret and explain historical (and/or) contemporary social studies topics.

- a. Locate relevant information that includes multiple perspectives from varied sources.
- c. Distinguish between primary and secondary sources.
- d. Use information ethically and legally.

PS.SS- 2 Draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens.

- a. Describe the structures and processes of the United States government and how they are framed by the United States Constitution and other primary resources.

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P.S. SS-4 Utilize concepts and processes from geography to understand issues involving people, places, and environments in the United States and the world.

- b. Describe the impact of change on physical and cultural environments.

P.S.SS-5 Draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

- a. Explain that history is the study of the written record of the past, based on available evidence from a variety of sources.
- b. Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
- c. Identify and analyze major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

Examples of Formative / Summative Assessments

- Document based essay analyzing two points of view on the KKK
- Quia test over unit. (on line quiz)
- Graphic organizer identifying the signs that the South began to develop a stronger economy by the 1880's
- Essay describing how African-Americans in the South lost many newly gained rights
- Research essay describing the sharecropping system and how it trapped many in a cycle of poverty
- Exit slips from a viewing of the PBS "Reconstruction for the Second Civil War"

Sample Texts and Materials/Resources

- Publications:
 - American: A History of Our Nation - Prentice Hall
 - Reconstructing America, by Joy Hakim
 - Reconstruction, After the Civil War, by Susan Buckley (PRIME Social Studies)
 - Political Cartoons by Nast
 - The Cornell Method of Notetaking
- Video
 - "America, The Story of Us"
 - Schlessinger: "Reconstruction"