

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: SOCIAL STUDIES	US HISTORY 1	UNIT #: 3	UNIT NAME: CIVIL WAR & RECONSTRUCTION (1850-1877)
-------------------------------------	---------------------	------------------	--

Code #	CCSS and/or NJCCCS
4. Civil War and Reconstruction	
The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.	
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.
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.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
WHST.9-10.1 a-e	Write arguments focused on discipline-specific content.
WHST.9-10.2 a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
6.1.12.A.4.a	Analyze 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.
6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: SOCIAL STUDIES	US HISTORY 1	UNIT #: 3	UNIT NAME: CIVIL WAR & RECONSTRUCTION (1850-1877)
-------------------------------------	---------------------	------------------	--

	and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.	
6.1.12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.	
6.1.12.A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.	
6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.	
6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.	
6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.	
6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	
6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.	
6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.	
6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.	
6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.	
6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	
6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<i>Write a narrative account analyzing the differing Northern and Southern views about slavery (e.g., Uncle Tom's Cabin), economic development, states' rights, and other issues that led to secession</i>	WHST.9-10.2 6.1.12.A.4.a

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: SOCIAL STUDIES	US HISTORY 1	UNIT #: 3	UNIT NAME: CIVIL WAR & RECONSTRUCTION (1850-1877)
-------------------------------------	---------------------	------------------	--

	<i>and the Civil War.</i>	
2	Analyze the impact of government actions (i.e., the Fugitive Slave Act, Dred Scott Decision, and Kansas-Nebraska Act) on the growing conflict between the North and South.	6.1.12.A.4.a
3	Evaluate how political and military leadership (i.e., Lincoln, Davis, Grant, Lee, and Sherman) affected the outcome of the Civil War.	6.1.12.A.4.c
4	<i>Use quantitative and qualitative analysis to assess the impact that geography, military strategies, and new modes of transportation (i.e., railroads) had on the outcome of the Civil War.</i>	RH.9-10.7 6.1.12.B.4.a
5	Assess the role that economics (i.e., industrial production, financial capability, and transportation network) played in enabling the North and South to wage war.	6.1.12.C.4.a
6	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.	6.1.12.D.4.a
7	<i>Use technology to display (textual and visual evidence) the impact of the American Civil War and another civil war on people's lives and work.</i>	WHST.9-10.6 6.1.12.D.4.b
8	<i>Conduct short research synthesizing multiple sources to explain why the costs (e.g., human, economic, environment, social) of the American Civil War were greater than previous conflicts.</i>	WHST.9-10.7 6.1.12.C.4.c
9	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South (e.g., agricultural sharecropping, industrial manufacturing).	6.1.12.C.4.b
10	Analyze the impact of population shifts and migration patterns (e.g., African Americans moving north and west) during the Reconstruction period.	6.1.12.B.4.b
11	<i>Determine of the meaning of liberty and equality as described in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address).</i>	RH.9-10.4 6.1.12.A.4.b
12	<i>Write an argument analyzing the effectiveness of the 13th, 14th, and 15th Amendments in</i>	WHST.9-10.1

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: SOCIAL STUDIES	US HISTORY 1	UNIT #: 3	UNIT NAME: CIVIL WAR & RECONSTRUCTION (1850-1877)
-------------------------------------	---------------------	------------------	--

	<i>obtaining citizenship and equality for African Americans during the late 19th century.</i>	6.1.12.A.4.d
13	<i>Compare and contrast the point of view of two or more historians to determine the extent to which enacted Reconstruction policies achieved their goals.</i>	RH.9-10.6 6.1.12.D.4.c
14	<i>Produce clear and coherent writing that explains how political, economic, and social perspectives on Reconstruction led to resistance by some Southern individuals and states (i.e., Freedman's Bureau, Black Codes, KKK, and Jim Crow laws).</i>	WHST.9-10.4 6.1.12.D.4.d
15	<i>Cite specific textual evidence from the 14th Amendment to explain how it changed the relationship between the national and state governments.</i>	RH.9-10.1 6.1.12.D.4.e