

# Cobblestone™

## AFTER THE CIVIL WAR: RECONSTRUCTION

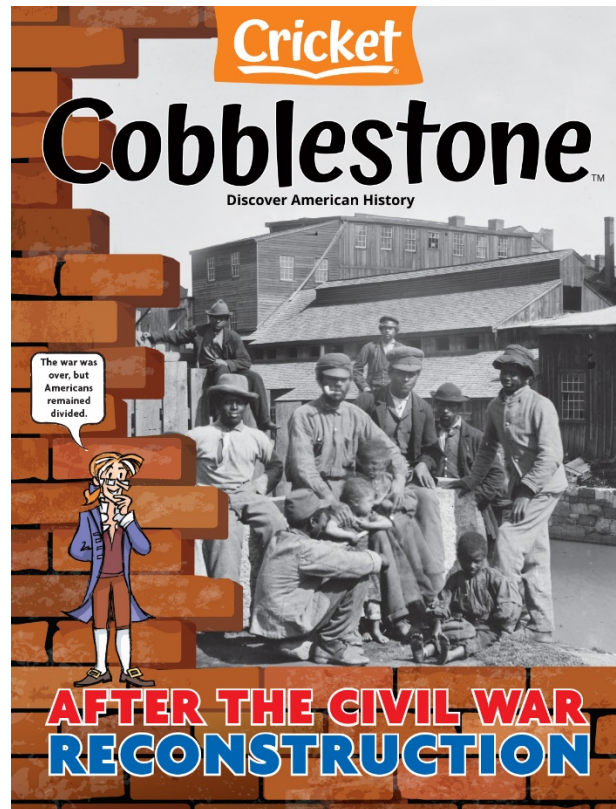
In this issue, students explore the social, economic, and political issues the United States faced following the Civil War.

## CONVERSATION QUESTION

How was Reconstruction a controversial period of American history?

## TEACHING OBJECTIVES

- Students will learn about Reconstruction.
- Students will explain likely causes and effects of events and developments.
- Students will explain how a democracy depends on people's responsible participation.
- Students will explain why groups during the same historical period differed in their perspectives.
- Students will conduct research.
- Students will participate in debate.
- Students will give a presentation.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

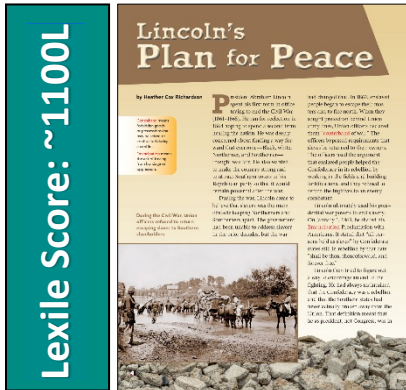
- **Lincoln's Plan for Peace**  
Expository Nonfiction, ~1100L
- **The Radical Republicans Take Charge**  
Expository Nonfiction, ~1100L
- **Reconstruction Ends**  
Expository Nonfiction, ~900L

# Cobblestone® Teacher Guide: November 2020

## Lincoln's Plan for Peace

pp. 4–6, Expository Nonfiction

How did the nation come back together after the Civil War? Explore why President Lincoln and Congress held different ideas about how to readmit Confederate states to the Union.



## RESOURCES

- Cause and Effect

## OBJECTIVES

- Students will learn about Reconstruction.
- Students will explain likely causes and effects of events and developments.
- Students will conduct research.

## KEY VOCABULARY

- **Confederacy (p. 4)** an alliance of states in the United States that formally declared their independence from other states
- **amnesty (p. 5)** an official act of forgiving or excusing an offense, extended by the government to a group of class of people
- **Reconstruction (p. 6)** a period in American history lasting from 1863 to 1877 following the American Civil War

## ENGAGE

**Conversation Question:** How was Reconstruction a controversial period of American history?

Have students recall what they know about the Civil War and its aftermath. Ask them if they've ever heard of the Reconstruction period of American history. Guide them to infer what occurred during this period based on the definition of reconstruction – to put something back together. Last, have them predict the various methods for reconstructing the union proposed by Lincoln and Congress, and check their predictions while they read.

## INTRODUCE VOCABULARY

Write the following sentences on the board. Then, ask students to decide which words from the vocabulary list should be used to complete the sentence.

- Lincoln promised \_\_\_\_\_ to most members of the \_\_\_\_\_.
- The era of \_\_\_\_\_ started with disagreement between Lincoln and Congress over how to readmit states in the \_\_\_\_\_.

## READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- Why did Lincoln give the Emancipation Proclamation?
- What did Lincoln's plan for reconstruction require of Confederate states?
- Why did Congress reject Lincoln's plan? How did their plan differ from Lincoln's plan?

## CONCEPT/SKILL FOCUS: Explain Causes/Effects

**INSTRUCT:** Explain that article mentions several cause-effect relationships that explain why Lincoln's plan for reconstruction took the shape it did. Inform students that they will need to re-read the article with a partner to find these cause-effect relationships.

**ASSESS:** Instruct students to use the graphic organizer to record cause-effect relationships that led to specific details of Lincoln's proposal for reconstruction. When students have finished their work, have them share with the class to ensure proper understanding of these specific cause-effect relationships.

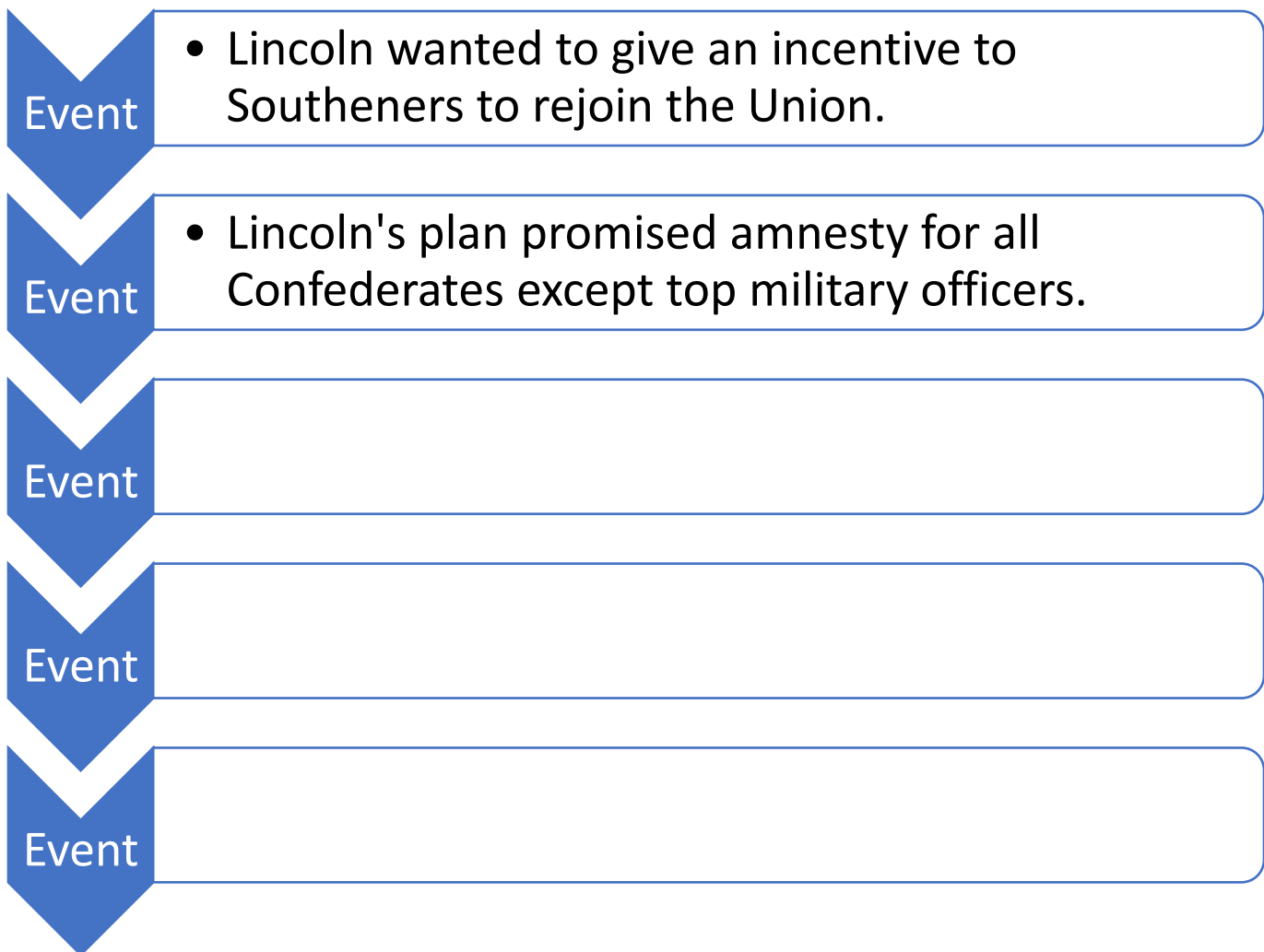
## EXTEND

**English Language Arts** Have students work in groups use print and digital sources to learn about the different plans for Reconstruction that came about between 1863 and 1865. Instruct them to identify at least one major difference between those plans. Last, hold a class discussion where groups discuss the significance of their findings.

Name \_\_\_\_\_

## Cause and Effect

One event directly leads to another; this is the simplest version of the “cause-and-effect” relationship. In the United States, the separation among the states that occurred during the Civil War directly led to the need to ‘reconstruct,’ or rejoin, them after the war. However, events can be both causes and effects. Look at the chart below. Lincoln wanted to give an incentive to Southern states to rejoin the union (cause), so he devised a plan that would offer most Southerners protection from punishment for participating in the war. Starting with the decision to campaign, record your ideas about how candidates for the presidency start on their journey to the White House. Then, fill in the rest of the chart below with details about the steps involved in being formally elected as president.



## SUMMARIZE

In one to two sentences, summarize how events can be both causes and effects of other events?

---

---

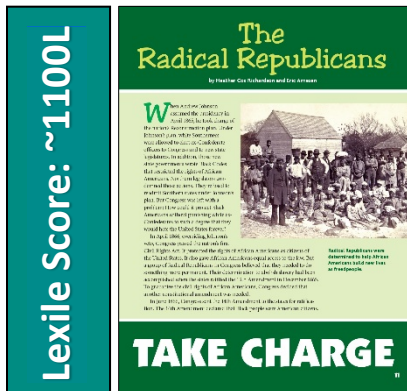
---

# Cobblestone® Teacher Guide: November 2020

## The Radical Republicans Take Charge

pp. 11-14, Expository Nonfiction

Discover why the issue of readmitting Confederate states to the Union following the Civil War eventually led to military occupation of most Confederate states.



### OBJECTIVES

- Students will learn about Reconstruction.
- Students will explain how a democracy relies on people's responsible participation.
- Students will participate in debate.

### KEY VOCABULARY

- **legislatures (p. 11)** a elected body of people representing the people of each state within the United States
- **ratified (p. 11)** the process of formally agreeing to or accepting something, typically a law or treaty
- **constitution (p. 9)** a formal set of rules outlining the structure and power of a government and the rights of people living under its rule

### ENGAGE

**Conversation Question:** How was Reconstruction a controversial period of American history?

Ask students to think about the challenges faced by people during the Civil War in deciding how to readmit the Confederate states. Explain that many people were convinced they needed to pass laws to protect recently freed African Americans and limit the ability of ex-Confederates to hold power in those states. Ask students to predict the ways in which laws passed during that time protected African Americans and limited ex-Confederates' power. Then, tell them to check their predictions while they read.

### INTRODUCE VOCABULARY

Define each word with students. Then, arrange students in small groups and have them practice using both words in a single sentence. Finally, tell students to look for these words as they read the story.

### READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- Why was the Civil Rights Act of 1866 passed by Congress?
- What were unreconstructed states required to do by the Fourteenth Amendment to rejoin the Union?
- In what ways was the Military Reconstruction Act successful at helping to reunite the states following the Civil War?

### CONCEPT/SKILL FOCUS: Explain Participation

**INSTRUCT:** Explain that the idea of a representative democracy, which the United States government is based on, requires participation by various groups of people. Further explain that key participants in Reconstruction included recently freed African Americans, ex-Confederates, members of Congress, and the military.

**ASSESS:** Arrange students in pairs. Have each pair work together to find how each of the four groups mentioned – freed African Americans, ex-Confederates, members of Congress, and the military – were involved in the process known as Reconstruction. Last, invite students to discuss why participation by all four groups was necessary for our democracy to be re-established following the Civil War.

### EXTEND

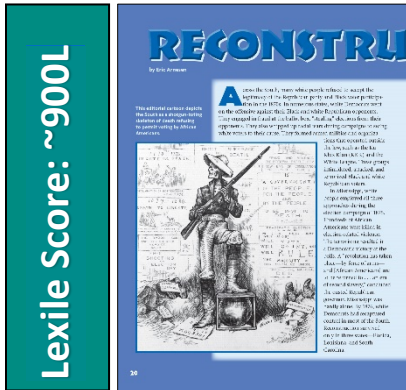
**Social Studies** The article discusses key pros and cons of various aspects of Reconstruction. Have students re-read the article to identify key details about the controversies surrounding this period and their resolution. Then, invite students to debate whether the way in which states were readmitted to the Union was effective in assuring our democracy was re-established following the Civil War.

# Cobblestone® Teacher Guide: November 2020

## Reconstruction Ends

pp. 20–22, Expository Nonfiction

The end of the American Civil War was controversial. Explore the aims of Reconstruction and how those goals were ultimately defeated by political developments.



## OBJECTIVES

- Students will learn about how Reconstruction.
- Students will explain why groups during the same historical period differed in their perspectives.
- Students will give a presentation.

## KEY VOCABULARY

- **fraud (p. 20)** a condition where something is conducted in an illegal way
- **militias (p. 20)** military forces raised from the civilian population
- **oppression (p. 21)** the prolonged cruel or unjust treatment of an individual or group of people

## ENGAGE

**Conversation Question:** How was Reconstruction a controversial period of American history?

Explain to students that – following the Civil War - many African Americans still lived in the ex-Confederate states where slavery had been legal prior to the war. Also explain that the end of the war brought about Reconstruction, a period that aimed to rejoin the ex-Confederate states to the Union as well as protect the rights of African Americans as citizens. Tell students that the article they will read will help them learn why African Americans struggled to achieve justice and equality during the period of American history, despite the fact that slavery had been outlawed.

## INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then, ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

## READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- How were African American and white Republican voters in former Confederate states treated during the 1870s?
- Why had Reconstruction failed in the majority of southern states by 1876?
- How did the election of 1876, and the controversies about it, lead to the end of Reconstruction?

## CONCEPT/SKILL FOCUS: Explain Perspectives

**INSTRUCT:** Explain to students that certain events happen in history that people don't agree on. Clarify that such events become controversial because different groups have different perspectives about their causes, effects, and significance.

**ASSESS:** Arrange students in pairs and have each pair work together to identify two different historical perspectives about Reconstruction. Then, have groups discuss their findings with another group to analyze why these perspectives differed.

## EXTEND

**Social Studies** The article discusses some of the reasons why African Americans living in southern states following the Civil War struggled to find justice and equality. Ask groups of students to do research on those struggles to find at least three pieces of written and/or visual evidence. Then, have them present their evidence of African American struggles during this period to rest of the class.