

Lesson Plans: SS 08 AHis LPQ4 027 Civil War Amendments

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Grade Level : Grade 8

Subject : Social Studies - Middle

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)

Florida Sunshine State Standards

Grade 8

American History

5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.

SS.8.A.5.8 Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

Civics and Government

1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

SS.8.C.1.5 Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

SS.8.C.1.6 Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

Description/Abstract of Lesson: The student will: understand the impact and application of the Civil War amendments, uses online references to define vocabulary words and create a document which includes text and visuals arranged in a specific manner attaches meanings of vocabulary words through visuals as well as through context within written articles

Essential Question-Scope & Sequence: How far is Congress, under the Civil War Amendments, allowed to go in regulating what it sees as violations of equal protection, due process, and other basic liberties?

Technology Connections and Teacher Materials: Equal Protection
http://faculty.ucc.edu/egh-damerow/equal_protection.htm

The Civil War
http://www.pbs.org/civilwar/classroom/lesson_lincoln.html

PBS The Civil War
http://www.pbs.org/civilwar/classroom/lesson_lincoln.html

Vocabulary: Contrabands, Copperhead, Emancipation, Reconstruction, Secession, War Powers, Apportionment, Black Codes, Disfranchisement, Suffrage

Steps to Deliver Initial Instruction: Students will be introduced to the lesson by carefully reading the 13th, 14th, and 15th amendments to the Constitution and defining each of the words in each amendment

- The end of Slavery: The Creation of the 13th Amendment
<http://13thamendment.harpweek.com/default.asp>
<http://13thamendment.harpweek.com/hubpages/CommentaryPage.asp?Commentary=07Glossary>
- Citizenship, Due Process, and Equal Protection:
<http://14thamendment.harpweek.com/>
<http://14thamendment.harpweek.com/HubPages/CommentaryPage.asp?Commentary=07Glossary>
- Black Voting Rights: The Creation of the 15th Amendment:
<http://15thamendment.harpweek.com/>
<http://15thamendment.harpweek.com/HubPages/CommentaryPage.asp?Commentary=07Glossary>

**Independent
Practice:**

- During the class study of the Civil War and Reconstruction, ask students to assume the roles of a member of an interest group or an historic figure who was involved in the debate over the drafting of the Civil War Amendments by Congress and their ratification by the states.
 - where person lived
 - which group the person represented
 - position on emancipation
 - position on citizenship
 - position on states rights
 - Constitutional amendment to abolish slavery;
 - Universal manhood suffrage;
 - Women's suffrage
- Either assign or have students sign up for one of the following roles:
 - Northern industrialist
 - Southern planter
 - Western homesteader
 - Former slave owner
 - Freedman
 - War Democrats" such as John Ganson, Representative of New York or James English, Representative of Connecticut
 - Peace Democrats" or "Copperheads" such as Fernando Wood of New York or C. L. Vallandigham of Ohio
 - Andrew Johnson, President
 - Susan B. Anthony, women's suffragist
 - Lucy Stone, women's suffragist
 - Frederick Douglass, abolitionist
 - Wendell Phillips, abolitionist
 - Parker Pillsbury, abolitionist
 - William Lloyd Garrison, abolitionist
 - Horace Greeley, editor
 - Charles Francis Adams, diplomat to Great Britain
 - Hiram Revels, state senator of Mississippi
 - Salmon P. Chase, Chief Justice of the United States
 - Thaddeus Stevens, Representative of Pennsylvania
 - James S. Rollins, Representative of Missouri
 - Charles Sumner, Senator of Massachusetts
 - William Fessenden, Senator of Maine
 - Lyman Trumbull, Senator of Illinois
 - Thomas Hendricks, Senator of Indiana
 - Schuyler Colfax, Speaker of the House
 - Benjamin Wade, Acting President of the Senate

**Differentiated
Instruction/Small
Groups:**

- Set a date for the "Debate on Amending the Constitution" one to two weeks before the actual debates so students have a deadline but time to conduct research. Because the above individuals and groups are well documented, students should be able to locate information about their attitudes towards slavery, and specifically, slavery and constitutional questions, by examining biographies as well as histories of the era of Reconstruction and state fights for ratification of these amendments.
 - Set up a seating chart for the day with the roles indicated, so that the moderator, i.e. Benjamin Wade, will be able to call on students by their role name. Members of Congress should sit together by state, while members from interest groups may sit in an area designated "for the public." "Benjamin Wade" should sit in front of the group to act as moderator; be sure to give the person playing this role the opportunity to have the final say of the day, since he or she will be busy managing the floor during the debate. Ask students to create placards large enough so other students know whom they are role-playing. All speakers must ask the moderator for permission to address the class, either to present their ideas or to respond to the ideas

presented by other figures. Any speaker who becomes rude or abusive will be ejected from the debate.

- If the teacher needs someone to be an "ice-breaker," Thaddeus Stevens of Pennsylvania may ask to speak and declare, "I am for Negro suffrage in every rebel State. If it be just, it should not be denied; if it be necessary, it should be adopted; if it be a punishment to traitors, they deserve it."
- After they have completed both debates, ask students to discuss the changes in thought and political alliances from 1787 to 1870, whether regional factions persisted, and to assess the impact of economics and labor on the questions of abolition and enfranchisement.

Assessment with For presentation rubric, see *Civil War Amendments Grading* attached below.
Clear & Compelling
Product Standards:

Creator : Middle SS Content Team

File Attachments: Civil War Amendments Grading.pdf

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