

Notes, Doodles, Thoughts, etc.

BIG THREE RESEARCH

CALHOUN

Where are you from, and what region of the country do you represent?

Key political beliefs:

Key accomplishments:

Notable quotes:

WEBSTER

Where are you from, and what region of the country do you represent?

Key political beliefs:

Key accomplishments:

Notable quotes:

CLAY

Birth/Death/Location of Burial:

Key political beliefs:

Key accomplishments:

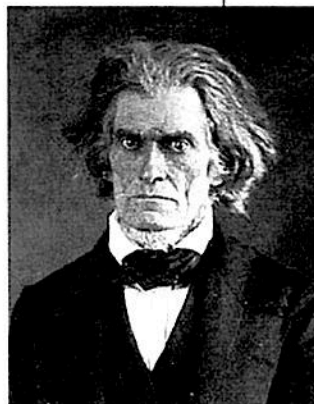
Notable quotes:

The Big Three

HENRY CLAY



DANIEL WEBSTER



JOHN C. CALHOUN

From Compromise to Conflict

I. Missouri Compromise : Original Issue: _Should Missouri be added as a slave state?

A. Northern View (Partner A)

- 1)
- 2)
- 3)

B. Southern View (Partner B)

- 1)
- 2)
- 3)

C. Our Compromise (Answers to Questions to Address)

- 1)
- 2)
- 3)

D. What really happened?

- 1)
- 2)
- 3)

II. Compromise of 1850: Original Issue: How should California be added as a state?

A. Northern View (Partner A)

- 1)
- 2)
- 3)

B. Southern View (Partner B)

- 1)
- 2)
- 3)

C. Our Compromise (Answers to Questions to Address)

- 1)
- 2)
- 3)

D. What really happened?

- 1)
- 2)
- 3)

IV. Election of 1860: Original issue: Should slavery be outlawed?

A. Northern View (Partner A)

- 1)
- 2)
- 3)

B. Southern View (Partner B)

- 1)
- 2)
- 3)

C. Our Compromise (Answers to Questions to Address)

- 1)
- 2)
- 3)

D. What really happened?

- 1)
- 2)
- 3)

IV. Election of 1860: Original issue: Should slavery be outlawed?

A. Northern View (Partner A)

- 1)
- 2)
- 3)

B. Southern View (Partner B)

- 1)
- 2)
- 3)

C. Our Compromise (Answers to Questions to Address)

- 1)
- 2)
- 3)

D. What really happened?

- 1)
- 2)
- 3)

Notes, Doodles, Thoughts, etc.

Important People and Events of the Civil War

Important people/Event	Description/Summary	Headline

Important people/Event	Description/Summary	Headline

Figure It Out

1. I commanded the Confederate Army and surrendered to General Grant.
2. I was a former slave that won the Congressional Medal of Honor for my participation at the Battle of Fort Wagner.
3. I was assassinated by John Wilkes Booth after the Civil War ended.
4. I was the president of the Confederacy during the Civil War.
5. I led the siege at Vicksburg to gain control of the Mississippi River in 1863.
6. I was a sailor during the battle for Fort Fisher and won the Medal of Honor for my actions.
7. The Civil War began here.
8. The South lost this three day battle in Pennsylvania.
9. Slaves in the confederate states were freed in 1863.
10. More people died in this battle than any other one day.
11. The Union cut the South in half by winning here.
12. John Wilkes Booth was sympathetic to the Confederate cause and blamed Lincoln for the South's defeat in the war.
13. Lee surrendered to Grant ending the Civil War.

Secession and the Civil War

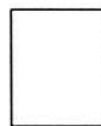
Directions: Using page 485 of the textbook, complete the following map depicting the Union and Confederacy in the Civil War. Color all the Confederate states the same color. You may pick the 4 colors; they do not need to be the same colors used in the text. Be sure to complete the key at the bottom. Be sure to label the states and territories. You may abbreviate the states.



KEY:



Union States



Union Territories



Union Border Slave States



Confederate States

Comparing Civil War Resources

Read pages 486-488 in your book. Only the first 2 sections are needed, "A Nation Divided" and "Strengths and Weaknesses." Use these sections to help you with the questions below and the graphing activity that follows.

1. When the war began, what was the reason for fighting?

Union: _____

Confederacy: _____

2. List the strengths and weaknesses of each side as described in the textbook.

	STRENGTHS	WEAKNESSES
SOUTH		
NORTH		

Graphing Civil War Resources—You will first need to convert the information in the chart to a percent. Follow the first example. Use the same colors for each resource on the graph. Complete the key to show your color choices.

Resources	North	South	Total
Population	22,000,000	9,000,000	31,000,000
Factories	110,000	18,000	128,000
Railroad track	22,000	9,000	31,000
Bank deposits	\$207,000,000	\$47,000,000	\$254,000,000
Horses	4,000,000	2,000,000	6,000,000

Ex: population

Total= 31,000,000

South= 9,000,000

North= 22,000,000

Solve for one side.

$\frac{9}{31}$ South
Total create a fraction with the total on the bottom...solve the problem

$$\frac{9}{31} = .29 = 29\%$$

31

If the South has 29% of the population the North must have 71% since 100% is the total.

Total population

Number of Factories

Railroad Tracks

Bank Deposits

Horses

UNION

Lincoln's Speeches Scavenger Hunt!

Directions: Using the primary sources of Lincoln's most famous Civil War speeches, find the answers to the following questions as well as a quote or phrase from each of these documents that proves your answer correct!

I. 1st Inaugural Address, Monday March 4, 1861:

A. What political party was Lincoln a member of?

1. Answer:

2. Quote:

B. What three things are Southerners afraid will be endangered now that Lincoln is president?

1. Answer:

2. Quote:

How does Lincoln attempt to comfort Southerners now that he is president?

1. Answer:

2. Quote:

II. Emancipation Proclamation, January 1st, 1863

A. Who was freed by the Emancipation Proclamation?

1. Answer:

2. Quote:

B. Who was NOT freed by the Emancipation Proclamation?

1. Answer:

2. Quote:

III. Gettysburg Address, November 19th, 1863

A. According to Lincoln, why did the soldiers die?

1. Answer:

2. Quote:

B. Some speeches make war sound exciting and full of glory. Does this one? Why or why not?

1. Answer:

2. Quote:

C. Lincoln's Gettysburg Address has two goals: to honor the war dead, and give advice to the living. What advice does Lincoln give?

1. Answer:

2. Quote:

D. Some speeches urge the listeners to keep fighting by stirring up anger against the enemy. Does Lincoln show any anger towards the South?

1. Answer:

2. Quote:

IV. 2nd Inaugural Address, March 4, 1865

A. How long had the country been at war by the time of Lincoln's 2nd Inaugural address?

1. Answer:

2. Quote:

B. According to Lincoln, was the war going well for the Union at the time of his 2nd inaugural address?

1. Answer:

2. Quote:

C. What percentage of the population were slaves?

1. Answer:

2. Quote:

D. What were three things both the Union and Confederacy had in common according to Lincoln's 2nd Inaugural address?

1. Answer:

2. Quote:

E. Lincoln famously alluded to the Bible in his debates with Stephen Douglas when he said, "A House divided against itself cannot stand." Does Lincoln use religious language in his 2nd Inaugural address?

1. Answer:

2. Quote:

F. According to Lincoln, how should the South be treated after the Civil War?

1. Answer:

2. Quote:

G. Lincoln supposes that American slavery is an offense to whom?

1. Answer:

2. Quote:

AMMENDMENTS 13, 14, & 15

Scenario	Amendment	Success or Failure Happy Face or Sad Face
1. Frederick Jefferson, an African American male, was elected to the U.S. Senate representing the state of Mississippi.		
2. Sally Washington, a former slave, is not afraid of being sold away from her children.		
3. In Atlanta, Georgia, a law is passed that requires African Americans to be indoors after sundown.		
4. Lamar Miller, an African American male, graduates from Howard University with a law degree.		
5. Sissy Jackson, a 12 year old African American girl, attends school with her sisters to learn to read and write.		
6. Although they are no longer slaves, the Jones family cannot find work other than farming on their former owner's land.		
7. Bedford Jones, a former slave, could not vote in Alabama's city election because he did not have enough money to pay the voting tax.		
8. Tom and Mary Davidson, former slaves, are by law, citizens of the United States.		

Exit Slip: Complete the following sentence: The 13th, 14th, and 15th Amendments changed life in America by...

13th Amendment

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Paraphrase

Picture

14th Amendment

Section. 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside...nor deny to any person...the equal protection of the laws.

Section. 5. The Congress shall have power to enforce this article by appropriate legislation.

Paraphrase

Picture

15th Amendment

Section. 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section. 2. The Congress shall have power to enforce this article by appropriate legislation.

Paraphrase

Picture

AMMENDMENTS 13, 14, & 15



U.S. History 8
Reconstruction DBQ Student Activity Sheet
Teaching Reconstruction with Primary Sources and Document Based Questions

Instructions: Complete this packet as we go through the power point.

I. Definitions

A _____ source is a first-hand document, cartoon, letter, essay, etc...from the specific time period.

A DBQ is _____ based _____ that requires a deeper knowledge of the primary sources.

_____—period of massive political, economic, and social rebuilding .

II. Lincoln's Plan and Assassination.

When looking at a primary source and preparing to answer a DBQ you must be able to analyze the document. One way to analyze a document is to use SOAPS. Use the directions on the power point to analyze document 1 and 2 to learn more about Lincoln's Plan for Reconstruction.

DOCUMENT 1: Excerpt from Lincoln's 2nd Inaugural Address.

"With malice (hatred) toward none; with charity for all; with firmness in the right... let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and for his orphan--do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations."

-Abraham Lincoln
2nd Inaugural Address (March 4, 1865)

DOCUMENT 2: Excerpt from Lincoln's Draft for his 10 percent plan for Reconstruction.

I, Abraham Lincoln, President of the United States, do proclaim, declare, and make known, to all persons who have, directly or by implication, participated in the existing rebellion, except that a full pardon is hereby granted to them and each of them, with restoration of all rights of property, except as to slaves, and upon the condition that every such person shall take and subscribe an oath...

-Lincoln's Proclamation of Amnesty and Reconstruction
December 8, 1863

Document 1

S _____

O _____

A _____

P _____

S _____

Document 2

S _____

O _____

A _____

P _____

S _____

RECONSTRUCTION

When looking at a primary source and preparing to answer a DBQ you must also use evidence from the document to support your answer. Evidence can be pulled directly from the document or from your previous outside knowledge. Carefully read the questions below and then answer them using Documents 1 & 2.

Question 1: Based on the two documents would you say Lincoln's Plan for Reconstruction was to make it easy or difficult on the South after the Civil War? Use evidence from each document to support your answer.

Evidence from Document 1: _____

Evidence from Document 2: _____

Question 2: Based on the two documents, what do you believe Lincoln planned to do with the institution of slavery after the Civil War was over? Use at least one piece of evidence to support your answer.

Abraham Lincoln would never fulfill his plans for Reconstruction. He was assassinated at Ford's Theater by John Wilkes Booth on April 14, 1865. Analyze the documents with a partner using the QR codes, and then answer the questions below. Remember to use evidence from the documents to support your answers.

Document 3: Ulysses S. Grant's comments on the death of Abraham Lincoln taken from his memoirs.



Document 4: Wanted poster after the assassination of Abraham Lincoln. April 20, 1865 from the War Department.



Question 3: Based on Documents 3 and 4, what was the nation's response to the assassination of President Lincoln? Use evidence to support your answer.

III. Radical Reconstruction and Amendments

After Lincoln's assassination, President Andrew Johnson decided to continue Lincoln's plan. Many Republicans in Congress disagreed with Johnson and believed the South should be treated like a conquered enemy. These Radical Republicans wanted several amendments to be passed. Eventually the 13th-15th amendments became part of the U.S. Constitution. This era would be known as Radical Reconstruction.

In partners, analyze these three amendments using the QR codes and answer the questions below.

13th Amendment:

1. What does this amendment do?
2. Who benefits the least from this amendment?



14th Amendment:

1. What does this amendment do?
2. What group did this benefit after the War?



15th Amendment:

1. What does the amendment do?
2. Predict what issues this may cause in the United States?



IV. Groups and policies of Radical Reconstruction

Radical Reconstruction was harsh for the South enacting military districts and stricter rules for readmission to the Union. This led to political, economic, and social issues and impacted many groups such as Freedmen and sharecroppers while others formed due to the policies such as the KKK, carpetbaggers, and Scalwags.

Primary sources also include visuals such as cartoons and maps. One way to analyze visual sources is to use the OPTIC strategy. With your numbered group follow the instructions on the power point and answer the following questions.

RECONSTRUCTION

Document A: Reconstruction Act of 1867's Southern Military Districts

O	_____
P	_____
T	_____
I	_____
C	_____

Document B: Freedmen's Bureau

O	_____
P	_____
T	_____
I	_____
C	_____

Document C: Sharecroppers—Family Picking Cotton

O	_____
P	_____
T	_____
I	_____
C	_____

Document D: Carpetbaggers—Man with the Carpet (bag)

O	_____
P	_____
T	_____
I	_____
C	_____

Document E: KKK—Worse than Slavery

O	_____
P	_____
T	_____
I	_____
C	_____

V. Preparing for the DBQ

Here is the rubric that we will use for our DBQ! Let's take some time and go over it.

Core Score DBQ Grading Rubric

Name _____

9	8	7	6	5	4	3	2	1	0
100	97	94	90	86	80	74	65	60	50

Parts of DBQ	Needed components	Points awarded/Points possible
Intro Paragraph	<input type="checkbox"/> Answers question in thesis statement	__/1.5
	Includes: <input type="checkbox"/> Economic	__/1.5
	<input type="checkbox"/> Social	__/1.5
	<input type="checkbox"/> Political	__/1.5
	SUBTOTAL	__/2
Sub-Topic One Paragraph	<input type="checkbox"/> Identifies first sub-topic	__/1.5
	<input type="checkbox"/> Uses at least two documents	__/1.25 __/1.25
	<input type="checkbox"/> Provides evidence from the documents to support	__/1.5 __/1.5
		SUBTOTAL
Sub-Topic Two Paragraph	<input type="checkbox"/> Identifies second sub-topic	__/1.5
	<input type="checkbox"/> Uses at least two new documents	__/1.25 __/1.25
	<input type="checkbox"/> Provides evidence from the documents to support	__/1.5 __/1.5
		SUBTOTAL
Sub-Topic Three Paragraph	<input type="checkbox"/> Identifies third sub-topic	__/1.5
	<input type="checkbox"/> Uses at least two new documents	__/1.25 __/1.25
	<input type="checkbox"/> Provides evidence from the documents to support	__/1.5 __/1.5
		SUBTOTAL
Concluding Paragraph	<input type="checkbox"/> Start with a concluding phrase	__/1.5
	<input type="checkbox"/> Restates thesis in a different way	__/1.5
		SUBTOTAL

TOTAL /9

Part	Further Explanation	Worth
Intro	Thesis is at least two sentences and answers the question. It does not simply repeat the question. The thesis mentions economic, social, and political	2
Sub-Topic One	The first subtopic is mentioned in the first sentence. At least two documents are referenced in the paragraph and evidence is specifically listed from those two documents.	2
Sub-Topic Two	The second subtopic is mentioned in the first sentence. At least two documents are referenced in the paragraph and evidence is specifically listed from those two documents.	2
Sub-Topic Three	The third subtopic is mentioned in the first sentence. At least two documents are referenced in the paragraph and evidence is specifically listed from those two documents.	2
Concluding Paragraph	The paragraph starts with a concluding phrase. The thesis is restated a bit differently than in the intro paragraph.	1

RECONSTRUCTION

Guided Essay: To what extent was the Reconstruction Era successful in achieving political, economic, and social equality for freed slaves?

DBQ: Outline (Must be completed and turned in with your packet)

I. INTRODUCTION

A. Lead:

B. Background information on Reconstruction (date, place, events leading to):

C. Restatement of the question:

D. Thesis Statement (roadmap):

II. BODY PARAGRAPH #1

A. Assertion:

B. Evidence: Supporting detail with text evidence from specific document(s)

C. Commentary: Argument connecting evidence to the assertion and thesis

III. BODY PARAGRAPH #2

A. Assertion:

B. Evidence: Supporting detail with text evidence from specific document(s)

C. Commentary: Argument connecting evidence to the assertion and thesis

IV. BODY PARAGRAPH #3

A. Assertion:

B. Evidence: Supporting detail with text evidence from specific document(s)

C. Commentary: Argument connecting evidence to the assertion and thesis

V. CONCLUSION:

A. Restate your thesis:

B. Summarize key idea of your argument:

C. Explain why this question is significant. Why is it important whether or not the reconstruction was successful in achieving equality for freed slaves? Why is it important today?

UNIT 6 REVIEW

This review should be completed throughout the unit in preparation for the unit assessment.

In the space below, complete the bubble map identifying major events and characteristics of the Age of Jackson.

7.A Analyze the impact of tariff policies on sections of the United States before the Civil War:

IMPACT OF TARIFFS		
NORTH	SOUTH	RELATIONSHIP between NORTH & SOUTH

7.B Compare the effects of political, economic, and social factors on slaves and free blacks:

	Slaves	Free Blacks
Political		
Economic		
Social		

7.C Analyze the impact of slavery on different sections of the U.S.:

IMPACT OF SLAVERY		
NORTH	SOUTH	NEW TERRITORIES

23.E Identify the political, social, and economic contributions of women to American society:

Harriet Beecher Stowe

Who was she?

What did she do?

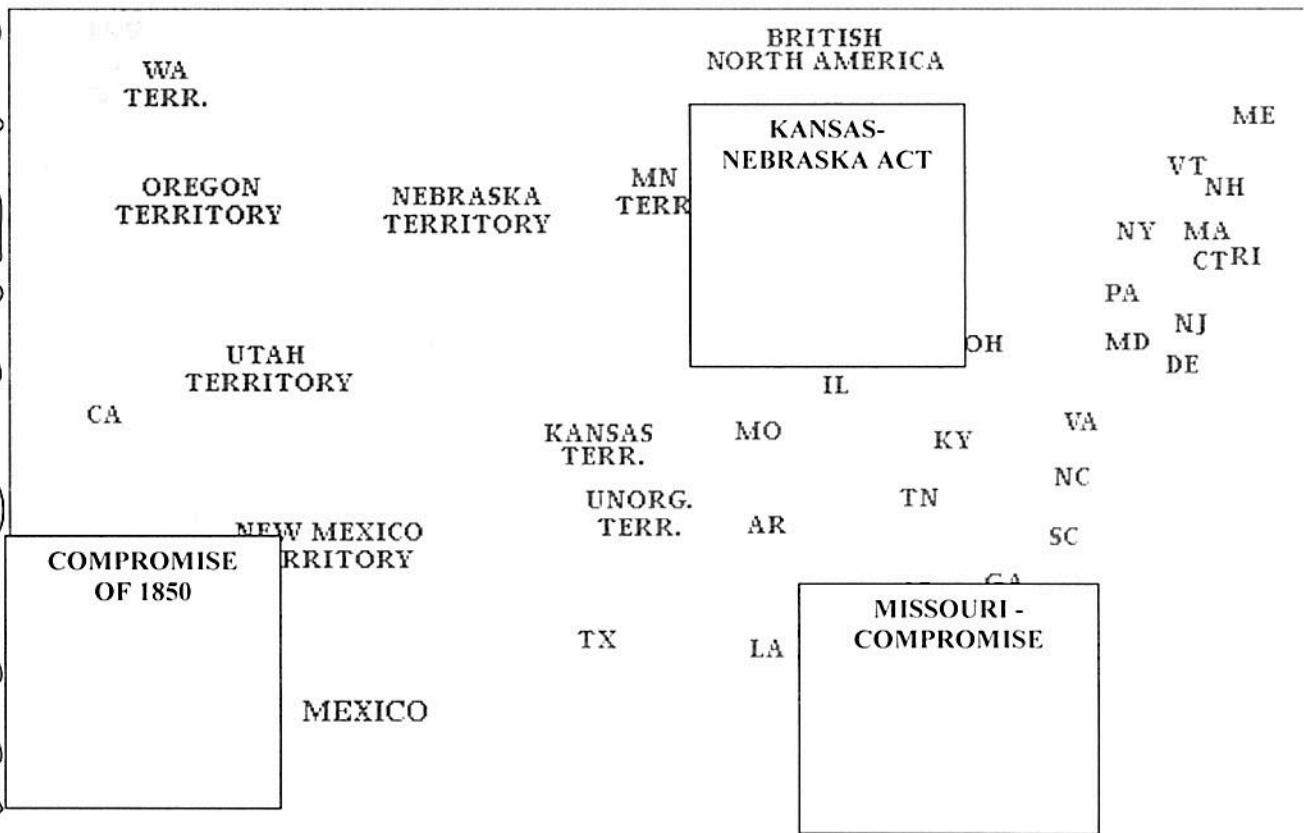
What was the impact?

UNIT 6 REVIEW

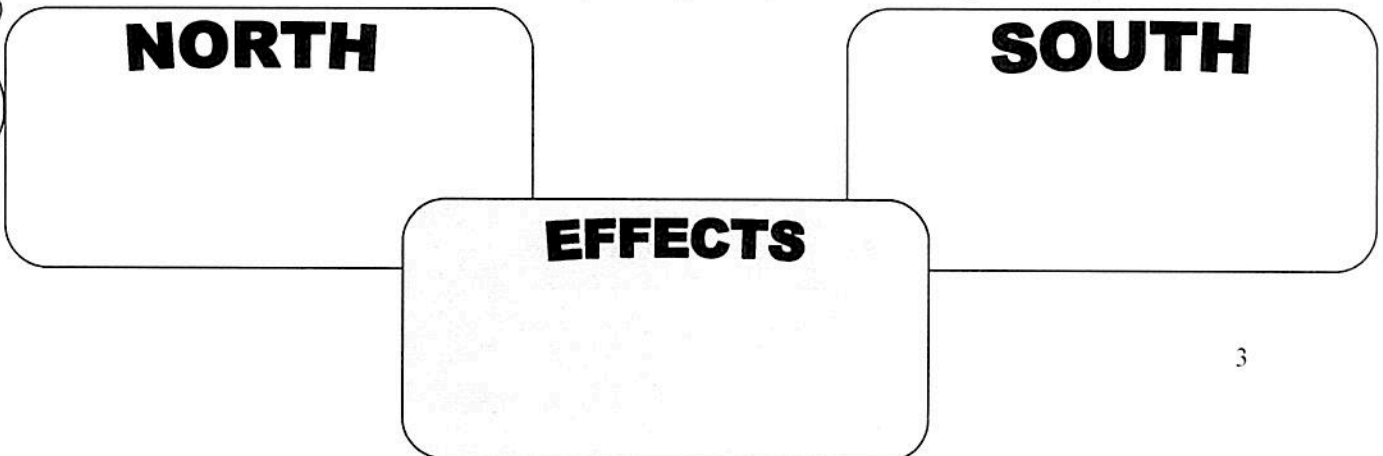
7.D Identify and compare the effects of congressional leaders and decisions prior to the Civil War:

CONGRESSIONAL LEADERS, ACTS, COMPROMISES	DECISIONS	EFFECTS ON THE NATION
John Q. Adams		
John C. Calhoun		
Henry Clay		
Daniel Webster		

Map the effects of the following congressional acts and write an explanation for each in the boxes provided:



12.A&D Identify economic differences and analyze the effects of the economic differences of the North and South:



17.B Explain constitutional issues arising over the issue of states' rights and the Civil War:
Define: **states' rights** -

- Should a state have the right to secede?
- Should states have the right to determine if they are slave or free?

18.C Evaluate the impact of the landmark Supreme Court decision in Dred Scott v. Sandford:
What was this case about?

What was the decision?

What impact did this decision have on the U.S.?

21.C Summarize a historical event in which compromise resulted in a peaceful resolution:

Explain two congressional compromises prior to the Civil War:

Compromise #1:
Summary:

Compromise #2:
Summary:

1.C Explain the significance of the following dates:

1861:

1865:

1863:

REVIEW

8.A Explain the roles played by significant individuals and heroes during the Civil War:

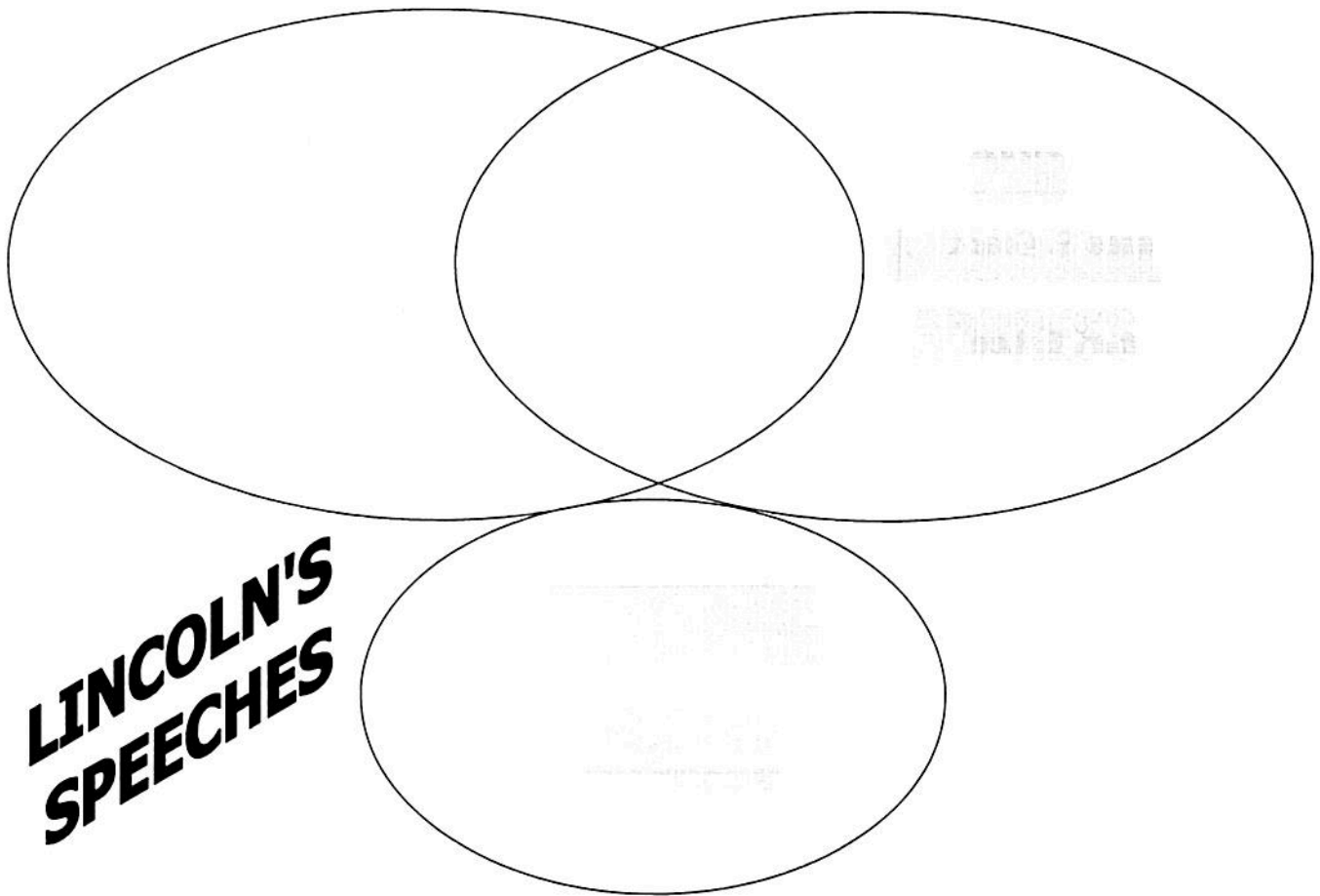
Individual	Role
Jefferson Davis	
Ulysses S. Grant	
Robert E. Lee	
Abraham Lincoln	
William Carney	
Philip Bazaar	
Clara Barton	

UNIT 6

8.B Explain the events of the Civil War:

Individual	Role
Battle of Fort Sumter	
Battle of Antietam	
Battle of Gettysburg	
Battle of Vicksburg	
Emancipation Proclamation	
Surrender at Appomattox Courthouse	
Lincoln's Assassination	

8.C Analyze Lincoln's ideas about liberty, equality, union, and government in his speeches and contrast them with the ideas of Jefferson's Davis's inaugural address:



How do the ideas in Jefferson Davis's inaugural address differ from those presented in Lincoln's speeches?

22.A Analyze the leadership qualities of Abraham Lincoln:

How did Lincoln exhibit leadership?

REVIEW
6
UNIT

10.A Be able to locate the following on a map:

- Union states
- Confederate states
- Border states
- Washington, D.C.
- Richmond, Virginia
- Gettysburg
- Vicksburg
- Fort Sumter
- Appomattox Court House
- Antietam
- Mississippi River



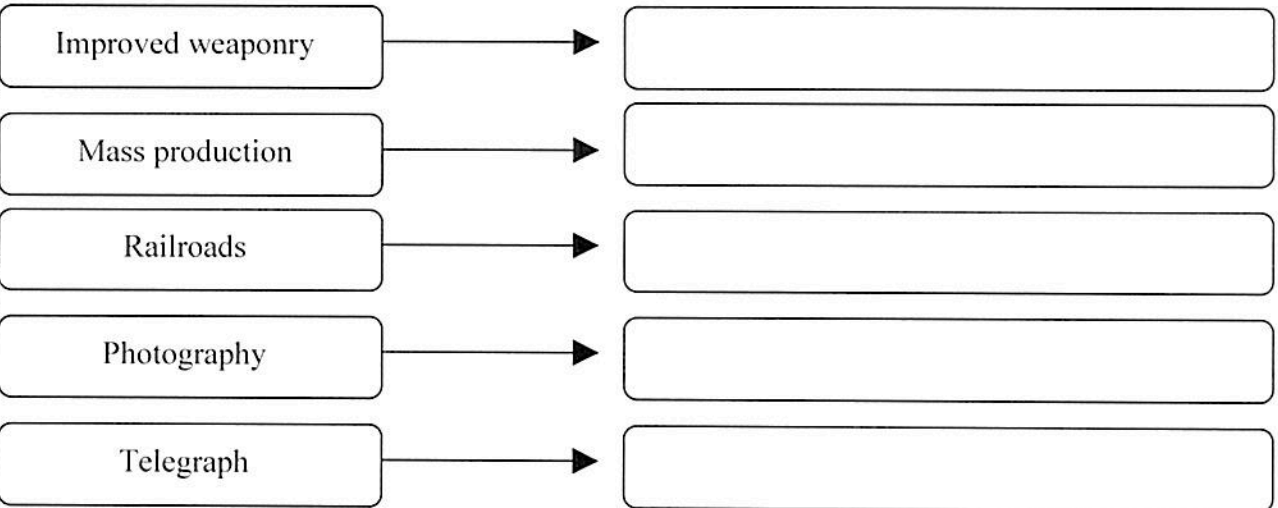
23.D & E Understand the contributions of the following groups to American society:

Think in terms of war efforts:

African Americans -

Women -

28.A Compare the effects of scientific discoveries and technological innovations that influenced the Civil War:



9.A Evaluate legislative reform programs of Reconstruction:

Explain the impact of the following legislative reform programs from the perspective of northern and southern whites and free blacks.

	Northern Whites	Southern Whites	Free Blacks
Lincoln's Plan			
Johnson's Plan			
Radical Reconstruction			
13th Amendment			
14th Amendment			
15th Amendment			

9.B Evaluate the impact of Hiram Rhodes Revels:

Hiram Rhodes Revels

Who was he?

How was he impactful?

9.C Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups:

	Issue	What was it?	Who did it impact and how?
Economic problems	Sharecroppers		
	Carpetbaggers		
Political problems	Radical Republicans		
	Scalawags		
	Black Codes		
Social problems	Freedmen's Bureau		
	Ku Klux Klan		

9.D Identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act:

Illustrate what each of the following acts looked like.

<p>HOMESTEAD ACT</p> 	<p>DAWES ACT</p> 	<p>MORRILL ACT</p>
--	--	--

Directions: Use your device to obtain the definitions from the word wall. Write and example sentence and draw a quick visual for each term. Note: example sentences must SHOW UNDERSTANDING!

TERM	DEFINITION	EXAMPLE SENTENCE	VISUAL
13TH AMMENDMENT			
14TH AMMENDMENT			
15TH AMMENDMENT			
FREEDMEN			
EMANCIPATION PROCLAMATION			
RADICAL			
RECONSTRUCTION			
SECESSION			
SHARECROPPING			
BLACK CODES			
SCALAWAGS			

VOCABULARY

DATE: TITLE:	DATE: TITLE:
DATE: TITLE:	DATE: TITLE:

X/A R/M-U/P/S

Notes, Doodles, Thoughts, etc.