

CONFORTI, KEVIN

Unit 3: The Cause, Course, and Consequences of the Civil War

Lesson 3.3: The Consequences of the Civil War

LESSON OBJECTIVE(S):

- Students will understand the consequences of the Civil War.
- Students will be more knowledgeable of post-Civil War and Reconstruction America.
- Students will be able to adequately answer the question, “What challenges emerged as Americans moved on from the Civil War?”

MATERIALS:

1. Alan Brinkley Chapter 16
2. Winslow Homer, *Veteran in a New Field*, 1865 (9A)
3. Alexander Gardner, *Abraham Lincoln*, 1865 (9B)
4. Augustus Saint-Gaudens, *Robert Gould Shaw and the 54th Regiment Memorial*, 1884-1897 (10A)
5. American Spirit Chapter 22 A – B, D – F
6. Notebook/Pen
7. SmartBoard
8. PowerPoint Presentation

PROCEDURES:

1. Students “Think; Pair; Share”: Think of a memorial in Lexington and explain why it is significant.
 2. Present PowerPoint.
 3. “Gallery Walk” Visual discovery activity for analysis employing guided questioning.
- Pictures of Reconstruction
 - Winslow Homer, *Veteran in a New Field*, 1865 (9A)
 - Alexander Gardner, *Abraham Lincoln*, 1865 (9B)
 - Augustus Saint-Gaudens, *Robert Gould Shaw and the 54th Regiment Memorial*, 1884-1897 (10A)
 - Government Documents
 - Excerpts from 13th Amendment
 - Excerpts from 14th Amendment
 - Excerpts from 15th Amendment
 - Lincoln’s 2nd Inaugural Address
 - Court Documents
 - Majority opinion in *Plessey vs. Ferguson*
 - Private letters
 - W.E.B. Dubois

- Booker T. Washington
- 4. Using APPARTS or OPTIC, analyze the primary source material during the “Gallery Walk” and explain the significance of Reconstruction on the United States.

Assessment:

- 10 multiple choice questions, 5 vocabulary identifications, and two short answers from the Picturing America series.

APPARTS Method:

Author - Who created the source? What is their point of view?

Place and Time -Where and when was the source produced?

Prior Knowledge - What do you already know that would further your understanding of this sources?

Audience - For whom was the source created? Does this affect the reliability of the source?

Reason - Why was this source produced at the time it was produced?

The Main Idea - What is the source trying to convey?

Significance - Why is this source important?

OPTIC Method:

Overview - Conduct a brief overview of the main subject of the visual.

Parts - Scrutinize the parts of the visual; note any elements or details that seem important.

Title - Read the title or caption of the visual (if present) for added information.

Interrelationships - Use the words in the title or caption and the individual parts of the visual to determine connections and relationships within the graphic.

Conclusion - Draw a conclusion about the meaning of the visual as a whole; summarize the message in one or two sentences.