

Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All

Unit Throughlines	Learning Progression
<p>Did the Civil War create a “more perfect union?”</p> <p>How and why do people take action to secure and protect civil rights?</p> <p>EU 1. The primary cause of the American Civil War was slavery and questions regarding its future in the United States as it expanded westward. The movement to abolish slavery, led by African Americans and supported by White allies, began before the founding of the United States and continued throughout the antebellum era.</p> <p>EU 2. African Americans were important contributors to the Union's victory in the Civil War and the abolition of slavery in the nation. Their agency was key in shifting the Union's goals for the war from reunification with the Rebel states to the formation of a “more perfect Union” without slavery.</p> <p>EU 3. The Civil War did not resolve issues of freedom and civil rights for African Americans, nor did the short-lived Reconstruction era. Violence and</p>	<p>The Abolitionist Movement and the Causes of the Civil War 4 Lessons</p> <p>How did the abolitionist movement work to create “a more perfect union?”</p> <ul style="list-style-type: none"> L 1. Evaluate factors that unified and divided the United States in the first half of the 19th century to identify assets and challenges to creating a “more perfect union.” L 2. Use context knowledge to generate questions about how the abolitionist movement worked to create a “more perfect union.” L 3. Work collaboratively to read primary and secondary sources about a leader of the 19th-century abolitionist movement in order to identify key information about their work to create a “more perfect union.” L 4. Communicate the actions an abolitionist leader took to create a “more perfect union” by working collaboratively to prepare a One-Pager or slide. <p>The Civil War 5 Lessons</p> <p>Why did the Union's goals change during the first two years of the Civil War?</p> <ul style="list-style-type: none"> L 5. Analyze excerpts from the 1860 Republican Party platform in order to determine the response of voters to its position on slavery. L 6. Evaluate primary sources from Union and Confederate leaders to determine their arguments about secession and slavery before the Civil War. L 7. Participate in a Gallery Walk of primary sources in order to determine African American goals for the Civil War. L 8. Analyze events of the first two years of the Civil War in order to determine how the Union's goals changed over the course of the war. L 9. Read and analyze passages from the Gettysburg Address in order to determine Lincoln's point of view about the Union's goals for the war. <p>Progress and Backlash after the Civil War 6 Lessons</p>

discrimination continued in both the North and the South, as did efforts to resist.

EU 4. Social movements create change through advocacy, awareness, protest, and legal action. By harnessing the talent and initiative of people from diverse walks of life and organizing them to take civic action, the civil rights movements and their participants worked to protect, promote and expand the rights of the communities they represented.

EU 5. The 20th-century African American Civil Rights Movement built on a long tradition of activism in the Black community and inspired the civil rights movements of many other marginalized communities who also took civic action to advance and secure civil rights.

Key Practice Standards

PS 1. Demonstrate civic knowledge, skills, and dispositions.

PS 3. Organize information and data from multiple primary and secondary sources.

PS 7. Determine next steps and take informed action, as appropriate.

Key Literacy Standards

RI.5.5. Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

RI.5.9. Integrate information from several texts on the same topic in order to write

How were civil rights for African Americans expanded, protected and challenged after the Civil War?

- L 10. Organize information about the actions and methods used to promote African American rights after the Civil War to prepare for a discussion in a follow-up lesson.
- L 11. Demonstrate civic knowledge, skills, and dispositions by using evidence from a station activity in a whole-class discussion to explain how civil rights for African Americans were extended and protected after the Civil War.
- L 12. Research and analyze the topic of sharecropping by annotating a text and narrative to describe how it limited African American economic opportunity.
- L 13. Analyze primary and secondary sources about education in the Jim Crow era to determine if separate schools were equal.
- L 14. Demonstrate civic knowledge through a discussion of how the Black community organized and united to endure the terrorist tactics of the Ku Klux Klan.
Optional Literacy Block: Interactive Read-Aloud: The Black Community in the Jim Crow South
- L 15. Organize information from several sources to explain how and why the NAACP took action in the movement for African American civil rights during the Jim Crow era.

Optional Literacy Block: Ida B. Wells: Let the Truth Be Told by Walter Dean Myers

The Struggle for Civil Rights for All | 5 Lessons

How and why did activists take action to gain civil rights for all in the 20th century?

- L 16. Organize information about the factors contributing to the start of the African American Civil Rights Movement in the 1950s through collaborative investigation using multiple secondary sources.
- L 17. Interpret the reasons why nonviolence was used by activists who participated in the Civil Rights Movement by examining four different milestone events and engaging in small group discussions.
- L 18. Analyze the reasons why children chose to participate in the Civil Rights Movement, relying on film and written testimony as sources of evidence to support claims.
- L 19. Demonstrate civic knowledge of the importance of activism for the passage of the 1965 Voting Rights Act.
- L 20. Analyze photographs from multiple social movements in order to infer how the Civil Rights Movement was a source of inspiration for other movements.

Summative Assessment | 5 Days

Students complete a Summative Assessment focused on the work of a 20th-century civil rights activist relevant to the central themes of the unit. In addition to asking students to display mastery of the content standards for this unit, the assessment will examine students' abilities to

or speak knowledgeably about the subject.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Organize information and data from multiple primary and secondary sources to describe and analyze issues and events surrounding the US Civil War and its aftermath.
- Research and analyze the work of 20th-century civil rights activists to communicate the steps and actions they took to advance the struggle for civil rights for all.

This assessment will be completed using a curated resource packet. It is designed to be an open-notebook assessment, meaning students can and should consult their handouts from earlier lessons as needed. Access to handouts will probably be most relevant on Day 3 of the assessment, where students make connections between their activist and the activists and events from the 19th century struggle for civil rights.