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Lesson Plan

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This lesson provided by:

Author: Steven Stanley

System: Alabama Department of Education

School: Alabama Department of Education

Lesson Plan ID: 34705

Title:

The Civil War and Reconstruction Period in the United States (1861-1877).

Overview/Annotation:

Students will pick one topic from this website [AVL] (<http://web.b.ebscohost.com/hrc/search/basic?sid=f86d5300-e38a-47da-8210-e9e841c0fb57%40sessionmgr103&vid=1&hid=123>). Each student will pick a different topic. Students will research three different articles in their selected topics. Students will write a 4-6 page research paper on the the three articles in the subject they selected.

Content Standard(s):

SS2010(10) 14. Describe how the Civil War influenced United States the United States, including the Anaconda History I: Plan and the major battles of Bull Run, Beginnings to Antietam, Vicksburg, and Gettysburg and the Industrial Sherman's March to the Sea. [A.1.a., A.1.b.,

Revolution A.1.c., A.1.d., A.1.e., A.1.i., A.1.k.]

**Local/National
Standards:**

Podcast(s):

Primary Learning

Objective(s):

Students will be able to understand the causes of the Civil War. This will include knowledge of the political and social issues in the United states in the decades before the War. Students will understand the major events during the war and describe the similarities and differences between the the North and the South. Students will be able to explain the recovery after the War, known as Reconstruction.

Additional Learning

Objective(s):

**Approximate Duration of
the Lesson:** Greater than 120 Minutes

**Materials and
Equipment:**

Teachers will need to give students typed papers that have terms, events, reading material, a paper on citations, and all information needed for completion of the lesson. Students will need books that are relevant to the subject. These can be any books that are relevant, however, they should be approved by the teacher, in order to check for scholarly use.

**Technology Resources
Needed:**

Students will need a computer to use the AVL website and Microsoft Word or another program that allows for papers to be written. Teachers will need to use turnitin or some other website to check for plagiarism.

Background/Preparation:

Teachers will need to make sure that students understand the political and social issues in the decades before the Civil War that lead to the war. Students will need to understand the divisions between the North and the South. Students will also need to know about the rise of the Republican Party and their position on slavery, the collapse of the Whig Party and the position the Democrats took on slavery.

Procedures/Activities:

Engagement/Motivation Activity: To start the lesson there will be a short clip from a movie to capture the attention of the students.
Step 1: I will open up the lecture by explaining the

Estimated duration: 10 minutes

Lesson Materials to be attached

Title

Annotation (Write a brief description of the attachment; i.e. video clip, handout, activity, etc.)

Web Links

Title (List the title of the website.) Alabama Virtual Library

URL (Copy and paste the World Wide Web address here.)

http://web.b.ebscohost.com/hrc/search/basic?sid=8967a3aa-e4a7-44ff-983b-7c1fda86f550%40sessionmgr106&vid=1&hid=118

Annotation (Write a brief description of the website.) This website is Alabama's Virtual Library
(Add additional links if needed)

Attachments: **Some files will display in a new window. Others will prompt you to download.

[Civil-War-and-Reconstruction-Paper-Rubric.docx](#)

Assessment Strategies:

Students will be assessed by a paper that will be between 5 and 7 pages. This paper will have citation from at least three journals in the AVL website and at least one scholarly book on the Civil War. Students will be graded on the content that has the causes of the Civil War, major events as well as similarities and differences between the North and the South. Students will also be evaluated by their knowledge of the recovery in the period known as Reconstruction.

Extension:

There will be no modifications.

Remediation:

Students who need extra assistance will be given extra time at the end of class to come ask me questions and for extra clarification. However, this must be completed before the project is completed. Students may attend after school tutoring to receive help on the paper after class. Students may obtain extra reading material on the events of the Civil War before and after.

Each area below is a direct link to general teaching strategies/classroom accommodations for students with identified learning and/or behavior problems such as: reading or math performance below grade level; test or classroom assignments/quizzes at a failing level; failure to complete assignments independently; difficulty with

short-term memory, abstract concepts, staying on task, or following directions; poor peer interaction or temper tantrums, and other learning or behavior problems.

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[Environment](#)

[Time Demands](#)

[Materials](#)

[Attention](#)

[Using Groups and Peers](#)

[Assisting the Reluctant Starter](#)

[Dealing with Inappropriate Behavior](#)

Be sure to check the student's IEP for specific accommodations.

**Variations Submitted by
ALEX Users:**



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