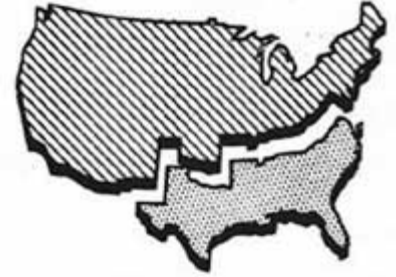




Civil War & Reconstruction 1861-1877



Objectives – by completing activities in this Learning Activity Package (LAP) the student will demonstrate the ability to:

- identify those states which remained loyal to the Union and those which seceded to form the Confederate States of America.
- list the strengths and weaknesses of both the North and South at the outset of the Civil War.
- explain the strategies developed by both the Union and the Confederacy to win the Civil War.
- identify important military battles fought during the Civil War and leaders important to both sides during the war.
- describe the effect of the Civil War on life in the North and the South.
- state how the war ended.
- describe the opportunities gained by women and African Americans as a result of the Civil War.
- compare and contrast different plans for reconstruction following the Civil War.
- identify and explain important provisions of the 13th, 14th, and 15th Amendments to the Constitution.
- describe the efforts of the federal government to assist former slaves.
- explain how white southerners attempted to resist Reconstruction, and how African Americans came to lose many of the rights they had initially gained following the war.
- define the following terms and explain their significance – emancipation, blockade, secede, assassinate, border states, carpetbaggers, scalawags, Ku Klux Klan, Jim Crow laws, segregation.
- explain the political events occurring in Mexico and Canada during and in the years immediately following the Civil War.
- follow directions to successfully complete this Learning Activity Package (successful = a minimum grade of 70 for the LAP).

Directions

1. This LAP has been divided into two sections.
2. Each section has one required assignment and a number of optional activities. Each assignment and activity has been assigned a point value based on its level of difficulty and the estimated time needed for successful completion.
3. The total number of points you accumulate during the course of the LAP will determine your grade.
4. Everyone must successfully complete the required assignment for each section in order to receive a passing grade for the LAP. Those who do not do so will be assigned a failing grade, regardless of the number of points they have accumulated.

5. Everyone must successfully complete at least on activity for each section in order to receive a passing grade for the LAP. Those who do not do so will be assigned a failing grade, regardless of the number of points they have accumulated.
6. You may do as many extra activities as you wish, and as time allows, in order to accumulate additional points and increase your final total.
7. All completed assignments and activities must be turned in for evaluation. Required assignments must earn full credit to be awarded points, but optional activities may be awarded partial credit.
8. Assignments and activities which are judged unsatisfactory will be marked U and returned. If you receive a U on a required assignment you must make corrections as needed to earn points and achieve a passing grade for the LAP. If you receive a U on an optional activity you have two choices:
 - a. Do the activity over and try to improve it, or
 - b. Choose another activity.

Remember...you must have credit for one optional activity from each section to earn a passing grade for the LAP!

9. Sloppy work, plagiarized material, and poor writing will not be accepted.
10. Points may be added to, or subtracted from, your accumulated total based on your use of class time.
11. The GRADE SCALE for this LAP is as follows:

21 pts. = 100	17 pts. = 81
20 pts. = 95	16 pts. = 76
19 pts. = 90	15 pts. = 71
18 pts. = 86	Less than 15 pts...

(parent/guardian signature)

Section 1: The Civil War

Required Assignment: read the handout, “The Struggle for the Union” and complete a worksheet...3 pts.

Optional Activities

- 1) Make a poster-sized map of the U.S. during the Civil War. Ask for specific instructions...3 pts.
- 2) Make and illustrate a poster-sized chart which shows and explains the advantages held by each side at the beginning of the war...3 pts.
- 3) Use Microsoft Excel to create a series of graphs comparing the strengths and weaknesses at the beginning of the war. Copy each graph and paste it into a separate Microsoft Word document. Below each graph type a paragraph explaining the significance of each graph. Staple your graphs together into a booklet...4 pts.
- 4) Ask for directions for the Section1 timeline. It contains a list of events from this time period. Do some research to find the exact date each event occurred, and then follow the directions to create an illustrated timeline....4 pts.
- 5) Ask for the handout, “Strategies for Victory.” Follow the directions to create a poster which explains and illustrates the strategies developed by both the Union and the Confederacy to win the war...4 pts.
- 6) Pretend you are a soldier who served in either the Union or the Confederate army during the Civil War from start to finish. Write a series of letters (at least 4) to you family at home describing your experiences. Be sure to give not only the facts about what has happened since your last letter, but also how you feel about the war. See your teacher for a list of suggested dates for your letters....5 pts.
- 7) Create an illustrated booklet entitled “Who’s Who in the Civil War.” Your booklet must include at least 5 pages and a cover. Each page must have a picture of the person who is the subject of that page and a short biographical essay about that person which emphasizes his or her significance during the Civil War...5 pts.
- 8) Pretend you were a reporter covering the American Civil War for a newspaper in Europe. Write a series of articles for your paper. Be sure to cover the 1st Battle of Bull Run, the Emancipation Proclamation, the Battle of Gettysburg, the surrender of Vicksburg, and the surrender at Appomattox. You may include other articles as you like. Be sure to include background information and an explanation of the significance of each event. Your articles should look and read like real newspaper articles....5 pts.
- 9) Pretend you are someone who lived during the time of the Civil War (1861-1865). Create a Civil War scrapbook. Suggested items to include in your scrapbook: letters, newspaper clippings, maps, photographs, and illustrations. Be sure to write notes in your scrapbook to remind yourself of the significance of each item you include. Be sure your scrapbook includes items that cover the entire period of the war....5 pts.
- 10) Ask for the handout, *Verstory*. Follow the directions in this handout to create a group of poems about the Civil War. Each poem should be written or typed on a separate page and should have an illustration. Combine your pages into a poetry booklet complete with a cover...5 pts.

11) Choose a filmstrip/cassette presentation from the list below. Watch it and complete a worksheet. You may do only ONE of these for this section. NOTE: there are a limited number of viewers available....3 pts.

- A Nation Divided
- America's Trial and Agony
- High Tide of Valor
- New York State in the Civil War

Section 2: Reconstruction

Required Assignment: read pp. 533-549 in your textbook and complete a worksheet...3 pts.

Optional Activities

- 1) Create a chart comparing the reconstruction plans of Presidents Lincoln and Johnson with the reconstruction plans of the "Radical" Republicans....3 pts.
- 2) Draw a cartoon to show what was meant by the terms *carpetbagger* and *scalawag*....3 pts.
- 3) Make a poster illustrating and explaining the importance of the 13th, 14th, and 15th Amendments to the Constitution....3 pts.
- 4) View the video presentation, "Reconstruction," and complete a worksheet....3 pts.
- 5) Study the Internet presentation, *The Road to Freedom*, and complete a viewing guide....3 pts.
- 6) Do some research, then create a poster about the "Jim Crow Laws"....3 pts.
- 7) Ask for the Section 2 Puzzle Packet. Read pp. 480-499 in *The American Nation*. Use the information in these pages to complete the puzzles....4 pts.
- 8) Pretend you are a freedman – a former slave who became a free person following the Civil War. Write three diary entries about your experiences following your emancipation. The first should be from 1865, the second from 1871, and the third from 1877. You may need to review the required reading and do some additional research to complete this activity....5 pts.
- 9) Read pp. 620-621 in your textbook. Complete the "storyboard" graphic organizer, and then use the information to create either a Hyperstudio or PowerPoint presentation titled, *Segregation and Discrimination*....5 pts.