

THE CIVIL WAR AND RECONSTRUCTION

Unit 5 covers the historical era from the start of the Civil War to the end of Reconstruction. The Civil War (1861-65) was perhaps the most momentous event in American history. The survival of the United States as one nation was at risk, and on the outcome of the war depended the nation's ability to bring to reality the ideals of liberty, equality, human dignity, and justice. As important as the war itself was the tangled problem of how to reconstruct the defeated South. Encouraged by the 13th, 14th, and 15th amendments to the Constitution, African Americans at last nourished hopes for full equality. Their hopes were to be dashed. By 1877 Southern white resistance and the withdrawal of federal supervision brought about the "redemption" of the South and African Americans were disenfranchised. The redemption measures enforced greater racial separation and increased white intimidation and violence. Your task is to choose a project that will enhance your knowledge of this time period as well as show your teacher how much you truly understand about this unforgettable era.

AKS 38: identify the key events, issues, and individuals relating to the causes, course and consequences of the Civil War	38b - describe President Lincoln's efforts to preserve the Union, as seen in his second inaugural address and the Gettysburg Address, and in his use of emergency powers, such as his decision to suspend habeas corpus 38c - identify the strengths and weaknesses of the North and South before the Civil War 38d - identify the strategies of the North and South in the Civil War 38e - describe the roles of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis 38f - explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, the Battle for Atlanta, and Appomattox and the impact of geography on these battles 38g - describe the significance of the Emancipation Proclamation 38h - explain the importance of the growing economic disparity between the North and South through an examination of population, functioning railroads, and industrial output
AKS 39: identify legal, political and social dimensions of Reconstruction	39a - compare and contrast Presidential Reconstruction with Radical Republican Reconstruction 39b - explain efforts to redistribute land in the South among the former slaves, provide them with advanced education such as Morehouse College, and the Freedmen's Bureau 39c - describe the significance of the 13th, 14th, and 15th Amendments 39d - explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction 39e - explain the impeachment of Andrew Johnson in relationship to Reconstruction 39g - analyze how the presidential election of 1876 and the subsequent Compromise of 1877 marked the end of Reconstruction

1. Choose a partner or decide to complete this project alone. Note: If you choose a partner, you will BOTH receive the same grade. If you choose to work alone, the project must be completed in FULL by you; there will be not shortened/condensed projects for people working alone.
2. All projects are expected to fully cover the material from AKS 38, listed below.
3. Choose a project: Make your selection here and write in who you will be working with.

HONORS	COLLEGE PREP
<ul style="list-style-type: none"> ○ Civil War Newspaper ○ Civil War Trading Cards ○ Civil War Newscast 	<ul style="list-style-type: none"> ○ ABC Book ○ Song Rewrite ○ Tissue Box (solo project...no partners)
<ul style="list-style-type: none"> ○ I will be working with: _____ ○ I will be working alone: _____ 	

4. Sign the honor code/cheating/copyright agreement that you acknowledge the rules for creating this project. There will be a list of authorized websites you may use for your project and these will be the only ones you are allowed to reference for your project—any other website will not be accepted.
 - a. Note: Cheating is inexcusable conduct and will be dealt with strictly. On the 1st offense a grade of a zero will be given for the assignment, the teacher will contact the parent(s), and the grade level administrator will issue a formal warning to the student and record it in the student's discipline file.

Sign PRE-Project Agreement	Sign POST-Project Agreement after it is COMPLETED
HONOR CODE: I, _____, pledge on my honor that: I will complete all steps of the chosen project on my own or with the partner I have chosen. I will not use any unauthorized materials while completing this project. I will not give anyone else access to my project. I will take care of the computers I have been assigned to use and not cause any damage to the computers. I will not violate the school copyright policy and all of my information is in my own words.	HONOR CODE: I, _____, pledge on my honor that: I have completed all steps of the chosen project on my own or with the partner I have chosen. I have not used any unauthorized materials while completing this project. I have not given anyone else access to my project. I have taken care of the computers I have used and not caused any damage to the computers. I have not violated the school copyright policy and all of my information is in my own words.

CIVIL WAR NEWSPAPER

AKS 38:
identify the key events, issues, and individuals relating to the causes, course and consequences of the Civil War

38b - describe President Lincoln's efforts to preserve the Union, as seen in his second inaugural address and the Gettysburg Address, and in his use of emergency powers, such as his decision to suspend habeas corpus
38c - identify the strengths and weaknesses of the North and South before the Civil War
38d - identify the strategies of the North and South in the Civil War
38e - describe the roles of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis
38f - explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, the Battle for Atlanta, and Appomattox and the impact of geography on these battles
38g - describe the significance of the Emancipation Proclamation
38h - explain the importance of the growing economic disparity between the North and South through an examination of population, functioning railroads, and industrial output

AKS 39:
identify legal, political and social dimensions of Reconstruction

39a - compare and contrast Presidential Reconstruction with Radical Republican Reconstruction
39b - explain efforts to redistribute land in the South among the former slaves, provide them with advanced education such as Morehouse College, and the Freedmen's Bureau
39c - describe the significance of the 13th, 14th, and 15th Amendments
39d - explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction
39e - explain the impeachment of Andrew Johnson in relationship to Reconstruction
39g - analyze how the presidential election of 1876 and the subsequent Compromise of 1877 marked the end of Reconstruction

Your Task: You are living in the 1860's and are to witness the Civil war that will be fought on American ground...the war that will divide the Union. As a newspaper reporter you will present the facts as you see them. You will work with a partner, choosing to represent the news either from Atlanta (the South's point of view) or Boston (the North's point of view).

Your newspaper will contain the following features and will be arranged IN THIS ORDER.

- Page 1: **The Banner:** This includes the title, the cost (5 - 10 cents), the city your newspaper is printed from, and the date, and the name of the publishers - that's you! Oh, and period number!
- Page 2: **Headline Article** - about Fort Sumter (give a little background)
 - You will write about the secession of the southern states and the bombing of Ft. Sumter. Especially focus on the causes of the war. *How would the South present the "facts"? How would the North present the "facts"?*
- Page 3: **Special Feature** - your choice of topics from the list below
 - a famous battle: e.g. Gettysburg
 - a famous general or any other famous person
 - medicine
 - weapons of war: e.g. the Monitor and Merrimack
 - women in the war
 - the role of the black soldier
 - medicine
 - camp life, etc.
- Page 4: **Interview with soldier:** Using a question and answer format, ask about the soldier's background, his reason for fighting, his experiences of war, what camp life is like, his feelings, etc.
- Page 5: **Editorial – Slavery:** The issue is about slavery. State reasons why the South believed in slavery; or why the North believed slavery was wrong. Give examples to justify your reasons and be sure to express your feelings. *Remember which side you are writing for.*
- Page 6: **Political Cartoon:** Make fun of the other side by drawing your own political cartoon.
 - Possible topics: Slavery, the Emancipation Proclamation, John Brown, Dred Scott case, advantages of North over the South, the horrors of war, Reconstruction, election of 1876, Compromise of 1877
- Page 7: **Interview with a former slave:** Detail how his or her life has changed (*if at all*) since the Civil War. Include biographical information regarding their life before, during and after the war.

ALL PAGES SHOULD INCLUDE A TITLE AND AN IMAGE
EACH ARTICLE SHOULD BE NO LESS THAN 500 WORDS.

* It is reasonable for you and your partner divide up the pages evenly. Obviously, some are easier than others. I would suggest that these sets be divided up. **BE SURE TO PUT YOUR FULL NAME ON EACH PAGE THAT YOU WORK ON.**

- Both Partners - Banner, Political Cartoon, Movie Review (extra credit)
- Partner 1 - Headline article, editorial
- Partner 2 - Special Feature, Interview

You can search the web, and pull information from the resources provided in class. However, the writing should be yours. Copying another's writing (plagiarism) will be grounds for an incomplete assignment.