

**United States History Standards
for Grades 5-12**

Era and Standards	Overview
<p>Era 5: Civil War and Reconstruction (1850-1877)</p> <p>Standard 1: The causes of the Civil War</p> <p>Standard 2: The course and character of the Civil War and its effects on the American people</p> <p>Standard 3: How various reconstruction plans succeeded or failed</p>	<p>The Civil War 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, justice, and human dignity.</p> <p>The war put constitutional government to its severest test as a long festering debate over the power of the federal government versus state rights reached a climax. Its enormously bloody outcome preserved the Union while releasing not only four million African Americans but also the entire nation from the oppressive weight of slavery.</p>

Standard	Grade Level	Objective TLW (The Learner Will):	Lesson Cues
<p>STANDARD 1: The causes of the Civil War</p> <p>Standard 1A: The student understands how the North and South differed and how politics and ideologies led to the Civil War.</p>	7-12	Draw upon quantitative data to trace historical developments	Identify and explain the economic, social, and cultural differences between the North and the South.
	9-12	Analyze multiple causation	Analyze how the disruption of the second American party system frayed the durable bonds of union, leading to the ascent of the Republican party in the 1850s.
	7-12	Analyze cause-and-effect relationships	Explain how events after the Compromise of 1850 and the Dred Scott decision in 1857 contributed to increasing sectional polarization.
	7-12	Examine the influence of ideas	Analyze the importance of the "free labor" ideology in the North and its appeal in preventing the further extension of slavery in the new territories.
	5-12	Compare competing historical narratives	Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict.
	7-12	Analyze cause-and-effect relationships	Chart the secession of the southern states and explain the process and reasons for secession.
<p>STANDARD 2: The course and character of the Civil War and its effects on the American people.</p>	7-12	Utilize visual and mathematical data	Compare the human resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side.
	5-12	Utilize visual and mathematical data	Identify the innovations in military technology and explain their impact on humans, property, and the final outcome of the war.

Standard	Grade Level	Objective TLW (The Learner Will):	Lesson Cues
Standard 2A: The student understands how the resources of the Union and Confederacy affected the course of the war.	5-12	Assess the importance of the individual in history	Identify the turning points of the war and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict.
	5-12	Examine the influence of ideas	Evaluate provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance.
	9-12	Identify the author of the historical document and assess its credibility	Analyze the purpose, meaning, and significance of the Gettysburg Address.
	9-12	Reconstruct patterns of historical succession and duration	Describe the position of the major Indian nations during the Civil War and explain the effects of the war upon these nations.
Standard 2B: The student understands the social experience of the war on the battlefield and home front.	7-12	Evidence historical perspectives	Compare the motives for fighting and the daily life experiences of Confederate with those of white and African American Union soldiers.
	9-12	Analyze multiple causation	Analyze the reasons for the northern draft riots.
	9-12	Consider multiple perspectives	Evaluate the Union's reasons for curbing wartime civil liberties.
	5-12	Compare and contrast differing sets of ideas	Compare women's home front and battlefield roles in the Union and the Confederacy.
	5-12	Examine historical perspectives	Compare the human and material costs of the war in the North and South and assess the degree to which the war reunited the nation.
STANDARD 3: How various reconstruction plans succeeded or failed. Standard 3A: The student understands the political controversy over Reconstruction.	7-12	Compare and contrast differing sets of ideas	Contrast the Reconstruction policies advocated by Lincoln, Andrew Johnson, and sharply divided Congressional leaders, while assessing these policies as responses to changing events.
	7-12	Consider multiple perspectives	Analyze the escalating conflict between the president and Congress and explain the reasons for and consequences of Johnson's impeachment and trial.
	5-12	Consider multiple perspectives	Explain the provisions of the 14th and 15th amendments and the political forces supporting and opposing each.

Standard	Grade Level	Objective TLW (The Learner Will):	Lesson Cues
	5-12	Analyze cause-and-effect relationships	Analyze how shared values of the North and South limited support for social and racial democratization, as reflected in the Compromise of 1877.
	9-12	Interrogating historical data	Analyze the role of violence and the tactics of the “redeemers” in regaining control over the southern state governments.
Standard 3B: The student understands the Reconstruction programs to transform social relations in the South.	7-12	Examine historical perspectives	Explain the economic and social problems facing the South and appraise their impact on different social groups.
	5-12	Hold interpretations of history as tentative	Evaluate the goals and accomplishments of the Freedmen’s Bureau.
	9-12	Hypothesize the influence of the past	Describe the ways in which African Americans laid foundations for modern black communities during Reconstruction.
	7-12	Analyze multiple causation	Analyze how African Americans attempted to improve their economic position during Reconstruction and explain the factors involved in their quest for land ownership.
Standard 3C: The student understands the successes and failures of Reconstruction in the South, North, and West.	9-12	Consider multiple perspectives	Evaluate the effects of northern capital and entrepreneurship on economic development in the postwar South.
	5-12	Marshal evidence of antecedent circumstances	Assess the progress of “Black Reconstruction” and legislative reform programs promoted by reconstructed state governments.
	9-12	Evaluate major debates among historians	Evaluate Reconstruction ideals as a culminating expression of the mid-19th-century impulse of social democratization and perfectionism.
	7-12	Examine historical perspectives	Assess how the political and economic position of African Americans in the northern and western states changed during Reconstruction.
	7-12	Analyze cause-and-effect relationships	Analyze how the Civil War and Reconstruction changed men’s and women’s roles and status in the North, South, and West.
	5-12	Analyze multiple causation	Evaluate why corruption increased in the postwar period.