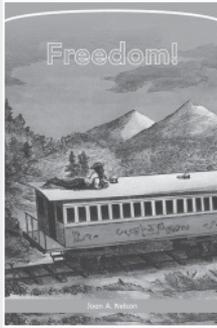


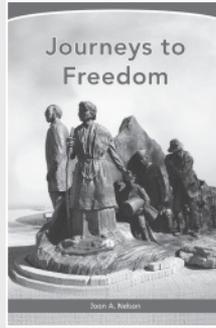
Chapter 9: Civil War and Reconstruction



Learn About Freedom!

by Joan A. Nelson

BL Below Level
Lexile Measure 820L



Journeys to Freedom

by Joan A. Nelson

OL On Level
Lexile Measure 930L



All About Pathways to Freedom

by Joan A. Nelson

A Advanced
Lexile Measure 990L

Summary

Each book in this set of readers describes the American Civil War and the period that followed, known as the Reconstruction. The books describe the institution of slavery and the secession of the Southern states. They also outline the abolitionist movement and the growth of the Underground Railroad, a pathway for runaway slaves to freedom in the North and beyond. The books go on to describe the movement toward emancipation and the participation of African Americans in the Civil War as soldiers, activists, and leaders. The books conclude with a description of the Thirteenth Amendment, which officially banned slavery in the United States.

BEFORE READING

Vocabulary

BL abolitionist, fugitive, secede, transport, volunteer

OL **A** abolitionist, fugitive, pursuer, secede, transport, volunteer

Differentiated Support

ELL Support

Invite students to browse through the books to preview vocabulary, paying attention to key words in headings and subheadings. Point out that the “Underground Railroad” and related terminology such as “conductors,” “ticket agents,” and “stationmasters” had different meanings in the context of slavery. The Underground Railroad was not an actual railroad but a loose network of safe houses and hiding places for people who were running away from slavery.

Building Background

- Ask students what they know about the Civil War. (Possible response: It was a war between the northern and southern regions of the United States that lasted from 1860 to 1865.) Ask students what they think might have caused the war. (Possible responses: a disagreement between the states and the federal government over states’ rights, a disagreement over slavery)
- Tell students that the root cause of the Civil War was slavery, an institution that did not originate in the United States but that endured in America longer than nearly anywhere else in the world. Slavery in America was unique — unlike other forms of bondage, American slaves were enslaved until they were freed or died, and their children were also treated as slaves.
- Point out that many Americans in 1860 did not think they were fighting over slavery — they thought they were fighting to restore the Union. By 1863, however, the war had become inextricably linked to the institution of slavery and its future in America.

DURING READING

Differentiated Support

Auditory Learners

Invite students to listen to a recording of the Emancipation Proclamation. Ask students to reflect on what the Proclamation accomplished. Point out that at first this document abolished slavery only in rebel states (there were three “border states” that fought with the Union but also supported slavery). It took the Thirteenth Amendment to end slavery in the United States as a whole.

Literacy Skill: Classify and Categorize

Ask students to identify ways in which we classify things. For example, we classify music according to genre, and we classify living things according to their characteristics. Tell students that we can also classify information that relates to history or social studies as a way to help us remember what we have read.

BL OL Give students a copy of the **Three-Column Chart graphic organizer**. Work with them to

search through the text for examples of information that falls into the following three categories: Resistance, Escape, and Activism.

Label the column headings in the graphic organizer with these three terms. (Possible response: Resistance — Americans who resisted the institution of slavery [e.g., William Henry Singleton, who tried to join the Union Army to fight with the Northern army].

Escape — Harriet Tubman, who fled the South to escape slavery and then risked her own safety by leading her family to freedom as well. Activism — Abolitionists and the many people who helped to run the Underground Railroad.)

| Three-Column Chart | | |
|--------------------|--|--|
| | | |

A Allow students to generate their own categories if they wish and then complete the graphic organizer independently or with a partner, as outlined above.

Discuss the Book

In collaborative conversations, have students share their thoughts about the books. Use the following guided reading questions as possible prompts to generate meaningful discussion. (Icons indicate which questions are best used with which book.)

Pages 4–11

BL OL A Why did the Southern states secede from the United States after Abraham Lincoln became president in 1860? (Possible response: They thought Lincoln would abolish slavery, and they feared that their wealthy economies would be threatened because they relied on free slave labor.)

Interpret DOK 2

BL OL A Why did the four-year-long Civil War begin at Fort Sumter, in South Carolina? (Possible response: A Union commander at the fort had refused to surrender the fort to the newly established Confederate States of America.)

Cause/Effect DOK 2

BL OL A What was the Underground Railroad, and in what way did it rely on a coded language? (Possible response: The Underground Railroad was a secret network of routes, safe houses, and hiding places that led runaway slaves to freedom. People involved in helping enslaved people escape used railway terms as a code to help avoid capture by slaveowners or slavecatchers.) **Recall DOK 1**

DURING READING

BL OL A What did the coded term “conductor” mean in the context of the Underground Railroad? (Possible response: a guide who assisted runaways along escape routes) **Interpret DOK 2**

OL A What were the main destinations for runaway slaves who escaped to freedom using the Underground Railroad? (Possible response: the Northern slave-free states, such as New York and Ohio, Mexico, and Canada) **List DOK 1**

Pages 12–20

BL OL A What kinds of people served as “conductors” on the Underground Railroad? (Possible response: freeborn African Americans, white abolitionists, church clergy and churchgoers, American Indians, Quakers, freedmen and freedwomen who had escaped slavery themselves) **Classify DOK 2**

BL OL A How did “freeborn” African American men and women differ from “freedmen” and “freedwomen”? (Possible response: Freeborn African Americans were people of African descent who were born free. Freedmen and freedwomen were formerly enslaved men and women who had been legally freed.) **Distinguish DOK 2**

BL OL A Why do you think the passage of the Fugitive Slave Act of 1850 became a major step toward Civil War? (Possible response: Because the act required all citizens to help slavecatchers, regardless of their own feelings about slavery, and the act would have led to even worse treatment of slaves because a slavecatcher could falsely accuse a captured person of being a runaway.) **Hypothesize DOK 3**

BL OL A What was the Emancipation Proclamation, and how did it change the Union’s goal in the Civil War? (Possible response: This proclamation granted freedom to all enslaved people in the Confederacy, and it changed the goal of the war from not only reuniting the country but also making the United States a nation free of slavery.) **Summarize DOK 2**

Collaborative Conversation

During discussion, encourage students to ask one another questions when they need clarification or when they need to build on one another’s ideas. Provide these prompts to foster collaborative conversations among students.

| Conversation Strategy | Prompt | Response |
|-----------------------------|----------------------------------|-----------------------------------|
| Support Ideas With Examples | What in the book shows that? | For example, _____. |
| Synthesize Ideas | What main idea can we take away? | The evidence suggests that _____. |

AFTER READING

Think About It

1. Possible responses to this question might including the following:

| William Still | Harriet Tubman | Frances Ellen Watkins Harper | John and Jean Rankin |
|---|---|--------------------------------------|---|
| As a ticket agent, he helped about 800 fugitives escape from slavery. | The Separatists relocated to the Netherlands. | She gave money to support abolition. | They helped nearly 2,000 fugitives escape to freedom. |

2. Abraham Lincoln's election in November 1860 led to the secession of the Southern states from the United States because they feared he would end slavery during his presidency. These 11 states formed the Confederate States of America (the Confederacy). A Union commander refused to surrender control of Fort Sumter in South Carolina to the Confederacy, and the battle that followed was the beginning of the American Civil War.
3. Students' responses might refer to the fact that women did not get the right to vote until 1920. Additionally, the modern Civil Rights movement of the 1960s was necessary to enforce post-Civil War amendments that were meant to guarantee equality under the law. People of color, older adults, people who have disabilities, people from low-income households, and people from various marginalized groups can sometimes face discrimination today.

Citizenship in Action

- Students might focus on the fact that the book emphasizes how many people were prepared to risk their lives to preserve unity rather than see the country divided.
- Students may also focus on the importance of ending slavery. Remind them that the abolition of slavery did not end racial discrimination in the United States. The country still struggles with this issue today, and the legacy of the Civil War endures as different groups of Americans try to achieve true equality under the law.

Writing: Informative/Explanatory

One of the main themes of the modern Civil Rights movement was "civil disobedience," the idea that peaceful resistance to unjust laws is an acceptable tool to promote positive social change. Ask students to write a brief informative piece about ways in which Americans resisted laws prior to, and during, the American Civil War. Remind them to use evidence from the text in their writing, for example, many people helped to subvert the Fugitive Slave Act by participating in the Underground Railroad.

Drama

Encourage students to write a brief script for a scene based on one of the events described in the books. For example, William Still helping a fugitive find refuge in a safe house; Harriet Tubman leading her family to freedom; or William Henry Singleton's meeting with President Abraham Lincoln, during which he asked the president to let his regiment of formerly enslaved men fight in the Northern army. Invite volunteers to act out their scene for the class.

AFTER READING

Curriculum Connections