

Civil War Amendments Lesson Plan

Grade Level & Subject Area: 8th Grade Social Studies

Standards/Framework (State Standards, Content Standards, InTASC Standards)

Era5.2.8.5-Evaluate the legacy of the Civil War on the nation

Era5.2.8.6-Evaluate successes and failures of Reconstruction

Theme/Series of Lessons:

- **This is a part of the Civil War Unit where we have looked at the causes of the Civil War, what happened during the Civil War, and what happened after the Civil War. This is the first lesson of the aftermath of the Civil War, as we will focus on the “Civil War” Amendments.**

Time: This is a one day 50-minute lesson, should be able to get through it in one class period, barring any setbacks.

What do the students already know?

The students should already know that slavery and how the government handled it was big leadup into the Civil War. We just finished going over the Civil War itself, and the students should know that the Confederate States surrendered to the Union, and the War has ended effectively and President Lincoln had been assassinated a few days after the war had ended. Students should already know that the first Civil War Amendment had been passed by Congress before the War ended, but had yet been ratified by the states. In this lesson we will go into more depths of each amendment.

Objective (What are the students' going to accomplish):

Students will understand what the 13th, 14th and 15th amendments say and their lasting effects and goals.

Materials: Inspiration, White Board/Dry Erase Markers to write additional notes

Procedure:

- 1. Recap on what the students have been learning and transition to the Civil War Amendments and how we will be learning about what each says today.**
- 2. Ask Students if they remember what the 13th Amendment grants**
- 3. Mention in detail starting with the 13th of what it said and did and its goals**
- 4. Transition on what led to the 14th Amendment to be introduced and eventually passed and repeat step 3 with the 14th Amendment then do the same with the 15th.**
- 5. Wrap up the lesson by showing the graphic organizer of the Civil War Amendments that briefly explains the effects and goals of each amendment.**

Assessment: Students will be randomly assigned one of the three amendments and be asked to write a short essay over the contents of the amendment and how it was implemented and enforced overtime.

A Brief Description Of The Entire Lesson - Plus Any Additional Information to be Included:

- Recap what students learned from previous lessons**
- Ask Student to tell you what the already passed 13th Amendment guarantees.**
 - Answer should be the abolishment of slavery**
 - Go in to detail that it was passed before the Civil War ended but was not ratified until later in the year**
 - Long-term goal was equality for all and led to the 14th and 15th amendment to expand on rights of newly freed slaves.**
- Some states pass Black Codes which takes away liberties such as right to purchase land and right to bear arms among others.**
 - Congress passes laws giving power to the Freedman's Bureau which lets them sue people who deny someone civil rights in military court.**
 - Congress also later passes legislation to give other rights to all citizens (Civil Rights Act of 1866).**

- This lead directly led Congress to proposing the 14th Amendment which guarantees the citizenship of all African Americans and minorities.
 - They proposed it because they were afraid the Civil Rights Act of 1866 would be declared unconstitutional.
 - Also cancels all Confederate debt, prohibits government from providing compensation for the loss of slaves, and it prohibits former confederate office holders from ever holding public office again.
 - Ultimate goal was (FINISH THIS LATER)
 - Many states were forced to ratify this to be readmitted into the Union.
- Martial Law is declared in the South to enforce the 14th Amendment in 1867, although it was technically not ratified until 1868.
- By 1868 only eight Northern states allowed African Americans to vote so Congress would pass the 15th Amendment in 1869
 - Restricts States from depriving a citizen (only males at the time) from the right of voting.
 - This would also allow for people of color to run for public office.
 - Would not be ratified until 1870
- Wrap up by briefly explaining the 3 amendments again.
- Present graphic organizer that has the amendments summed up with their effects and goals and distribute to students.
- Explain Essay and give student chance to begin and ask questions if time permits.

