

Lesson Plans: SS AmHis LPQ1 043 Reconstruction Amendments

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Grade Level : Grade 11

Subject : English - High,Social Studies - High

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)
Grades: 9-12
Florida Sunshine State Standards
American History
2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.
SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

Description/Abstract of Lesson: Students will: understand the context in which the 13th, 14th, 15th amendments were written. describe the actions in support of and against implementing these amendments. summarize the Women's suffrage movement actions to demand civil rights. identify and analyse key people and events from the Civil Rights Movement.

Essential Question-Scope & Sequence: **How did Americans work to demand civil rights?**

Technology Connections and Teacher Materials: Clothing to impersonate historical figures: Abraham Lincoln, Susan B. Anthony, Harriet Tubman, Martin Luther King, and Rosa Parks. Copies of the Bill of Rights to distribute to the class. Available at: http://archives.gov/exhibits/charters/bill_of_rights_transcript.html (a printer friendly version is also available on this page). Freedom web diagram handout. Cornell 2-column note paper *What does freedom mean to me?* assignment handout (attached below). A quote from the Gettysburg address.
U.S. Constitution with amendments Interactive timeline on the history of slavery in America from: <http://www.pbs.org/wnet/slavery/>
Written Document Analysis Worksheet" from archives website: http://archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf
Photo Analysis Worksheet from archives website: http://archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Duration : 5 Days

Vocabulary: Freedom, Bill of Rights, U.S. Constitution, 13th Amendment, 14th Amendment, 15th Amendment, 19th Amendment, slavery, suffrage, Suffrage, 19th Amendment, Seneca Falls Convention, Jim Crow, Brown v. Board of Education, segregation, integration, civil rights, boycotts, sit-ins, March on Washington, Civil Rights Act of 1964,

Steps to Deliver Initial Instruction:

- To introduce the lesson, dress up as one of the historical figures (Sojourner Truth, Frederick Douglas, Abraham Lincoln, Susan B. Anthony, Martin Luther King Jr, Rosa Parks), and recite a famous quote/line from a speech of that person. The teacher can also describe "themselves." Next, ask the class, "Who am I?" There should already be a list on the board of the people the students can choose from (be sure to include extra names, that way students cannot determine the person by process of elimination). As an alternative, the teacher may also choose to place a picture of the person next to each name.
 - Once each historical figure is determined, inform the class that the week's unit will cover each of the people covered in the activity. Explain to the class that all the people impersonated all share the common bond of a desire to fight or struggle for freedom, and that freedom will be a reoccurring theme throughout the lesson.
 - Pass out copies of the Bill of Rights to each student and a "Freedom" web diagram. Go over the development of the Bill of Rights and why they were added to the Constitution using the Cornell note format.
 - Then, using the web diagram, go over the Bill of Rights of as a class, identifying and summarizing each of the amendments. Note: The web diagram can be used as a PowerPoint slide. As students provide answers the teacher can type in answers on the

PowerPoint slide to be projected onto a screen shown on the TV.

- After the filling in the web diagram, ask students to provide their own thoughts of what freedom means to them. Allow students to discuss their definitions of freedom and then hand out the "What does freedom mean to me? assignment handout. Go over the directions and allow them to work on their assignment for the rest of the class period.

(handout) What does freedom mean to me? When the Bill of Rights was added to the Constitution, the Founding Fathers guaranteed rights to the people, including freedom of speech, religion, and to vote. Now, consider your own definition of freedom. In 1 page, explain your definition of what freedom means to you and why. Be creative, but please make sure your responses are appropriate for school!

Guided Practice with Feedback:

- Pass around to the students a reproduction of the 15th amendment explaining to them that this amendment passed in 1870 would guarantee African American males the right to vote. However, make the point that the passage of this amendment did not come easy and it took much bloodshed in order for the amendment as well as the 13th and 14th ones to be passed.
 - Pull up the PBS Timeline website www.pbs.org/ and take students through the interactive timeline, highlighting the key events of your choice. There is also a link with memories and quotes of slaves which really put the concept of slavery into perspective and can give students a better idea of what it was really like. The students should take notes during this time in the form of a timeline or chronological list.
 - After going over the timeline, have the students recall the three amendments mentioned at the beginning of class as well as in the timeline. Give each student a copy of the text of the 13th, 14th, and 15th amendments and sheet of construction paper to assemble a foldable for the 13th, 14th, 15th, and 19th amendments (the 19th amendment will be filled in during the Women's Suffrage Movement lesson).
 - To make the foldable: take 1 sheet of construction paper and fold it long ways. Cut 4 sections on the top half of the fold and label each section as one of the amendments. Under each flap the students will write the year the amendment was passed, a short summary of the amendment and its significance.
 - Call on students to orally summarize each of the amendments while writing their responses on the board, chart paper, or overhead projector.

Independent Practice:

- Make the assignment the night before that students should bring a newspaper article on the Women's Rights Movement. Inform the class that they will be using these newspaper articles later in the class.
 - Ask the students the names of people they came across in their research. When Susan B. Anthony and/or other key names are mentioned, pull up the PBS website. Go through the website, focusing on important points.
 - Next, go into further depth on events and people related to the Women's Rights Movement by going over the PowerPoint timeline with the class. Have the students take notes as the information on the slides is discussed.
 - In addition, ask high and low level scripted questions to check for comprehension. These questions can be included on the slides themselves.
 - After going over the timeline, have the students bring out their newspaper articles. Have the students complete the "Written Document Analysis Worksheet" for their newspaper article, and have volunteers from the class discuss their articles. Collect these at the end of class along with the article they found.

Differentiated Instruction/Small Groups:

- At the outset of the lesson, have the classroom desks (or tables) arranged into 5 stations. At each table, place 2 different photographs that are in the PowerPoint presentation and copies of the "Photo Analysis Worksheet." Inform the students that they will be rotating to different "stations" interpreting various photographs from the Civil Rights Movement.
 - Give a brief general summary of the Civil Rights Movement, and then split the class into 5 groups to start at a different station.
 - At each station, students will look at both pictures and fill out a separate "Photo Analysis Worksheet" for each. Though the students will be rotating in groups, they will be working independently to complete the worksheet as they interpret the photos. The worksheets also address the different levels of Bloom's Taxonomy in which they must identify what they see in the photograph, but must apply what they observed to answer the questions that follow.

- Students will have approximately 7 minutes per station.
- After the students visit each station, discuss what the students took note of in the pictures using the PowerPoint slide show of the pictures.
- Use the PowerPoint to discuss with students the events that are depicted in the photos. Have students record the historical information covered on the slide for each picture with the corresponding worksheet they filled out.

Lesson Closure/Review:

- *Jeopardy!* Review Game The teacher will host a game of “Jeopardy!” with the class in which there will be various categories of questions relating to material covered throughout the entire week. The class will be divided into 2 teams, and each team will select a team leader. As a group, however, they must decide on a category and point value, not just the team leader. The teacher will then display the question on the PowerPoint and the team must provide the answer within 20 seconds. If not, the other team may have a chance if they know the answer. An incorrect answer costs points, so it is important not to guess answers. The game will be played until all the questions have been chosen. The team with the most points at the end wins.
 - The questions must include a range of difficulty (this can be based on Bloom’s Taxonomy). The higher the level the question falls on Bloom’s Taxonomy, the greater the point value should be and vice versa. Answers (and questions could be developed by teacher or by student teams.

Get out the vote!” assignment (See enclosed handout). Get out the vote” assignment is to make students aware of our rights as citizens of the U.S. and our civic duties, such as voting. By completing this assignment it will help the students and community members realize that many individuals fought for our rights to vote and by voting we honor that struggle. Name:

_____ Date: _____ Period: _____ **Get out the Vote!**

Over this past week, we have discussed freedom and how African Americans and women have fought for their rights, especially their right to vote. In the U.S., voter turnout rates have become lower and lower with each election. In groups of 3 or 4 your job will be to design a pamphlet or brochure to convince citizens in the community to register to vote. In addition, we will be working to contact our local supervisor of elections or the elections office to arrange for a mailing of our best brochures and/or posters!

Creator : HS SS Content Team

File Attachments: The Civil Rights Movement Photographs powerpoint.ppt

The Civil Rights Movement Photographs.ppt

womens suffrage timeline powerpoint.ppt

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