

Lesson Plans: 04 SS LPQ3 049 Reconstruction

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Grade Level : Grade 4

Subject : Social Studies - Elementary

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)

Grade 4

Florida Sunshine State Standards

American History

5: Crisis of the Union: Civil War and Reconstruction in Florida

SS.4.A.5.2 Summarize challenges Floridians faced during Reconstruction.

Description/Abstract of Lesson: To identify effects of Reconstruction in Florida To explain the system of sharecropping. To summarize the process by which Florida rejoined the Union.

Essential Question-Scope & Sequence: **How might a war affect my life?**

Technology Connections and Teacher Materials: *Harcourt Horizons* Text Chapter 6, Lesson 3, Reading and Vocabulary Transp. 3-9, Discovery Education Streaming video [Reconstructing the South](#) (4:09) Instructions for column notes at www.readingquest.org

Technology Connections and Student Materials: Discovery Education Streaming video [Reconstructing the South](#) (4:09) Materials for research, crayons, markers, poster board

Duration : 2 Hours

Vocabulary: Reconstruction, sharecropper, credit, Black Codes, amendment, segregation

Steps to Deliver Initial Instruction: Ask students to recall what they learned in the previous lesson about life in Florida during the war. Then ask them to describe what they think Florida was like when the war ended. BIG IDEA Explain that another word for rights is freedoms. Ask students to name some rights denied to African Americans before and during the Civil War. Discuss with students that during Reconstruction Congress worked to make sure that African Americans had the same rights as other Americans.

Guided Practice with Feedback: Review the prefix re-, which means "again." Have students identify the base word in reconstruction and give a definition for construction. Then discuss the meaning of reconstruction, and point out that knowing the prefix helps define the word. Ask students to find two other words in this section that have the prefix re-, including one that is a synonym for reconstruction, for example rebuilding or repay Tell students to write in their notebooks the heading of each section of the lesson. After students have read each section, ask them to write a brief personal response, such as an opinion, and idea, or a question related to the information in the selection. (Reading and Vocabulary Transp. 3-9) Demonstrate to students how to take notes while reading using column notes.

Independent Practice: Ask students to take notes as they read the lesson using the method discussed from above. Have them put the following headings on their papers: Main Ideas and Details. Have students add to each column. Have students research local Civil War memorials or sites. Ask them to write short reports about the sites. If there is no memorial or site in your community, direct students to research Civil War soldiers from their city or town.

Differentiated Instruction/Small Groups: Buddy read the lesson. Have students make a Problem and Solution chart (Harcourt TE pg. 219) to take notes on the problems Florida faced during Reconstruction and the steps taken to address them. Invite volunteers to share their notes with the class. Share personal responses from the personal response students wrote for each section of the lesson (from Guided Practice Reading and Vocabulary Transp 3-9). Have groups of students research the Thirteenth, Fourteenth, and Fifteenth Amendments. Then have each group create a chart that lists key points about each amendment and the date on which it was added to the Constitution. Beneath the charts, have students write a paragraph explaining how these three amendments changed the nation.

ESE/ESOL Accommodations & ESE/ESOL Explain to students that many words in English are a combination of two smaller words. Point out the smaller words that make up sharecropper. Explain that these building

Strategies: blocks are keys to the meaning of the larger word. Point out and discuss other compound words from the lesson, including everyone, landowner, and Freedmen.

Lesson Closure/Review: Ask students to share their column notes to summarize the main ideas and details as well as share their Problem and Solution charts (pg. 219, Harcourt TE). Summarize Key Content: • Reconstruction brought many changes and some hardships to Floridians. • Many former slaves became sharecroppers, who rented land in exchange for payment of part of the crop to the landowner.

Assessment with Clear & Compelling Product Standards: Have students write a letter. Tell them to imagine that you are a citizen of Florida in 1870. Write a letter to your state representative, asking for laws to end segregation. Give reasons for your request. Letters should present a clearly stated request supported with convincing reasons. Remind students to use polite, businesslike language and correct letter form. Share letters with the class.

Explain Selected Design Qualities: Have groups of students write a script for a role play. Tell students to write a realistic story about a family in Florida during the Reconstruction period. Remind students that a good story usually presents a challenge that the main character or characters must overcome. Encourage students in writing their stories to combine historical facts from the lesson with fictional people and events. Students will use poster board to illustrate scenes from their stories. Present role plays to class.

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Date Created : December 06, 2006

Date Modified : April 04, 2012