

Lesson Plans: SS AmHis LPQ1 036 Reconstruction

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Grade Level : Grade 11

Subject : Reading - 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.2.2 Assess the influence of significant people or groups on Reconstruction.

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: summarize the efforts to extend or deny civil rights to former slaves. analyze primary source documents related to freedmen in the South.

Essential Question- Scope & Sequence: **How did reconstruction contribute to the underlying reasons for racial discrimination and segregation today?**

Technology Connections and Teacher Materials: <http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart5.html> 19th Century Timeline

Duration : 3 Days

Vocabulary: emancipation, contraband, civil rights, human rights, slave, citizen, freedman,

Guided Practice with Feedback: Students should be encouraged to carefully analyze images while teacher provides contextual commentary. Discussion questions are included within the slides to elicit comments and supporting evidence from the students. Student notes should be oriented towards the evolution in the political status of former slaves and the conterminous political, cultural, military events that influence this evolution (or de-evolution). Part 2 shows the culture of African Americans in the South throughout the period of Reconstruction. Particular notice of the symbolism and imagery of the extant cartoons in both the North and the South. Student notes should emphasize the failure of the larger white society to fully embrace equal rights for all Americans.

Independent Practice: Distribute "*Reconstruction Civil Enforcement*" (attached below). Divide the class into 2 groups. One group will represent newspapers in the South and one group will represent newspapers in the North. Each student will write a newspaper article for his or her respective newspaper. The article should summarize the findings of the Congressional fact finding committee. Upon completion, the groups could then be switched. Important to remember that few people in the North fully supported equal rights for African Americans even though they may have been totally opposed to slavery. Also don't forget about the revenge factor.

Differentiated Instruction/Small Groups: Dive class into groups of three. Groups could be based on specific areas of interest or selected by teacher. Use <http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart5.html> for basic research. Each group should prepare an illustrated timeline of Reconstruction dates, people and events that will help describe some aspect of Reconstruction. Topic could be a particular benevolent association, government agency, law or act of the federal or state government, development of a community. Each timeline should include; all germane dates that would lead to the identified event or activity; brief biography of at least 2 important personalities; a map showing the area or region specifically impacted.

Lesson Closure/Review: As a class, analyze the documents presented in < Short > (attached below). Following the analysis, students should be prepared to answer questions on the bottom of the sheet. Questions should be answered using ALL documents and materials presented during the lesson.

Assessment with Clear & Compelling: 1. Student notes from powerpoint should reflect understanding of the multiple ways that Reconstruction was intended to work and the multiple ways that the goals of Reconstruction were either not met or successfully achieved. 2. *"Reconstruction Civil Enforcement"* newspaper article. Article should be based on the information provided by the Congressional committee and should reflect the perspective of the appropriate region of the country. The written article should provide reasons for the particular interpretation. 3. < Short>. All questions should be answered using all appropriate documents and information. Answers should be clear and concise and show an understanding of the political, cultural, and economic forces at work during Reconstruction.

Creator : HS SS Content Team

File Attachments: Reconstruction civil enforcement.pdf

Reconstruction short documents.pdf

Report of the Board of Education for Freedmen 1864.pdf

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