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| **Lesson Title** | Aims of Reconstruction | **Teacher** | Chambrovich |
| **Grade Level** | 5 | **Duration of Lesson** | 45-55 minutes |

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| **Lesson Topic** | Aims of Reconstruction (Lincoln, Johnson, Southerners, African Americans, Congress) |
| **SC Standards and Indicators** | **5.1.1** Summarize the aims of Reconstruction and explain the effects of Abraham Lincoln’s assassination on the course of Reconstruction. |
| **Academic Vocabulary** | Aim  Reconstruction  Unite/Unity  Humiliate  Ratify  Abolish  Assassinate |
| **Lesson Materials** | Anticipation Guide  Smartboard  Smartboard lesson  Printed portions of the Smartboard lesson for use with groups  Student Notebooks  Partial Notes  Persuasive Essay Rubric |

**Lesson Set**

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| **Content Objective(s)** | Students will **demonstrate** an understanding of Reconstruction and its impact on racial relations in the United States. Students will be able to **summarize** the aims of Reconstruction and **explain** the effects of Abraham Lincoln’s assassination on the course of Reconstruction. |
| **Literacy Objective(s)** | Students will be able to use the new information from this lesson to write an essay in their student notebooks from the perspective of one of the groups of people discussed. Students will be assigned the task of playing the role of Abraham Lincoln, a newly-freed African American, new president Andrew Johnson, a defeated southerner, or a member of the United States Congress. Students will apply knowledge about the aims of each of these groups in order to make their essays accurate based on the historical evidence presented in the lesson. |
| **Lesson Importance** | This lesson is important because it introduces students to the idea that different groups of people may have different goals depending on their individual circumstances. The aims of reconstruction in the United States were quite varied depending on who you were and how the war had impacted you. This lesson also introduces topics that will be addressed in the future such as: the civil rights amendments (13, 14, 15), Black Codes and Jim Crow Laws. |
| **Connections to prior and future learning** | In Kindergarten, students illustrated the significant actions of important American figures, including Abraham Lincoln.  In 1st grade, students recalled the contributions made by historic and political figures to democracy in the United States, including Abraham Lincoln.  In 3rd grade, students summarized the effects of Reconstruction in South Carolina, including the development of public education, racial advancements and tensions, and economic changes.  In 8th grade, students will summarize Reconstruction and its effects on daily life in South Carolina, including the experiences of plantation owners, small farmers, freedmen, women, and northern immigrants.  In United States history, students will summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era. |
| **Anticipatory Set/ Hook (Engage)** | At the beginning of the lesson, the teacher will then exclaim to the students that the war has ended. The teacher will refresh the students’ memories by explaining that the North and South had been involved in a Civil War and that the North had won. The teacher will explain that many people were involved in and affected by the war. At this time, the teacher will introduce the groups of people to be discussed in this lesson (Lincoln, Johnson, Congress, African Americans, and white Southerners.) The teacher will then distribute an anticipation guide to each student. Students will complete the first half of the guide (columns marked with RED font) and put it aside until later. |

**Skill Development**

**Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.**

**The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.**

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| **Introduce content components** | The teacher will introduce the term **Reconstruction** to the students and work with them to define it. The teacher will break the word into its parts (prefix, affix, and root) and ask students to define each part. When the students understand that the word means to rebuild, the teacher will explain that this name was given to this period of time because the nation needed to pick up the pieces and physically, mentally, and emotionally rebuild the United States of America after the Civil War. The teacher will also explain that because so many different people were involved in and affected by the Civil War, there were many different opinions about what exactly the plan should be for Reconstruction. |
| **“I do”**  **Skill from literacy objective**  introduce/explain/model | The teacher will go through slides 1-4 of the SmartBoard file and model how to use information found in the slides to develop a graphic organizer for the persuasive writing. The teacher will explain to the students that they will be responsible for learning about a specific group of Americans during Reconstruction from the slides. The teacher will then explain that the students need to use this information to create a persuasive essay from the perspective of that person. The teacher will model this using slides 1-4, the teacher’s persuasive essay will be from Abraham Lincoln before he is assassinated. The teacher will model discovering key information and making a note of it in a graphic organizer for later use on the essay. |

**Guided Practice**

**This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.**

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| **“We do”**  **Activity Description**  Include student “explore” components and opportunities for them to explain their learning. | After the teacher has modeled the use of the slides for preparation of the essay, students will be given an opportunity to ask any questions they may have about the assignment. When all questions have been answered, the teacher will divide the class into four heterogeneous small groups. Each group will be assigned a group of Americans: Andrew Johnson (post-assassination), newly freed African Americans, US Congress, and white Southerners. When the groups have assembled, the teacher will hand out the slides that correspond with each group. Students will work together to look through the slides to discover key information that will help them write from the perspective they have been assigned. Students will have access to primary sources that also relate to the group they are studying. Students will record important information in their student notebooks on their “note taking side”. This will later serve as their graphic organizer for their essay. |
| **Checking for Understanding-“Informal” Assessment** | While the students are working on their notes/graphic organizers, the teacher will circulate the room and listen in on the discussion of the groups. The teacher will clarify any area that may be misunderstood. The teacher will answer any questions the groups may have. At this time, students will also be responsible for the second half of the anticipation guide for their group, the response to this question will inform the teacher about whether or not the students are comprehending the information given to them. |

**Closure**

**Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.**

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| **Content Solidified** | After about 7-10 minutes of group time, the teacher will call the class back together. At this time, the teacher will display the remainder of the slides 5-10 as the class discusses each group. As the class examines each slide, the group responsible for the group of Americans covered will share the information they learned during their group time. It is during this group sharing that other students will record notes about the remaining groups of Americans and complete the remainder of their anticipation guides. The teacher will also summarize main points about each group and stress necessary information for the class. The teacher will answer any questions the students may have about the different aims of Reconstruction. |

**Independent Practice**

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| **“You Do”** | When the teacher has answered all of the questions about the aims of Reconstruction, the students will be assigned the task of using the notes they took in class to create an essay in which they summarize the aim of their given group and explain why this plan was so suited to this group of people. This can be done in class if time permits, or it could be assigned for homework. The teacher will pass out the rubric for the assignment so that students know what is required of them. |

**Summative/ “Formal” Assessment**

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| **Assessment** | The formal assessment in this lesson will be the final essay turned in by the students. This will be assessed using a rubric. |

**Differentiation**

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| **During Lesson** | During the lesson, the teacher can group struggling students together and allow them to work on the slides that were modeled to the class. For instance, if the teacher modeled slides 1-4 during Skill Development, these students would use the teacher’s graphic organizer to complete their assignment. |
| **Assessment** | For students who have difficulty with writing, the teacher may allow them to create a T-chart comparing the groups’ aims instead of requiring a written response. This assessment still requires the student to show an understanding of the aims each group during the period of Reconstruction. |

Student Name ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Aims of Reconstruction Essay Rubric

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| --- | --- | --- | --- | --- |
|  | 5 – Excellent | 4 – Good | 3 – Minimal | 2 – Lacking |
| Student summarized in detail the aim that a group of Americans had for Reconstruction. |  |  |  |  |
| Student explained why this aim was favored by their assigned group of Americans. |  |  |  |  |

A: 10

B: 9

C: 8

D: 7

F: 6 or lower

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Aims of Reconstruction – Partial Notes**

**Vocabulary**

Aim - \_\_\_\_\_\_\_\_\_\_\_\_\_\_

­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - to rebuild; to build again

Unite - to bring together

Humiliate - to make someone feel shame; to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ratify - adopt or accept

Abolish - get rid of

Assassinate - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a political figure

**Abraham Lincoln**

Our President's main aim was to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the nation at the end of the Civil War. He promised an easy Reconstruction. His plan was simple:

* 10% of a state had to \_\_\_\_\_\_\_\_\_\_\_\_\_ allegiance to the United States

and

* the state had to ratify the \_\_\_\_\_\_\_\_\_\_ Amendment which would abolish slavery

If the state did those things, they would be allowed back into the Union.

President Lincoln wanted to make Reconstruction \_\_\_\_\_\_\_\_\_\_\_ so the United States could be united once again and the nation could move on. However. . .

President Lincoln was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by John Wilkes Booth before his plan for America was completed. We believe that if he had lived, his easy plan for Reconstruction would have continued. But, since he was murdered, we will never know for sure.

When Vice President Andrew \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ became president after Lincoln's assassination, he continued with Lincoln's basic plan. However, there was one main difference in how Johnson handled the plan:

Johnson wanted to **humiliate** the white southerners.

He required rich southerners to ask for a presidential pardon, or \_\_\_\_\_\_\_\_\_\_\_\_\_. This was just a way for him to force the white southerners to notice his power as President.

**Aim of White Southerners**

This group wanted to end the war, however they did not want to change their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ where whites were considered "better" than their slaves. White southerners knew that slavery had ended, but they did not want the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to have the same rights as whites. To make sure that freedmen did not have the same rights, southern states created \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These were laws that denied freedmen many basic rights even though they were "free". Many white southerners, like the terrorist group the Ku Klux Klan (KKK), used threats and violence to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the freedmen.

**Aims of the United States Congress**

Congress wanted to make sure that the Civil War had a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ outcome; they wanted to be sure that freed slaves would definitely be free. Congress did several things to make sure this happened:

* Congress \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to allow any Confederate official to take a seat
* Congress passed a bill that extended the Freedman's Bureau to fight the unfairness of the Black Codes
* Congress passed the \_\_\_\_\_\_\_\_\_\_\_ Amendment which gave all freedmen citizenship in the United States of America. Being a citizen meant that these freedmen now had "equal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ under the law" and the right to "due process of law"

Many people, including \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Johnson, fought against these changes, but the “Radical Reconstruction” plan of the Republican Congress was a success.

**Aims of Southern African Americans**

The aims of the freedmen in the south were very different from any of the other aims of Reconstruction. The aims of this group were very simple:

* African Americans wanted to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their families and communities that had been torn apart by slavery
* African Americans wanted to establish churches and other community programs
* African Americans wanted \_\_\_\_\_\_\_\_\_\_\_\_ access to land and education
* African Americans wanted as much independence as possible

**Aims of Reconstruction Anticipation Guide**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Before the lesson** | **Before the lesson** | **RECONSTRUCTION AIMS** | **After the lesson** | **After the lesson** |
| **TRUE** | **FALSE** |  | **TRUE** | **FALSE** |
|  |  | **Abraham Lincoln** wanted a difficult Reconstruction because he wanted to punish the South. |  |  |
|  |  | **Andrew Johnson** wanted to humiliate the rich Southerners. |  |  |
|  |  | **White southerners** wanted to end the war and treat the freedmen equally. |  |  |
|  |  | **United States Congress** wanted to make sure that the Civil War had a positive outcome and wanted to be sure that the freedmen were treated equally. |  |  |
|  |  | **Southern African Americans** did not want land or education, all they cared about was freedom. |  |  |

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