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| **Lesson Title** | Reconstruction: An Introduction | **Teacher** | Raymond A. Knauer |
| **Grade Level** | 11th | **Duration of Lesson** | 1 ½ classes |

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| **Lesson Topic** | The Reconstruction Era |
| **SC Standards and Indicators** | **Standard USHC-3:**The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.  ***USHC-3.3.*** Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans. |
| **Common Core Strategy(ies) addressed** | Informational reading  Reading to draw conclusions  Dissecting reading for key ideas  Meaningful discussion w/ active listening  Argument writing |
| **Academic Vocabulary** | Reconstruction, freedmen, military occupation, |
| **Lesson Materials Needed (attached at end of lesson)** | SMARTboard, PowerPoint presentation (attached), reading handouts (link attached) |
| **Content Narrative**  **(**What is the background information that needs to be taught to understand the context of the lesson? Be sure to include necessary citations) | As the Civil War drew to a bloody end, debate raged regarding how the Union would be restored. Some Americans wanted to see the nation restored rather quick and painlessly, including, on occasion, pardons to former Confederate leaders. Others politicians favored a far stricter penalty for the South, who they believed caused the Civil War, and therefore believed should suffer the consequences for their actions. Still others believed that in order to end the sectional conflict once and for all, that the North should help the South rebuild, while others adamantly opposed such an idea and favored that the South needed to fix the South’s problems without any assistance from the North. Some people wanted to see equal rights given immediately to freedmen, while others favored social, but not political rights like voting.  After the assassination of President Lincoln in 1865, no one knew exactly where the nation was headed or how it would be “fixed”. As a former slave-owning Southerner, President Andrew Johnson was often criticized for being too lenient on former Confederate leaders, as well as for doing little-to-nothing to promote rights for freedmen. Radical Republicans came to oppose Johnson’s plan for Reconstruction in attempt to see stricter penalties placed on the South before they would be readmitted to the Union. In addition, Radical Republicans were often sympathetic to freedmen and fought for the passage of the 14th and 15th Amendments as well as the Freedmen’s Bureau, a federal relief organization aimed at providing assistance to recently freed slaves.  Caution: While the Reconstruction Era is intended to be a period of “fixing” the Union, be careful not to convey the notion that Reconstruction “fixed” all of the nation’s problems. At the conclusion of the Reconstruction Era in 1877, significant resentment existed between different regions of the country. In addition, the end of Reconstruction brought forth a whole new set of problems for the U.S. The removal of federal troops from the South after the Compromise of 1877 meant that freedmen lost many of the social and political rights that they had gained during Reconstruction. |

**Lesson Set**

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| **Content Objective(s)** | To create solutions to many “problems” that needed fixed in the Reconstruction Era  To evaluate and debate different plans for Reconstruction |
| **Literacy Objective(s)** | To summarize and outline key ideas when provided with a reading |
| **Lesson Importance** | This lesson is important because it ultimately shows students that the Reconstruction Era was a period in which many problems needed to be addressed in order for the nation to be able to progress forward. Students need to understand that there was no ideal way in which the nation’s problems would be solved. Ultimately, it took a lot of discussion and compromise for Reconstruction to work as it did.  It is further important in showing a significant change in the U.S.- the end of slavery, the political right to citizenship for African Americans, and the right to vote for freedmen under the Constitution. |
| **Connections to prior and future learning** | Previous learning- connection to the sectional problems the U.S. was facing and that the Reconstruction Era was meant to “fix” the Union once and for all  Future learning- connect to the idea that the U.S. cannot progress forward with significant industrialization without first mending the problems created by the Civil War |
| **Anticipatory Set/ Hook (Engage)** | Think-pair-share: Have students answer the questions on slide 2 of the PowerPoint (attached). Students think about their answers alone, then pair up with another student to share their answers together, and then share as a whole group (select a few students or pairs to share). |

**Skill Development**

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| **Introduce content components** | Give introductory notes on Reconstruction (see attached PowerPoint)  **Note**: Slide 3 (“Problems that Need Addressed”) is not intended to be for note-taking. It is meant to get the students thinking of the many issues that the U.S. faced following the Civil War. |
| **“I do”**  **Skill from objective**  **introduce/explain/model** | Introduce student activity and assignment directions and rationale:  Students will complete an activity and assignment that serves as a mock Congressional committee meeting intended to show the varying plans that existed during the Reconstruction Era. Students will read, plan, and share biographical information, as well as key points about their figure’s proposed plan for Reconstruction. Students will finish by completing a “committee report” based on their feelings and a journal writing. |

**Guided Practice**

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| **“We do”**  **Activity Description**  Include student “explore” components and opportunities for them to explain their learning. | 1. Divide students into 5 groups. 2. Assign each group a historical figure (Frederick Douglass, Charles Sumner, William T. Sherman, Jefferson Davis, Andrew Johnson)   \*each group should quickly make a name plate for their assigned figure   1. Have students read their historical figure’s biographical information. Group members should select 3-5 items that they intend to share with the class about their figure’s background 2. Students then read their assigned speech (titled “witness”) and pick out key points about their figure’s plans for Reconstruction that they believe needs to be shared 3. One member from each group comes to the front of the room with their name card and reading notes to have a mock Congressional committee meeting debate in front of the class based on the biographical and “witness” notes that they have taken. A line of 5 desks have already been arranged in the front of the room. 4. Each figure shares their biographical information with the class. Once this is finished, each member may share their “witness” information.   \*the teacher’s ultimate job is to facilitate and fuel the debate between the students representing the historical figures. Allow the debate to go on as long as you feel comfortable with student involvement, active engagement among the students, and time.  \*students not involved in the debate should be working on writing questions to ask to the other historical figures to try to help their figure “win” the debate  (see “you do” and “assessment” for activity and assignment completion/wrap-up) |
| **Checking for Understanding-“Informal” Assessment** | Teacher observations & student monitoring  Answering student questions  Asking pointed questions to each historical figure during the mock debate |

**Closure**

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| **Content Solidified** | Debrief activity by comparing/contrasting different group responses to “Committee Report on Reconstruction Policy”. Have students from each group offer further insight.  Finish with questions from the notes:   * What is Reconstruction? * What are some problems that needed fixed during the Reconstruction? * How did Reconstruction plans vary between the North and South? Blacks and whites? * In hindsight, how difficult was it going to be to fix the nation after the Civil War? |

**Independent Practice**

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| **“You Do”** | Students return to their groups & complete “Committee Report on Reconstruction Policy” as a group. Students may need to “lobby” within their group to get their group members to follow their opinion(s). Each member of the group should sign the sheet upon completion. |

**Summative/ “Formal” Assessment**

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| **Assessment** | Reflective writing: students answer the following writing prompt:  The year is 1865 and you have just left a Congressional meeting on varying Reconstruction plans for the U.S. Who would you support the most? Who would you support the least? Justify your response with content information from the mock-meeting held in front of the class. |

**Differentiation**

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| **During Lesson** | Guided notes (fill-in-the-blank)  Partially-completed outline for finding main ideas from the readings |
| **Assessment** | Students have less speakers to choose from  Student writes their answer in note-form or list-form  Verbal delivery of assignment |

**Reflection**

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| **Lesson Reflection**  (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson) | My students have enjoyed this lesson in the past. The students typically do very well “getting into character” and debating the content from the readings. It is important to emphasize that the students learn as much about their character from the provided readings as possible. This information is ultimately used to promote their plan over another figure’s in the mock Congressional committee debate.  Potential problems to watch for – the teacher’s job in facilitating and “egging-on” the historical figures during the mock Congressional committee debate is paramount in bringing the full effect of the spirit of Reconstruction into the classroom. Make sure to be fully prepared to spur the debate if it begins to fade. |

**Materials Needed for Lesson**

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| **Lesson Materials and Handouts** | Introductory PowerPoint attached  Access biographies, “witness” testimonies, & “Committee Report on Reconstruction Policy” from [here](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&ved=0CDgQFjAB&url=http%3A%2F%2Fshs.westport.k12.ct.us%2Fshepro%2Fweb%2520page%2FUS%2520history%2FCivil%2520war%2FReconstruction%2520Policy.doc&ei=HO3AUISKNZHK9QS6lIGQCg&usg=AFQjCNGrVtEuMl-6ORN7DDOi9va-gAWhlQ&sig2=iruwhzx225g8sIQfSpYSYQ) |