

Lesson Plans for a Unit on Reconstruction

By

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Dayton Teaching American History Grant



African American Majority in First South Carolina Legislature After the War

Name: Jay Higginbotham

School: Stivers School for the Arts Grade Level: 8

Lesson Plan Title: Need for Reconstruction: Devastation and Liberation in the South

Content Area(s)	American History - Reconstruction
Learning Objectives	<ol style="list-style-type: none"> 1) The students will understand the amount of destruction in the South after the Civil War, and be able to compare that with destruction in the North. 2) The students will be able to explain why there was little destruction and devastation in the North and therefore less need for reconstruction there. The students will be able to explain why Reconstruction was needed in the South after the Civil War, and predict what problems (Rebuilding, Government, and African Americans) will result from the Reconstruction.
Standards, Benchmarks, and Indicators for the Ohio Academic Content Standards for Social Studies	History , Benchmark G: Analyze the causes and consequences of the American Civil War. 10. Explain the course and consequences of the Civil War.
Vocabulary	Freedmen
Preparation for Teacher (Historical background that teacher must do to prepare for lesson)	The teacher will review information about the levels of destruction in the South. The teacher will compile some statistics about the levels of destruction in the South.
Core Activities (Detail in steps with division of time)	<ol style="list-style-type: none"> 1) The teacher will begin by asking students a few questions to focus their attention on the consequences of the Civil War. (5 minutes) 2) The teacher will then show students several images of Southern cities and display some statistics that describe and show the devastation in the South after the Civil War. The teacher will also read quotes from Sherman's various correspondences with the leaders of the Confederacy and of the city of Atlanta about the devastation of the war that existed there. (15 minutes) 3) The teacher will next lead a discussion with the students about why the South lost, why the North did not experience the same destruction, and what freedmen would experience in this new environment.(10 minutes) 4) Finally, the teacher will facilitate the creation of a list of predictions from students about the potential problems with Reconstruction.(15 minutes)
Overview of Student Activities (How will you & your students be using technology? What learning strategies will be implemented? (<i>i.e.</i> , <i>independent and or group work</i>) What products	The teacher will use a notebook computer and overhead projector to communicate and show images of Southern devastation following the Civil War. The learning strategies of oral questioning and discussion will be used. The students will develop a list of predictions about the potential problems with Reconstruction. The students will develop the skill of Application in this lesson.

<p>will be developed by students? What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</p>	
<p>Resources/Materials List software, websites, references, etc.</p>	<p><i>A Short History of Reconstruction</i> by Eric Foner, <i>American Nation</i>, and Correspondence of William T. Sherman in <i>Reading the American Past: Selected Historical Documents</i> by Michael Johnson Notebook Computer or overhead, large paper for student lists</p>
<p>Collaboration/Sharing How will this lesson support the inter disciplinary process? How will student products be showcased?</p>	<p>The teacher will post the students lists in the classroom so that they can be seen by the other class periods the following day.</p>
<p>Assessment How will student products and/or process be assessed? How will you communicate student expectation? Rubric?</p>	<p>The teacher will assess using oral questioning, and review of student list of predictions.</p>
<p>Differentiated Learning: Enrichment Activities: Additional Instruction:</p>	<p>In order to address differentiated learning the teacher will use visual aids, lecture, discussion, and student participation.</p>

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Lesson Plan Title: The Politics of Reconstruction, pt. 1

Content Area(s)	American History - Reconstruction
Learning Objectives	<ol style="list-style-type: none"> 1) The students will be able to explain the importance of Abraham Lincoln to American History, and how his death affected Reconstruction. 2) The students will know and understand the different Reconstruction policies and who supported them. 3) The students will be able to summarize Northern and Southern opinions to Reconstruction.
Standards, Benchmarks, and Indicators for the Ohio Academic Content Standards for Social Studies	History, Benchmark G: Analyze the consequences and causes of the American Civil War. 11. Analyze the consequences of Reconstruction with emphasis on: A . President Lincoln’s assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson.
Vocabulary	Ten Percent Plan, Wade Davis Bill, Freedmen’s Bureau, Radical Republicans
Preparation for Teacher (Historical background that teacher must do to prepare for lesson)	The teacher will review the details surrounding Lincoln’s assassination, and the section of the textbook that reviews the topic.
Core Activities (Detail in steps with division of time)	<ol style="list-style-type: none"> 1) The teacher will begin class by detailing the death of Abraham Lincoln, his contributions to American history, and his legacy. The teacher will discuss with students about how Lincoln’s legacy could have been different, and what that would have meant to the country. The teacher will then describe Reconstruction as something that could have been an important part of Lincoln’s legacy, because it was a policy he started, but one that was completed by others. The teacher will use passages from Gideon Welles’ (Secretary of the Navy) diary that detail the death of Lincoln. (15 minutes) 2) Next, the teacher will divide the students into groups to use their textbooks to define the vocabulary and other terms. The groups will use their textbooks and several primary sources (Andrew Johnson’s speech against the Radical Republicans Feb. 22 1866, Alexander Stephens report to Congress on the Immediate Restoration of State Governments April 11, 1866, <i>Report of the Joint Committee on Reconstruction</i> 1866) to research the different approaches to Reconstruction proposed by Lincoln, Andrew Johnson, and the Radical Republicans. The groups will also be asked to summarize the Northern opinion to Reconstruction, and the Southern one. The students will record this information on a guided reading worksheet. (25 minutes) 3) Finally, the teacher will ask the groups a series of questions about the vocabulary, various Reconstruction plans, and Northern and Southern opinions. (5 minutes)

<p>Overview of Student Activities (How will you & your students be using technology? What learning strategies will be implemented? (i.e., independent and or group work) What products will be developed by students? What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>The teacher will use oral questioning, discussion, and cooperative learning in this lesson. The students will be placed into groups in order to divide their research and then use each other to create Knowledge and Comprehension.</p>
<p>Resources/Materials List software, websites, references, etc.</p>	<p><i>A Short History of Reconstruction</i> by Eric Foner, Textbook <i>American Nation</i>, and Gideon Welles's Diary passages on the death of Lincoln, Andrew Johnson's speech <i>Against the Radical Republicans Feb. 22 1866</i>, Alexander Stephens report to Congress <i>For the Immediate Restoration of State Governments April 11, 1866</i>, <i>Report of the Joint Committee on Reconstruction 1866</i> . Group guided reading worksheet</p>
<p>Collaboration/Sharing How will this lesson support the inter disciplinary process? How will student products be showcased?</p>	<p>Students will be working with each other in groups.</p>
<p>Assessment How will student products and/or process be assessed? How will you communicate student expectation? Rubric?</p>	<p>The teacher will use oral questioning and will review student work within their groups.</p>
<p>Differentiated Learning: Enrichment Activities: Additional Instruction:</p>	<p>Oral questioning, discussion, and cooperative learning will be used.</p>

The Politics of Reconstruction

(Use Chapter 17 Sections 1, 2, and 3)

Define the following Vocabulary:

Ten Percent Plan, Wade-Davis Bill, Freedman's Bureau, and Radical Republicans

Describe the following Reconstruction Policies for Abraham Lincoln, Andrew Johnson, and the Radical Republicans.

Summarize the Northern and Southern viewpoints on Reconstruction.

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Lesson Plan Title: The Politics of Reconstruction, pt.2

Content Area(s)	American History - Reconstruction
Learning Objectives	<ol style="list-style-type: none"> 1) The students will be able to debate the different policies and viewpoints of Reconstruction. 2) The students will be able to theorize how the Reconstruction period might have been different if Abraham Lincoln had remained President and not been assassinated. 3) The students will be able to criticize or support the impeachment of Andrew Johnson.
Standards, Benchmarks, and Indicators for the Ohio Academic Content Standards for Social Studies	History Benchmark G: Analyze the consequences and causes of the American Civil War. 11. Analyze the consequences of Reconstruction with emphasis on: A . President Lincoln’s assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson
Vocabulary	
Preparation for Teacher (Historical background that teacher must do to prepare for lesson)	The teacher should review the different policies of Reconstruction, and the opinions of Northerners and Southerners to Reconstruction.
Core Activities (Detail in steps with division of time)	<ol style="list-style-type: none"> 1) The teacher will quickly review with students the different policies of Reconstruction, and the opinions of Northerners and Southerners. After a quick review the teacher will divide the class into 5 groups (Lincoln’s Reconstruction Policies, Johnson’s Reconstruction Policies, Radical Republicans Reconstruction Policies, Northern View of Reconstruction, and Southern View of Reconstruction). Each group will be expected to defend their positions on Reconstruction policy. Each group will pick a spokesperson, but every group member will be expected to contribute.(5 minutes) 2) Next the teacher will ask each group to explain their Reconstruction policy or viewpoint. The groups will then be allowed to debate and defend these positions by asking questions. Each member of every group will be required to ask another group a question, and will be allowed a rebuttal. The teacher will facilitate this debate by asking the various groups questions as well. (30 minutes) 3) Then the teacher will review with the students what was debated, and compare it to what was debated during the Reconstruction. (5 minutes) 4) Finally the teacher will assign two essay questions for homework. The first, “Describe how the Radical Republicans took a stand in government during the Reconstruction.” The second essay question will require some research on the students part, “Why were charges of impeachment brought against Andrew Johnson?” (5 minutes)

<p>Overview of Student Activities (How will you & your students be using technology? What learning strategies will be implemented? (<i>i.e., independent and or group work</i>) What products will be developed by students? What skill(s) (Bloom’s Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>The teacher will use oral questioning, discussion, and cooperative learning during this lesson. The teacher will facilitate a debate between students, which will require them to use Analysis and Evaluation in this activity. The homework assignment will require them to use Analysis, Synthesis, and Evaluation.</p>
<p>Resources/Materials List software, websites, references, etc.</p>	<p><i>A Short History of Reconstruction</i> by Eric Foner, Textbook <i>American Nation</i></p>
<p>Collaboration/Sharing How will this lesson support the inter disciplinary process? How will student products be showcased?</p>	<p>Class Debate</p>
<p>Assessment How will student products and/or process be assessed? How will you communicate student expectation? Rubric?</p>	<p>The teacher will assess learning by listening to student questions and rebuttals in the debate, and by reviewing student essays.</p>
<p>Differentiated Learning: Enrichment Activities: Additional Instruction:</p>	<p>Oral questioning, Discussion, and Debates</p>

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Lesson Plan Title: Reconstruction: African Americans in the South After the Civil War

Content Area(s)	American History – Reconstruction
Learning Objectives	The students will know and understand how freedoms for African Americans in the South were both expanded and limited during Reconstruction.
Standards, Benchmarks, and Indicators for the Ohio Academic Content Standards for Social Studies	History , Benchmark: Analyze the consequences and causes of the American Civil War. 11. Analyze the consequences of Reconstruction with emphasis on: A . President Lincoln’s assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13 th , 14 th , and 15 th Amendments to the US Constitution. C. The Ku Klux Klan and the enactment of the black codes
Vocabulary	Freedmen’s Bureau, Black codes, Thirteenth Amendment, Fourteenth Amendment, Fifteenth Amendment, Sharecropping, Ku Klux Klan
Preparation for Teacher (Historical background that teacher must do to prepare for lesson)	The teacher will review the history behind the 13 th through 15 th Amendments, and the beginnings of the Ku Klux Klan.
Core Activities (Detail in steps with division of time)	<ol style="list-style-type: none"> 1) The teacher will begin class by having students brainstorm about the feelings of slaves in the South who found themselves free at the end of the Civil War. 2) The teacher will then tell students what relatively little freedom freedmen had after the war by discussing the black codes. The teacher will use the primary source <i>Mississippi Black Codes</i>, November 1865 to show the laws that were passed after the end of the war to continue to deny African Americans freedom. 3) The students will use the internet to gather information about the vocabulary terms (American History from About website), and to collect primary sources from freedmen living in the South during Reconstruction (Library of Congress – American Memory Project website). The students will record their information on a worksheet.
Overview of Student Activities (How will you & your students be using technology? What learning strategies will be implemented? (i.e., independent and or group work) What products will be developed by students? What skill(s) (Bloom’s Taxonomy) is/are used in the activity(s)? (in bold)	The students will utilize the internet to research for information on the Reconstruction. The teacher will utilize oral questioning, discussion, and technology as students learn through Knowledge and Comprehension . As the students choose primary source pictures and quotes they will need to use the skill of Application and Analysis .
Resources/Materials List software, websites,	<i>A Short History of Reconstruction</i> by Eric Foner, Textbook <i>American Nation</i> , and <i>Reading the American Past: Selected Historical Documents</i> by Michael P.

references, etc.	Johnson - Websites – www.american history.about.com / www.memory.loc.gov
Collaboration/Sharing How will this lesson support the inter disciplinary process? How will student products be showcased?	The students will share their primary sources that they found in class.
Differentiated Learning: Enrichment Activities: Additional Instruction	The teacher will use oral questioning and will review the students worksheets were they recorded the information they researched on the internet.

Use the website www.americanhistory.about.com to find how each of these terms applies to Reconstruction: Freedmen's Bureau, Thirteenth, Fourteenth, and Fifteenth Amendment, Black codes, Sharecropping, and Ku Klux Klan

Find and document a primary source from a Freedmen living in the South during Reconstruction. Extract three quotes from this source that describes life for Freedmen in the South during Reconstruction. Use the website www.memory.loc.gov.

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Lesson Plan Title: Reconstruction: Southern States and Citizens Taking A Stand Against Equality/ Life for Freedmen in the South

Content Area(s)	American History - Reconstruction
Learning Objectives	<ol style="list-style-type: none"> 1) The students will be able to describe life in the South for Freedmen. 2) The students will be able to predict what effects Reconstruction will have on US history.
Standards, Benchmarks, and Indicators for the Ohio Academic Content Standards for Social Studies	<p>History, Benchmark G: Analyze the consequences and causes of the American Civil War. 11. Analyze the consequences of Reconstruction with emphasis on:</p> <p>A . President Lincoln’s assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th, and 15th Amendments to the US Constitution. C. The Ku Klux Klan and the enactment of the black codes</p>
Vocabulary	Freedmen’s Bureau, 13- 15 Amendments, KKK, sharecropper
Preparation for Teacher (Historical background that teacher must do to prepare for lesson)	The teacher will review the history behind the 13 th through 15 th Amendments, and the beginnings of the Ku Klux Klan
Core Activities (Detail in steps with division of time)	<ol style="list-style-type: none"> 1) The will begin class by reviewing the vocabulary terms (Freedmen’s Bureau, 13- 15 Amendments, KKK, sharecropper.) The teacher will use oral questioning to discuss the importance and relevance of these topics to the African American experience. The teacher will use quotes and passages from the primary source, Elias Hill’s <i>Testimony Before Congressional Committee Investigating the Ku Klux Klan</i>, 1871, which describes the violence against African Americans in the South during the Reconstruction. 2) The teacher will facilitate the creation of a list that describes life in the South for a Freedmen. Then the teacher will ask that students share quotes or pictures from the primary sources they found using the internet. 3) Next the teacher will lead a discussion about the different ways southern states and citizens were taking a stand against equality during the Reconstruction. Then the teacher will ask how a century later African Americans would have to take a stand during the Civil Rights Movement to counteract a century of inequality because of Southern practices and policies during the Reconstruction. Next, the teacher will discuss how people take both positive and negative stands in history and that both produce consequences. 4) Finally, the teacher will assign students to create a short story about an African American freedmen living in the Reconstruction period. The students

	will be instructed to use the terms that they have covered in class.
Overview of Student Activities (How will you & your students be using technology? What learning strategies will be implemented? (i.e., independent and or group work) What products will be developed by students? What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)	<ul style="list-style-type: none"> - Oral questioning and discussion will be strategies used by the teacher. - The students will create short stories about African Americans living in the South during the Reconstruction. - Knowledge, Comprehension, and Synthesis will be used by students during this lesson.
Resources/Materials List software, websites, references, etc.	<i>A Short History of Reconstruction</i> by Eric Foner Textbook <i>American Nation</i> , and <i>Reading the American Past: Selected Historical Documents</i> by Michael P. Johnson. Overhead
Collaboration/Sharing How will this lesson support the inter disciplinary process? How will student products be showcased?	Creation of short stories Student short stories will be made available for the classes to read.
Assessment How will student products and/or process be assessed? How will you communicate student expectation? Rubric?	The teacher will use oral questioning and review of student short stories to assess student learning. The teacher will also use a test at the end of this unit. An essay will ask students to pick a group during the Reconstruction (Freedmen, Radical Republicans, KKK) and describe how and for what did they take a stand during the Reconstruction.
Differentiated Learning: Enrichment Activities: Additional Instruction:	The students will be given the opportunity to earn extra credit by researching an individual who took a stand during the Reconstruction and profiling their life and struggle.