



Lesson Plan Template

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School: Wade Hampton High School

Title of Activity	Reconstruction 1863- 1877
Overview	<p>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.</p> <p>USHC-3.4 Summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.</p>
Essential Question	Was reconstruction successful from a republican standpoint, a democratic standpoint, and an African-American standpoint?
Audience	11th Grade United States History Students
Time Required	2 Class Blocks of 90 minutes
Goal	Students will work together in groups to write a paper arguing the success or failure of Reconstruction from a republican standpoint, a democratic standpoint, and an African-American standpoint using examples from primary sources as evidence.
Objectives	Demonstrate understanding of the political, social, and economic changes of Reconstruction by citing evidence from primary sources.
SC Standards	<p>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.</p> <p>USHC-3.4 Summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.</p>
Digital and Other Resources	<p>Primary sources:</p> <p>Emancipation Proclamation, February 26, 1854, Lipman, Louis http://hdl.loc.gov/loc.pnp/pga.02040</p>

	<p>Radical members of the first legislature after the war, South Carolina, 1876 https://www.loc.gov/pictures/item/97504690/</p> <p>Congress - 14th Amendment 2nd section, 1902, Kemble, E.W., https://www.loc.gov/pictures/item/2004679121/</p> <p>The Fifteenth amendment, 1870, Thomas, Kelly https://www.loc.gov/pictures/item/93510386/</p> <p>At the Bus Station in Durham, North Carolina, 1940, Delano, Jack http://hdl.loc.gov/loc.pnp/cph.3c25806</p> <p>A truce - not a compromise, but a chance for high-toned gentlemen to retire gracefully from their very civil declarations of war, 1877, Nast, Thomas http://loc.gov/pictures/resource/ds.04504/</p> <p>Leading the Klu [sic] Klux Klan parade which was held in Washington, D.C. today; on the right is Mr. J.M. Fraser, a member of the original Klan. Mr. Fraser is from Houston, Texas, September 13, 1926, https://www.loc.gov/pictures/item/89706547/</p> <p>Negro sharecropper and wife. Mississippi. They have no tools, stock, equipment, or garden, 1937 June-July, Lange, Dorthea https://www.loc.gov/pictures/item/2017770268/</p> <p>Robert Smalls, captain of the gun-boat "Planter", run out of Charleston, S.C. by Robert Smalls, May 1862. 1862. https://www.loc.gov/pictures/item/97512451/</p> <p>The "Strong" government 1869-1877--The "weak" government 1877-1881 / J.A. Wales. https://www.loc.gov/pictures/item/93505647/</p> <p>Andrew Johnson's reconstruction and how it works. 1866 September 1. Nast, Thomas. https://www.loc.gov/pictures/item/95512439/</p> <p>1965 Alabama Literacy Test https://www.thirteen.org/wnet/jimcrow/literacy_popup.html</p> <p>Statistical atlas of the United States, based upon the results of the eleventh census. 1898. Gannett, Henry. (image 18 of 130) https://www.loc.gov/resource/g3701gm.gct00010/?sp=18</p> <p>Miss Laura Town's [i.e. Towne's] school, St. Helena Island, South Carolina. Between 1863-June 1866. Hubbard & Mix, photographer. https://www.loc.gov/item/2015646740/</p> <p>Abolishing Slavery. Joint resolution of the thirty eight Congress of the United States of America, proposing an amendment to the Constitution of the United States, abolishing slavery. 1868. Clark, D.R. https://www.loc.gov/resource/lprbscsm.scsm0681/</p>
<p>Classroom Materials</p>	<ul style="list-style-type: none"> ● Tools for student notetaking (students should have paper and pencils) ● Primary source documents and teacher's guides for analyzing documents printed in color and laminated ● Slides to discuss "What are primary sources?"

Preparation	<ul style="list-style-type: none"> ● Print and laminate primary source documents and <u>teacher's guides</u> for analyzing documents ● Create stations ● Pair students for walk-through ● Group students for discussions, analysis, and paper writing
Procedure	<p>Day 1</p> <ul style="list-style-type: none"> ● Discuss with the class what are primary sources and show examples from the primary source set "The Civil War: The Nation Moves Towards War, 1850-61" since students will be familiar with some of the concepts in this collection. Practice analyzing a source or two using <u>teacher's guides</u>. ● Laminated color copies of primary source documents and <u>teacher's guides</u> will be stationed around the room. ● Students will move around the room with partners to examine the primary source documents. ● Students will individually take notes about what they observed at each primary source station using the LOC prompts from the teacher's guides. <p>Day 2</p> <ul style="list-style-type: none"> ● Students will meet with their project group to share what they each observed for the individual stations. ● The groups will work together to write a one-page paper arguing the success or failure of Reconstruction from a republican standpoint, a democratic standpoint, and an African-American standpoint using examples from primary sources as evidence.
Assessment/Reflection	<p>The group will work together to write a one-page paper arguing the success or failure of Reconstruction from a republican standpoint, a democratic standpoint, and an African-American standpoint using examples from primary sources as evidence.</p>