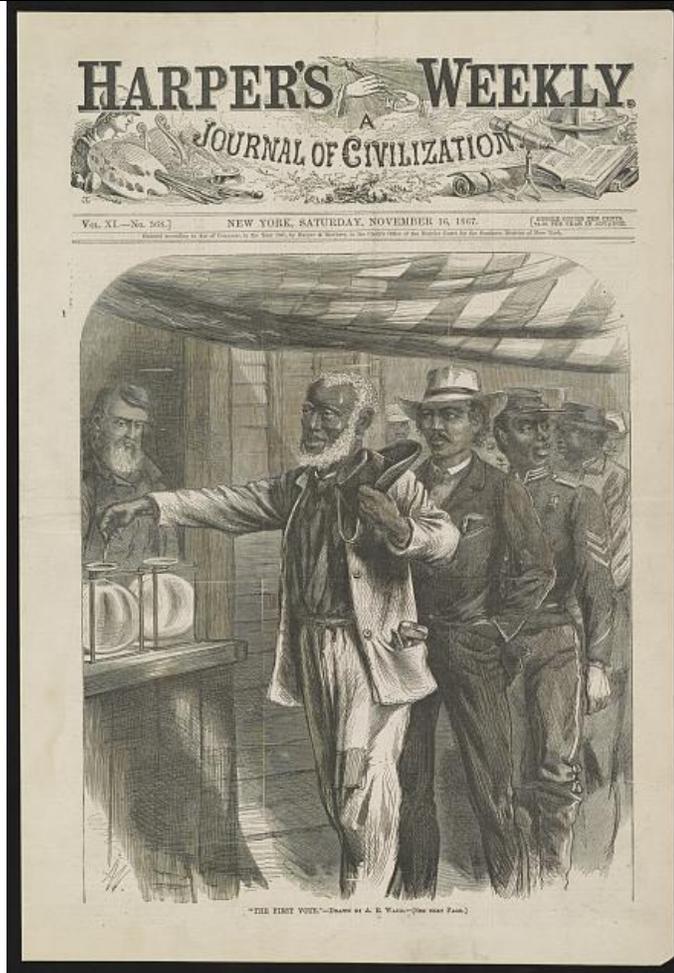


**UofSC TPS Project
Lesson Plan Template**

School:	Wade Hampton High School	Author(s): Andi Fansher Revised by: Maggie Todd
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Course: 11th Grade United States History Students	Grade Level(s): 11
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Length of Class: 2 Class Blocks of 90 minutes	Number of Students: Varied
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Waud, A. R. (1867) *"The first vote"* / AW monogram ; drawn by A.R. Waud. , 1867. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/00651117/>.

Lesson Title:	Reconstruction 1863- 1877
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Overview:	Students will work together in groups to create a poster which arguing the success or failure of Reconstruction using a variety of primary sources after participating in a gallery-walk like protocol to analyze the primary source set, specifically analyzing the republican standpoint, a democratic standpoint, and an African American standpoints. These three standpoints will usher students
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	into a greater understanding of the organization of the Reconstruction period that carries over into the modern Civil Rights Movement.
Learning Objective:	Students will be able to demonstrate understanding of the political, social, and economic changes of Reconstruction by citing evidence from primary sources for two class periods.
SC Social Studies College and Career-Ready 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>
Essential Question:	Was Reconstruction successful?
Supporting Question(s):	<p>How does point of view change the interpretation of reconstruction (republican standpoint, a democratic standpoint, and an African-American standpoint)?</p> <p>Why were blacks effected by reconstruction differently than whites?</p>
Digital Primary and Secondary Sources:	<p>Primary sources:</p> <ul style="list-style-type: none"> • Emancipation Proclamation, February 26, 1854, Lipman, Louis • Radical members of the first legislature after the war, South Carolina, 1876 • Congress - 14th Amendment 2nd section, 1902, Kemble, E.W., • The Fifteenth amendment, 1870, Thomas, Kelly • At the Bus Station in Durham, North Carolina, 1940, Delano, Jack • 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 • 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, • Negro sharecropper and wife. Mississippi. They have no tools, stock, equipment, or garden, 1937 June-July, Lange, Dorthea • Robert Smalls, captain of the gun-boat "Planter", run out of Charleston, S.C. by Robert Smalls, May 1862. 1862.

	<ul style="list-style-type: none"> • The "Strong" government 1869-1877--The "weak" government 1877-1881 / J.A. Wales. • Andrew Johnson's reconstruction and how it works. 1866 September 1. Nast, Thomas. • 1965 Alabama Literacy Test • Statistical atlas of the United States, based upon the results of the eleventh census. 1898. Gannett, Henry. (image 18 of 130) • Miss Laura Town's [i.e. Towne's] school, St. Helena Island, South Carolina. Between 1863-June 1866. Hubbard & Mix, photographer. • 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.
Required Classroom Materials:	Students will need access to 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?".
Classroom Environment:	There will be stations around the room for each primary source document, in which students will be rotating throughout for the first day. On the second day, students will be working in groups, and the desks should be arranged to accommodate those groups.

Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.					
10 %	Independent reading	30%	Partner work	7 %	Engaging in whole group discussion
6%	Independent writing	40%	Group work	7%	Direct Instruction by teacher

Lesson Sequence/Procedures	
Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.) (Type in cells. They will expand as more space is needed. Add more cells as needed)
90 min	Day 1

	<p>The class will discuss 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 teacher’s guides. Laminated color copies of primary source documents and teacher’s guides 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>
90 min	<p>Day 2</p> <p>Students will meet with their project group to share what they each observed for the individual stations. The group will work together to create a poster that argues either the success or failure of Reconstruction from multiple perspectives, with one overall conclusion, answering the essential question. Students should be encouraged to get as creative with the poster as they want, and to use specificity through the documents to prove and support their position.</p>

Homework for Tomorrow	
None	
Assessments	
	<p>The group will work together to create a poster that argues either the success or failure of Reconstruction from multiple perspectives, with one overall conclusion, answering the essential question. The teacher will use the poster as a formative assessment looking for students’ analysis skills of individual primary sources, conclusion drawing abilities, and synthesis of information. The teacher should give feedback during the class period as students work and will be able to give oral and written feedback once the posters are completed.</p>
Learning Extensions	
	<p>A way to extend this lesson would be to look at how Reconstruction effects the South today, possibly focusing on education and literacy rates, having students work on their problem solving and synthesis skills. This could turn into a week-long lesson that looks at the long-term effects versus the short-term effects of Reconstruction and the current climate.</p>
Adaptations	
	<p>This lesson could be adapted by adding more days for students to have more time to work together. The documents could also be adapted to adhere to students who need a challenge or those who need more guidance by adding or subtracting text to work with the multi-media forms.</p>