Lesson title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Standards** this lesson addresses:

(all applicable: state, district scope/sequence, ELPS, CCR, national, school, and/or network)

**TEKS:**

**Section 113.20. Social Studies. (b)**

* **9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:**
  + **(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;**

**AP US History Key Concepts (Also Section 113.53 Advanced Placement TEKS)**

* **Key Concept 5.3: The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.**
  + **II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.**
    - **A) The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.**

**Objective(s)** for student learning:

(frame this in terms of the observable outcome of what students will be able to do using Bloom’s taxonomy – same as the” “know/skilled at” UbD Stage 2 section)

* The students will know the content, and impacts of, the 13th, 14th, and 15th Amendments.
* The students will be skilled at identifying HIPPO in documents.

**Assessment Evidence:**

(how will you know students met the objective? performance task(s) and/or other evidence such as quizzes, tests, academic prompts)

* Chart comparing and contrasting the 13th, 14th, and 15th amendment and its effectiveness.
* Political cartoon HIPPO Analysis Entrance Slip in order to check on their progress with analyzing hisorical documents

**Understanding(s) & Essential Question(s)** this lesson addresses (if part of a UbD unit):

* To what extent was Reconstruction successful?
* To what extent was Congress successful in legislating social change?
* Political reform does not necessarily equate to social change

**Instructional Activity/Student Learning Experiences: Jigsaw**

Hook/Intro Activity: HIPPO Document Analysis Entrance Slip

* Pass out to students the ‘HIPPO Document Analysis Worksheet’ slip as they come in the door. Have the political cartoon (attattched below) projected so students can begin the activity as they come in.
* Give students 5 minutes to complete their HIPPO sheet. Afterwards ask for student responses. Also make sure to cold-call two or three students to make sure everyone is participating and engaged.
* Collect the slips, to use for a check for understanding. Then begin the full activity for the day.

Jigsaw Activity on 13th, 14th, and 15th Amendment

1. Students will be given chart that lists out the 13th, 14th, and 15th amendment and includes columns on what it is, why it was put into place, its effectiveneess, and key phrases from the amendments.
2. Divide students into heterogeous Jigsaw teams of three to five students. Each Jigsaw team member will be responsible for one subtopic of the content. The provided chart/organizer makes the subtopics clear. These subtopics are the 13th, 14th, and 15th Amendment (Differentiation will occur as students will be divided into these subtopics based off the difficulty of the amendment, 13th being the easiest, 15th being of a middle difficulty, and 14th being the hardest).
3. Allow students from each Jigsaw team to meet with students from the other Jigsaw teams who have the same amendment.
4. Instruct the members of these expert groups to use the provided resources to conduct research on ther amendment. After individual research, which will be conducted by giving each group a copy of an excerpt of the amendment and an analysis of it, the expert group members will review, discuss, and determine the most important concepts of their topics and write it in their chart.
5. Have expert groups develop a plan to relay the information they have learned back to their Jigsaw team.
6. Reassemble Jigsaw teams. Have experts take turns teaching their team the key information they need to complete their chart. Walk around and observe student-led discussion and make sure no student is simply copying off their member’s paper.
7. Lead a short class discussion on the three amendments and its impact on the United States then and today. Ask students to give you an answer to the question “Which amendment do you think was the most effective in accomplashing its goals?”

**Lesson closure:**

* Closing Question: Which amendment was more succcessful at achieveing it’s goal? (~Five hands)

**Differentiation:**

(identify the learner preferences such as MI and LS as well as any differentiation for readiness and interest)

* Assigning subtopic groups based off the difficulty of the amendment.

**Materials and Resources**:

(student and teacher materials, including technology, material resources, human resources, or community resources)

* Jigsaw Analysis Chart (1 per student)
* Amendments and Analysis (1 of each amendment per group)
* HIPPO Document Analysis Sheet (1 per student)

