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| **UNDERSTANDING BY DESIGN** |

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| **Unit Cover Page** |

**Unit Title: Deconstructing Reconstruction**

**Grade Level: 8th/11th**

**Subject/Topic Area(s): Reconstruction**

**Designed By: Alex Decker and Blake Keeling**

**Time Frame: Two weeks (9 days)**

**School District: BASIS TX**

**School: BASIS San Antonio North Central**

**School Address and Phone: 318 E. Ramsey Road, (210) 775-4125**

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| **Brief Summary of Unit (Including curricular context and unit goals):**    **This unit focuses on the time period 1865 – 1877, the era of American Reconstruction. The primary focus is on understanding the conflicts in American government that shape the progress of Reconstruction, and on understanding the social and political changes that accompany that era. Particularly there is a focus on the social and political changes to African-Americans and the South. Along with this the unit encompasses a significant amount of work on analyzing primary source documents in the form of political cartoons. The unit utilizes the HIPPO document analysis style to aid students in understanding and analyzing a variety of sources. To conclude the unit students will create their own document based on their knowledge of Reconstruction, and analyze peer work to demonstrate their understanding of the HIPPO analysis style.** |

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|  | Understanding by Design (UbD):  Deconstructing Reconstruction  American Reconstruction,  And HIPPO Document Analysis |

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| Unit Title | ***Reconstruction (1863-1877)*** | Course(s) | 8th Grade/AP US History |
| Designed by | Alex Decker & Blake Keeling | Time Frame | 9 Days (2 weeks) |

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| [**Stage 1- Desired Results**](#id.olpfcb4aoa9x)   |  | | --- | | **Establish Goals**  The student will be able to…  **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;**   + **(B) evaluate the impact of the election of Hiram Rhodes Revels;**   + **(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups; and**   + **(D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.** * **(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:**   + **(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants**   + **(F) identify bias in written, oral, and visual material** * **(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:**   + **(A) use social studies terminology correctly;**   + **(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;**   + **(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and**   + **(D) create written, oral, and visual presentations of social studies information.**   **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.**     - **B) The women’s rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.**     - **C) Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North’s waning resolve.**     - **D) Southern plantation owners continued to own the majority of the region’s land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks’ and poor whites’ access to land in the South.**     - **E) Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.** | |  |  |  |  | | --- | --- | | **Transfer**   |  | | --- | | ***Students will be able to independently use their learning to....***   * Analyze documents for historical context, intended audience, purpose, and point of view. * Incorporate outside information into the analysis of a document. * Incorporate information from a variety of sources into a visual/written format. * Analyze the effectiveness of political legislation on creating social change. | |    |  |  |  | | --- | --- | --- | | **Meaning**   |  |  | | --- | --- | | **UNDERSTANDINGS**  ***Students will understand that...***   * Political reform does not necessarily equate to social change * Media acts as a reflection of various viewpoints and ideas. * The creation of legislation often encompasses significant political conflict. | **Essential Questions**  ***Students will keep considering...***   * To what extent was Reconstruction successful? * To what extent was Congress successful in legislating social change? * Were Johnson/Grant effective or ineffective presidents and why? * How did media shape/reflect public opinion in the Reconstruction era? | |  |  |  |  | | --- | --- | --- | | **Acquisition**   |  |  | | --- | --- | | ***Students will know...***   * The series of events that led to the end of Reconstruction. * The content, and impacts of, the 13th, 14th, and 15th Amendments. * The legislative acts that created the process of Reconstruction. * The impact of Johnson and Grant on the process of Reconstruction. * The impact of Radical Republicans and Congress on the process of Reconstruction. * Southern reactions to the process of Reconstruction. | ***Students will be skilled at...***   * Identifying HIPPO in documents. * Creating an informative or persuasive piece of visual media. * Identifying the causal relationship between historical events. | | |

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| [**Stage 2- Evidence**](#id.in79uij7eub3)   |  |  |  | | --- | --- | --- | | **Code** | **Evaluation Criteria** |  | | M, T  A, M  A, M  M, T | Rubric: Accurate Reflection of the Role, Role’s relation to audience, accurate info regarding the topic; Clarity of presentation; Correct utilization of the HIPPO analysis style  Proper formatting followed, accurate understanding of document content  .Accurate comparison of facts/events   Reflection contains, and correctly references, key events/individuals/documents from Reconstruction. | **PERFORMANCE TASK(S):**  ***Students will show that they understand by evidence of...***  Performance Assessment: Political Cartoon made by students determined by modified RAFT (Role, Audience, Format, Topic) in which the RAFT grid will only contain RAT. Students will demonstrate their knowledge of Reconstruction based off the political cartoon they make as well as their analysis, utilizing HIPPO, of a fellow classmate’s cartoon.  **OTHER EVIDENCE:**  ***Students will show they have achieved Stage 1 goals by...***   * Exit Slips (Short HIPPO Analyses) * Entrance Tickets (Compare+Contrasts between topics) * Short Paragraph Responses to essential questions. | |

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| [**Stage 3- Learning Plan**](#id.glqpbpxo8xpm)   |  |  |  | | --- | --- | --- | | **Code** | **Learning Events** | **Progress Monitoring** | | A, M  A, M  A, M  A, M  M,T  M, T | ***Student success at transfer, meaning, and acquisition depends upon…***  ***BEFORE UNIT:***   * Knowledge of the Civil War, the political climate/events that surround it, and the results of the war. * Pre-Reconstruction roles/status of women and African-Americans. * A basic understanding of the branches of government, and their roles.   ***DURING UNIT:***  Day 1 and 2 - New American Lecture - Process of Reconstruction   * Perform a New American Lecture using the attached slideshow and graphic organizer. When lecturing, stop at points during the slideshow to ask questions and let students take notes with their study guide. There are a number of guided questions and activities in the graphic organizer, particularly ones that give students a bit of practice looking at documents before you do the HIPPO analysis work in the next lesson.   Day 3 - Direct Instruction - HIPPO   * To utilize a Direct Instruction method you’ll be following the idea of ‘I do, We do, You do’. * Hook students by starting the lesson with a political cartoon relevant to a recent social or cultural event. This could be about a singer, a game, or anything else they’ll understand the content of. Demonstrate to them how you find the Historical Context, Intended Audience, Point of View, and Purpose. Then brainstorm some Other Information that might help you in analyzing your example cartoon. * After demonstrating how you went through the process of HIPPOing a document, provide a second culturally relevant cartoon to do with students. Ask them to raise their hands and provide answers to the HIPPO categories, and write their answers on the board. This may also be a good time to check for understanding, making particular note of who does not provide an answer. Sticks of fate/cold-calling may also be appropriate here. * Finish the day by having them analyze cartoons from the Reconstruction era (provided in the attached folders) on the provided HIPPO worksheet. You can differentiate this content by making all the cartoons available and letting students pick their own, and work at their own pace. Set a minimum number to be completed (~2 is most appropriate), and encourage students to do more if they are able. While they work circulate the room and provide aid to students who seem lost. You may also choose to take these up at the end of the day to check for understanding.   Day 4 - Jigsaw - 13th/14th/15th Amendments   * Hand out political cartoon HIPPO analysis entrance slip in class so students may practice their HIPPO analysis skills. The teacher may choose a political cartoon that relates to Reconstruction or a more recent political cartoon, this is up to the teacher. A good example is attached. * Afterwards, perform a Jigsaw protocol using the 13th, 14th, and 15th amendments with both an excerpt from each amendment and an analysis of each amendment from ourdocuments.gov. * Conclude the day with a brief discussion of the relation of the 14th and 15th amendments to the women’s rights movement. Guide students towards an understanding that the women’s rights movement was glad that the amendments got passed, but simultaneously frustrated that these rights were not extended to women.   For more details, see attached Day 4 lesson plan.  Day 5 - Modified Decision Making - Southern Plantation Owners and Sharecropping   * Students will receive a modified decision making matrix as a hook at the beginning of class. They will take on the role of a southern plantation owner and decide what law/act passed by the federal government truly lends itself to help them as plantation owners and why. The objective of this opening activity should be to get students to recognize that Southern plantation owners start Reconstruction disagreeing with most of the changes, but by the end many of the new laws will work in their favor. * Afterwards, when they come to the conclusion that only the Compromise of 1877 works in their favor, students will be given a sample of a contract that they would give to a potential employee. They will be asked if the contract seems fair. Ask students to go through the document and highlight/underline key words (anything concerning rent, wages, and fair treatment) and annotate as they go. Ask students to share what they thought about the language of the contract, what it seems to be asking, and whether they think it’s fair towards the potential employee. The contract is written in confusing language, so expect mixed answers. * It will then be revealed that this is a contract for sharecropping and the main employees hired for sharecropping were freedmen, who were taking advantage of with confusing contracts since most freedmen were illiterate. Conclude by defining sharecropping.   Day 6 - Segregation, Discrimination and the Supreme Court. Introduction of performance task.   * Instructor will use a video hook of the Supreme Court decision legalize gay marriage in the summer of 2015. Ask the students if the law represents the social acceptance of the whole of the United States? Did everyone follow the law? Show another brief clip of the Kentucky clerk who refuses to issue same-sex marriage licenses. She’s breaking the law based off a social construct. * Lead into the similar situation that the 13th, 14th, and 15th amendment raised. All three amendments were legally supposed to guarantee African-Americans equal rights to whites. However, many whites would not obey based off of the status quo, a social construct that had been in place for years. In addition, states tried to use state laws and regulations in order to get around federal law. * Tell students that as a response to Reconstruction in 1866 the Ku Klux Klan was formed, a political and social terrorist group, aligned with the public political wing, the Young Men’s Democratic Clubs. * Go over Discrimination before and after reconstruction as well as segregation * Think-Pair-Share: When you have a problem with a political issue, what action do you think a person should take? * Go over SCOTUS decisions that deny African-Americans civil rights as SCOTUS goes around the 13th, 14th, and 15th amendments, claiming they have nothing to do with race * Members of the KKK murdered blacks and some whites in response to what they perceived as a “problem.” In a slideshow, display the facts of the KKK along with pictures. * Closing Activity: HIPPO Analysis of KKK Political Cartoon Exit Ticket * After finishing activities for the day introduce the performance task to the students.   Day 7 - Work day on Performance Task   * Instructor should give students a class period to work on their performance assessment, which you assigned the day before. Ideally they should bring a very rough draft to this class period to enable help/review from instructor/peers. This time can be used particularly for differentiated help, giving particular attention to students who struggled mastering content during previous days activities.   8 - Four Corners - Review/Final Discussion of essential questions (Performance Assessment Part 1 Due)   * Before the class starts place four markers around the room, with the labels “Strongly Agree, Strongly Disagree, Agree, Disagree”. These will be the ‘four corners’ that students will move to after you pose questions. The objective of the lesson is to summarize the work you’ve done over the past 7 class periods, and have students directly reflect on the essential questions of the unit. * When students come in have them place all their notebooks/backpacks/etc in one part of the room so that everyone can move freely. Students will not need any materials for the first part of the activity.   + The only exception to this is their political cartoon performance assessment, which they should hand in at the start of class. * The activity goes as follows:   + The instructor will pose a question to the class, and ask students to move to whichever label they feel is closest to their opinion. Students must pick a label, and cannot be between labels.   + Once at a label give them ~3-5 minutes to discuss their answer to the question in pairs (triplets if necessary).   + After discussing the question in their pairs ask students to share out their answers. Students may volunteer, but it may also be helpful to use a cold-calling system, or a random system (i.e. popsicle sticks).   + After a good sampling of students have answered pose a new question and ask students to move. They should *not* work with the same person as their discussion partner twice in a row.   + Repeat as many times as you feel fits your class and the time limits you have. * Explain to students how the process works, and ask if they have any questions. Then begin the activity. The following are suggested prompts, though you may want to add to them, or modify them, to suit your classroom:   + Congress was successful in legislating social change.   + Johnson was an effective President.   + Hayes made the right decision in ending Reconstruction.   + Media during the Reconstruction era presented a singular, unified picture of the issues at the time.   + African-Americans were better off after Reconstruction than before it.   + The Federal government’s approach to reuniting the nation was the correct one.   + Congress had too much power during Reconstruction.   + The North treated the South fairly during Reconstruction. * After getting through however many of these you feel is appropriate you should ask students to write a response paragraph to the key essential question: “Was Reconstruction successful?” This can be as long as students need, but should include some amount of evidence to justify their opinions. Take this up at the end of class as a formative assessment.   9 - Presentations and Analysis   * Students will be given at random political cartoons that their classmates had made to analyze. Classmates names will have been omitted and replaced with numbers. No one will receive their own. The teacher should pre-select exemplar cartoons ahead of time that can be analyzed under the HIPPO system. * Students will then receive an HIPPO analysis sheet and put the number of the cartoon they received in the top righthand corner. They will perform a HIPPO analysis and be graded based off the rubric they received when they received their project instructions (in the ‘part 2’ section). They will receive 30 minutes of class time to perform the analysis and then turn it in. * After the analysis, the teacher will return students’ political cartoons and students who are proud of their cartoon can present it to the class. | Day 3 - Monitoring of student progress on independant document analysis.   * Exit ticket - Submitting HIPPO analysis sheets at end of class.   Day 4 - Political Cartoon HIPPO Analysis Entrance Slip  Day 5 - Political Cartoon HIPPO Analysis Exit Slip  Day 6 - Political Cartoon HIPPO Analysis Exit Slip  Day 8 - Short Response Paragraph reflecting on essential questions.  Day 9 - HIPPO analysis of peer work. | |  |  |  | |

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| **Resources / Materials:**  *A Century of Political Cartoons* by Nevins and Weitenkampf  *The American Presidency in Political Cartoons : 1776-1976* by Thomas C. Blaisdell, Jr., Peter Selz and Seminar  Ourdocuments.gov  <http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_dawson.html>  Credit: http://www.pbs.org/wnet/jimcrow/stories\_org\_kkk.html |

*Mission Bay High School UbD Unit Planner* is from Wiggins, Grant and McTighe, Jay. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development. 2011.