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Reconstruction: Could you do it better?

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Reconstruction: Could you do it better?

Stage 1 – Desired Results		
<p>SOC.8.1.A-R: identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects;</p> <p>SOC.8.9.A-S: evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;</p> <p>SOC.8.9.C-R: explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups;</p> <p>SOC.8.16.B-R: describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p style="text-align: center;">Design their own plan for reconstruction and determine how they would handle this situation if they were the policy makers.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Freedom comes at a high cost. • Freedom does not always mean being truly free. • Differing opinions can create or hinder great and effective change. • Laws affect different people in different ways. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What did reconstruction actually construct? • How successful was reconstruction?
	Acquisition	
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • The differences between the 13th, 14th, and 15th amendments • The details of Presidential Reconstruction • The details of Congressional Reconstruction • The ideas of the Radical Republicans • How freed slaves were treated after the Civil War • Examples of Black Codes and Jim Crow Laws • The main figures associated with the Reconstruction Era • Major vocabulary terms associated with the Reconstruction Era 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use text evidence from primary sources • Analyze primary source documents • Understand many points of view on differing issues. 	

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T,M	See Rubric	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Creating their own plan for reconstruction. They will look at many of the same issues that politicians faced after the civil war and the students will have to decide how to handle each situation. This will show what the policy makers had to go through and also show their interpretation of the events of the Reconstruction Era.</p> <p>-----</p>
M		<p>-----</p> <p>Other Evidence (e.g., formative) Quizzes, Unit test, writing samples, simulations, worksheets, class participation, interactive notebook checks, and homework.</p>

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>
	<p>My pre-assessment for this unit will be having groups create their own plan for reconstruction. The description is on day 2 of the learning activities.</p>

M	<p>Learning Activities <u>Day 1:</u> Stretch: Have students respond to this scenario in their interactive notebooks (Tome). The scenario is:</p> <p><i>Imagine you are a parent, and your teenage daughter doesn't like the rules you have in place at home (such as a curfew, behavior expectations, chores, homework expectations, etc.), even though you make the rules in her best interests. As a parent, you love your child and don't want to see her hurt in anyway. You also want to make sure she is the best she can be at all times and grows up to be a successful adult. Your daughter gets incredibly upset over your rules and standards, and you spend several months in very ugly fights. There is a lot of screaming and yelling back and forth, and the tension becomes unbearable. You try various strategies to compromise with her and to make her understand your position, but ultimately, she refuses to obey. Finally, she becomes so angry she storms out of the house and runs</i></p>	<p>Progress Monitoring (e.g., formative data)</p> <p>Tome Check</p>
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M	<p><i>away. By the next week, she has moved out of your house entirely, completely against your orders. You tried to keep her from removing her things from her room, since you bought everything and it is under your roof, but she pushes past you with her items and gets away. You feel that as your child, this is illegal and she has no right to be on her own. It is too dangerous for her, and it's ripping your family apart. You feel that divided, your family is much weaker. Your entire family spends the next months worried sick, stressed out, and tense because of her leaving. Then, one day, she shows up on your doorstep because she is flat broke and hungry with no place to live. Begrudgingly, she asks if she can move back in the house. What would your decision be?</i></p>	Class Participation
	<p>After they have had a chance to record their response in the tome have a few of them share out loud and have a discussion to get the class engaged.</p>	Tome Check
A	<p>After the discussion , explain to the students that they will be exploring the period of time after the Civil War ended, called Reconstruction, when the task of rebuilding the South awaited. Then, pass out the notes page for Reconstruction and go through the power point with the class. The students need to take notes and then tape the notes into their tome when finished.</p>	Homework
A	<p>Homework: Have students take home the reconstruction background reading. They need to read through the worksheet and answer the questions based on what they read. This will be due at the end of the week.</p> <p><u>Day 2:</u> Stretch: What plan that we talked about yesterday do you most agree with? Why?</p>	
M/T	<p>After the stretch, divide the class into 4 groups. Each group will be given a role and they will have to come up with a plan for reconstruction as a class. The roles are Radical Republicans, Moderate/Conservative Republican, President Johnson's Staff, and Leader from a Southern State. Each group will do what they can to get their position across to the other groups and the teacher will be the moderator and recorder.</p>	Class Participation
	<p><u>Day 3:</u> Stretch: Get in groups and be ready to continue the simulation.</p> <p>After the stretch, finish the reconstruction plan simulation. After this is finished, have a discussion with the class about</p>	Class Participation

	<p>the process and how difficult it was to get their point across and to come to an agreement.</p>	
A	<p><u>Day 4:</u> Stretch: What is a code? Give 2 examples.</p>	Grade Worksheet
A/M	<p>After the stretch, tell the students that they will look at some of the codes that were put in place during the Reconstruction Era. They will do this by viewing a video on the Black Codes and answering questions from the video. The video can be found here: https://www.youtube.com/watch?v=rvoX97s8fhl</p> <p>After the video, the students will do a worksheet where they will analyze and respond to different black codes.</p>	Grade worksheet
	<p>After the video, the students will do a worksheet where they will analyze and respond to different black codes.</p>	Tome Check
A	<p><u>Day 5:</u> Stretch: Have the students listen to this protest song about Jim Crow Laws and have the students write down what they think the song is about in their interactive notebooks. The song can be found here: https://www.youtube.com/watch?v=Fq0IXTTS_1E</p>	
M	<p>After the song, have some students share what they thought the song was about. Then begin a discussion about what Jim Crow Laws were and where they came from.</p>	Class Participation
M	<p>After this, cut out slips of paper with different profiles and allow students to pick one anonymously. Allow the students to understand their new persona. Ask them, “who can vote before any new laws”. Follow up with, “who can now vote after a literacy test”, “... a poll tax”, “and finally the grandfather clause.” This will show what the Jim Crow laws were and how they worked to keep freed slaves under control.</p>	Exit Ticket
	<p>Finish the day with an exit ticket where the students have to describe their reactions to these types of laws.</p>	
A	<p><u>Day 6:</u> Stretch: What could be done to protect the freed slaves? What would you do to make sure these people had the same rights as everyone else?</p>	Tome Check
A/M	<p>The responses to these questions should be put in their interactive notebooks and then the students can share their ideas. The responses should be able to give you a spring board into talking about the 13th, 14th, and 15th amendments.</p>	Grade Homework

<p>M</p>	<p>After the intro, have the students take notes on these 3 amendments. The power point and notes are attached.</p> <p>Homework: Have the students complete the Reconstruction Amendments cartoon for homework. They can begin early if you need to fill some time during class.</p> <p><u>Day 7:</u> Stretch: What is an amendment and what is their purpose in American government?</p> <p>After the stretch, divide students into groups of 3. Pass out the 3 amendments to each group and have each student pick an amendment to be in charge of. Allow each student 10 minutes to dissect their amendment and then write it in their own words. After their 10 minutes, have each student teach their amendment to the other people in the group. Next, have the students work together to decide how the south might respond to the amendments.</p>	<p>Grade worksheet</p>
<p>M/T</p>	<p><u>Day 8:</u> Stretch: What reconstruction amendment do you think is the most important? Why?</p> <p>After the stretch, have the students write diary entries that explains how life has changed since the end of the Civil War. Your diary entry should be written from one of the following perspectives: an emancipated slave, a former plantation owner or Confederate leader, or a Northerner who has moved to the South during Reconstruction. The different diary entries must be on: Black Codes, 13th amendment, 14th amendment, 15th amendment, and Jim Crow Laws.</p>	<p>Grade Diary Entries</p>
<p>M/T</p>	<p><u>Day 9:</u> Stretch: Begin working on diary entries.</p> <p>Students need to finish their diary entries and begin working on their study guide for the test tomorrow.</p>	<p>Grade Diary Entries</p> <p>Test</p>
<p>T</p>	<p><u>Day 10:</u> Stretch: Study for Test</p> <p>Summative Test (Multiple choice and short answer)</p> <p><u>Day 11-13</u> Stretch: Begin working on performance task.</p>	<p>Performance Task</p>

	Work on and finish performance task.	
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