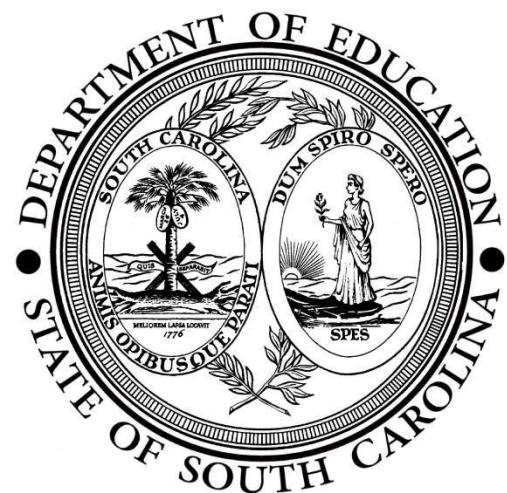


US History and the Constitution African-American Representation in Congress

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
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U.S. History and Constitution: African-American Representation in Congress

This lesson focuses on causation, which is a social studies skill and analyzing and interpreting information, which is a literacy skill. The purpose of this lesson is to get students to use the historical thinking skill causation to understand why African-Americans were elected to the South Carolina legislature during Reconstruction and to understand why we do not see African-Americans elected to the South Carolina legislature again until the 1970s. Causation, analysis and interpreting information are critical thinking and problem solving skills as defined by the Profile of the South Carolina Graduate. This lesson will take two 85-minute class periods.

Standard(s) and/or Indicator(s)

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

Targeted:

Standard USHC-3: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.

Indicator USHC-3.3.3: 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.

Indicator USHC-3.3.4: 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.

Embedded:

Standard USHC-8.1: The student will demonstrate an understanding of social, economic and political issues in contemporary America.

Indicator USHC-8.8.1: Analyze the African-American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

Day 1:

- *I can define Reconstruction. (USHC 3.3.3)*
- *I can explain the effects of the 15th Amendment on African-American representation in state and federal legislatures. (USHC 3.3.3)*
- *I can explain the effects of the end of Reconstruction on African-American representation in state and federal legislatures. (USHC 3.3.4)*

Day 2:

- *I can write an essay using the historical thinking skill continuity and change over time to compare phenomena in two time periods. (USHC 3.3.4, USHC 8.8.1 and ELA MCC 1.1)*
- *I can compare the status of African-American representation in Congress during the Reconstruction Era to the Civil Rights Era. (USHC 3.3.4 and USHC 8.8.1)*

Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry.

- What effect did Reconstruction have on African-American representation in state and federal legislatures?
- What effect did the end of Reconstruction have on African-American representation in state and federal legislatures?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Reconstruction
- Legislature
- 15th Amendment
- Suffrage
- Election of 1877
- President Rutherford B. Hayes
- Poll Tax

- Literacy Test
- Grandfather Clause
- Civil Rights Movement
- President Lyndon B. Johnson
- Voting Rights Act of 1965

Prior Knowledge

Students must know that the time period immediately following the Civil War is known as Reconstruction. Students should understand the racial tension that existed in the United States after the Civil War, once the Reconstruction Amendments (13th, 14th, and 15th Amendments) were passed. Students should recognize that this tension was fueled by the new status of African-Americans and the power given to them through exercising their right of suffrage. Students should have prior knowledge of the Civil Rights Movement that occurred in the 1950s and 1960s. Students should have knowledge of the Voting Rights Act of 1965. Students should know what necessitated the need for the Voting Rights Act of 1965 and its effect. Students should be able to recognize cause and effect relationships across time and space.

Students should have knowledge of how to write an essay using the historical thinking skill, continuity and change over time. Students should have prior knowledge as to how to create a defensible historical claim and support their claim with evidence.

Subsequent Knowledge

Understanding the effects of the end of Reconstruction will allow students to later link these effects with causes of the Civil Rights Movement (USHC 8.8.1) and policies made by modern presidents to protect voting rights for African-Americans (8.8.2).

Potential Instructional Strategies

Day 1 “I Can” Statement:

- I can define Reconstruction. (USHC 3.3.3)
- I can explain the effects of the 15th Amendment on African-American representation in state and federal legislatures. (USHC 3.3.3)
- I can explain the effects of the end of Reconstruction on African-American representation in state and federal legislatures. (USHC 3.3.4)

Hook:

- Students will look at the African-American History Calendar for the month of June.
- Students will have three minutes to read James Felder's biography.
- Students will be asked to write down three accomplishments of Felder.
- Please point out that James Felder was actually the first African-American assistant solicitor in South Carolina.
- Students will share the accomplishments they wrote down from the calendar reading.
- If no one mentions that James Felder was one of the first three black men elected to the SC legislature since Reconstruction, the teacher should bring this point up for discussion.
 - Example discussion questions to guide students:
 - Why do you think it took until after Reconstruction for South Carolina to elect an African-American to the state legislature?
 - What systems were in place that prevented African-Americans from holding political office in the South?
 - How does the lack of political voice by African-Americans in the election process, result in lack of political representation in the state legislature?

Introduction of Topic:

- Teacher will lead the students in a discussion about the Reconstruction – when it took place, why it took place, and what happened during Reconstruction. (10 – 15 minutes)
- This introduction should include:
 - The Reconstruction Amendments, focusing in closely on the 15th Amendment.
 - The Civil Rights Movement, focusing in closely on the Voting Rights Act of 1865.

Student Inquiry:

- The teacher will let students know that they are going to investigate the number of African-Americans who served in congressional capacities during Reconstruction and how long it took once Reconstruction ended to once again see African-American congressional leaders.
- In pairs, students will research the number of African-Americans who served in southern state legislatures during the Reconstruction. Students will research the gap in African-American representation in Congress and when we again see African-American Representation across the South.
- Students will complete a graphic organizer.

- Each student will be assigned a state and will research how many and which African-Americans were elected to the state legislature.
- The students will also use the graphic organizer to research and show the amount of African-Americans and which African-Americans were elected to the federal legislature.

Discussion Part I. Reconstruction and it's affects on African-American representation in state and federal legislatures:

- Students will discuss in their pairs why they think African-Americans were able to obtain congressional seats after Reconstruction.
- Students will discuss what precipitated the sudden rise in the number of African-Americans serving in state and federal congressional capacities after the 1960s.
- While discussing, students should take notes on the thoughts of their peers.

Full Group Closure:

Teacher will bring students to a full group discussion.

- Teacher will prompt students to answer the following:
 - What made it possible for African-American males to vote?
 - Why do we see the rise in African-American congressional representation during the Reconstruction Era?
 - Why do we see the decline in African-American congressional representation once the Reconstruction ended?
 - What was put in place after Reconstruction to suppress African-American voters?

Day 2 “I Can” Statement:

- **I can write an essay using the historical thinking skill continuity and change over time to compare phenomena in two time periods. (ELA MCC 1.1)**
- **I can compare the status of African-American representation in congress during the Reconstruction Era to the Civil Rights Era. (USHC 3.3.4 and USHC 8.8.1)**

Hook:

- The teacher will have the students use their graphic organizer from day one to gather more information about other states from their classmates. (10 minutes)

Introduction of Essay:

- The teacher will inform students that they will be writing a continuity and change over time essay.
- The teacher will set the parameters of the essay for length.
- The teacher will give students the essay question – “Evaluate the impact of the 15th Amendment and the Voting Rights Act of 1965 in terms of the congressional power held by African-Americans.”

Work Time

- Students will work individually on essays that answer the posed question.
- Time frame for essay writing:
- AP Students: Students will have 40 minutes to write their response.
- Honors Students: Students will have 1 hour 15 minutes to write their response.
- College Prep Students: Students will be able to take their essay home and have two days to complete it.

Note: Students should have prior experience writing a continuity and change over time essay.

Possible lesson extension:

- Students could research the current African American representation in Congress. Students could then research and write an analysis as to their thoughts as to why this is so.
- Students could also devise possible steps to change representation of minorities in Congress. Possible inquiry question: What steps can be taken to increase the representation of African-Americans and other minorities in the U.S. Congress?

Potential Assessment Task

Day 1: *African-American Congressional Representation During Reconstruction Essay (USHC 3.3.3, USHC 3.3.4, and USHC 8.8.1)*

Resources

South Carolina Department of Education. (2018). South Carolina African American history calendar. [PDF document]. Retrieved from http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCALENDAR_2018_web.pdf

South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved

from <https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

South Carolina Department of Education. (2015). South Carolina English language arts academic standards [PDF document]. Retrieved from <https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandards August182011.pdf>

African-American Congressional Representation Graphic Organizer

Part I. Basic Understandings

Directions: In complete sentences answer the following questions based on your prior knowledge and the teacher's introduction of the topic.

- 1) What is Reconstruction? When did Reconstruction occur?

- 2) What amendment extended suffrage to African-American males?

- 3) What was the Civil Rights Movement? When did the Civil Rights Movement occur?

- 4) What law protected suffrage of African-Americans?

Part II. Graphic Organizer – State Legislature During Reconstruction

Directions: Complete the graphic organizer below with information you find in your research.

Assigned State: _____

Name of Congressional Leader	Term in Office	State Senator or State Representative

Part III. Graphic Organizer – Federal Legislature During Reconstruction

Directions: Complete the graphic organizer below with information you find in your research.

Name of Congressional Leader	Term in Office	US Senator or US Representative

Part IV. Graphic Organizer – State Legislature Post Civil Rights Movement

Directions: Complete the graphic organizer below with information you find in your research.

Assigned State: _____

Name of Congressional Leader	Term in Office	State Senator or State Representative

Part V. Graphic Organizer – Federal Legislature Post Civil Rights Movement

Directions: Complete the graphic organizer below with information you find in your research.

Assigned State: _____

Name of Congressional Leader	Term in Office	US Senator or US Representative

Continuity and Change Over Time Essay Rubric

Criteria	Points Earned	
Thesis (1 Point): One earned if student creates a thesis that makes a historically defensible claim and responds to all parts of the question.		
Argument Development – Historical Thinking Skill (2 Points): One point earned if student describes the historical continuity AND change over time. One point earned if student explains the reasons for historical continuity AND change over time.	Description	Explanation
Argument Development – Evidence (2 Points): One point earned if the student address the topic of the question with specific examples of relevant historical evidence. One point earned if the student utilizes specific examples of evidence to fully and effectively substantiates the stated thesis or a relevant argument.	Addresses Topic w/RHE	Utilizes Examples to support thesis
Synthesis (1 Point): One point earned if student can take their argument further and make a connection between their argument and one of the following through an extended explanation: 1) A development in another historical time period, situation, era or geographic area OR 2) A course theme and/or approach to history that is not the focus of the essay, for example economic, social, political, or cultural.		