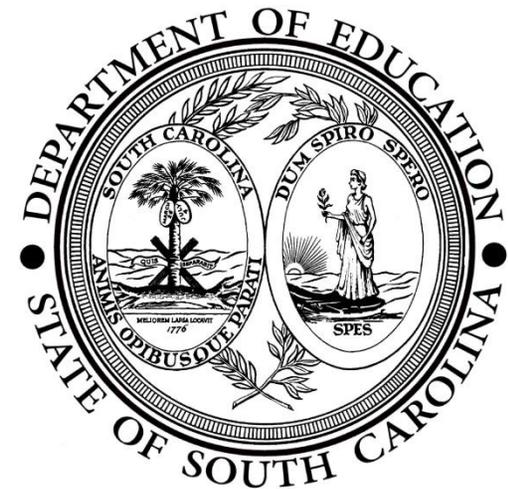


United States History & Constitution: A Child of Reconstruction

Instructional Resource for the
South Carolina Social Studies Academic Standards



South Carolina Department of Education
Office of Standards and Learning
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United States History & Constitution: A Child of Reconstruction

This instructional plan focuses on cause and effect relationships among regional and ideological differences that influenced Reconstruction efforts as well as the lives of African Americans in the South. Students will trace and describe continuity and change across cultures. Students will analyze the relationships among multiple causes and multiple effects, utilize contextual information to support the analysis of primary and secondary sources, and analyze, interpret and synthesize social studies information to make inferences and draw conclusions. Students will also explain how groups work to challenge traditional institutions and incite change to promote the needs and interests of society. The purpose of this lesson is to complete a case study on Nathaniel J. Frederick, 2018 SC African American History Calendar honoree, notable attorney and activist, whose life and accomplishments parallel post Reconstruction America. Students will analyze Reconstruction and the post Reconstruction era in order to take a stance on the effectiveness of Reconstruction and provide evidence to support the stance. These are critical thinking skills as defined by Profile of the South Carolina Graduate. This instructional plan is intended for 2 to 3 days of instruction, with lessons spanning a time frame of 50 minutes per day.

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:

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.

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.

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.

USHC-3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.

Embedded:

Inquiry-Based Literacy Standards (I) Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.

3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.

Reading -Literary Text (RL) Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.

“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 analyze the effects of Reconstruction on southern states and the role of the federal government.(USHC 3.3)*
I can summarize the end of Reconstruction and the role of anti-African American factions.(USHC 3.4)
- *Day 2: I can explain the difference in responses from the African American community in the post- Reconstruction period.(USHC 3.5)*

Essential Question(s)

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

- What was the primary goal of Reconstruction?
- What were the successes and challenges of reuniting the nation following the Civil War?
- How did “executive Reconstruction” differ from “legislative Reconstruction”?
- How did Reconstruction affect the lives of African Americans?
- How did Reconstruction alter the U.S. Constitution and its interpretation?
- What results of the Reconstruction era are evident in later U.S. history and in modern-day America?

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

- Military Reconstruction Act of 1867
- Civil Rights Act of 1866
- 13th Amendment
- 14th Amendment
- 15th Amendment
- Sharecropping
- Tenant farming
- The Freedmen’s Bureau
- Black Codes
- Ku Klux Klan
- Jim Crow laws
- Poll Tax
- Literacy Test
- Grandfather Clause
- Carpetbaggers
- Scalawags
- Compromise of 1877
- Exodusters
- Tenure of Office Act

Prior Knowledge

Students should have prior knowledge from grades 3, 4, 5, and 8 pertaining to the devastation of the Civil War and its impact on the lives of South Carolinians (3-4.5, 8-5.2) and the social, political, and economic effects of the war on the United States.(4-6.5) They should know that Reconstruction had both successes and failures. (3-4.5, 8-5.3) Students have been introduced to the intentions, course of Reconstruction (3-4.6) including Southern resistance, and the agenda of the Radical Republicans (5-1.1, 5-1.2). They have explained the purpose and motives of the Ku Klux Klan and compared the effects of Reconstruction on different groups in the United States (5-1.3, 5-1.4) and in South Carolina (8-5.2). Students have analyzed the development of presidential and congressional Reconstruction (8-5.1). The effects of Reconstruction on African Americans (5-1.2, 8-5.3), the role of subversive groups and the end to federal protections (5-1.3, 8-5.3). They should know about the development of Jim Crow laws post- Reconstruction era (3-5.1, 5-3.2, 8-5.4).

Subsequent Knowledge

In United States Government, students will evaluate the Reconstruction Amendments (USG 2.5) and explore the role of the federal government in protecting the civil liberties of American citizens (USG-4.5). Students will study civil rights, civil liberties, and the role of the citizen in the American political system (USG-4) and evaluate the importance of civil rights and liberties and the protective role of the federal government through the Bill of Rights, the judicial system and the 14th Amendment. (USG-4.6)

Potential Instructional Strategies

Day 1 Learning Target: I can analyze the effects of Reconstruction on southern states and the role of the federal government.(USHC 3.3)

I can summarize the end of Reconstruction and the role of anti-African American factions.(USHC 3.4)

Hook: Legacy of the Civil War (video -2min) or The Civil War and Its Legacy (video-3min) Note: If you have difficulty viewing the videos use Google Chrome.

- Discussion: What information can you gather from the video to support your view about the challenges of reuniting the nation following the Civil War?

Mini- Lecture 1: Topic: Reconstruction and the role of the federal government.

Please have students use a note-taking format you have practiced, such as Cornell or using an outline.

Rotating Review: Reconstruction Plans (Lincoln’s 10%, Johnson’s Plan, and Congressional Reconstruction). Students can use the Reconstruction Plans handout to complete this activity. Students will visit exhibits around the classroom. Each exhibit will present pictures concerning information about a Reconstruction plan. Sites on the walking tour will include Lincoln’s 10%, Johnson’s Plan, Congressional Reconstruction and Reconstruction Amendments. Each chart will have pictures and written information to support the content.

Mini-Lecture 2: Topic: End of Reconstruction and the role of anti-African American factions

Please have students use a note-taking format you have practiced, such as Cornell or using an outline.

Reconstruction & African American’s: Students can use the Reconstruction & African Americans handouts to complete this activity.

Closure: Simile Me- Students complete the following sentence: "Reconstruction is like _____ because _____." Students share their responses before leaving.

Note: Print out materials related to walking tour topics and attach to poster paper. Sample sets of materials should include the following: Lincoln's 10% Plan, Johnson's Plan, Congressional Reconstruction and Reconstruction Amendments. Each chart will have pictures and text about the event. Details of the rotating review strategy can be found [here](#).

Day 2 "I Can" Statement: I can explain the differences among responses from the African American community in the post-Reconstruction period. (USHC 3.5)

Warm-Up: Students silently read about Nathaniel J. Frederick Excerpt from the SC African American History Calendar. (3 minutes)

Interpretation: Students create a brainstorm of the experiences or accomplishments of Nathaniel J. Frederick. Ask students to annotate evidence of Reconstruction from notes/ mini lecture 1 & 2 (10 minutes)

Discussion: Why is Nathaniel J. Frederick considered a child of Reconstruction?

Mini Lecture 3: Topic: Responses of African Americans in the post-Reconstruction period

Please have students use a note-taking format you have practiced, such as Cornell or using an outline. Note taking: African American Post-Reconstruction Response Chart

Decision Making: Campaign Speech/ Commercial Activity

1. Provide students with a scenario. For example "Imagine you are living in the post reconstruction era. You now have the right to vote and must choose one person to be the leader for the African American population. There are three candidates, Booker T. Washington, W.E.B. Dubois, and Ida B. Wells-Barnett. Who do you think is the best candidate and why?"

2. Students will work in groups (2- 4 students) to select a candidate based on what they have learned in class. Student will consider the following: What issues do you believe are most pressing? In what direction should the country be going? When you picture the country four years from now, what do you see?

3. Students will share thoughts through a class discussion and answer these questions by recording words, phrases, and images on a classroom chalkboard or whiteboard.

4. Students will create a short campaign speech/ commercial supporting their candidate. **Note:** Organize the speaking order based on which aspect of the speech they created

Students think about these questions when forming their ideas:

- i. Where will you be speaking?
- ii. To whom will you be speaking?
- iii. What is the focus of the speech?
 - credentials
 - platform
 - comparisons to other candidates
 - attempt to unify electorate under a specific purpose
- iv. What is an important issue that you want to address? Write a 5 to 7 sentence explanation and then try to circle/underline the most significant points.
- v. Reflection: When people discuss your speech later, what do you want them to say or take away?

5. Students will ask questions or comment on each group's proposal.

Discussion: Display several images from the Civil Rights movement, such as the March on Washington, the Montgomery Bus Boycott, school desegregation, and sit-ins. Ask students to consider why the Civil Rights Movement was necessary, even though the 14th and 15th Amendments guaranteeing equality and the right to vote had been passed 100 years before.

Closure: Revisit the Nathaniel J. Fredrick warm up activity (brainstorming). Students add additional connections concerning the response of African Americans during the post-Reconstruction era.

Potential Assessment Task

Day 1: *Rotating Review: Reconstruction Plans (USHC- 3.3)*
Reconstruction & African Americans chart (USHC- 3.4)

Day 2: *A Child of Reconstruction: Nathaniel J. Fredrick(Brainstorm/Concept map)*

African American Post-Reconstruction Response
Decision Making: Campaign Speech/ Commercial Activity

Resources

- Atlas Map: Reconstruction. (2005). Retrieved from http://wps.pearsoncustom.com/wps/media/objects/2428/2487068/atlas/atl_ah3_m015.html
- Brasof, M. (2012). Address America: Your Six-Word Stump Speech. Retrieved from <https://constitutioncenter.org/media/files/FinalAddressAmericaLesson.pdf>
- Civil War Trust (2017, April 25). The Civil War in Four Minutes: Reconstruction [Video file]. Retrieved from Youtube.com website: <https://www.youtube.com/watch?v=6CKcGj4Cq8E>
- Finley, T. (2015). 22 Powerful Closure Activities. Retrieved from <https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley>
- History of Claflin University . (2010). Retrieved from http://thetandd.com/library/history-of-claflin-university/article_b5587942-c895-5ca8-a1a9-bb1ae530c703.html
- Howard Public School. (n.d.). Retrieved from <https://www.theclio.com/web/entry?id=12715>.
- Lincoln’s Plan. (n.d.). Retrieved from http://mswallaceonline.weebly.com/uploads/9/0/0/1/9001256/reconstruction_plans_chart.pdf
- Reconstruction Videos. (n.d.). Retrieved from <http://www.history.com/topics/american-civil-war/reconstruction/videos/legacy-of-the-civil-war?m=528e394da93ae&s=undefined&f=1&free=false>
- Schreiner, J. (2014). Interactive Teaching and Learning Activities. Retrieved from <http://tep.uoregon.edu/pdf/assessment/Student-Engagement-Techniques.pdf>
- State v. Lowman, 133 S.E. 457 (S.C. 1926). (n.d.). Retrieved from <https://www.courtlistener.com/opinion/4120329/state-v-lowman/>
- South Carolina Department of Education. (2015). Profile of the South Carolina graduate. [PDF document]. Retrieved from

<http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>

South Carolina Department of Education. (2018). South Carolina African American history calendar. [PDF document]. Retrieved from http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALENDAR_2018_web.pdf

South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/StandardsLearning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

The historical marker database. (n.d.). Retrieved from <https://www.hmdb.org/marker.asp?marker=30254>

What is carousel brainstorming technique?. (n.d.). Retrieved from <https://k12teacherstaffdevelopment.com/tlb/what-is-carousel-brainstorming-technique/>

Reconstruction Plans

Lincoln's 10% Plan

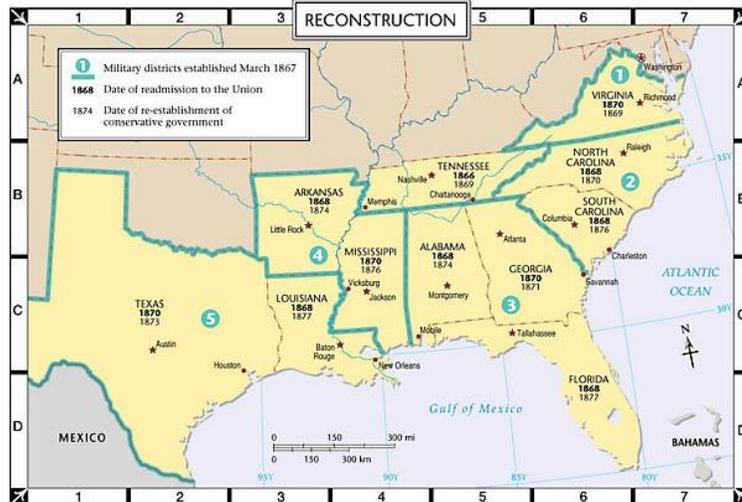
- A. Describe the main points of Lincoln's Reconstruction plan for the South.
- B. Who opposed Lincoln's plan and why?
- C. Why was Lincoln's Assassination considered a disadvantage to the South?

Johnson's Plan

- D. Describe two ways Johnson's plan differed from Lincoln's?
- E. What did Johnson hope to accomplish by enacting a harsher plan?
- F. Why did it (presidential reconstruction) fail?

Congressional Reconstruction

- G. Who were Radical Republicans?
- H. How did the Radical Republicans respond to Johnson's policies?
- I. Describe the military reconstruction act of 1867.
- J. How did this go about punishing the South for seceding from the Union?
- K. Use the map below to answer the following questions: 1) What was the only state that was not placed in a military district? 2) How did it keep from being placed under military rule?



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Reconstruction Amendments

Describe what the 13th, 14th, and 15th Amendments did for African Americans.

13th -

14th -

15th -

Reflection: Did Reconstruction successfully solve the issue of division between the North and South?

Under the leadership of three presidents, Reconstruction of the South, which followed the American Civil War, lasted from 1865-1877. It was not welcomed by southerners and many problems occurred throughout the process.

Complete the following chart to support your stance on whether or not Reconstruction was successful.

Reconstruction and African Americans	
Opportunities	Obstacles
Amendments	Anti-African American factions
13 th -	Jim Crow-
14 th -	KKK-
15 th -	Supreme Court
Federal Legislation	<i>Plessy v. Ferguson</i>
Civil Rights Act 1866	Democratic Congress
The Civil Rights Act of 1875	Redeemers
State & Local Legislation	
African Americans in Leadership	Sharecropping

Reflection: Using the analysis of the effects of Reconstruction on African Americans in the South, write a 5-7 sentence response to the following questions. Was Reconstruction successful? Why or why not?

African American Post-Reconstruction Response

Booker T. Washington	W.E. B. Dubois
<div data-bbox="620 485 967 762" style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;">Common Goal:</div>	
Ida B. Wells-Barnett	

Reflection

1. Do you think Booker T. Washington, W.E.B. Dubois, or Ida B. Wells-Barnett was a stronger advocate for the rights of African Americans?

Lecture 1 Skeleton Notes

The national government did not see this as their role but as the responsibility of _____ and of _____ governments. Rather the _____ of Reconstruction was the _____ of full _____ of the _____ states in the _____ based on the South's _____ of the outcome of the war, including the _____ of their _____. During the first years after the end of the war, the _____ took on an increasingly active role in protecting the _____ of the _____ against the dominant white southern society. As a result, the Reconstruction policies of the federal government, expanded _____ significantly impacted society in the South.

The actions of southerners, not the goals of the Congress, “_____” Reconstruction policy. Southerners _____ to the end of the war with determination to retain their _____ and their way of life, despite their _____. Southern state governments passed _____ to replace their _____ and elected former _____ officers and officials to _____. Southern citizens and _____ groups engaged in _____ against the _____. These actions and the South's opposition to the _____ and later to the _____ significantly changed the course of _____ and the role of the _____. It was these reactions by the South that led to more _____ reconstruction policies. In response to Southern actions, Congress _____ to admit _____ to Congress and sent the _____ to the states for ratification. In the elections of 1866, the _____ in Congress got a veto-proof majority from a public that was concerned by stories of _____ in the South. Congress took this electoral victory as a _____ for further actions to _____ the _____. A Congressional Reconstruction plan [_____ of 1867] was passed by these so-called “_____.” This plan split the former Confederacy into _____ military districts to better _____ the _____. Congress _____ President Johnson to ensure that as _____ he could not undermine its efforts. Although Johnson was not removed from office, his power was curtailed and the _____ army was free to try to enforce the _____, _____ and _____ amendments.

Lecture 2 Skeleton Notes

During _____, democracy was expanded as the _____ protected the rights of the _____. However when the federal government _____ its role of _____, democracy was _____ and the rights of _____ were limited by _____.

During Reconstruction, Anti-African American _____ such as the _____ were organized to _____ black voters in the South. African Americans were able to _____ only with the _____ of _____ stationed in the South under _____. However, there were _____ federal troops to _____ the _____ voters from both _____ intimidation and _____, including _____. When white voters were _____ and returned to _____ or, as they termed it, ‘_____’ southern governments, _____ office holders were gradually _____. Southern governments would remain under the control of _____ and be known as the “_____” until the _____ era.

Increasingly, the _____ of the _____ administration, _____ in the North, the growing interest in _____, and _____ replaced the nation’s interest in preserving the _____ made in the _____. At the same time, _____ of continuing _____ towards _____ undermined the _____ the _____ that things would ever be _____ in the _____. The resolve of the public and _____ to protect the freedman _____ in the face of continuing _____ of southerners to granting _____ to African Americans. The _____ election of 1876 led to _____. The resulting _____ of federal troops and their protection of the freedman brought an _____. Thus, the effect of Reconstruction was _____ and African Americans were left to _____ in an increasingly _____ and _____ environment.

In the _____ decades after the end of _____, the _____ to the African Americans in the _____ and _____ amendments and protected by the national government during

Reconstruction were gradually _____ by southern state governments. Southern whites used _____ to drive a political wedge between _____ farmers and _____ farmers when farmers protested for political change in the 1890s (USHC 4.3). Southern states _____ requiring African American and whites to use _____. _____ was upheld by the Supreme Court in the ‘ _____ ’ ruling of _____ v. _____ (1896), that _____ the _____ of the _____ Amendment and _____ the enactment of more _____. The federal government, which had once _____ the rights of African Americans during _____, had not only abandoned them but now, though the Court, _____ against them. Segregated by law, African Americans were relegated to _____ citizenship in a society that was _____. _____ and _____ all but eliminated the effectiveness of the _____ amendment for African Americans, while the _____ assured that whites who _____ or pay the tax were able to _____. Without the _____, African Americans could not _____ themselves through their state governments. As _____ exhausted the soil and cotton _____, _____ and _____ farmers found themselves in increasingly difficult _____ conditions. When _____ opened in the South in the late 1880s, African Americans were _____ against in _____. Unable to get other work in the _____, many fell farther into _____ and some _____ to the cities of the _____.

Lecture 3 Skeleton Notes

As a result of the _____ and _____ amendments, African Americans were also able to carve out a _____ of social _____ for themselves. Many freedmen left the _____ seeking a taste of _____ or looking for relatives sold “_____”. Some black families were _____. Most soon _____ to the area that they knew best, _____. After the Civil War, some African Americans moved to the _____, such as the _____ who went to Kansas, however, most freedmen stayed in the _____. The _____ to the North did not occur until the _____ (approximately 30-35 years after Emancipation). African Americans also formed their own _____ where they were free to worship as they wished, out from under the watchful eye of the master. The _____, a federal agency that provided services to both blacks and whites displaced by the war, established _____ for the freedman who had been denied the right to an education under slavery. _____ were established by northern _____ and _____ organizations. _____ established the _____. Many freedmen were _____ and this _____ impacted their lives.

Determined to claim the _____ of citizenship in a _____, African Americans _____ to the _____ placed upon them by the _____ laws and their _____ of the _____ through _____ and _____. African American _____ emerged who were _____ in their determination to _____ full citizenship but were _____ as to the _____ to pursue. The _____ each advocated _____ in large measure on personal _____ and the _____ that each addressed.

_____ was born a _____ in the South and raised himself to a leadership position through his _____ and determination to receive an _____. He founded the _____ in order to provide _____ training to African Americans. _____ worked at Tuskegee developing _____ to aid the _____ cotton farmers of the region. Booker T. Washington’s experience in the increasingly _____ South led him to _____ vocational education and _____ for employment as _____ to the well-being of African Americans than _____. Although Washington’s ultimate goal was

_____, he knew that African Americans who were too _____ in advocating for their political and social rights might _____ to a _____. As Southern businessmen opened _____ throughout the region, Booker T. Washington _____ with them to _____ the hard-working _____ in his so-called “_____” speech. His _____ suggested that he was willing to _____ the _____ citizenship offered by _____ and literacy tests and poll taxes in _____ for _____ that would _____ of African Americans. Yet Washington _____ behind the scenes for greater _____ rights. He sometimes secretly _____ legal challenges to Jim Crow laws. Although Washington’s strategy was _____ to the white majority of the South, _____ were not forthcoming. Southern African Americans _____ Washington but _____ African Americans criticized his gradualism and “_____”.

_____ was born _____ in the North, attended _____ schools on scholarship and earned a _____. DuBois _____ Washington’s emphasis on vocational education and _____ that all African Americans should have the _____ for any education that _____. DuBois promoted the development of a “_____” of _____ African American leaders. DuBois _____ both his _____ to Washington’s strategy and his own _____ for full _____ rights for all African Americans through the _____ (NAACP), which he had helped to _____, and its publication _____, which he edited. DuBois’s _____ rhetoric _____ his readers, the growing African American _____, but was _____ to the white community. Schools, neighborhoods, and public facilities continued to be _____ in the North by _____ (_____) and in the South by _____ (_____). African Americans were most often the _____ and the _____. It would be many years, the 1940s, before the _____ would be systematically successful in protecting the rights of African Americans in the courts, culminating with _____ [1954] and launching the modern _____ (USHC 8.1).

_____ was born a _____ in Mississippi shortly before _____. She grew up on a _____ where her parents

continued to work for their _____. Educated in a Reconstruction-era _____, Wells-Barnett took a job as _____ and later as a _____. Ida Wells-Barnett experienced Jim Crow first hand when she was _____ removed from a _____ and forced to sit in a _____ car. She _____ the railroad company but her _____ was overturned on _____. She wrote an _____ critical of the _____ schools in Memphis that cost Wells-Barnett _____ as a teacher. Wells-Barnett also experienced _____ when a friend was _____ in Memphis. This experience launched her _____ as a newspaper editor. She devoted the rest of her life to _____. Her _____ of lynching met with a _____ reaction from whites and she was _____ Memphis. Ida Wells-Barnett actively _____ to Booker T. Washington's strategy which she labeled as _____. She was a _____ of the _____, but left that group when it was not _____. She worked with _____ to prevent the Chicago public schools from being _____ and supported the cause of _____. Although Wells-Barnett's campaign against lynching was _____ in convincing Congress to _____, it _____ of the conditions of _____ on both the _____ and _____ levels.

Name _____ Cornell Notes
 Topic _____ Date _____

Summary/Reflection	