Teaching American History: Meeting the Standards
Lesson Plan Format

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Title of Lesson: Freedpeople and Reconstruction Choices

Amount of time required to complete lesson: 90 minute block.
(e.g. 1 day, 2 days, 55 minute period, 90 ½ minute block, etc...)

Lesson Objective: To describe the motivations of freedpeople during Reconstruction.

- **Standard:** Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.
- **Benchmark:** H-1A-H1 applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity;(2,3,4)
- **Benchmark:** H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources;
- **Benchmark:** H-1B-H7 describing the immigration and internal migration patterns that have occurred in the history of the United States and examining the cultural and social changes that have resulted;
- **Grade Level Expectation GLE:** Describe the phases, geographic origins, and motivations behind mass migration to and within the United States. (H-1B-H7)

Essential Question: Why did Freedpeople leave the South and seek homesteads in Kansas?

Materials Required: Textbook, map of United States, primary documents, paper, pen or pencil, colored pencils, outline map.

Instructional Strategies Used: Guided reading of one (1) primary document, class discussion, mapping, grouping, questions, oral and written responses, modeling.

Directions for the lesson: (1) Warm-up activity. Broadside-advertisement for migration to Kansas.
(2) Question/answer discussion.
(3) Divide students into four (4) groups.
(4) Each group will be assigned a question related to migrating to Kansas.
Directions for the lesson: 
(5) Vocabulary Review. 
(6) Video-Rise and Fall of Jim Crow—15 minutes, or Reconstruction—15 minutes. 
(7) Trace route to Nicodemus, Kansas on outline map. Use colored pencils. 
(8) Label map—rivers, nearest town, fertile land. 
(9) Homework. Essay. Describe the institutions that should be established in Nicodemus in order to have a fully functioning town.

Assessment: 
- 3 LEAP-Like multiple-choice questions 
1. What is the significance of the 14th Amendment? 
   a) The 14th Amendment freed the slaves. 
   b) This amendment granted amnesty to former Confederates. 
   c) This amendment granted citizenship to freedmen. 
   d) The 14th Amendment granted freedmen the right to vote. 

2. The labor system known as “sharecropping” 
   a) helped freedmen become independent farmers. 
   b) created a cycle of poverty for freedmen and their families. 
   c) was a mutual partnership between planters and pickers. 
   d) was a legally binding contract that uplifted poor farmers. 

3. When traveling to Kansas by wagon train from Louisiana, the best route was 
   a) southeast toward the Tennessee River 
   b) northwest through Oklahoma 
   c) through Mississippi 
   d) through Texas 

- 1 LEAP-like constructed response question 

1. During Reconstruction (1865-1877), many former Confederates resented the Freedmen and sought to return the Freedmen to a condition of near slavery. Describe the Confederate tactics of repression against Freedmen; and the Freedmen’s counter response to this action. 

   - Alternative Assessment and Rubric (if needed) 

1. Write a poem, rap song or short story emphasizing some event, person or condition of Reconstruction. Enrichment Activity.
VOCABULARY

1. amnesty
2. cash crop
3. confederate
4. emancipation
5. homestead
6. immigrant
7. Ku Klux Klan
8. migrant
9. agriculture
10. atrocities
11. contraband
12. sharecrop
13. apprentice contracts
14. Freedmen’s Labor Contract
15. Bureau of Refugees, Freedmen and Abandoned Lands
16. 13th, 14th, 15th Amendments to United States Constitution
17. Black Codes
18. Exodusters
19. Reconstruction
20. Manifest Destiny
QUESTIONS FOR GROUPS

GROUP 1
What are the reasons Freedpeople are leaving the South?

GROUP 2
What things are Freedpeople giving up by leaving the South?

GROUP 3
How should the Freedpeople prepare for their trip? Supplies?

GROUP 4
What dangers are anticipated on the trip and in Kansas?

GROUP 5
What do the freedmen and their families hope to gain in Kansas?