LESSON PLAN

Name: Sarah Hunter
Institute: LEH/NOPS
U.S HISTORY 9-12

Title of Lesson: Reconstruction

Timetable for completion: projected for 5 days

Lesson Objective: To enlighten students of the struggles experienced by African-Americans to obtain human rights and citizenship in America after, the Emancipation Proclamation through the Reconstruction era.

- 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-1B-H5

- Grade Level Expectation (GLE): At the end of this block of instruction students will be able to analyze the origins, major events and effects of the Reconstruction era in U.S History.

Essential Question: How did events of Reconstruction impact American society today?

Materials Required: Paper, pencils, and black pens.

Technology: Computer with Internet.

Reading Materials: Issued primary source documents, History Textbooks, biographies, Periodicals, screened internet sites, transcripts, and documentaries.

Instructional Strategies: Direct instruction, cooperative heterogeneous learning groups, whole group discussions, questioning and independent study.
Directions for the lesson: First the teacher will provide a mini-lecture to the class on the overall subject of Reconstruction after the Civil War. After questions and clarifications on the lecture the teacher will place students in heterogeneous cooperative learning groups. The class will be divided into four groups consisting of five members. Each group will be assigned one of the primary documents listed below:

Group 1: The Black Codes of 1865-1866.

Group 2: Frederick Douglas’s Appeal to congress for Impartial Suffrage, January 1867.

Group 3: The ACS colonization movement to Liberia for freedmen.

Group 4: The Tasks of Reconstruction by former slave John R. Lynch, focusing on establishing a public school system in the south.

Each group member will be provided a packet containing his/her group assigned primary document; A written document analysis worksheet (only 1 to be completed for turn-in); A selected internet source page; Rubrics for assessing the oral presentations made by each group.

Important Note: Groups will be graded based on participation by all group members.

Assessment:

(1) Schools built during Reconstruction became targets of violence immediately by?

(A) Freedmen feeling post civil war aggression

(B) Northerners for insurance payoffs

(C) Racist southern whites terrorizing black freedmen into fear

(2) The black codes were established during Reconstruction to?
(A) To inspire freedmen to learn secret communication techniques

(B) To teach American whites, African dialects

(C) Solely to restrict the movement of freedmen

(3) **Reconstruction was referred to as the second civil war because?**

(A) By order of the president

(B) A war would now be won by the secessionist

(C) Rebuilding the ruined south presented major challenges economically, politically, constitutionally, and logistically.

(4) **Describe compare and contrast terrorist activities during Reconstruction and terrorist activities as we know them in Iraq today.**

Alternative Assessment: students will be able to answer questions and demonstrate knowledge of subject through oral presentations and discussion.

Enrichment activities: Students will each write a one page essay on “Why they would be unable to survive life during Reconstruction”.