Title of Lesson: Discrimination of African-Americans and Immigrants during the Reconstruction Era.

Timetable for Lesson: 7 Days

Lesson Objective: To utilize primary sources, to develop an understanding of the effects of discrimination on African-Americans and immigrants during 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:** Applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity. (H-1A-H1, 2, 3, 4)

- **Benchmark:** Conducting research in efforts to answer historical questions. (H-1A-M6)

- **Grade Level Expectation:** 50. Conduct historical research using a variety of resources for reliability and bias, to answer historical questions related to U.S. history. (H-1A-M6) 68. Understand Internet concepts and apply intermediate on-line searching techniques.

Essential Questions: How can laws and/or propaganda based on discrimination destroy the basic human spirit of all parties involved?

Materials Required: primary documents, computer w/internet, textbooks, overhead projector.

Website addresses: http://sunsite3.berkeley.edu/callheritage/JimCrow/glossary.html

Instructional Strategies Used: primary documents, grouping, class discussions, oral and written responses, lecturing, computer usage, library usage.
   (1 minority group, 1 majority group)
2. Class discussion based on “Do Now” Activity.
3. Class lecture-Reconstruction Era primary source introduction/samples.
4. Library Tour- students will be introduced to research skills and resources.
5. Students will be divided into small groups to locate primary sources that are racially biased and construct a power point presentation based on their findings.

Assessment: 3 Leap-Like multiple-choice questions:

1. What was the purpose of the 13th, 14th, and 15th amendments?
   a. to guarantee freedom to all African-Americans soldiers
   b. to grant amnesty to convict felons
   c. to provide housing for the poor
   d. to grant rights and citizenship to all freedmen

2. What other minority groups were largest for violence and discrimination besides blacks?
   a. French
   b. Irish
   c. Greek
   d. Asians

3. Black Codes and Jim Crow laws were enacted:
   a. to avoid selling goods to foreigners
   b. to help rebuild communities destroyed by war
   c. to enforce import and export laws
   d. to limit and/or restrict the movement of freedom

Assessment: 1 Leap-Like constructed-response question:
   a. Describe the phase “separate but equal”.

Alternative Assessment: Rubrics will be provided for assessing oral presentations based on group participation, content, and originality.

Enrichment Activities: In a 200-250 word essay respond

1. Writing Assignment: Have you ever been mistreated because you were different?
2. Reconstruction Era: Word Search
3. History in a box: Choose a topic relevant to the Reconstruction Era and create a history in a box
Choose 1 of the following topics to create a history mailbox.

4. Political Cartoons
5. Black Codes
6. 14th Amendment
7. Freedman’s Bureau
8. 15th Amendment