Overview:
This is a unit of study about Reconstruction, the time period from 1865-1877 when the United States was rebuilding and reuniting after the Civil War. This unit will be taught after students have gained a solid understanding of the causes and major developments of the Civil War. Students will understand the events and tensions that fractured the country, and will also know the course of the war and how it came to an end. The Reconstruction unit will begin with the end of the war and its immediate aftermath, including President Lincoln’s plan for Reconstruction and his assassination. Students will then examine President Johnson’s plan and how his policies were implemented in the South. Students will also consider the changes in the South brought about by the 13th Amendment and the work of the Freedmen’s Bureau. Another major topic will be the policies enacted by the Radical Republicans during Congressional Reconstruction. Students will also learn about the 14th and 15th Amendments to the Constitution, and examine their impact on freedom and equality for African Americans. After these social and political changes have been considered, the unit will move onto how Reconstruction came to a close in 1877, and much of the period’s progress was reversed in the following years. To culminate the unit, students will evaluate the successes and failures of the Reconstruction period by considering its enduring legacy.

This unit is designed for heterogeneously-mixed, multicultural classes. I have a variety of abilities in my classes, including special education students, ESL students, and Talented & Gifted students.

Historical Background:
Reconstruction is one of the most critical and complex periods in United States history. In 1865, four years of brutal destruction in the Civil War came to an end. 600,000 American soldiers lost their lives, far more than in any other war in American history. Four million enslaved African Americans were emancipated. The South was laid to waste; railroads, factories, farms, and cities were destroyed. Soldiers’ graves and smoldering ruins were the tangible signs of the rift that went far deeper. Anger, bitterness, grief, and fear overwhelmed the nation. The United States faced innumerable challenges: how would the nation rebuild? How would the Confederate states be reunited with the Union? What did freedom for slaves really mean? How would the emancipated become part of society? How would the nation heal the wounds made by four years of bitter war?

As the nation cautiously started to celebrate the end of the war in April of 1865, a shocking tragedy quickly cast Americans into further despair. President Abraham Lincoln, who had fought so passionately to maintain the Union, was shot and killed. Lincoln had given hope to millions with his second inaugural address, in which he stated: “With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.” Lincoln envisioned a forgiving nation that would quickly bind its wounds and move forward. His death, however, increased Northern resentment and vengeance toward the South. It added a layer of grief to an already struggling nation. It also left the country in the hands of a leader who was not well prepared to govern.

Vice President Andrew Johnson assumed the presidency after Lincoln was assassinated. Johnson was a southerner and, like Lincoln, a self-educated man who climbed up the ladder from humble origins. He was also a Democrat who had been placed on the Lincoln ticket in 1864 to project a Union party image and keep the votes of the border states. Lincoln’s Republican cabinet distrusted Johnson, and he was excluded from most conversations and decisions. He took over the presidency after only a few
months as vice president and very little time spent with Lincoln. He was ill-prepared to handle the problems facing the nation at the time, and in conflict with Congress and the Radical Republicans in Congress during this period. Johnson’s Reconstruction plan was lenient toward the former Confederate states. Amnesty and pardon were available to former Confederates who pledged loyalty to the Union and support for emancipation. Major Confederate leaders and extremely wealthy planters, however, had to apply individually for Presidential pardons. Johnson was determined to overthrow the slaveocracy that ruled the South. He was not, however, interested in increasing equality and providing suffrage rights to African Americans. He stated that this decision should be left to the states, but he was aware that no state, northern or southern, had been willing to expand the political rights of African Americans.

The Presidential Reconstruction period proved troublesome. After Confederate states had been admitted back into the Union, and Confederates pardoned, members of the pre-war political ruling class were soon re-elected as state legislators, governors, Congressmen, and Senators. These leaders had no intention of extending political equality and the right to vote to the freedmen. Black Codes were soon passed by all southern state legislatures. These laws restricted the freedoms of African Americans and limited the economic options of the freedmen. By enforcing labor contracts and anti-vagrancy laws, the strict Black Codes kept many freedmen tied to the plantation. Additionally, this period was characterized by violence and vengeance against African Americans. The justice system of the South provided no recourse; the all-white police force frequently terrorized African Americans, and judges and other officials seldom prosecuted crimes against Blacks. News of Black Codes and violence against freedmen spread to the North, creating indignation. Even citizens who were not committed to full political rights for African Americans recognized that the basic freedoms and economic opportunities must be provided, or the idea of emancipation would be a farce.

Leading the complaints against Presidential Reconstruction were the Radical Republicans of Congress. Radical leaders viewed Reconstruction as an opportunity for sweeping changes and a building of a new, restructured South. The old social and political order would be overturned, and the national government would ensure equal rights for all. By 1867, Republicans had a majority in both houses of Congress and could overrule a presidential veto. In 1867, Congress passed a new Reconstruction Act. It threw out the state governments of states that had refused to ratify the 14th Amendment. It also divided up the South into five military districts, with military governors who were given power to enforce Reconstruction. In order to rejoin the Union, states had to write new state constitutions, ratify the 14th Amendment, and allow African Americans to vote. Under these new constitutions, many former Confederates were not allowed to vote. With military protection, freedmen were. Under these conditions, Republicans were able to gain control of southern state governments. The 15th Amendment was ratified in 1870, providing a constitutional guarantee of voting rights for African American males.

With new political forces in the South, including white southern Republicans, northerners who moved to the South, and African Americans, many changes were made. During Reconstruction, African Americans made significant political gains. They voted in large numbers and were also elected to political office. African Americans were elected as sheriffs, mayors, legislators, Congressmen, and Senators. Though their participation was significant, it was exaggerated by white southerners angry at the “Black Republican” governments. Reconstruction governments built public schools for both black and white children. They also rebuilt and added more railroads, telegraph lines, bridges, and railroads. These costly efforts led to tax increases that further angered southern whites. Anger and resentment of white southerners led to the rise of secret societies like the Ku Klux Klan, who used threats and violence to intimidate African Americans and prevent them from voting.

By the mid-1870’s, enthusiasm for Reconstruction waned. Republicans were losing power, and Northerners were tired of trying to reform the South. In 1872, Congress passed the Amnesty Act, which reinstated voting rights to nearly all white southerners. At the same time, the efforts of the KKK and other violent organizations resulted in fewer African Americans at the polls. By 1876, almost all southern states were back under the control of Democrats. The end of Reconstruction came with the election of 1876. Neither Democrat Samuel Tilden nor Republican Rutherford B. Hayes was able to win a clear victory in the electoral college, so a Congressional commission was set up to decide the election. In a compromise, Republican candidate Hayes was declared the winner, in exchange for a promise to end Reconstruction.
Upon taking office in 1877, Hayes removed the remaining federal troops from the South. With no one left to enforce the Reconstruction reforms, Reconstruction was over.

White conservative Democrats remained in control of southern governments, and systematically reversed the steps taken toward political and social equality during Reconstruction. Southern states denied African Americans’ voting rights through voting restrictions such as the poll tax, grandfather clause, and literacy test. Jim Crow laws separated blacks and whites in restaurants, schools, theaters, railroads, hospitals, and all other public spaces. This segregation was endorsed by the Supreme Court in the landmark *Plessy v. Ferguson* case in 1896. African Americans continued to be victims of violence, intimidation, and lynching. It would not be until the Civil Rights movement of the 1960’s that the full protection of the 14th and 15th amendments would be granted to African Americans.

The period of Reconstruction was one of great promise for the United States and for African Americans. During this period, African Americans continued their struggle for freedom and worked to improve their communities. Institutions of the African American community, such as churches and schools, were strengthened. Though there were long-term consequences of Reconstruction’s failures, the Reconstruction era provided a Constitutional basis for later attempts to end discrimination.

**Major Understanding**

Reconstruction was one of the most critical time periods in American history. The Civil War changed the nation greatly; most importantly by bringing an end to slavery. Reconstruction was a period of great promise, hope, and progress for African Americans, and a period of resentment and resistance for many white southerners. The end of Reconstruction ushered in the Jim Crow era and a hundred-year period of segregation and disenfranchisement, setting the stage for the Civil Rights movement.

**Objectives:** Students will:
1. Demonstrate ability to write from a historical perspective by comparing and contrasting the different plans for Reconstruction, including the plans of Lincoln, Johnson, and Congress
2. Persuasively argue a position on an issue, both orally and in writing
3. Identify the provisions of the Reconstruction Amendments and consider their effects
4. Describe the work of the Freedmen’s Bureau and the impact it had on African-Americans in the South by interpreting and analyzing primary source documents
5. Analyze the social and political changes brought about by the emancipation of slaves and Reconstruction policies
6. Examine the events that led to the end of Reconstruction and the subsequent removal of African American rights by sequencing events in history and analyzing cause and effect

**Standards of Learning:**

Skills
US I.1: The student will develop skills for geographical and historical analysis, including the ability to:
   a) identify and interpret primary and secondary source documents
   b) make connections between past and present
   c) sequence events in United States history
   d) interpret ideas and events from different historical perspectives
   e) evaluate and discuss issues orally and in writing

Content
U.S. I.10: The student will demonstrate knowledge of the effects of Reconstruction on American life by:
   a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States of American and their impact on the expansion of freedom in America
   b) describing the impact of Reconstruction policies on the South

**Culminating Assessment:** Students will complete a culminating project in which they create a museum
exhibit that shows the successes and failures of Reconstruction. Students will use primary sources as well as artifacts they create for their exhibit. They will explain each artifact and what it demonstrates about Reconstruction. Their museum exhibit will include a statement in which students must take a position and explain why Reconstruction was a success or a failure (see project directions).

Resources:
Books
Foner, Eric. *A Short History of Reconstruction*. New York: Harper & Row, 1990. An examination of many themes of Reconstruction, including African Americans as agents of change during Reconstruction, the ways that the South was changed during the period, and the evolution of racial attitudes and patterns.


Websites

http://www.pbs.org/wgbh/amex/reconstruction/index.html. A PBS American Experience website that includes video clips, primary sources, links to other resources, historians’ perspectives about Reconstruction, and a Reconstruction timeline.

http://www.digitalhistory.uh.edu/reconstruction/index.html. “America’s Reconstruction: People and Politics after the Civil War.” This digital history exhibit, with text written by Eric Foner, has extensive primary and secondary sources on thematic elements of Reconstruction.

http://www.digitalhistory.uh.edu/database/hyper_titles.cfm. This University of Houston Digital History online textbook includes excellent secondary sources that provide a clear understanding of the Reconstruction period.

www.nara.gov The website for the National Archives includes document analysis worksheets as well as numerous primary sources.

http://valley.vcdh.virginia.edu. Valley of the Shadow: an excellent compilation of primary resources for two communities during the Civil War. Includes Freedmen’s Bureau records, letters, diaries, newspapers, images, and maps.

http://www.freedmensbureau.com/. A collection of documents and links to documents relating to the work of the Freedmen’s Bureau, including labor contracts and marriage certificates.

A text version of a first-person account of sharecropping after the Civil War.

Materials from Harper’s Weekly magazine that illustrate attitudes toward African-Americans during the late 19th century.

A lesson plan that is part of the Library of Congress’s Learning Page. The lesson plan is geared toward high-school students, but could be adapted for middle school students to use some of the resources.

**Strategies:**

**Lesson 1 (1 day)**

**Title:** Problems Facing the South After the Civil War

**Objectives:** Students will:

1. Examine the events that took place as the Civil War came to a close.
2. Identify problems facing the nations at this time and evaluate different plans for dealing with these challenges.

**Materials for Lesson 1**

- Images of the aftermath of the Civil War. These images are from the American Memory section of the Library of Congress website. Bibliographic information is included in the links if not otherwise noted.
  - President Lincoln's funeral procession: http://lcweb2.loc.gov/cgi-bin/query/i?ammem/cwar:@field(NUMBER+@band(cwp+4a39661)):displayType=1:m856sd=cwp:m856sf=4a39661
  - Richmond Ruins: http://www.digitalhistory.uh.edu/reconstruction/section2/section2_21b.html
  - Locomotive Ruins: http://lcweb2.loc.gov/cgi-bin/query/i?ammem/cwar:@field(NUMBER+@band(cwp+4a40910)):displayType=1:m856sd=cwp:m856sf=4a40910
  - Charleston Ruins: http://lcweb2.loc.gov/cgi-bin/query/i?ammem/cwar:@field(NUMBER+@band(cwp+4a39791)):displayType=1:m856sd=cwp:m856sf=4a39791
  - Burning a Freedmen’s Schoolhouse: http://www.digitalhistory.uh.edu/reconstruction/section2/section2_33b.html

**Strategies**

1. **Hook:** Have students respond to the following writing prompt, in order to get students thinking
about Americans’ feelings at the end of the Civil War. “Imagine that you have two sons. Your older son has been bullying and fighting your younger son. The older son says he is upset because the younger son gets more attention. You punish your son, and he responds by running away from home. Before he leaves, he steals $500 from you. What would you do when your son returns? Would you punish him harshly so he won’t do it again, or be lenient with him if he promises not to do it again? Explain your choice.”

2. After students have written their responses, give them an opportunity to share and have a class discussion. Explain to students the connection to how American leaders had to decide if the South should be punished for the Civil War.

3. Show students images of life in the U.S. in the immediate aftermath of the Civil War. As they look at the images, have them brainstorm a list of problems that the U.S. faced. Images include: the destruction of the South, the newly emancipated slaves, the assassination of Abraham Lincoln, and violence toward the freedmen. Encourage students to think about what problems might be caused by these events.

4. After students have brainstormed, have them share their lists. Make one large list on poster paper. This can be referred back to throughout the unit to remind students of the many challenges facing the nation.

5. Introduce Lincoln’s plan of peaceful and forgiving reunification for the nation. Johnson’s continuation of this plan can also be introduced here. A short textbook reading might be useful to set the scene.

6. Then have students work together in pairs to make a pro/con list for the Presidential Reconstruction plan. Have them think about how the following groups would respond to this plan: former Confederates, other Southerners, Northerners, and freedmen.

7. Have students share their responses and lead a class discussion about the merits and weaknesses of this approach to Reconstruction.

8. **Wrap Up:** Have the students look again at the images of life at the end of the Civil War. Have them answer these questions:
   - Pick an image that shows a problem that you think would be improved by the President’s plan. Explain why the plan will help.
   - Pick an image that shows a problem that will be made worse by the President’s plan. Explain why.

**Differentiation**

In this lesson the teacher uses different presentation modes and activities such as a brief writing exercise, whole class discussion, and visual images to accommodate a variety of learning styles.

**Lesson 2 (2 days)**

**Title:** Early Reconstruction

**Objectives:** Students will:

1. Examine early developments of Reconstruction including the 13th Amendment and the Freedmen’s Bureau
2. Describe conditions in the South and the work of the Freedmen’s Bureau by using primary sources, such as letters and Bureau records
3. Consider the successes of the Freedmen’s Bureau, such as the building of schools and churches, as well as the ongoing struggles with labor relations, violence, and Black Codes.

**Materials for Lesson 2**
- [Document Analysis Worksheet](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html) from National Archives
• Letter from Jourdan Anderson to his former master asking for wages: http://www.historymatters.gmu.edu/d/6369
• Marshall Twitchell’s account of working for the Freedmen’s Bureau: http://www.pbs.org/wgbh/amex/reconstruction/carpetbagger/ps_twitchell.html
• Letter to the Bureau asking for workers: http://valley.vcdh.virginia.edu/HIUS403/freedmen/fb-contracts.html
• Labor Contract for former slaves: http://www.freedmensbureau.com/georgia/contracts/georgiacontract.htm
• Letters and Newspaper notices about building churches: http://valley.vcdh.virginia.edu/HIUS403/freedmen/fb-socialservices.html
• Letters about schools and other services for freedmen: http://www.pbs.org/wgbh/amex/reconstruction/schools/ps_highgate.html

Personal Narrative of a freedwoman: Library of Congress WPA Narrative. The document and a transcription are available.

• Black Codes: Mississippi Black Code of 1865; will need to be excerpted for students. http://www.digitalhistory.uh.edu/reconstruction/section4/section4_blackcodes.html
• PBS video or mini-documentary clip from PBS website on Marshall Twitchell http://www.pbs.org/wgbh/amex/reconstruction/carpetbagger/index.html

Strategies

1. **Hook:** Have students respond to this question, either in writing or in a discussion format. “Imagine that you are a slave who has just been set free. Describe how you are feeling, what you will do next, where you will go, and any challenges you think you might face.”

2. **Introduction:** Describe the 13th Amendment to students, or have them read about it in their textbooks. Also discuss the Freedmen’s Bureau and why it was created. Have students add these terms to their Reconstruction Vocabulary list. Discuss with the class the challenges that the 4 million emancipated slaves would face.


4. **Create charts to use for a Carousel Brainstorm.** As a class, generate titles to put at the top of each chart. Each chart will focus on an issue facing the emancipated slaves and the Freedmen’s Bureau. Examples: Labor, Churches, Schools, Violence, etc. As students are working on the primary sources analysis, hang charts up around the classroom.

5. **Primary Sources:** Working in pairs or small groups, have students evaluate primary sources relating to the Freedmen’s Bureau. Each group will have a different source to analyze. Students will use the Document Analysis Worksheet. When they have finished, they will share their resource with the class. Variation: If time allows, or if some groups can handle it, have them analyze more than one primary source.

6. **Carousel Brainstorm:** Each group will rotate through the posters. On each poster, they will list a piece of evidence or example that shows something they’ve learned about the topic through their primary sources. Then they will move on to the next poster and add information that they have learned that supports that main idea.

7. **Wrap Up:** Have students write a response from the Freedmen’s Bureau to one of the people they’ve studied in their primary sources. In the letter, students demonstrate knowledge of the problems facing southerners after the Civil War and the ways in which the Freedmen’s Bureau tried to assist people after the war.

**Differentiation**

This lesson contains a wide variety of resources that can be assigned to groups and individuals based on
ability and interest. Student interest in a particular topic can conduct additional research and locate more primary sources. Students with lower reading levels can focus on images rather than text-heavy resources. Stronger readers could be given more challenging resources, such as the text of the Black Codes and the Amendments. The needs of kinesthetic learners are addressed through the Carousel Brainstorm.

Lesson 3 (1 day)

Title: Radical Reconstruction

Objectives: Students will

1. Examine the period of Reconstruction that was led by the Radical Republicans by identifying its leaders and learning the laws they were passed
2. Understand how the provisions of the 14th and 15th Amendments to the U.S. Constitution increased freedom and equality for African Americans.

Materials for Lesson 3

- Image from Harper’s Weekly [http://blackhistory.harpweek.com/7Illustrations/Reconstruction/TheFirstVote.htm](http://blackhistory.harpweek.com/7Illustrations/Reconstruction/TheFirstVote.htm) to use for hook activity and questions to answer
  - Graphic organizer notes
  - Word-splash

Strategies

1. **Hook**: Have students look at this image from Harper’s Weekly called “The First Vote. [http://blackhistory.harpweek.com/7Illustrations/Reconstruction/TheFirstVote.htm](http://blackhistory.harpweek.com/7Illustrations/Reconstruction/TheFirstVote.htm) Then have students answer questions about the image. Possible questions:
   - What are the men in the picture doing?
   - What changes must have taken place in the South to make this possible?
   - Why was it important for African Americans to participate in elections?

2. Students will work in pairs to complete graphic organizer notes comparing the Presidential Reconstruction plan with Radical Republican Reconstruction. A textbook or other secondary source can be used to find the information to complete the organizer.

3. “The Road to Equality”: Students will create an illustrated timeline or road map of the events in Reconstruction. Students can use textbooks, notes, or the following online timelines to help them complete their timeline:
   - [http://www.pbs.org/wgbh/amex/reconstruction/states/sf_timeline.html](http://www.pbs.org/wgbh/amex/reconstruction/states/sf_timeline.html)
   - [http://blackhistory.harpweek.com/4Reconstruction/ReconTimeline.htm](http://blackhistory.harpweek.com/4Reconstruction/ReconTimeline.htm)
   - [http://chnm.gmu.edu/courses/122/recon/chron.html](http://chnm.gmu.edu/courses/122/recon/chron.html)

4. **Wrap Up**: Give students a copy of the Reconstruction word-splash, or project it on an overhead. Have them write four to five sentences using words from the word-splash.

Differentiation

In this lesson, students use illustrations and words to how their understanding of Reconstruction concepts. Using the word-splash gives students an opportunity to demonstrate their knowledge at their own ability level. Students will process information by completing a graphic organizer and creating an illustrated timeline or road map.

Lesson 4 (2 days)
Title: Political, Social and Economic Changes

Objectives: Students will:

1. Explore how life changed for southerners, especially for African Americans during Reconstruction
2. Examine the political, social and economic changes that came about, especially reforms that were enacted by state legislatures during this period
3. Identify the effects of the 14th and 15th Amendments
4. Describe the reaction of white southerners to these changes.

Materials

- Labels for Corners during hook activity
- Copies of primary sources (listed below) for each group in the jigsaw
- Copies of questions (listed below) for each group to answer
- PBS video or mini-documentary clip from PBS website on John Roy Lynch
  http://www.pbs.org/wgbh/amex/reconstruction/activism/index.html

Strategies:

1. Hook: “Corners”. In this activity, students have to make a choice, give a reason to support their choice, and listen to other points of view. Label the four corners of the room with the following titles:
   - “African Americans were no longer slaves”,
   - “African Americans gained the right to vote”,
   - “African Americans attended schools”, and “African Americans were elected to government offices.”
2. Have students write down which of these reforms was the most important, and why. Then have them go to that corner. In the corners, students share with each other their reasons for making their choices. A spokesperson from each corner shares that group’s reasons with the class. After listening to each groups’ reasons, students may switch corners if they have changed their minds.
3. Jigsaw: Each group investigates one aspect of change in the South after the Civil War. Then, new groups are formed with one person from each group. The “experts” on each topic share what they’ve discovered in the new group. Finally, the original groups get back together and share what they’ve learned from the other groups. For further instruction on the jigsaw strategy, visit this website: http://www.litandlearn.lpb.org/strategies/strat_jigsaw.pdf
   - Group 1: Reforms enacted by Republican Governments. As students read this account, have them make a list of new laws or responsibilities for the government.
     http://www.pbs.org/wgbh/amex/reconstruction/activism/ps_lynch.html
   - Group 2: Sharecropping. Have students go through the photo gallery. They should define “sharecropping” and look for other examples of work done by free African Americans.
     http://www.digitalhistory.uh.edu/reconstruction/section3/section3_01.html
     For a first-person account of sharecropping, use excerpts from this document: http://historymatters.gmu.edu/d/6377
   - Group 3: Community, Family, and Church. Select a few images from the photo gallery. Have students study the images and read the information. Students should identify how these institutions became stronger after the end of slavery.
     http://www.digitalhistory.uh.edu/reconstruction/section2/section2_01.html
• Group 4: White Southern Responses. Have students read this account of an African American legislator’s experience of threats and violence. Have students consider the source of and reason for the violence, as well as African American responses to it.
http://www.pbs.org/wgbh/amex/reconstruction/kkk/ps_colby.html
Excerpts from this Louisiana account could also be used:
http://www.pbs.org/wgbh/amex/reconstruction/kkk/ps_colby.html

4. Video: Mini-documentary of John Roy Lynch, a former slave from Mississippi who was elected to the House of Representatives.
http://www.pbs.org/wgbh/amex/reconstruction/activism/index.html

5. Processing questions for during or after the video clip:
• Why did Lynch think it was important to pass a new Civil Rights bill?
• As a Congressman, what issues facing African Americans in the South did Lynch try to solve?
• What did Lynch think were the positive aspects of Reconstruction?
• If you could meet John Roy Lynch, what questions would you ask him?

6. Wrap Up: 3-2-1. Write down 3 ways that life improved for African Americans during Reconstruction, 2 problems that African Americans still faced, and 1 reason that white southerners were upset.

Differentiation
In this lesson, students work cooperatively in expert groups and then in jigsaw groups. While in expert groups, students will work together to make sure that all students are comfortable with the information before they teach it to another group. Differentiated roles could be assigned within these groups: reader, recorder, fact-checker, etc.

Lesson 5 (1 day)

Title: The End of Reconstruction

Objectives:
1. Understand the reasons that Reconstruction ended
2. Explain the Amnesty Act and the Compromise of 1877
3. Understand how the progress made during Reconstruction was reversed by Jim Crow laws, voting restrictions, and Plessy v. Ferguson.
4. Understand how Reconstruction ended by examining an exhibit about events that brought Reconstruction to an end

Materials
• Walking Tour exhibits: Print out materials related to walking tour topics and attach to poster paper. Sample sets of materials included: Jim Crow, Plessy v. Ferguson
• Questions to answer during Walking Tour (see below)
• Images for wrap-up activity:
  Greensboro Lunch Counter Sit-In http://www.loc.gov/exhibits/odyssey/archive/09/0909001r.jpg
  March on Washington http://www.loc.gov/exhibits/odyssey/archive/09/0913001r.jpg

Strategies:

1. Walking Tour: Students will visit exhibits around the classroom. Each exhibit will give information about an event that brought Reconstruction to an end or a new law passed after Reconstruction ended. Sites on the walking tour will include: the Amnesty Act, the Compromise of
1877, Jim Crow, *Plessy v. Ferguson*, and voting restrictions. Each chart will have pictures and written information about the event. As students visit each section of the walking tour, they will answer these questions:

- What was the event/item?
- How did it change life for African Americans?
- How did it contribute to the end of Reconstruction?

2. **Wrap Up:** Display several images from the Civil Rights movement, such as the March on Washington, the 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.

**Differentiation**

In this lesson, students complete a Walking Tour in which they gather information by looking at displays. The questions for this are differentiated, starting with simple fact-gathering questions, and moving up the taxonomy to interpreting information and making connections with other ideas.

**Lesson 6 (2 days)**

**Title:** Successes and Failures of Reconstruction

**Objectives:** Students will:

1. Evaluate the successes and failures of Reconstruction
2. Create a museum exhibit compiling items they have used during the unit
3. Explain the significance of these items and analyze if Reconstruction was a success or failure for the United States and for African Americans (see Appendix for project directions and rubric).

**Materials:**

- Exhibit project directions
- Rubric for project

**Strategies:**

In the final lesson, students will evaluate the successes and failures of Reconstruction. They will compile items they have used during the unit, along with new items they created to make a museum exhibit about Reconstruction. In the culminating project, they will explain the significance of these items and analyze if Reconstruction was a success or failure for the United States and for African Americans. (See Appendix for project directions and rubric)

**Differentiation:**

In the Culminating Project, students have some options in the exhibits they will create, so they can choose based on what content interests them and what products they create. The project could be pared down for struggling learners or slower workers. Students can use their talents to add personal touches to their exhibits: artistic displays, written information, graphs, charts, or maps. Students can use their strengths and interests to create differentiated projects that provide a variety of ways for them to demonstrate their knowledge and understanding of the content.
APPENDIX

Lesson 3

Graphic Organizer Notes
Word Splash

Lesson 5

Tour - Jim Crow (Images)
Tour - Plessy (Images)

Lesson 6

Exhibit Project
Rubric for Exhibit
Lesson 3

Graphic Organizer

### RECONSTRUCTION PLANS

<table>
<thead>
<tr>
<th>Question</th>
<th>Presidential Reconstruction</th>
<th>Congressional Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to this plan, what did former Confederate states have to do to be readmitted to the Union?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happened to former Confederate leaders under this plan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under this plan, how would the government help freedmen? What political rights would freedmen have?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did Southerners react to this plan?</td>
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</tr>
<tr>
<td>How did Northerners react to the plan?</td>
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Word Splash
Lesson 5

Jim Crow Laws

Introduction
In the wake of Reconstruction, southern state governments enacted Jim Crow laws, which segregated virtually all public spaces. Here are some examples of segregation policies in the South:

In Alabama, hospitals were segregated, as were homes for the mentally handicapped, the elderly, the blind and the deaf. In Florida, a law ordered that textbooks used for black and white children be kept separate, even when they were in storage. In Louisiana, a law regulating circuses and sideshows required separate entrances, exits, and ticket windows, and required that they be at least 25 feet apart.

In South Carolina, a code required that black and white workers in textile factories labor in different rooms, using different water fountains and toilets as well as different stairways and pay windows.

In Atlanta, an ordinance banned amateur baseball games within two blocks of each other if the players were of different races. In New Orleans, ferries and public libraries were segregated. For a time, public education for African American children was eliminated past the fifth grade. On streetcars, there was a movable screen that black riders had to sit behind.

Source: Digital History Online Textbook:
http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=217

Personal Account of Jim Crow laws:
In a speech delivered in the Ohio House of Representatives in 1886 and later published as *The Black Laws*, legislator Benjamin W. Arnett described life in segregated Ohio:

I have traveled in this free country for twenty hours without anything to eat; not because I had no money to pay for it, but because I was colored. Other passengers of a lighter hue had breakfast, dinner and supper. In traveling we are thrown in “jim crow” cars, denied the privilege of buying a berth in the sleeping coach.

This foe of my race stands at the school house door and separates the children, by reason of 'color,' and denies to those who have a visible admixture of African blood in them the blessings of a graded school and equal privileges... We call upon all friends of 'Equal Rights' to assist in this struggle to secure the blessings of untrammeled liberty for ourselves and posterity.


Images:

*Drinking at "Colored" Water Cooler in Streetcar Terminal*, Oklahoma City, Oklahoma, Russell Lee, photographer, July 1939.
Negro Going in Colored Entrance of Movie House, Belzoni, Mississippi Delta, Mississippi, Marion Post Wolcott, photographer, circa October 1939.
A Sign at the Greyhound Bus Station, Rome, Georgia
Esther Bubley, photographer, September 1943.
Afro-Americans of Augusta, Ga., are boycotting the street cars of that city because they have been compelled to ride in the back seats. This is carrying the "Jim Crow" business to street cars—"rubbing it in," as it were. Our people form such a large portion of the population of Augusta that they have only to keep up the boycott they have so wisely instituted to so affect the financial condition of the street car company as to convince them in the best way possible of the contemptible-ness of their latest "color line." We sincerely trust that not an Afro-American in Augusta, will ride on a car when they can possibly help it as long as the "Jim Crow" color line exists.
Plessy v. Ferguson

In 1890, Louisiana passed a law prohibiting people of different races from traveling together on trains. This law was one of many forms of segregation, formal and informal, that came to be known as Jim Crow (named after a minstrel song). A group of African American educators, lawyers, journalists, and civic leaders in New Orleans decided to test the law in court.

Homer Plessy, a shoemaker whose great-grandmother was black, challenged the law by sitting in a car reserved for white passengers. Despite the fact that he was seven-eighths white, he was arrested and convicted. Plessy's attorney argued that the state law violated the 14th Amendment's guarantee of equal protection of the laws.

The Supreme Court ruled in Louisiana's favor in 1896. Segregation statutes were constitutional, the court said, as long as equal provisions were made for both races. The court's majority distinguished between legal or political equality and social equality. According to the majority opinion, the 14th Amendment only protected legal and political equality.

In the Plessy decision, the court gave its sanction to the "separate but equal doctrine" and gave states permission to legally separate blacks and whites at everything from drinking fountains to schools. Plessy v. Ferguson remained in effect until it was reversed in 1954 by the court's landmark Brown v. Board of Education decision to integrate public schools.

The implications of the Plessy decision for education became apparent three years later. In 1897, the Richmond County, Ga. school board closed the only African American high school in Georgia, even though state law required that school boards "provide of the same facilities for each" race, in the school board provided two high schools for white children. It provided sufficient funds to educate all white children.

Copyright 2004 Digital History
Broken school bus in
Louisa County, Virginia (20.3)
[Digital ID # ppmsca-05512]
School building in
Louisa County, Virginia (20.4)
[Digital ID# ppmsca-#05513
School building in
Camden, Massachusetts (20.1)
[Digital ID # ppmsca-05511]
Lesson 6

Culminating Project: Reconstruction

Overview of Project

For this project, you will be creating displays for a museum exhibit entitled, “Reconstruction: Success or Failure?” Your exhibit will show the changes that occurred in America during Reconstruction. Your exhibit will include artifacts, visuals, and maps that show how the United States changed after the Civil War.

Requirements for Project

You will have a total of 8 items included in your museum exhibit. You will create each item to help show the impact of Reconstruction. There are 6 required items listed below. Then you may choose the remaining 2 items you would like to include.

Each item must have a 3-5 sentence caption underneath that explains why the item was included in the exhibit.

Every project must include:

- An artifact related to the Freedmen’s Bureau. You could create an advertisement for the services of the Bureau, a letter to the Bureau asking for help, or a story about how the Bureau has helped an emancipated slave.

- A map that shows the Military Reconstruction Act and how it divided up the South. In your caption, explain what the law was, why it was enacted, and how Southerners reacted to the law.

- One of these illustrations relating to the political role of African Americans during Reconstruction: http://www.loc.gov/exhibits/odyssey/archive/05/0507001r.jpg
  http://www.loc.gov/exhibits/odyssey/archive/05/0506001r.jpg
  Identify the significance of the person or persons in the picture. Explain how the 15th Amendment helped make the person’s achievements possible. (A file with copies of these images and bibliographic information is attached.)

- A diary entry that explains how life has changed since the end of the Civil War. Your diary entry should be written from one of the following perspectives: an emancipated slave, a former plantation owner or Confederate leader, or a Northerner who has moved to the South during Reconstruction.

- A newspaper article that announces the Compromise of 1877 and explains how it brought Reconstruction to an end.

- An artifact that shows how progress toward Civil Rights was reversed after Reconstruction ended. Pick a primary source and explain how it shows one of the changes that took place after Reconstruction.
Then, you may choose the last item you would like to include. (You may include more if you like.) Possible items you may include:
- An obituary (death notice) for Abraham Lincoln
- A timeline that shows the key events of Reconstruction
- additional artifacts, such as letters, newspapers, political cartoons, or diary entries
- pictures, visuals, tables, maps, or charts

Your project also must include:
- a creative title for your museum exhibit
- a 1-2 paragraph statement that explains your answer to the question “Was Reconstruction a success or failure?”
## Project Rubric

### Reconstruction Museum Exhibit

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - Accuracy</td>
<td>All 8 artifacts in the exhibit contain accurate factual information related to the content.</td>
<td>6-7 artifacts in the exhibit contain accurate factual information related to the content.</td>
<td>4-5 artifacts in the exhibit contain accurate factual information related to the content.</td>
<td>3 or less artifacts in the exhibit contain accurate factual information related to the content.</td>
</tr>
<tr>
<td>Required Elements</td>
<td>The exhibit includes all required elements as well as additional information.</td>
<td>All required elements are included on the exhibit</td>
<td>All but 1 of the required elements are included on the exhibit.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td>Graphics</td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. Each is explained with a 2-3 sentence caption.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td>Exhibit statement</td>
<td>The exhibit includes a 1-2 paragraph statement that provides evidence answering the question, &quot;Was Reconstruction a success or failure?&quot;</td>
<td>Includes a statement providing partial evidence for conclusion.</td>
<td>Includes a statement that is incomplete or has weak evidence.</td>
<td>Statement is not in the form of a paragraph and gives little or no evidence for conclusion.</td>
</tr>
<tr>
<td>Organization and Mechanics</td>
<td>Capitalization, spelling, and punctuation are correct throughout the exhibit. The exhibit is well-organized and artifacts are clearly presented.</td>
<td>There is 1 error in capitalization, spelling, or punctuation.</td>
<td>There are 2 errors in capitalization or punctuation.</td>
<td>There are more than 2 errors in capitalization or punctuation. The exhibit is confusing or unorganized.</td>
</tr>
</tbody>
</table>

Date Created: **Mar 22, 2005 04:50 pm** (CST)