Lesson 1 (1 day)

Title: Post Civil War: Virginia in Ruins

Objective: The student will understand the need for Reconstruction following the Civil War by viewing photographs of cities, farms, plantations, railroads, and bridges after the Civil War.

Materials
Excerpts from April 1865: The Month that Saved America, describing the fall of Richmond.
A textbook selection which describes the fall of Richmond. This unit uses Virginia by Dr. Candy Dawson Boyd et al., published by Scott Foresman, 2003 (pp. 320-327 include vivid accounts of the destruction of the city and the reactions of Richmond residents). Visit the Library of Congress for images of Civil War destruction in Richmond:

- Image: Ruined buildings in Richmond’s burned district
  http://memory.loc.gov/ammem/cwphtml/cwphome.html
- Image: Ruins of paper mill and machinery
  http://memory.loc.gov/pnp/cwpb/00400/00408v.jpg
- Image: Ruins of flour mill
  http://memory.loc.gov/service/pnp/cwpb/00400/00420r.jpg

Strategies
1. Read aloud The Fall of Richmond (pages 106 – 120), from April 1865: The Month That Saved America. While reading the students will be drawing what they visualize based on the author’s description. Share drawings and comments.
2. Share pictures of ruins with the whole group. These may be photocopied, or displayed on the television or SMART BOARD depending on available technology.
3. Brainstorm a list of problems people living in Richmond faced at this time (e.g. where to find food, shelter, medical help, money, how to travel, coping with looting and hard feelings on both sides).
4. In teams, students must choose a problem from the list and brainstorm ideas about how to solve it. Questions to consider:
   - Who needed help after the Civil War?
   - Who was available to help?
   - How could needs be communicated to those who could help?
5. Share ideas with the whole group.

Differentiation
- Teams will be grouped heterogeneously.
Lesson 2 (1 to 2 days)

Title: The Freedmen's Bureau

Objectives: Students will:
1. Learn that the Freedmen's Bureau was a government agency that provided food, schools, and medical care for freed slaves and others in Virginia and the rest of the South.
2. Understand the scope of devastation in Richmond, Virginia and the desperation of people in various counties in Virginia.
3. View and discuss primary documents in the form of letters reporting on conditions in the districts under the jurisdiction of the Freedmen’s Bureau.
4. View and discuss primary documents which are written requests for assistance
5. Role play how the Bureau identified problems and assessed what was needed in order to meet the needs of the freedmen
6. Design a Freedmen's Village

Materials
Overhead projector
Primary documents from Valley of the Shadow website:
http://valley.vcdh.virginia.edu/HIUS403/freedmen/fb-socialservices.html (see specific web sites located next to the requests listed below).
CHAP.XC-An Act to establish a Bureau for the Relief of Freedmen and Refugees
www.history.umd.edu/Freedmen/fbact.htm
Summary of Freedmen’s Bureau of accomplishments
http://search.eb.com/Blackhistory/article.do?nKeyValue=35296
- Maps of Freedmen's Village in Arlington, VA
  http://chnm.gmu.edu/courses/petrik/s2002/cw2/students/jones/history/historyimages/FVMap.jpg and
  http://chnm.gmu.edu/courses/petrik/s2002/cw2/students/jones/history/historyimages/HarpersWeekly.jpg

Strategies
1. Ask students to recall yesterday’s lesson summarizing problems faced by Virginians and the solutions they suggested. Continue the discussion focusing on their possible solutions.
2. Tell students to understand what steps the government took to help the South solve some of these problems, they will be reading some primary sources from that period in history. Review with students the nature of primary sources (diaries, laws, letters, etc). Remind them that their textbook is a secondary source that explains the Freedmen’s Bureau. They will be acting as historians who use a variety of sources to learn how people lived at that time in history and to make conclusions. Tell students that today they will be reading a section of the law that created the Freedmen’s Bureau, and some letters people wrote back then requesting assistance.
of excerpts from the law (link) and read through with students. Ask students to pair up and make a chart listing the purpose, goals, and positions created by the law.

3. Conduct a whole group discussion summarizing the structure and intent of the Bureau.

4. Pair students again and display the web sites listed below from Valley of the Shadow that display primary sources requesting assistance. With the class, read from letters from ex-slaves requesting assistance from the Bureau.

**Written Requests will include:**

- Transportation for an adult female and five children to a local hospital ([link](http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=B1223))

- A school for colored children ([link](http://valley.vcdh.virginia.edu/HIUS403/freedmen/fb-socialservices.html))

- Use of a white church for religious services without disruption from whites ([link](http://valley.vcdh.virginia.edu/HIUS403/freedmen/fb-socialservices.html))

4. Trousers and shirts ([link](http://valley.vcdh.virginia.edu/HIUS403/freedmen/fb-socialservices.html))

- Information requested by a woman whose children were taken by a slave trader and sold ([link](http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=B0419))

- Money for transportation of an ex-slave and 2 children who are penniless ([link](http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=B1234))

- Return of a horse that was stolen ([link](http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=B0030))

5. Ask students in pairs to play the role of a Superintendent and decide how to respond to the requests. Have students report their decisions and conduct a whole group discussion on the requests.

6. Distribute excerpts from letters of officials from the Freedmen’s Bureau reporting conditions in their districts (link). Read over with students and as a class, list and discuss some of the barriers to achieving the goals of the Bureau.

7. In a whole group discussion, complete a class poster board that summarizes the role of the Bureau and its accomplishments. For a brief summary of its accomplishments see. ([link](http://search.eb.com/Blackhistory/article.do?nKeyValue=35296))

8. Be sure to include in the discussion the following important teaching points:

- The scope of the destruction in the South
- The establishment of the Freedmen’s Bureau in the War Department.
- The management of the Bureau will be operated by a commissioner.
- Counties will be managed by Superintendents in their respective states.
- Provisions will be made for clothing and shelter for freedmen, and freedmen’s wives and children.
- Barriers to successfully completing the goals of the Bureau
Assessment
Informal: Circulate the classroom and observe student participation in pairs, and check their work, e.g., charts that list the Bureau’s purpose, goals, etc. Participation in this activity should allow students to demonstrate their knowledge of what is needed to rebuild a society and some of the obstacles faced by the Freedmen’s Bureau.

Extension Activity/Additional Assessment on Freedmen’s Village

Strategies
Students will be given a blank map of the Freedmen's Village that was located in Arlington, VA in 1863. Students will label the buildings according to what they determine are the needs of the freedmen. (you can work with or copy the images at (http://chnm.gmu.edu/courses/petrik/s2002/cw2/students/jones/history/historyimages/FVMap.jpg) and (http://chnm.gmu.edu/courses/petrik/s2002/cw2/students/jones/history/historyimages/HarpersWeekly.jpg)

Grading Rubric
3 points - includes only residences
4 points - includes residences and a school
5 points - includes residences, a hospital, an eating facility, school, laundry, church,

Differentiation
Heterogeneous groupings to assist in reading.
Teacher will circulate the groups, helping individuals as needed

Lesson 3 (1 day)

Title: Sharecropping in Virginia

Objectives: The student will:
1. Compare and contrast plantations with sharecropping by analyzing and drawing maps.
2. Define sharecropping and explain the relationship between landowners and sharecroppers.
3. Read a sharecropping contract and discuss the terms of agreement and fairness of the contract.

Materials
Map: A Plantation (1660) and Sharecropping Land (1881) in the South http://www.uwec.edu/geography/Ivogeler/w188/planta3.htm
Overhead: Sharecropper Contract, 1882 (link)
Student questions for maps and contract (link)

Vocabulary
Strategies
1. List vocabulary words on the board (sharecropper, landowner, and contract).
2. Assign students to read a textbook account about sharecropping and agriculture in Virginia and the South after the Civil War.
3. **Map Strategies**
   - Again focus students on the destruction after the war, emphasizing one of the critical problems the South faced after the Civil War, rebuilding their economy. Agriculture was an important part of the South’s economy. Former plantation owners still owned a lot of land but had lost their labor supply. They decided to make contracts with former slaves creating a system called sharecropping.
4. Essential Knowledge: Students should come to an understanding of sharecropping as a system common in Virginia after the Civil War in which freedmen and poor white farmers rented land from a landowner by promising to pay the owner with a share of the crop.
5. Display and discuss: A Plantation (1660) and Sharecropping Land (1881) in the South. [http://www.uwec.edu/geography/Ivogeler/w188/planta3.htm](http://www.uwec.edu/geography/Ivogeler/w188/planta3.htm). Point out the years noted on the map, the plantation house, slave quarters, and sharecroppers’ homes. Explain that each sharecropper and his family were responsible for farming his portion of the land (usually 30 - 40 acres).
6. Draw your own map of a plantation and sharecropping. Give each map a title with the year. Include the main house, cabins, land for crops, and other important buildings on the land. Ask students to display and share their maps. As a class develop a poster that lists the similarities and differences in the plantation and sharecropping systems. Students should understand that, under a plantation system, slaves lived close together in slave quarters. Under a sharecropping system, sharecroppers were spread out across the land. Changes in the agricultural system affected how and where African American agricultural laborers lived.
7. Respond to questions as a group, in small groups, or pairs.
8. Introduce Sharecropper Contracts. Explain to students that before freedmen could work on the land, they had to make an agreement with the landowner. This agreement had to be signed by both parties and included details about who would do what work and what supplies the sharecropper would be supplied.
10. Ask students to draw a landowner and his home; draw a sharecropper and his home. Explain what each party in the sharecropping contract gives and gets from the agreement.

**Differentiation**
Provide small maps for students to use instead of drawing the plantations.
Provide small pictures for students to match the Sharecropping Contract.
Have students draw large maps on construction paper, including a key for building and land use.

**Assessment**
Daily: Students will summarize the lesson by explaining sharecropping in the South and the use of sharecropping contracts.

**Culminating Assessment for Unit**

Assign a timeline of major events as a long-term homework assignment (link).

**Lesson Four (1 day)**

**Title:** What did People Have to Say?

**Objectives:** Students will:
1. Analyze written sources to determine the problems, solutions, and attitudes following the Civil War.
2. Make conclusions based on their understanding of Reconstruction and primary source documents.
3. Determine the author’s purpose by reading a passage and making inferences.
4. Define vocabulary words using previous understandings, context clues, or resource materials.

**Materials**
Reconstruction Primary Source documents (link)
Overhead
Freedmen’s Bureau Request (link)
Primary Source: Southern Plantation Owner Letter (link)
Primary Source: Speech to Sharecroppers (link)
Primary Source: Sharecropping Contracts (link)

**Strategies**

1. Explain to students that in this lesson they will read some letters that people wrote back in the 19th century. A few days ago, you viewed pictures of that time period showing the destruction in the South after the Civil War. You also read part of a law that created the Freedmen’s Bureau and some letters that people had written requesting assistance. To learn more about this period in history, today, you are going to be an historian again. As you know historians use a variety of sources to learn about history and to make conclusions. They read diaries, newspapers, letters, and other documents to learn about how people lived. Today we are going to read a letter that a black Freedman wrote. Then you are going to practice being historians in small groups.

2. Place an original document on overhead (Dr. Sweeny’s letter). Discuss the handwriting, legibility, title, and other student observations. Explain to students that to make reading original documents easier, many historians read them very carefully and then type them. To make our reading easier today, I typed parts of the sources we will be reading.

3. Place the guided practice document on the overhead (link). Point out the vocabulary terms, the box with the document and the questions to answer. Ask students if anyone
knows the meaning of the vocabulary words already? Discuss student responses. Record information as it is given.

4. Read the author information and ask the following questions:
   - Was Tennessee part of the Confederacy or the Union?
   - When did Sergeant John Sweeny write this letter?
   - Was this before or after the Civil War ended?

5. Read the letter in full. Reread the letter with students. Note and explain the spelling and capitalization. Identify and define vocabulary terms. Add vocabulary definitions to the box as discussed.

6. Discuss the recipient of the letter and its message and pose the following questions:
   - Why does Sergeant Sweeny think his regiment needs a school? (Sergeant Sweeny thinks his regiment needs an education to operate businesses. The men in his regiment are former slaves and have never been to school. He wants them to learn to read so they can be better people.)
   - What is the author’s purpose? (Sergeant Sweeny is writing to the Freedmen’s Bureau to persuade them to open a school for his regiment.)
   - Based on this primary source, what can you conclude? (Many Freedmen couldn’t read. Many of them wanted to learn because they know that reading and writing are important skills. Sergeant Sweeny tried to be as polite as possible when he asked for a school.)

7. Students will work in 4 groups of 4 or 5 students. Each group will read one document (links). Explain to students that now it is their turn to practice being historians. I have two sources for you to read in groups. They are both written by one person, Captain Charles Soule. Captain Charles Soule was a white United States Army Captain serving in South Carolina. While Soule believed that slaves should be freed, he understood that the South needed to continue to produce staple crops for the Northern market. He thought freedmen should continue to work like slaves to grow cash crops.

8. **Wrap Up** (10 minutes) Ask students about their reactions to the primary sources. Review their feelings about Sergeant Sweeney and Captain Soule. Place each source on the overhead. Quickly read each passage. Emphasize the author’s purpose for each source. Ask students the following questions?
   - What did you learn today?
   - What did you think of Sergeant Sweeney’s letter to the Freedmen’s Bureau?
   - What did you think of Captain Soule?

**Assessment**
Informal: teacher questioning, group response sheet

**Differentiation**
Small group passages are provided at different reading levels. Students will work in teacher-formed groups based on reading level and/or Social Studies understanding. Students will be prompted with vocabulary words and/or vocabulary word definitions.

**Lesson 5 (1 day)**
Title: Virginia Rejoins the Union

Objectives: Students will:
1. Understand the views and attitudes of the South after the Civil War ended
2. Explain the steps that Virginia had to take to rejoin the Union, including writing a new constitution
3. Define carpetbagger and explain why carpetbaggers came to Virginia
4. Discuss voting rights as provided by the 14th amendment and Virginia’s new state Constitution

Materials
- Political cartoon of carpetbagger (link).
- Heroes of the Colored Race http://memory.loc.gov/ammem/aaohtml/exhibit/aopart5b.html - 0507
- Worksheet for vocabulary and political changes (link) http://www.archives.gov/digital_classroom/introductory_activity.html

Strategies
1. Read in a social studies textbook about the Radical Republicans and the new Virginia Constitution to build student understanding of vocabulary terms (Radical Republican, carpetbagger, constitution, suffrage).
2. Complete the worksheet of key vocabulary terms and political changes in Virginia (link).
3. Using primary sources, have students work in small groups or as a whole class, share images of a carpetbagger and black heroes. Use the primary source guides available through the National Archives for instructional support. Visit http://www.archives.gov/digital_classroom/introductory_activity.html
4. Ask students to write about Reconstruction in Virginia by using information from the day’s lesson, to create a postcard or letter to tell a friend about Virginia’s efforts to rebuild in the South. Write the following prompt on the board or overhead (link for prompt and rubric):
   Pretend that you are living in Virginia in 1869. Write to a friend and tell him/her what changes are occurring in your state. Be sure to tell your friend about the political changes and who is trying to help your state rebuild.
5. Conduct a prewriting discussion:
   - What point of view do you have?
   - How do you think white southerners would react to having the U.S. Army occupy the South to maintain order?
   - How would African Americans react?
   - Do you think that the new constitution is fair? Why or why not?
   - Are you excited and hopeful about the newly elected African Americans from your state?

Assessment
Daily: Students will summarize the lesson by explaining why Virginia needed to write a new constitution and who helped the South rebuild during Reconstruction.

**Differentiation**
Use small groups or whole group instruction for evaluating political cartoons and images.
For students with below grade level vocabulary, use flashcards to reinforce vocabulary terms or provide cut-and-paste answer for note taking.

Lesson 6 (1 day)

**Title:** Why Reconstruction Failed

**Objectives:** Students will:
1. Learn why Reconstruction was not successful and eventually ended.
2. Outline information by identifying main ideas and details.

**Materials**

http://www.pbs.org/wgbh/amex/reconstruction/states/sf_timeline.html
-Social studies textbook describing the major events that occurred during Reconstruction (An excellent source to use is United Streaming Video which provides educational videos of the Reconstruction period. Alexandria City Public Schools subscribes to this service that provided employees with access to United Streaming resources and videos. Video clips are searchable by topic and SOL.)
-Overhead Projector

**Strategies**
1. Students will pair up and read a textbook version of the major events during Reconstruction (If access is available, view the United Streaming video entitled "American Civil War, Reconstruction (United Streaming, January 25, 2005 <http://www.unitedstreaming.com/>). This video includes highlights of the events that occurred during Reconstruction which contributed to its demise.)
2. Ask students to develop a timeline of Reconstruction events- Students will review the text/and or video by completing a teacher directed outline. For a reference for teachers see http://www.pbs.org/wgbh/amex/reconstruction/states/sf_timeline.html
3. Students will be given a blank outline worksheet entitled, Why Reconstruction Failed. They will copy the outline from the overhead as it is completed. Discuss with students three main ideas why Reconstruction failed.
   - President Andrew Johnson and Congress
   - Southern Attitudes
   - Northern Interference

Ask students for facts supporting each main idea.

**Differentiation:**
One of the following software programs will assist less able students:

1. PicWriter- Matches pictures with words for non readers and writers. This outline allows the student to still be able to review the outline.
2. Kurzweil 3000- outline can be scanned and then listened to by student

**Lesson 7 (1 day)**

**Title:** Jim Crow Laws and Segregation

Objectives: Students will:
1. Be introduced to the terms segregation and Jim Crow Laws
2. Experience discrimination by participating in a simulation
3. Explore the effects of discrimination on individuals by writing about their experience.

**Materials**

- Social studies textbook account of Jim Crow and Segregation
- Materials for writing
- Colored index cards
- Pencil and Paper Assessments (link)
- Multiple Choice Answers and rubrics for essay question (link)
- Timeline Instructions and rubric (link)

**Strategies**

1. **Simulation.** As students enter the classroom the day of the lesson, each one will be asked to pick a card randomly from a box. In the box will be cards of two colors, one color representing about 25%, the other about 75% of the class population. The teacher will have gone to bathrooms and drinking fountains in the building and marked one stall/fountain/sink with the colored card that represents the minority of the class. Students who chose that colored card will be asked to only use the facilities marked with the appropriately colored card. They will be assigned to sit in the back of the room, and at a separate table for lunch. They will be asked to line up at the end of the line when the class travels, and all children should only play and work with students who have chosen the same colored card.

2. Discuss student reactions to the simulation. Their experiences tend to provide them with an awareness of how individuals felt who were exposed to Jim Crow laws and segregation. Some students in both groups follow the directions as given. Some students in both groups ignore them, then are turned in to the teacher. Some students of both groups become angry and refuse to follow the directions. Some students can (and the teacher must be careful to remind students that this is a simulation to avoid this) have hurt feelings.
3. Discuss how student reactions to the simulation mirror those of individuals who experienced segregation.
- Share photographs from African American Odyssey
  http://lcweb2.loc.gov/ammem/aaohtml/
4. Read textbook account about Jim Crow Laws and segregation for background knowledge.
5. Ask students to respond in writing to the following questions:
   • What feelings did you experience from the simulation?
   • What do you think people felt who were subjected to Jim Crow Laws?

Differentiation
For the written portion of the lesson, students will have the opportunity to type, or handwrite their responses. Students whose IEP requires a scribe will be offered that accommodation, for the written assignment.

Unit Assessments
1. Multiple Choice Assessment  To be graded on a percentage basis, two points per multiple choice question (20 points), and five points for the essay question.
2. Timeline Assessment, to be completed as a homework assignment due at the completion of the unit. Each student will design a timeline consisting of a colored illustration and paragraph summarizing each lesson. Each paragraph will include an introductory sentence, three to five detail sentences explaining the pertinent events and a concluding sentence (link).