

**Unit Title: The Chronology of Reconstruction**

**Subject/Topic Area: History**

**Grade Level(s): 5**

**Designed By:**

**District(s): Seaford School District**

**Candace Whitelock and Kimberlee Zellhart**

**Time Frame: Two weeks**

**Date: February 22, 2009**

**Brief Summary of Unit** (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

**The goal of this unit is for students to identify the events prior to and surrounding Reconstruction. Students will be exposed to primary and secondary sources. Technology integration will also be an important component of this unit. Since this benchmark focuses on the chronology of historical events and cause-and-effect relationships, the students will be expected to create a time-line of events based on the Reconstruction era.**

**Stage 1: Desired Results**

**(Determine What Students Will Know, Do and Understand)**

**Delaware History Content Standard** (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

**History Standard One 4-5a: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.**

**Big Idea** (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

- Reconstruction

**Unit Enduring Understandings** (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: All sources contain some level of bias.)

- *A historian must logically organize events, explain cause-and-effects, and draw conclusions from a variety of sources.*
- *The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology (time-line) and which will be left out.*

**Unit Essential Question(s)** (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at [http://www.doe.k12.de.us/ddoe/files/pdf/History\\_Clarifications.pdf](http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf) for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

- **Did the outcome of the Civil War lead to Reconstruction?**
- **Why was Reconstruction considered by historians to be one of the boldest experiments in American history?**
- **What major cause-and-effect relationships occurred during Reconstruction?**

**Knowledge & Skills** (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources.)

It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document, .)

*Students will know....*

- *Reconstruction*
- *Carpetbaggers*
- *Scalawags*
- *Freedmen’s Bureau*
- *Sharecropping*
- *Segregation*
- *Black Codes*
- *Radical Republicans*

*Students will be able to...*

- **Differentiate between primary and secondary sources**
- **Describe and explain the events leading up to Reconstruction**
- **Create a timeline of the major events of Reconstruction**

**Stage 2: Assessment Evidence**  
**(Design Assessments To Guide Instruction)**

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

**Suggested Performance Task(s)** (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

**Essential Question Measured by the Transfer Task:**

**What major cause-and-effect relationships occurred during Reconstruction?**

Prior Knowledge	Now that you have examined and studied the events leading up to and surrounding Reconstruction, you are ready to organize the major events of Reconstruction.
Problem	Your school’s principal has asked you to set up an exhibit of the Reconstruction period, highlighting important events.
Role/Perspective	You will need to include major events from the Reconstruction period in your project which will be displayed in the exhibit.
Product	You are responsible for creating an accordion book or billboard project (foldable). Your project must include at least 8 events in chronological order with illustrations and detailed explanations. You must also include a written summary which describes the cause-and-effect relationships between the events on your timeline.

**Rubrics for Performance Task** (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

### Transfer Task Rubric

Scoring Category			
This timeline contains ...	Score Point 3	Score Point 2	Score Point 1
major Reconstruction events in chronological order	This timeline contains <b>8</b> major events in chronological order	This timeline contains <b>6</b> major events in chronological order	This timeline contains <b>4</b> major events in chronological order
illustrations depicting critical events	This timeline contains <b>suitable illustrations</b> depicting critical events	This timeline contains <b>partial illustrations</b> depicting critical events	This timeline contains <b>minimal illustrations</b> depicting critical events
appropriate explanations of the illustrations	This timeline contains <b>appropriate and thorough explanations</b> of the illustrations	This timeline contains <b>appropriate or partial explanations</b> of the illustrations	This timeline contains <b>minimal explanations</b> of the illustrations
a summary describing the cause-and-effect relationships of the events	The summary provides an <b>appropriate and thorough description</b> of the cause-and-effect relationships	The summary provides an <b>appropriate and partial description</b> of the cause-and-effect relationships	The summary provides an <b>inappropriate and/or minimal description</b> of the cause-and-effect relationships
			<b>Total Score: _____</b> <b>Above the Standard:</b> <b>10 to 12</b> <b>Meets the Standard:</b> <b>7 to 9</b> <b>Below the Standard:</b> <b>7 and below</b>

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**Other Evidence** (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Formative Assessments conclude each teaching strategy as a Check for Understanding.

**Student Self-Assessment and Reflection** (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000.

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

### Stage 3: Learning Plan

(Design Learning Activities To Align with Goals and Assessments)

#### Key learning events needed to achieve unit goals

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2).

- Instructional activities and learning experiences needed to align with

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#### Technology Integration

Useful websites are included and embedded within the lessons. Student use of computers for some strategies is encouraged.

#### Content Connections

**History Standard One 4-5a: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.**

**ELA 1.3 (4-6): Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.**

**ELA 2.3c (5-12): Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding or oral and written text – use a graphic organizer or other note taking technique to record important ideas or information**

**ELA 3.1a2 (2-12): By the completion of the grade, students will be able to identify, locate, and select sources of information relevant to a defined need by developing and using procedures to gather information and ideas; developing and following a process for research completion**

