

## **Unit Title: Changes Brought by Reconstruction**

**Subject/Topic Area:** US History                      **Grade Level(s):** 5

**Designed By:** Annie Neubauer, Lisa Prueter, and Andrea Rashbaum

**District(s):** Appoquinimink

**Time Frame:**

**Date:** March 2009

### **Brief Summary of Unit**

In this unit, students examine primary and secondary documents relating to three topics in Reconstruction history: 1) Land and Labor, 2) Education, and 3) Government. For each topic, students determine what changed and what remained the same over time for freedmen in the South. At the end of the unit, students synthesize all three topics in an essay that evaluates to what extent life changed for freedmen during Reconstruction. Students apply what they have learned about historical documents and chronology in a transfer task that asks them to place three documents in chronological order and explain change over time.

This unit follows the study of the Civil War. Students should already know the causes, course, and outcome of the Civil War, as well as the conditions of forced labor under slavery in the American South. Students should also understand the difference between primary and secondary documents.

**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 Two 4-5b: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.**

**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.)

Change and continuity over time

**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.)

*Students will understand that...*

Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.

**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.)

**How should historical sources be used to look for change?**



Score	Reason
4	A position was clearly stated. Elaborated details from the three areas of study (labor, education and government) were used correctly in order to support the position.
3	A position was stated. Sufficient details from all the areas of study were used. Some details were not elaborated fully.
2	The position stated was unclear and/or details were sparse.
1	Little attempt was made to take a position. Details were incorrect.

**Other Evidence**

Transfer Task

Put the following images of Native Americans in chronological order. Write #1 under the oldest image; write #2 under the next image; write #3 under the most recent image. Then answer the question on page 3.

Document A



Carlisle Indian School, Pennsylvania

<http://memory.loc.gov/ammem/ndlpedu/lessons/01/indian/appear.html>

# \_\_\_\_\_

Document B



American Indian College Fund

[www.collegefund.org](http://www.collegefund.org)

# \_\_\_\_\_

Document C



[www.cbc.ca](http://www.cbc.ca)

# \_\_\_\_\_

**How do these three images of Native Americans demonstrate change over time? Use specific examples from the images in your answer.**

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Rubric

- 2 – Response includes an accurate chronology and relevant example(s).
- 1 – Response includes an accurate chronology with irrelevant or no example(s).

**Stage 3: Learning Plan**  
**(Design Learning Activities To Align with Goals and Assessments)**

## Lesson 1 Your History in a Bag

Adapted from the DRC's *Writing the Story of the Past*

**Lesson Description:** Students will practice being historians by examining personal artifacts and organizing them in chronological order.

**Grade:** 5

**Time Required:** One day

**Benchmark[s] Addressed: History Two 4-5b:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

**Essential Question Addressed:** How should historical sources be used to look for change?

**Enduring Understanding:** Many different types of sources exist to help us gather about the past. Sources about the past need to be critically analyzed and categorized as they are used.

### Materials Needed

- Paper bags for each student.
- Artifacts that the students bring in from home.

Approximately one week prior to conducting this strategy ask students (or send home a letter of request to their parents or guardians) to select 4 “things” (e.g., pictures, books, old report cards, trophies, certificates, copies of birth certificates, toys, jewelry, journals, travel memorabilia etc.) that would enable another person to learn more about them, their hobbies, their families, their interests, their past, etc. **Caution students not to bring in valuable objects that they are afraid to lose. Students should bring in artifacts from four phases of their past: infancy, preschool, K-3, and now.**

Distribute paper bags. Ask the students to write their names on them and the phrase “My History Bag.” Tell the students that they are to put their 4 “things” in the bags and bring them to class in the bags on the day selected for this lesson. Ask them not to share the contents of their bags with anyone in class.

Prior to the day selected for this strategy, bring in your own History Bag with items from different phases of your life that reveal significant information about yourself. Model and provide guided practice by taking one item out of the bag. Ask students to guess what they think the item reveals about you and your past. Ask students to place the items in chronological order. Confirm or correct their conclusions. Continue this until you have gone through each item in your History Bag, and then ask each student to summarize what the 4 items reveal about you and your past.

Place students in pairs (Student A and Student B) and ask them to exchange their History Bags with their partners. Ask Students A to empty the bags of Students B. Then, ask them to write down or explain orally what they have learned about Students B from the contents of their bags, place the

artifacts in chronological order, and have Students B confirm or correct what the documents or artifacts were meant to reveal about him or her. Repeat the process but this time have Students B report on the contents of Students' A bags. Students should complete the chart below. You may want to ask students to share what they have learned about each other with the entire class.

Then pose the question to the student pairs: how is this similar to what historians do when they write historical accounts? (**Historians draw conclusions from artifacts and documents.**)

## Artifact Bag

**Directions:** Look at your partner's artifact bag. Take out each item. Write down the name of the item in the "Artifact" column. Then, explain what the artifact tells you about that person.

Artifact	What does it tell you about the person?

**Directions:** Now that you have looked at your partner's bag. Put each artifact in order based on the person's life. The object that represents the youngest age should be first. The object that represents the most recent age should be last. Explain how these objects show how the person has changed over time.

## CHARTING CHANGE (lessons 2-4)

Document	How did/would America change?	How did/would America stay the same?	Evaluation Did change really occur?
<b>Labor</b>			
<b>Education</b>			
<b>Government –</b> Philosophy Lincoln			
<b>Government – Laws</b> Amendments/ Reconstruction Act			
<b>Government –</b> Philosophy Johnson			

## Lesson 2 Reconstruction: Land and Labor

Lisa Prueter

**Lesson Description:** Students will examine a set of historical documents relating to labor and land ownership in the South during Reconstruction. Students will compare African-Americans' working conditions under sharecropping to those under slavery. Students will explain how each document describes continuity or change over time.

**Grade:** 5<sup>th</sup> grade

**Time Required:** 1-2 days

**Benchmark[s] Addressed: History Two 4-5b:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

**Essential Question Addressed:** How should historical sources be used to look for change?

**Enduring Understanding:** Many different types of sources exist to help us gather about the past. Sources about the past need to be critically analyzed and categorized as they are used.

**Prior Knowledge:**

- Primary vs. secondary documents
- “Change” and “Continuity”
- Conditions of labor under slavery in the American South.

**Materials:**

1. Textbook excerpt on sharecropping
2. Documentary excerpt from Discovery Education on United Streaming: “Memories of Sharecropping” (6:39). <http://www.discoveryeducation.com/>
3. “George Ogden Recalls Reconstruction in the South” from the Library of Congress.
4. “Good and Kind Treatment is Required” from PBS American Experience.
5. Map: “The Southern Plantation Before And After Emancipation” from Brinkley’s *American History*.

**Procedures:**

1. Review working conditions for African Americans under slavery. Prompt students with questions: Who made decisions about what work would be done? Who made decisions about what to grow? Could slaves stay together as a family? Could slaves leave? Who provided food, shelter, and equipment for slave workers? Who got the profits from the crops?

2. Read the brief textbook excerpt together as a class. Have students create their own working definition of “sharecropping.”

A system of farming that developed in the South after the [Civil War](#), when landowners, many of whom had formerly held slaves, lacked the cash to pay wages to farm laborers, many of whom were former slaves. The system called for dividing the crop into three shares — one for the landowner, one for the worker, and one for whoever provided seeds, fertilizer, and farm equipment.

sharecropping. Dictionary.com. *The American Heritage® New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Company, 2005. <http://dictionary.reference.com/browse/sharecropping> (accessed: March 19, 2009).

1. View “Memories of Sharecropping”. Explain to students that sharecropping spread during Reconstruction, but persisted well into modern day. In this video clip, African Americans who migrated to the industrial North remember what life was like as sharecroppers in Mississippi. Have students take two-column notes:

Evidence of Change (Different from Slavery)	Evidence of Continuity (Similar to Slavery)

2. Pause the video frequently for clarification and questioning. After the video is over, share student responses.
3. In small mixed-ability groups (2-3 students), have students analyze documents A, B, and C by completing the sentence-completion worksheet.

**Document A: “George Ogden Recalls Reconstruction in the South”**

My first impression of awe after seeing the cannon were for the old mansions of the city. Here the belles and beaus [ladies and gentlemen] trod the dances with its high ceilings and stately halls. The next things were the plantations as they stood in the days of ante-bellum [before the war]...

The other most impressive things to me were the “quarters” where the slaves had lived before the Civil War, they were still as they were then and the oldest slaves were still living with their “white folks,” as their master and his family were called...

Adapted from the original. Library of Congress American Memory Collection.  
<http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/civilwar/recon/ogden.html>

## Document B: “Good and Kind Treatment is Required”

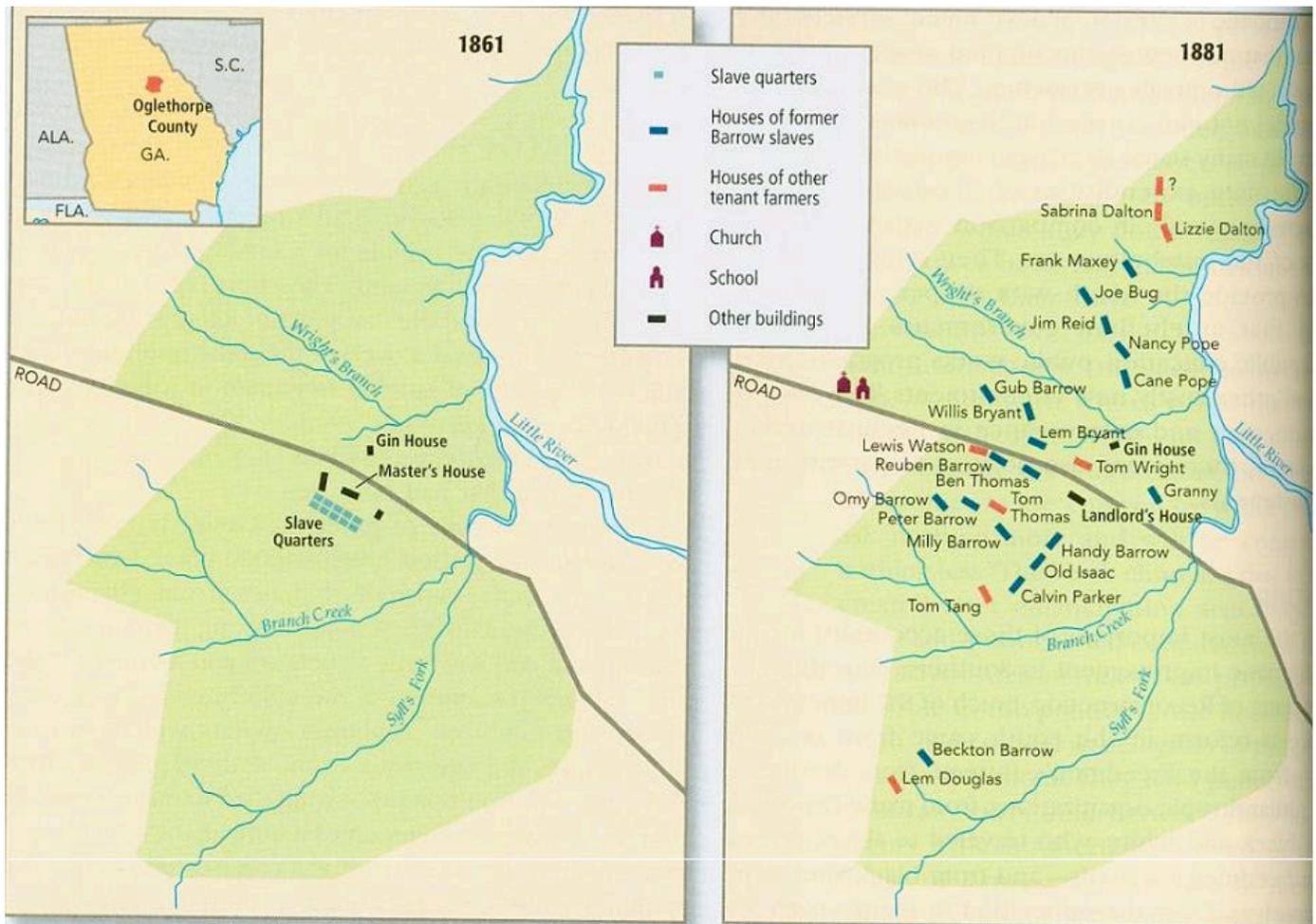
*Freedmen’s Bureau officer Martin R. Delany wrote a model contract for sharecropping:*

No labor is to be performed by hand that can better be done by animal labor or machinery. All damage for injury or loss of property by carelessness is to be paid by fair and legal assessments.

All Thanksgiving, Fast Days, “Holidays” and National Celebration Days are to be enjoyed by contractors [workers] without being regarded as a neglect of duty or violation of contract.

Adapted from the original. “Reconstruction: The Second Civil War”  
[http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps\\_delany2.html](http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_delany2.html)

## Document C



The Southern Plantation Before and After Emancipation

Document \_\_\_\_\_

1. This document is a (primary/secondary) document because...
2. This document describes...
3. One example from this document that shows CHANGE from the past is...
4. One example from this document that shows CONTINUITY with the past is...

4. Group Think-Pair-Share: Once groups have completed each worksheet, have them join one other group. Students should compare answers and make changes/ additions to sentences.
5. Discuss four sentences as whole group.
6. Check for Understanding: Students should complete the Charting Change table for “Land and Labor”.

### Lesson 3

How did Reconstruction change education for African Americans?

Annie Neubauer

**Lesson Description:** The students will look at primary sources pertaining to the education of slaves during the Civil war, and during the reconstruction.

Students will examine and record the changes in education, and create a three dimensional reconstucted school house.

**Grade:** 5

**Time Required:** 1-2 days

**Benchmarks Addressed:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them and analyze change over time.

**Essential Question Addressed:**

- How should historical sources be used to look for change?
- Does change happen quickly?

**Enduring Understanding:**

- Sources about the past need to be critically analyzed and categorized as they are used.

**Materials:**

- Construction Paper School
- Scissors
- Markers, or colored pencils
- Paper Clips
- Handouts: One to four

**Procedures:**

1. Arrange the students into cooperative groups of 3-4 students.

Pass out a large paper school house net and handouts one and two.

- Begin by asking students to take turns reading handouts 1, 2, and 3 to each other.
- As a group, students should arrange the readings chronologically from earliest to latest. Ask students to stop and identify the clues to the chronological order.
- Students should discuss the readings and identify them as primary or secondary resources in the area to take notes at the bottom.
- Students should then reread each document and take notes on the inside of the house net. Students should take notes specifically on education. Students should then discuss the importance of an education to the African Americans of the South.

2. Discuss with the class the readings and the notes that were taken and written on the inside of the School House. The inside represents education under slavery. Students may also add information gained by using other credible resources available. At the bottom of a wall, they also need to identify the resource as a primary or secondary source.
3. Students will then flip over the house, or net. On one side, they need to draw a front door, and above it name their school house.
4. Pass out the other set of readings documents #4 and #5 related to the construction of schools by the Freedmen's Bureau, and other donations. Have the students again, put the pieces in chronological order, and take notes on the sides of the school house. Discuss the changes over time.

## Handout One:

### Charles Lee Dalton, 93 in 1936

“I come to Madison Forty-five years ago, and I bought one acre, and built me a house on it, an raised my eleven children there. My wife was Ellen Irving of Reidsville. We had a cow, pigs, chicken, and garden of vegetables to help out what I got paid at the mill...No I never learned to read and write... Once I thought maybe I'd get some learning but after I got married, I didn't think I would.”

*Born in Slavery: Slave Narratives from the Federal Writers' Project 1936-1938*

<http://memory.loc.gov/ammem/snhtml/snhome.html>

### Mary Flagg

“Yes, I was here in Civil War days. I was bout twelve years old when Lincoln was elected. I remember when he was elected. I was big enough to weave and knit for the soldiers. I remember when the war started. . . . Saw all the solders and shook hands with them. Whey I waited on the table when General Lee stopped there for dinner on his way from Mobile to meet Sherman. That was in Winchester, Mississippi where I was born. . . . My mistress's name was Mrs. Shaw. She took me away from my mother when I was four years old- taken me for her body servant. She learned me how to do housework and all kinds of sewin'- cuttin' and makin'. I done all the sewing' for her family. . . . I never went to no school but Mrs. Shaw tried to teach me and she slapped my jaws many a day 'bout my book.”

*Born in Slavery: Slave Narratives from the Federal Writers' Project 1936-1938*

<http://memory.loc.gov/ammem/snhtml/snhome.html>

### Reverend Squire Dowd born April 3, 1855

“My name is Squire Dowd, and I was born April 3, 1855. My mother's name was Jennie Dowd. My father's name was Elias Kennedy. My master was General W.D. Dowd. He lived three miles from Carthage, in Moore County, North Carolina. He owned fifty slaves. The conditions were good. I had only ten year's experience, but it was a good experience. No man is fool enough to buy slaves to kill. I have never known a real slave owner to abuse his slaves. The abuse was done by patterollers and overseers. . . .

I did not like the Yankees. We were afraid of them. We had to be educated to love the Yankees, and to know that they freed us and were our friends. I feel that Abraham Lincoln was a father to us. We consider him thus because he freed us. The Freedman's Bureau and carpet baggers cause us to envy our masters and the white folks.

It was understood that white people were not to teach Negroes during slavery, but many of the whites taught the Negroes. The children of the white folks made us study. I could read and write when the war was up. They made me study books, generally a blue-back spelling book as punishment for mean things I done. My Missus, a young lad about 16 years old taught a Sunday School class of colored boys and girls. This Sunday School was held at a different time of day from the white folks.

*Born in Slavery: Slave Narratives from the Federal Writers' Project 1936-1938*

<http://memory.loc.gov/ammem/snhtml/snhome.html>

# Handout Two

## Andy Gill

“I am seventy four year of age. I was born a slave June 6, 1863 on a plantation near Millburn, Wake County, owned by Major Wilder, who hired my father’s time. His wife was name Sarah Wilder. I don’t know anything about slavery except what was told me by father and mother but I do know that if is had not been for what the southern white folks done for us, we’s have perished to death. The north turned us out with out anything to make a living with. That’s why I was born on Major Wilders place. Master Gill who owned us hired father to Major Wilder and mother moved with him. For a longtime after the war, nine years, we stayed on with Major Wilder, the place we was at when they set us free. I can’t read and write but all my children can read and write. Mother and father could not read or write. I hadn’t had the chance. I had no learning. I had to depend on white folks I farmed with to look after my business.”

*Born in Slavery: Slave Narratives from the Federal Writers’ Project 1936-1938*

<http://memory.loc.gov/ammem/snhtml/snhome.html>

## Harriet Ann Daves, born June 6, 1856:

“My mother was a slave but she was white. I do not know who my mother’s father was. We had good food and a nice place to live. I was nothing but a child, but I know, and remember that I was treated kindly. “I can read and write well. They did not teach us to read and write in slavery days. I went to a school opened by the Yankees after the surrender.”

*Born in Slavery: Slave Narratives from the Federal Writers’ Project 1936-1938*

<http://memory.loc.gov/ammem/snhtml/snhome.html>

## Ida May Fluker: Age 83

“I was born in slavery times in Clark County, Alabama. Clover Hill was the county seat. “Elias Campbell was old master. I know the first time I ever saw any plums, old master brought ‘em. I ‘member that same as yesterday. . . . Old Misse’s name Miss Annis She was good to us. . . . I never went to school but about two weeks. My papa was hard workin’. Other folks would let their children rest but he wouldn’t let his children rest. He sure sure did work us hard.”

*Born in Slavery: Slave Narratives from the Federal Writers’ Project 1936-1938*

<http://memory.loc.gov/ammem/snhtml/snhome.html>

## Lindsey Faugette, 86 years old

“Yes, Mis’ I was born in 1851, de 16<sup>th</sup> of November, on de Occoneechee Plantation, owned by Master John Norwood and his good wife. Miss Annie. An’ when I say “good” I mean just that, for no better people ever lived den Master John and Mis’ Annie. . . . We was called to the big house and taught the Bible and was Bible readin’ every day. We was taught to be good men and women and to be honest. Master never sold any of us. . . . But when his boys and girls got married he would give them some of us to take with them.”

*Born in Slavery: Slave Narratives from the Federal Writers’ Project 1936-1938*

<http://memory.loc.gov/ammem/snhtml/snhome.html>

## Handout Three

### **J. H. Curry, Washington, Arkansas Dec. 1938:**

“I was born in 1862, September first. I got that off the Bible. My father, he belonged to a doctor and the doctor, he was kind of a wait man to him. And the doctor learn’t him how to read and write. Right after the War, he was a teacher. He was ready to be a teacher before most other people because he learn’t to read and write in slavery. There were so many folks that came to see the doctor and wanted to leave numbers and addresses that he had to have some one to tend to that and he taught my father to read and write so that he could to it.”

*Born in Slavery: Slave Narratives from the Federal Writers’ Project 1936-1938*

<http://memory.loc.gov/ammem/snhtml/snhome.html>

### **John Evans**

“I was born August 15, 1859. I am 78 years old. Dat comes out right, don’t it? My mother’s name was Hattie Newbury. I don’t never remember seein my Pa. We lived on Middle Sound and dat’s where I was born. I knows de room,’ twas upstairs, and when I knwed it , underneath, downstairs sat is, was bags of see and horse feed, harness ann things, but it was slave quarters when I come here. Me an my mother stayed right on with Miss ’Newbury after freedom, an never knowed no difference. They was jus’ like sisters an’ I never knowed nothin’ but’ care of Miss .Newbury. She taught me my letters an the Bible, an was mighty perticler ‘bout my manners. An I’m telling you my manners is brought me a heap more money than my readin’ or de Bible. I’m gonna tell you how that is, but first I want to say the most I learned on Middle South was ‘bout fishin’ an’ huntin’. And dawgs.”

*Born in Slavery: Slave Narratives from the Federal Writers’ Project 1936-1938*

<http://memory.loc.gov/ammem/snhtml/snhome.html>

### **Frank Freeman**

“I was born near Rolesville in Wake County Christmas Eve, 24 of December 1857. I am 76 years old. My name is Frank Freeman and my wife’s name is Mary Freeman. I belonged to old man Jim Wiggins Jus’ this side of Roseville, fourteen miles from Raleigh. Old man Jim Wiggins was goo to his slaves. And when the slave children wer taken off by his children they treated us goo. Miss’s dressed mother up in her clothes and let her go to church. We had goo, well cooked food, good clothes, and good places to sleep. . . . They never taught us books of any kind. I was about 8 years old when I began to study books. When I was 21 Christmas Eve, 1880, father told me I was my own man and that was all he had to give me. “. . . With the money ( I saved) I entered Shaw University. I worked eight hours a week in order to help pay my way. Later I went into public service, teaching four months a year in the public schools. My salary was \$25.00 a month. I kept going to school at Shaw until I could get a first grade teachers’ certificate. I never graduated. I taught in the public schools and 43 years. I would be teaching now, but I have high blood pressure.”

*Born in Slavery: Slave Narratives from the Federal Writers’ Project 1936-1938*

<http://memory.loc.gov/ammem/snhtml/snhome.html>

# Handout Four

## **Judia Fortenberry**

### **Little Rock, Arkansas Age 75**

“I was born three miles west of Hambury in Ashely County, Arkansas, in the year 1859, in the month of October. . . . “I was born in a log house with one room. It was built with a stick and dirt chimney. It had plank floors. They didn’t have nothin’ much in the way of furniture—homemade beds, stools, tables. We had common pans and tin plates and tin cans to use for dishes. The cabin had one window and one door. . . . “I went to free school after the War. I just went along during the vacation when they weren’t doing any farming. That is all the education I got. I can’t tell you how many seasons I went --- four or five, I reckon. I never did go any whole season. I never had much chance to go to school. People didn’t send their children to school much in those days. I went to school in Monticello, but most of my schooling was in country schools. “

*Born in Slavery: Slave Narratives from the Federal Writers’ Project 1936-1938*

<http://memory.loc.gov/ammem/snhtml/snhome.html>

## **Leonard Franklin**

### **Little Rock, Arkansas Age 70**

“ I don’t know exactly the year I was born. But my father told me I was born since the Civil War. I am seventy year old. They always tell me when my birthday come ‘round it will be in January—the eighteenth of January. . . . I got my schooling at Warren. I went to the tenth grade. Could have gone farther but didn’t want to. I was looking at something I thought was better than education. When I got of age, I come up here and just run about. I was what you might say pretty fine. I was looking around and I couldn’t find nothing to suit me. So I went on back home and been there ever since.

*Born in Slavery: Slave Narratives from the Federal Writers’ Project 1936-1938*

<http://memory.loc.gov/ammem/snhtml/snhome.html>

## Handout Five :

### Report of the Board of Education for Freedmen, 1864:

The report begins with a description of the reasons virtually no schools for blacks, existed before 1864.

#### **Difficulties Attending The Establishment of Country Schools**

It is scarcely possible to exaggerate the difficulty of establishing these schools in the country parishes. Considering the expense and the probability of change in the school districts, the Board decided not to build school-houses at present, but to avail themselves of such accommodations as could be found...

Cabins, sheds, unused houses, were appropriated, roughly repaired, fitted with a cheap stove for the winter, a window or two for light and air a teacher sent to the locality, the neighboring children gathered in, and the school started... it frequently occurs, that in a desirable locality for a school, it is impossible to obtain boarding for the teachers. In such cases, a weather-proof shelter of some kind—very poor at best—is obtained, some simple furniture provided, and a teacher sent who is willing to undergo the privations—often hardships – of boarding herself, in addition to the fatigues of her school...

The first week brought no report. It came subsequently, as follows: Arrived. Found a place to live a mile and a half from the school-shed. Dreadful people, dirty and vulgar, but the best I can do. Went about gathering scholars, have forty. Did well enough till it rained, since then have walked three miles a day, ankle deep in thick black mud that pulls off my shoes.

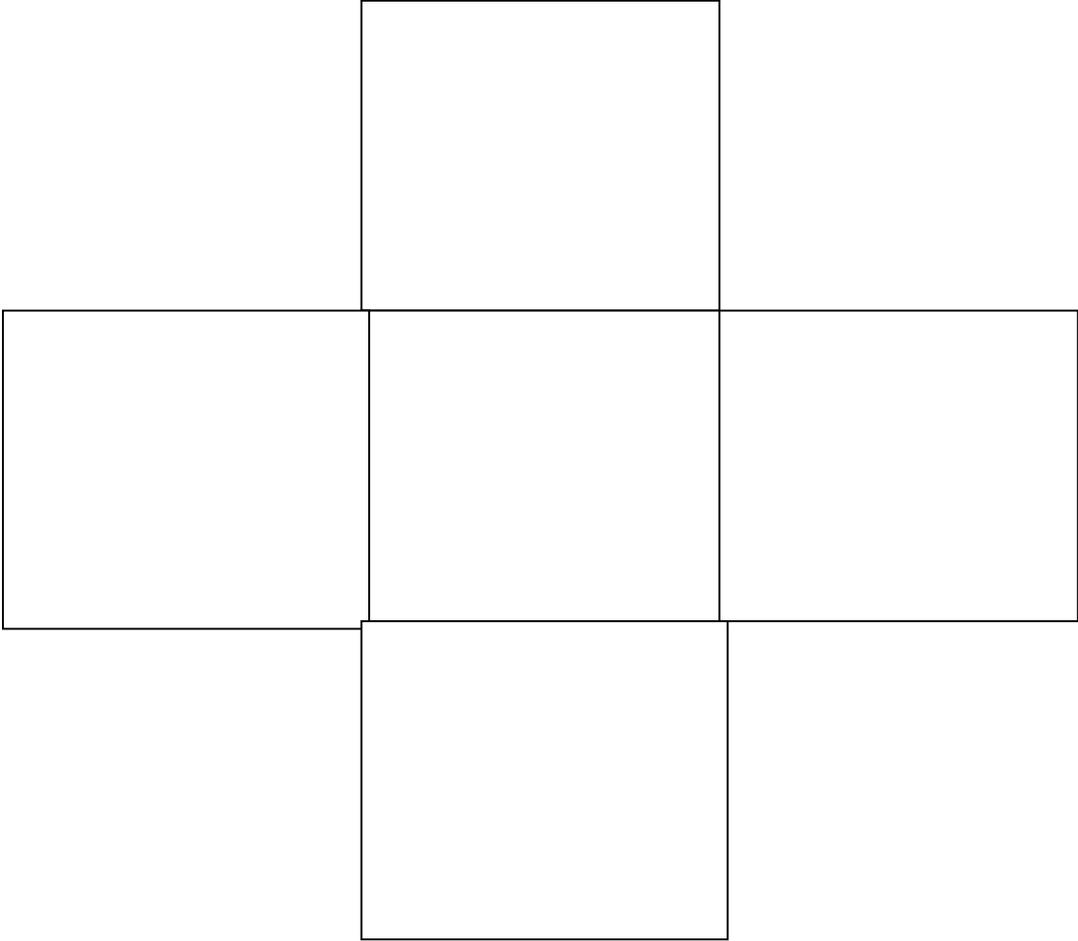
Nothing to eat but stong pork and sour bread. . . . Can't buy anything on credit, and haven't a cent of money. The school shed has no floor, and the rains sweep clean across it, through the places where the windows should be. I have to huddle the children first in one corner and then another to keep them from drowning or swamping.

. . . I have in vain, attempted to form a night school. I have never dared take more than two pupils, because some of the officers are so opposed to the instruction of negroes. One use to let his dogs loose after supper to bit the night-scholar, till I told him I would kill them if they bit my pupils. A great many would come to night-school only they are afraid. . .

*African American Perspectives, 1818-190. Civil War and Reconstruction: The Freedmen*

<http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/civilwar/freedmen>

School House Net



## Lesson 4: Who Has the Right to Reconstruct America?

Andrea Rashbaum

**Lesson Description:** The students will look at primary sources pertaining to the various plans for Reconstruction. Students will examine Lincoln's outlook for America as well as various documents created by Andrew Johnson and Congress. Students will create a chart where they determine how each plan showed both change and continuity for Americans during Reconstruction.

**Grade:** Five

**Time Required:** 3 days

**Benchmark[s] Addressed:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them; and analyze change over time.

**Essential Question Addressed:**

- How should historical sources be used to look for change?
- Does change happen quickly?

**Enduring Understanding:**

- Sources about the past need to be critically analyzed and categorized as they are used.

**Materials:**

- Index Cards
- "Charting Change" (this chart has been used with all the lessons presented in this unit)
- Handout 1: Introduction  
([http://www.digitalhistory.uh.edu/reconstruction/section4/section4\\_intro.html](http://www.digitalhistory.uh.edu/reconstruction/section4/section4_intro.html))
- Handout 2: Summary of Varied Reconstruction plans
- Handout 3: "Can You Number These Amendments" wkst
- Handout 4: "Excerpts from Key Lincoln Speeches"  
(<http://www.nps.gov/nr/twhp/wwwlps/lessons/127liho/127facts2.htm>)
- Handout 5: Andrew Johnson's "Pardon"  
([http://www.digitalhistory.uh.edu/reconstruction/section4/section4\\_pardon1.html](http://www.digitalhistory.uh.edu/reconstruction/section4/section4_pardon1.html))
- Handout 6: First Reconstruction Act (EXCERPTS)
- Handout 7: Andrew Johnson – Veto of the First Reconstruction Act

**Procedures:**

DAY 1:

1. The teacher will explain that, in the previous days, the class examined documents pertaining to the common man during Reconstruction. Today, the students will examine the government's role in Reconstruction.
2. Students should be given index cards. Have each student write down a problem that faces America once the Civil War is over.
3. Each student should quickly (5-10 seconds per person) share what they wrote. Group categories of problems on the board. Through discussion, have students come up with the "major" questions with which government was faced.
4. Share "Handout 1: Introduction" with students. Remind students that America has three branches of government. Explain that both Congress and the President believed that they were the *Supreme Decision Maker* in Reconstruction.
5. Distribute "Handout 2: Summary of Varied Reconstruction Plans". Read the handout

- with the students. Have students highlight the key components of each person's plan.
6. The teacher will tell the students that three amendments were created during Reconstruction. Distribute Handout 3: "Can You Number These Amendments." Students will attempt to number the amendments based on their knowledge of the era as well as the wording with the amendments. (This serves as a midway Check for Understanding of concepts covered.)

#### DAY 2:

1. The teacher will explain that the Civil War was just ending when Lincoln was assassinated. Nevertheless, he had a vision for the country. Using Handout 4: "Excerpts from Key Lincoln Speeches", students will determine Lincoln's vision. Students should be heterogeneously grouped for this activity. (Groups of three are best). Each group member should read one of the excerpts aloud. After each excerpt, students should highlight key points in each speech.
2. Students should fill out the "Charting Change" document. Under Lincoln's vision, how would America stay the same and how would it change. Finally, evaluate his plan. (Would it be effective for change?)
3. Distribute Handout 5: Andrew Johnson's "Pardon". The teacher should read this one aloud emphasizing key points. Students should discuss if the idea of Johnson's pardon would benefit America or not. They should evaluate if Johnson's plan would be successful. (Ask them for their measure of success.)
4. Have students fill out the "Charting Change" document.

#### DAY 3:

1. Students should review the previous day's lesson. Break the class into groups their heterogeneous groups. Half of the class will be Lincoln. The other half will be Johnson. Each group should write down one sentence about their (president's) beliefs. Have one member of each Lincoln group stand up and say their sentence. Then, have the Johnson groups do the same.
2. Distribute "Handout 6: First Reconstruction Act (EXCERPTS)"
3. Each student should read a section of the Act. After each section, the group should decide one or two key phrase(s) that emphasize the main idea of that section. Highlight those phrases.
4. As a whole group, students should discuss how the Reconstruction Act would change America. After discussion, students should fill out their "Charting Change" document.
5. "Handout 7: Andrew Johnson – Veto of the First Reconstruction Act". The teacher should read it aloud emphasizing key points of the veto. Students will highlight after each paragraph is read, noting the important points.
6. Have students discuss within their groups: Should Johnson have vetoed the act? Once their discussion has concluded, students will fill out the "Charting Change" document.

#### Debrief:

- How did each document show the various perspectives in America during Reconstruction?
- Which Reconstruction plan contained the greatest amount of change?
- Did America look different after the Civil War?

**Assessment:** Students will be charting each reading. As a class, students will determine how America changed and how America stayed the same. At the end of each lesson, there is a column for students to evaluate the effect of what they read on American society. They must determine if society truly changed.