Texas History for Teachers

Unit 9: Reconstruction

7th Grade Lesson Plan: Reconstruction Guided Notes

(90-120 minutes)

Objective	In this two-day, guided note-taking lesson, students will examine the three phases of Reconstruction, the significant developments, and the defining characteristics of each phase. Students will be able to compare the three primary phases of Reconstruction. 1. ***We will*** examine the three phases of Reconstruction, the significant developments, and the defining characteristics of each phase. 2. ***I will*** complete my guided notes, comparing the goals, policies, and effects of each phase of Reconstruction in Texas.
Key Concepts	• Reconstruction can be divided into three primary phases: Presidential Reconstruction, Congressional "Radical" Reconstruction, and "Redeemer" Reconstruction. • Presidential Reconstruction under Andrew Johnson was considered by many Northerners to be too lenient on the South – requiring only a loyalty oath, a new state constitution, and the ratification of the 13th amendment to rejoin the Union. • Congress impeached Johnson to take control of Reconstruction, instituting stricter requirements including martial law, federal control of state governments, and expanding the powers of state governments and increasing taxes. • The Thirteenth Amendment abolished slavery and forced servitude except as a punishment for a duly convicted crime. • The Fourteenth Amendment enacted birthright citizenship for all people born in the U.S. • The Fifteenth Amendment protected the Freedmen's right to vote. • Violence broke out during this time as groups like the Ku Klux Klan worked to limit political and social advancements of Black Southerners through threats and violence. • Reconstruction ended with the ex-Confederates returning to political power in the South

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Skills	• Summarizing and paraphrasing • Identifying the significance of a historical event • Making comparisons • Making predictions • Making a claim and supporting it with evidence • Characterizing historical events • Identifying and explaining cause and effect relationships
Essential Question	What were the three primary phases of Reconstruction, and what were the key events and defining characteristics of each phase?
Assignment	**Warm-up** • Students consider potential goals for Reconstruction from the points of view of a Northern Congressman, a Southern ex-Confederate, and a Freedman. **Lesson** • Students use a slideshow presenting information about the three primary phases of Reconstruction to respond to questions about key topics in Reconstruction. • Students summarize and paraphrase main themes, explain the significance of key events, compare different approaches to Reconstruction, and identify cause-and-effect relationships between key events during the era. **Exit Ticket** • Students categorize statements related to the three phases of Reconstruction to determine which phase or phases each characteristic is referring to.
Materials	1. Slideshow *(Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance)* 2. Warm-up / Exit Ticket *(Suggested printing: 1 per student. Assignment prints two copies per page.)* 3. Assignment *(Suggested printing 1 per student)* a. Advanced Level work b. Grade Level work c. Foundations Level work

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Differentiation	1. Scaffolding including classwork at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information 4. Notes provided in student work 5. Sentence Stems and response options for short, constructed response questions. 6. Reduction in answer choices for multiple-choice questions.
TEKS	• ***7.01(A)*** Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Texas in the Civil War and Reconstruction. • ***7.05(C)*** Explain the political, economic, and social effects of the Civil War and Reconstruction in Texas. • ***7.16(A)*** Identify different points of view of political parties and interest groups on important Texas issues, past and present. • ***7.20(B)***: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • ***7.20(D)*** Identify bias and points of view from the historical context surrounding an event that influenced participants. • ***7.20(E)*** Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.

Teacher Guide: Reconstruction Guided Notes

Warm-up	• Students consider possible goals for Reconstruction from the points of view of a Southern ex-Confederate, a Northern Congressman, and a Freedman. • Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. • Slides 4 and 5 provide the essential question and the "We will / I will" statements for the lesson.
Lesson	<u>Guided Notes</u> • The slideshow provides guided notes related to the phases of Reconstruction; however, students will not take notes as they would in a traditional guided notes lesson. • The notes for each slide are already provided on student worksheets. There is no copying necessary. Rather, students reference the information from each slide to respond to questions related to key events from Reconstruction. • Slides 6 through 24 provide information and images about the three primary phases of Reconstruction. • Advanced: Students respond to short, constructed response questions based on the notes. • Grade Level: Students respond to multiple-choice, multi-select, and short, constructed response questions with sentence stems based on the notes. • Foundations: Students respond to multiple-choice and multi-select questions with one answer option eliminated. Students also respond to short, constructed response questions with sentence stems and response options to guide responses.
Exit Ticket	• Students read a list of events and characteristics related to the different phases of Reconstruction. Students place a checkmark under the correct phase for each statement. Some statements will be true for more than one phase.

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	• Slides 25 and 26 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

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