

# Unit 9: Reconstruction

## 7<sup>th</sup> Grade Lesson Plan: Vocabulary

(90 – 120 minutes, with an optional 30 – 45 minute quiz)

<b>Objective</b>	<p>In this two-day lesson, students will be able to identify, define and give an example of each vocabulary term within the context of the Reconstruction era.</p> <ol style="list-style-type: none"><li>1. <b><u>We will</u></b> identify, define, and exemplify the key terms of the Reconstruction era.</li><li>2. <b><u>I will</u></b> use the information and context of several short passages to identify and record the definition of each term and provide examples of the term in the context of our unit.</li></ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"><li>• Reconstruction was a time characterized by competing views of how to rebuild the South and reunify the United States after the Civil War.</li><li>• Economic challenges for poor white and Black farmers caused many to become sharecroppers, often keeping them trapped in cycles of debt.</li><li>• Three new amendments to the Constitution were added during Reconstruction, abolishing slavery, granting citizenship to the Freedmen, and granting and protecting the right to vote.</li><li>• One of the requirements for Southern states to rejoin the Union was the ratification of the new Reconstruction Amendments. Some Southern states, including Texas, initially refused to ratify one or more of the amendments.</li><li>• One of the consequences for the Confederate rebellion was that high-ranking ex-Confederates were disenfranchised.</li><li>• One of the requirements of Reconstruction under the U.S. Congress was that Southern governments were disbanded and Southern states were placed under martial law.</li><li>• The Redeemers were ex-Confederates who regained power in the South toward the end of Reconstruction and worked to reverse many of the policies put in place by the U.S. Congress, including returning political power to the local governments rather than the states, and placing restrictions on the rights of Black Southerners.</li></ul>

<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for key information, context, main ideas, and supporting evidence.</li> <li>• Identifying the definition and examples of key terms in the context of the Civil War on short reading passages.</li> <li>• Creating visual representations of key terms.</li> <li>• Using the terms in the context of the unit</li> <li>• Recognizing references to key terms in a primary source excerpt</li> </ul>
<b>Essential Question</b>	<p>What are the key terms we need to know to understand this unit on Reconstruction, and what is the meaning of these terms in the context of our unit?</p>
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Students will self-assess their own prior knowledge of four vocabulary terms in this unit: Reconstruction, Amendment, Redemption, and Ratify. Students will determine their level of familiarity with each of these terms.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Students use short reading passages about the unit from the slideshow to identify the key terms, their definitions, examples of each term within the context of the unit and create a visual representation of each term on their chart.</li> <li>• This lesson will take two days. All the materials they need to complete the lesson will be distributed on the first day.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>• Students will use a word bank of different terms to choose three to five terms that are most related to the major themes in our unit. They will highlight or circle these terms. Students create a short, constructed response explaining why they chose one of the terms from the word bank.</li> </ul> <p><b>Optional:</b> Vocabulary Quiz (30 - 45 min)</p> <ul style="list-style-type: none"> <li>• Students complete a quiz checking for comprehension of key terms within the context of the unit. The quiz incorporates primary source excerpts and includes</li> </ul>

	matching, fill-in-the-blank, short constructed response, and a multi-part question.
<b>Materials</b>	<ol style="list-style-type: none"> <li>1. Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>3. Assignment (<i>Suggested printing 1 per student</i>)             <ol style="list-style-type: none"> <li>a. Advanced Level work</li> <li>b. Grade Level work</li> <li>c. Foundations Level work</li> </ol> </li> <li>4. Optional Vocabulary Quiz             <ol style="list-style-type: none"> <li>a. Advanced Level work</li> <li>b. Grade Level Work</li> <li>c. Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Scaffolding including classwork at three different levels of academic ability</li> <li>2. Visual representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems when applicable</li> <li>5. Multiple choice response options for matching portion</li> <li>6. Reduction in answer choices and amount of writing</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.01(A)</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including the Civil War and Reconstruction.</li> <li>• <b>7.05(C)</b> Explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.</li> <li>• <b>7.15(A)</b> Explain the rights of Texas citizens.</li> <li>• <b>7.16(A)</b> Identify different points of view of political parties and interest groups on important Texas issues, past and present.</li> <li>• <b>7.20(A)</b> Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.</li> <li>• <b>7.20(B):</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> </ul>

	<ul style="list-style-type: none"><li>• <b>7.20(D)</b> Identify bias and points of view from the historical context surrounding an event that influenced the participants.</li><li>• <b>7.22(A)</b> Use social studies terminology correctly.</li></ul>
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## Teacher Guide: Vocabulary

<b>Warm-up</b>	<ul style="list-style-type: none"><li>Students will self-assess their prior knowledge of four of the key vocabulary terms they will learn in the lesson: Reconstruction, Amendment, Redemption, and Ratify.</li><li>Students consider and record their level of familiarity and understanding of each term.</li><li>Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li><li>Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.</li></ul>
<b>Lesson</b>	<ol style="list-style-type: none"><li>Students use the reading passages from the slideshow to complete their vocabulary chart. Slides 6 - 12 provide a short reading for one vocabulary term within the larger context of the unit.<ol style="list-style-type: none"><li><u>Advanced</u>: Students provide a definition, an example from the reading, an antonym, a visual representation of the term, and use it in a complete sentence.</li><li><u>Grade Level</u>: Students provide a definition, an example from the reading, and a visual representation of the term.</li><li><u>Foundations</u>: Students choose from multiple choice options to identify the correct definition for the term and create a visual representation of the term.</li></ol></li><li>Suggested methods for carrying out this lesson:<ol style="list-style-type: none"><li><u>Individual Work</u>: Teacher can upload the slideshow into a learning management system like Google Classroom for students to complete at their own pace individually or print each slide and hang them around the room to include movement for individual student work.</li><li><u>Classroom stations</u>: Teacher can print each reading to hang around the room, in the hallway, or to distribute to tables if available in the classroom. Students complete the work at each station either as a group or self-paced.</li></ol></li></ol>

	<p>c. <b>Group work:</b> Teacher assigns each group a vocabulary term to complete. Each group presents their word to the class. This works especially well if the teacher can display student work from a document camera when sharing each group's work with the whole class.</p> <p>3. This lesson is estimated to take 2 class periods. Everything the student needs to complete the lesson should be distributed and explained on the first day. *The warm-up and exit ticket will only be used for the first day of the lesson.</p> <p>4. Slides 6 through 12 provide the readings necessary to complete student worksheets.</p> <p><b>5. Optional Additional Assignment: Vocabulary Quiz</b></p> <p>a. <b>Advanced:</b> Students match terms to definitions, complete fill-in-the-blank statements about the terms and answer a short-constructed response and a multi-part question both based on primary source excerpts.</p> <p>b. <b>Grade Level:</b> Students match terms to definitions, complete fill-in-the-blank statements about the terms and answer a multi-part question based on a primary source excerpt.</p> <p>c. <b>Foundations:</b> Students match terms to definition with 2 answers provided, choose from multiple-choice options to complete sentences using the terms in context, and answer a multi-part question based on a primary source excerpt with one answer choice eliminated.</p> <p>d. This assessment is estimated to take approximately 30 to 45 minutes.</p>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>Students consider the vocabulary terms from the lesson, and the major themes of this unit. They choose three to five terms from a word bank that they believe are most closely related to the unit's vocabulary and major themes.</li> <li>Students use a sentence stem to explain their choice of term and why they believe it is connected to the unit.</li> <li>Slides 13 and 14 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources Used

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- [A tenant's or share-cropper's cabin.], photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth1393/>: accessed September 10, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Fort Bend Museum.
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- Thomas, Jas. W. McKinney Messenger. (McKinney, Tex.), Vol. 11, No. 49, Ed. 1 Friday, November 16, 1866, newspaper, November 16, 1866; (<https://texashistory.unt.edu/ark:/67531/metapth179174/>: accessed September 26, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.