

# Unit 9: Reconstruction

## 7<sup>th</sup> Grade Lesson Plan: What's the story?

(90 - 120 minutes)

<b>Objective</b>	<p>In this one- or two-day lesson, students will examine six readings presenting significant events that took place during Reconstruction and identify their significance to United States and Texas history.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine six primary topics and themes in Reconstruction to identify the major events that shaped the era in the United States and Texas.</li> <li>2. <b><u>I will</u></b> read six short passages about key events to determine the primary details and significance of key events that occurred during Reconstruction.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• After the assassination of Abraham Lincoln, there were three primary phases of Reconstruction.</li> <li>• Presidential Reconstruction under Andrew Johnson took place from roughly 1865 to 1867 when Johnson was impeached (though not convicted) by the U.S. Congress for being too lenient on the South.</li> <li>• Congressional “Radical” Reconstruction under the direction of the Republican-dominated U.S. Congress took place from roughly 1867 to 1873. During this time Congress placed the South under martial law and centralized state governments at the state level rather than the local level and provided services to the Freedmen through the Freedmen’s Bureau.</li> <li>• Redeemer Reconstruction took place from roughly 1873 to 1877, as ex-Confederate “Redeemers” regained control of state governments and worked to reverse many of the policies implemented under Congressional Reconstruction, including returning political power in states to the local governments.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for context and significance information.</li> <li>• Identifying and paraphrasing or summarizing main ideas and supporting evidence.</li> <li>• Identifying and explaining the significance of historical events.</li> <li>• Explaining cause-and-effect relationships between significant historical events</li> </ul>

<b>Essential Question</b>	What were the key events and major themes that define and characterize the Reconstruction era?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students read an excerpt from a May 19, 1865, newspaper article from The Patriot Newspaper out of La Grange, Texas. The article discusses varying points of view on Abraham Lincoln’s assassination. Students make conclusions and inferences based on the information provided in the article.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students read 6 short passages that present the most significant events of Reconstruction in chronological order including the assassination of Abraham Lincoln, Presidential Reconstruction under Andrew Johnson, Congressional “Radical” Reconstruction, and the return to power of the ex-Confederates under the Redeemer governments.</li> <li>Students use the readings to complete a note-taking timeline of Reconstruction on their worksheet, including the name of each event, its date or timeframe, key information related to the event, and the significance of the event.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students place a list of five events from Reconstruction in the correct chronological order.</li> </ul>
<b>Materials</b>	<ol style="list-style-type: none"> <li>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>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Assignment (<i>Suggested printing 1 per student</i>)             <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol> </li> </ol>

	<p>4. Readings (<i>Suggested printing 1 per student or partner group</i>)</p> <ol style="list-style-type: none"> <li>Advanced Readings</li> <li>Grade Level Readings</li> <li>Foundations Readings</li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Scaffolding including classwork at three different levels of academic ability</li> <li>Visual representations of directions</li> <li>Chunking text information</li> <li>Key information presented in bold lettering in the readings</li> <li>Vocabulary assistance for primary source excerpts</li> <li>Note-taking assistance including information options to choose from</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 Texas in the Civil War and Reconstruction.</li> <li><b>7.01(B)</b> Explain the significance of the following dates: 1876, adoption of current state constitution.</li> <li><b>7.05(C)</b> Explain the political, economic, and social effects of the Civil War and Reconstruction on Texas.</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</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> <li><b>7.20(D)</b> Identify bias and points of view from the historical context surrounding an event that influenced the participants.</li> </ul>

## Teacher Guide: What's the story?

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students read a primary source excerpt from The Patriot Newspaper, La Grange, Texas, May 19, 1865. The article discussing differing views of reactions to Abraham Lincoln's death.</li> <li>The article excerpt in summary: The author voices disapproval of how some people have been commenting that they were glad for Lincoln's assassination because they feared he would be too lenient on the South. Some people even said that God basically called Lincoln home because his heart was too kind to handle the Southerners after their rebellion.</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 class.</li> </ul>
<b>Lesson</b>	<p><u>Reading Cards:</u></p> <ul style="list-style-type: none"> <li>Students read six short chronological passages for key events and information about the Reconstruction era.</li> <li>There are three levels of reading cards. The Foundations level provides a grade-level reading with key words and information presented in bold as reading supports. The grade level readings do not have the literacy cues for reading supports. The advanced readings are written at a higher Lexile level with more challenging terms and phrasing.</li> <li>These readings can be printed as a set for each student, for groups, tables, or stations, or hung around the room as a gallery walk. They can also be uploaded to a Learning Management System like Google Classroom for digital work. They can be cut out (there are 2 short readings per page) or left as one full set.</li> <li>Slides 6 – 11 provide images that accompany each reading passage.</li> </ul>

Student Worksheets:

- Students will record the required information including the title of each event, the date/dates, key details from the event, and the significance of each event on their worksheets.
- Slides 6 - 11: Provide the title of each reading along with images that accompany and enhance the readings.
- Advanced: Students create their own short, constructed responses to complete their timeline by recording the date/dates or timeframe, key details, and significance of the events described in each reading.
- Grade Level: Students create their own short, constructed responses to record the date/dates or timeframe, and key information from the readings. They choose from two options provided for the most accurate description of the significance of each topic.
- Foundations: Students complete their chart by choosing from two options provided for the most accurate description of the significance of each topic. Students choose 2 correct pieces of information related to each event out of 3 possible answers.

Note: This assignment can be carried out by dividing students into 6 groups and assigning each group one reading to read, record key information for, and present to the class for the class to take the key notes.

It can also be carried out by going through all of the readings together (recommended for lower performing classes) or going through several readings together and then assigning the rest of the readings to the students to complete individually or in pairs. This lesson will take an average of one to two days to complete.

This lesson is designed to take one or two days, depending on how the material is presented and the academic level of each class.

### Exit Ticket

- Students read a list of 5 key events from the era. The events are NOT in chronological order.
- Students put the events in chronological order by writing the number of each event in the blank provided.
- Answer order: 2, 5, 1, 4, 3
- Slides 12 and 13 restate the directions and provide a sentence stem to guide student responses when sharing with the class.

## Primary Sources and Other Resources Used

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