

Unit 9: Reconstruction

7th Grade Lesson Plan: Who's Who of Reconstruction

(45 – 60 minutes: Reduced Lesson)
(135 - 180 minutes: Full Lesson)
(90 – 120 minutes: Additional Extension Activities)

Objective	<p>In this one or multi-day optional extension lesson, students will read passages about key people of Reconstruction to identify and summarize each person's significance to the era.</p> <p>This lesson includes multiple ways to interact with the materials including biographical fact sheets, a dinner party activity, "I have / Who has" and student worksheets.</p> <ol style="list-style-type: none"> 1. <u>We will</u> learn about some of the significant individuals of the Reconstruction era. 2. <u>I will</u> research the assigned number of individuals and complete a worksheet recording information about each person's achievements and significance.
Key Concepts	<ul style="list-style-type: none"> • There were many people who played a significant role in Texas history during Reconstruction including Lawrence "Sul" Ross, Edmond Jackson Davis, George Thompson Ruby, Shepherd Mullens, Elisha Pease, James Webb Throckmorton, and Martha Goodwin Tunstall. • Note: The only person listed above who is specifically identified in the TEKS is Lawrence "Sul" Ross. This lesson can be shortened by focusing solely on him and his contributions to the era.
Skills	<ul style="list-style-type: none"> • Reading for context, main ideas, and key information. • Summarizing and paraphrasing significant information from a passage • Identifying and making inferences about different points of view based on historical evidence.
Essential Question	<p>Who were some of the significant people during Reconstruction, and how were they significant to the era?</p>

<p>Assignment</p>	<p>Warm-up</p> <ul style="list-style-type: none"> Students are asked to consider and describe objects or items they might find in a time capsule from the year 1865. <p>Lesson</p> <ul style="list-style-type: none"> Students read passages about key people of Reconstruction and take notes on important information about each person on their worksheet at the advanced, grade level, or foundations level of work. Additional extension activities to enhance learning are available at one level of academic ability. These assignments include: <ul style="list-style-type: none"> <u>Dinner Party</u>: Students choose four people from the lesson to invite to dinner, making inferences about what they might talk about, what their points of view would be on topics significant to the era, and who might agree or disagree. <u>I have / Who has?</u>: A class activity presenting clues about each person from the lesson. <u>Biographical Fact Sheet</u>: A one-page worksheet for students to record significant information about only one person from the readings. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students choose one person from the lesson and make inferences based on the readings about how that person likely felt about the various Reconstruction policies.
<p>Materials</p>	<ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work Readings (<i>Suggested use: Teachers can assign individual students or groups one or more readings to</i>

	<p><i>complete; Teacher can select 4 – 6 readings to complete as a class or for students to do individually.)</i></p> <ol style="list-style-type: none"> Advanced Readings Grade Level Readings Foundations Readings <ol style="list-style-type: none"> Dinner Party Activity: Students choose four people from the lesson to invite to dinner. Students explain their choices, who they believe would have held similar or different opinions of various topics, and answer questions from each of the guest's points of view. It is appropriate for all levels and can be shortened if necessary. I have / Who has? A class activity in which students use clues to determine who each person from the lesson is. It is appropriate for all levels. Biographical Fact Sheet: This is a one-page worksheet that students can use to examine one specific person from the Who's Who readings. It is appropriate for all levels.
Differentiation	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability (for student worksheets only) Visual representations of directions Reduction in answer choices and amount of work
TEKS	<ul style="list-style-type: none"> 7.17(B) Identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross. 7.20(A) 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. 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 the participants.

Teacher Guide: Who's Who of Reconstruction

Warm-up	<ul style="list-style-type: none"> • Students are asked to consider and describe items they might find in a time capsule from 1865. • 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	<p>Readings</p> <ul style="list-style-type: none"> • There are readings passages at 3 levels of academic ability for 11 people from Reconstruction. • Suggestions for use: <ul style="list-style-type: none"> - Teacher can choose 2 – 4 readings to complete together as a class for one lesson - Teachers can assign each student one person to read and record their information on the student worksheet. Then students can teach the class about their person or share their information with other students in a timed partner activity. - This can be an ongoing lesson. Teachers can choose one person to accompany a related lesson and continue doing this throughout the course of the unit. - Slides 6 – 12 provide images that accompany each reading - <u>NOTE:</u> Lawrence Sullivan “Sul” Ross is the only person in this lesson who is directly identified in the TEKS. <p>Worksheets</p> <ul style="list-style-type: none"> • <u>Advanced:</u> Students use the readings to record important information about each person including where they were from, interesting or significant background information, their role in Reconstruction, and 3 significant facts or achievements. • <u>Grade Level:</u> Students use the readings to record important information about each person including where they were from, their role in the Civil War, and one to three significant facts or achievements

- Foundations: Students use the readings to record important information about each person including their role in Civil War and one or two significant facts or achievements.

Additional Extension Activities

- I have / Who has:
 - Teacher prints, cuts out, and hands out all the clue cards except the first one.
 - The teacher begins the activity by following the instructions on the first clue card, reading clues about one person from the Who's Who lesson. Students must determine who the clue is referring to.
 - One student's card will have the name of the important person on it under "I have." That student will say "I have (the significant person's name)" and then read their "Who has" Clue. The class will continue until everyone has read their clues.
 - There are only 7 clue cards plus one teacher clue card. To include all students in large classes, you can print multiples of some of the cards or partner students up and have those students work together. This can also be done by breaking students into groups of 7 for each student to have one person, or into groups of 3 and students would have more than one person.
- Dinner Party
 - Invite your guests: Students choose 4 people we learned about to invite to a dinner party. They complete their seating chart with information about each person and what they would serve at the meal.
 - Your Guests: Students explain why they chose each guest.
 - Opinions: Students write which guests they think would have similar or opposing opinions on a topic or topics of their choosing.
 - Asking Questions: Students will answer a series of questions from the point of view of each of their guests. Then they will create their own question for their guests to answer.
 - Eavesdropping: Students will "overhear" a part of their guest's conversation and create a graphic using word bubbles to show what is said.

	<ul style="list-style-type: none"> - Teachers can assign one or more of the above activities for the dinner party assignment in order to decrease the amount of work and shorten the amount of time needed. • Biographical Fact Sheet: <ul style="list-style-type: none"> - This is a one-page worksheet in which students can record information about ONE significant person from the Who's Who readings. The student worksheets provided in the lesson allow students to research and record information about multiple people, while this worksheet allows students to focus on only one person. It is appropriate for all levels as students can write as much or as little as they are capable of. <p>NOTE: This lesson can be completed all at once over the course of several days, or it can be completed in smaller chunks covering people as they relate to lessons throughout the unit.</p> <p>Suggestions for when to incorporate various people from this lesson into the overall unit:</p> <p>People Related to Presidential Reconstruction:</p> <ul style="list-style-type: none"> • James Webb Throckmorton <p>People Related to Congressional Reconstruction:</p> <ul style="list-style-type: none"> • Edmund Jackson Davis • George Thompson Ruby • Shepherd Mullens • Elisha Pease • Martha Goodwin Tunstall <p>People Related to Redeemer Reconstruction:</p> <ul style="list-style-type: none"> • Lawrence "Sul" Ross <p>People Related to the Freedmen's Bureau:</p> <ul style="list-style-type: none"> • George Thompson Ruby
Exit Ticket	<ul style="list-style-type: none"> • Students choose one person they learned about in the lesson and make inferences about that person's point of view on the Civil War, Presidential Reconstruction, and Congressional Reconstruction based on information in the readings. • Slides 13 and 14 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Matt Gaines. Giants of Texas History. Early African American Senators. Accessed 10/7/25. Texas State Library and Archives Commission.
<https://www.tsl.texas.gov/treasures/giants/aalege>
- **Portraits of Texas Governors > Texas Rising, Part 1, 1887-1903 > Texas Rising - Part 2, 1903-1915.** Lawrence Sullivan Ross. Accessed Sept. 16, 2025.
<https://www.tsl.texas.gov/governors/rising/index.html>
- Ross, Oath of Office, January 15, 1889, Bonds and Oaths, Texas Secretary of State, Archives and Information Services Division, Texas State Library and Archives Commission. Accessed Sept. 16, 2025.
<https://www.tsl.texas.gov/governors/rising/ross-oath.html>
- **Portraits of Texas Governors > War, Ruin, and Reconstruction - Part 1, 1861-1866 > War, Ruin, and Reconstruction - Part 2, 1866-1876.** Accessed 9/16/2025. Texas State Library and Archives Commission.
<https://www.tsl.texas.gov/governors/war/index.html>
- Davis, Edmund J. [Correspondence to Beriah Graham from Texas Governor Edmund J. Davis], letter, September 15, 1873; (<https://texashistory.unt.edu/ark:/67531/metaph712368/>: accessed September 16, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Austin History Center, Austin Public Library.
- George T. Ruby. Giants of Texas History. Early African American Senators. Accessed 10/7/25. Texas State Library and Archives Commission.
<https://www.tsl.texas.gov/treasures/giants/aalege>
- Shepherd Mullens: Pioneering Black Political Leader in Texas. Alwyn Barr. Image available through fair use rights as listed here 17 U.S. Code § 107 - Limitations on exclusive rights: Fair use | U.S. Code | US Law | LII / Legal Information Institute Accessed 10/7/25. <https://www.tshaonline.org/handbook/entries/mullens-shepherd>
- WBAP-TV (Television station : Fort Worth, Tex.). [Texas House of Representatives], photograph, 197X; (<https://texashistory.unt.edu/ark:/67531/metadc1611814/>: accessed October 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting UNT Libraries Special Collections.
- Elisha Pease. Portraits of Texas Governors. Early Statehood - Part 2, 1853-1861. Texas Library and Archives Commission. Accessed 10/7/25.
<https://www.tsl.texas.gov/governors/earlystate/page2.html>
- Pease, Elisha Marshall. [Correspondence from E.M. Pease to Lucadia Pease], letter, August 14, 1868; (<https://texashistory.unt.edu/ark:/67531/metaph712955/>: accessed

October 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Austin History Center, Austin Public Library.

- James W. Throckmorton, photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph21108/>: accessed October 7, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Tarrant County College NE, Heritage Room.
- [Governor's Mansion], photograph, 1866; (<https://texashistory.unt.edu/ark:/67531/metaph124244/>: accessed October 8, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Austin History Center, Austin Public Library.
- Martha Goodwin Tunstall: A Pioneer of Women's Rights and Anti-Slavery Activism, by Barbara Mulvihill. Used here under the F17 U.S. Code § 107 - Limitations on exclusive rights: Fair use | U.S. Code | US Law | LII / Legal Information Institute Texas State Historical Association. Accessed on 10/8/25. <https://www.tshaonline.org/handbook/entries/tunstall-martha-goodwin>
- Lacy, Drury. Daily Fort Worth Standard. (Fort Worth, Tex.), Vol. 2, No. 120, Ed. 1 Friday, January 11, 1878, newspaper, January 11, 1878; Fort Worth, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph1004927/>: accessed October 8, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Fort Worth History Center.