

Unit 9 Reconstruction: Unit Plan

(12 Estimated Instructional Days; 6 Optional Extension Days; 3 optional review days prior to assessment)
(Total length of all materials in the unit: 21 days).
(For a shortened view of lessons, see “Just the Basics” under Pacing below)

Era Overview

When the Civil War ended, the 13th Amendment to the U.S. Constitution outlawed slavery in Texas. Yet three far-reaching questions still had to be answered, and the struggles over these questions would define Texas during the period of Reconstruction (1865-1876).

First, what would become of the newly freed 230,000 African Americans in Texas? They were no longer enslaved, but were they to become citizens or perhaps something else? Second, what was to become of the ex-Confederates in Texas who had waged war against the United States? Were they to regain their citizenship or perhaps take on a different status? Third, how would the United States restore states like Texas to the American Union? Was Texas to regain its full political representation immediately after the war, or would there be punishment for having rebelled against the United States?

During the first part of Reconstruction, commonly called “Presidential Reconstruction,” President Andrew Johnson attempted to answer these questions. Johnson promised that states like Texas could rejoin the Union simply by ratifying the 13th Amendment, he offered a pardon to nearly all ex-Confederates so they could regain their citizenship, and he left the status of African Americans to be decided by their former masters. Anglo-Texans, as a result, quickly passed laws that denied citizenship rights to the former slaves and elected ex-Confederate political leaders to represent Texas in the U.S. Congress.

Era Overview

All of this angered Northerners and led Republicans in the U.S. Congress to forcibly take over Reconstruction policy, which began a new phase commonly known as “Congressional Reconstruction.” After putting Texas and the other ex-Confederate states under military rule, the Congress stated that Texas could not be represented by ex-Confederates and could not rejoin the Union until it ratified the 14th Amendment, which gave African Americans citizenship rights under the Constitution. The Congress also passed the 15th Amendment that defined voting rights. In so doing, the U.S. Congress attempted to ensure citizenship rights for African Americans while reducing the political power of ex-Confederates in states like Texas.

Anglo-Texans reacted with outrage. Some ex-Confederates joined groups like the Ku Klux Klan and used violence to try to intimidate African Americans and their white Republican allies in Texas. These Anglo-Texans also organized themselves politically and, by the mid-1870s, began to regain political power within the state. In 1876, ex-Confederates passed a new Texas constitution that stripped power out of the state government in an effort to undo much of what the Republican Party had brought to Texas during Reconstruction.

Pacing

Just the Basics: To meet the TEKS requirements while minimizing the amount of time spent in the unit, educators can focus solely on the following lessons (Approximately 7-8 class periods)

1. The Big Picture (1 class period)
2. Vocabulary (2 class periods)
3. What’s the Story? (1 - 2 class periods)
4. Reconstruction Guided Notes (2 class periods)
5. The Constitution of 1876 (1 class period)

Era Overview

Unit Pacing by Day

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
45 - 60	What are the key events, major themes, and defining characteristics of the Reconstruction era of Texas history?	In this one-day lesson, students will examine and understand the defining characteristics of the Reconstruction era.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The Reconstruction era focuses on how the U.S. government attempted to reunite the country and rebuild the South after the Civil War. There were three primary questions that drove the Reconstruction era: What should be done with the ex-Confederates and their leaders? How should the Southern states be brought back into the Union? Should the government provide services to the newly freed Black Southerners? There were opposing viewpoints on how to answer these questions. Some people wanted a lenient form of Reconstruction, while others wanted the South to be punished for their rebellion.</p> <p>Reading for key information, context, main ideas, and supporting evidence. Summarizing and paraphrasing key ideas in a text. Making observations, inferences, and predictions about a primary source image. Identifying the main idea and supporting evidence from a primary source text.</p>	<p>Lesson:</p> <p>The Big Picture</p>

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
			Identifying and explaining the cause-and-effect relationship between significant events of the era	
45 - 60	What are some of the primary sources historians use to understand the Reconstruction Era, what topics are covered in these sources, and what are the different points of view on each topic?	In this one day, primary source based lesson, students will use a set of primary source materials to examine significant events, topics, and points of view related to Texas history Reconstruction.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>The period of time from 1865 to 1877 after the Civil War is known as Reconstruction because the United States government created and implemented different policies for reuniting the country and rebuilding the South after the war. New amendments were added to the U.S. Constitution during Reconstruction: The 13th – abolishing slavery; The 14th – granting birthright citizenship; and the 15th – protecting the right to vote regardless of race. Under Congressional Reconstruction, political power was held in the hands of the state, rather than local governments. The state of Texas passed high taxes to pay for many of its Reconstruction policies like expanded education and courts. The Women’s Suffrage Movement gained momentum as women advocated for the right to vote. Conflict continued and grew between Anglos moving west and Texas Indian tribes who lived in the Great Plains. Laws like the Black Codes were passed to regulate and control Black people in Texas and their labor, while vigilante groups like the Ku Klux Klan used threats and violence against Black Southerners and their allies.</p>	<p>Lesson:</p> <p>How do we know what we know?</p>

Minutes	Essential Questions	Description	Student Learning Experiences	Lesson
			<p>Analyzing primary source materials for main idea, supporting evidence, authors point of view, and bias. Summarizing a text Using context clues to determine the meaning of words and phrases Making inferences about a historical era based on information provided in a primary source excerpt.</p>	
<p>90 – 120 <i>Lesson</i></p> <p>Additional 30 – 45 <i>Optional Quiz</i></p>	<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>	<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>	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>Reconstruction was a time characterized by competing views of how to rebuild the South and reunify the United States after the Civil War. Economic challenges for poor white and Black farmers caused many to become sharecroppers, often keeping them trapped in cycles of debt. 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. 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. One of the consequences for the Confederate rebellion was that high-ranking ex-Confederates were disenfranchised. 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. The Redeemers were ex-Confederates who regained power in the</p>	<p>Lesson:</p> <p>Vocabulary</p> <p><i>with optional Vocabulary Quiz</i></p>

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			<p>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.</p> <p>Reading for key information, context, main ideas, and supporting evidence.</p> <p>Identifying the definition and examples of key terms in the context of the Civil War on short reading passages.</p> <p>Creating visual representations of key terms.</p> <p>Using the terms in the context of the unit</p> <p>Recognizing references to key terms in a primary source excerpt</p>	
90 - 120	What were the key events and major themes that define and characterize the Reconstruction era?	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><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>After the assassination of Abraham Lincoln, there were three primary phases of Reconstruction. 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. 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.</p>	<p>Lesson:</p> <p>What’s the story?</p>

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			<p>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.</p> <p>Reading for context and significance information. Identifying and paraphrasing or summarizing main ideas and supporting evidence. Identifying and explaining the significance of historical events. Explaining cause-and-effect relationships between significant historical events</p>	
<p>45 – 60 (Reduced lesson)</p> <p>135 – 180 (Full Lesson)</p> <p>100 - 130 (Additional Extension Activities)</p>	<p>Who were some of the significant people during Reconstruction, and how were they significant to the era?</p>	<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</p>	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>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.</p> <p>Reading for context, main ideas, and key information. Summarizing and paraphrasing significant information from a passage</p>	<p>Lesson:</p> <p>Who’s Who of Reconstruction Extension</p> <p>With three optional Extension Activities</p>

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		biographical fact sheets, a dinner party activity, “I have / Who has” and student worksheets.	Identifying and making inferences about different points of view based on historical evidence.	
90 – 120	What were the three primary phases of Reconstruction, and what were the key events and defining characteristics of each phase?	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.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>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</p>	<p>Lesson:</p> <p>Reconstruction Guided Notes</p>

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			<p>with the ex-Confederates returning to political power in the South</p> <p>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</p>	
45 – 60	What are the seven principles of government that provide the foundation of the Texas Constitution of 1876, and how did the Constitution uphold those principles?	In this one-day lesson, students will examine the seven principles of government and categorize excerpts from the Constitution of 1876 based on which principle or principles they uphold.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>There are seven primary principles of government on which the Constitution of Texas was founded, including Federalism, Republicanism, Popular Sovereignty, Separation of Powers, Checks and Balances, Limited Government, and Individual Rights. The Texas State Constitution of 1876 upholds these principles in various ways.</p> <p>Primary source analysis. Using context to determine meaning and significance. Categorizing Making connections between beliefs or ideology and practical political information.</p>	<p>Lesson:</p> <p>The Constitution of 1876</p>

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45 – 60	What are the three levels of government in Texas, what are the responsibilities of each level, and who are some of the officials at each level?	In this one-day lesson, students will examine the state, county, and municipal levels of government. Students will be able to identify the functions and responsibilities of each level.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>Government in the United States is divided into the federal and state levels. There are three levels of government in each state: state, county, and municipal governments, and each level has its own functions and responsibilities. One primary way the government at each level can raise revenue to pay for the services it provides is to pass different types of taxes.</p> <p>Reading comprehension Identifying and categorizing different functions and characteristics of government at varying levels. Understanding the purpose and responsibilities of government. Identifying important government officials at various levels. Online research</p>	<p>Lesson:</p> <p>Texas Today</p>
45 – 60	What significant events and major defining themes will we see in the next	In this one-day lesson, students will get a glimpse into the major topics and defining	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p>	<p>Lesson:</p>

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	unit: Cotton, Cattle, and Railroads?	characteristics they will see in the next unit. Students will use four primary source materials to make observations, inferences, and predictions about the next unit: Cotton, Cattle, and Railroads.	<p>The next unit will cover topics including the expansion of railroads, the growth of ranching and cattle drives, the challenges facing cotton farmers, and conflict with American Indians on the western Texas frontier.</p> <p>Analyzing primary source materials. Making observations, inferences, and predictions based on primary source images and texts. Summarizing and paraphrasing. Determining the main idea of a passage.</p>	Looking Ahead
<p>45 - 60</p> <p>Optional Review Lesson</p>	<p>What significant information do we need to know to be successful on the unit 9: Reconstruction?</p>	<p>In this one-day review lesson, students will identify the significance of key terms, cause and effect relationships between significant events, and answer practice test questions to prepare for the unit 9 test.</p>	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>Reconstruction was the period of time after the Civil War during which the United States government worked to determine how to reunite the country, how to deal with the ex-Confederates and Southern states, and what to do with regards to the Freedmen. Presidential Reconstruction was characterized by its lenient approach to reuniting the country, pardoning ex-Confederates, and ultimately allowing ex-Confederates to return to power in Southern states. Congressional Reconstruction was characterized by its stricter approach to reuniting the country by placing the South under martial law and consolidating and centralizing political power in Southern states at the state level. Redeemer Reconstruction was characterized by the return to power of the ex-Confederates, who worked to reverse the policies of Congressional Reconstruction by</p>	<p>Lesson:</p> <p>Study Guide and Flashcards</p> <p>Review</p>

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			<p>decentralizing political power in the state. During Congressional Reconstruction, political participation by Black Texans increased. Some ex-Confederates responded to Congressional Reconstruction policies with violence and threats through organizations like the Ku Klux Klan.</p> <p>Identifying the significance of key terms, people, places, and events in history.</p> <p>Identifying cause and effect relationships between historical events.</p> <p>Answering questions based on 8th grade Social Studies STAAR question types.</p>	
45 -60	How do the key terms and concepts from Unit 9: Reconstruction connect to each other?	In this one-day review lesson, students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to identify how information from the unit is connected by making connections between terms on a mind map.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>Reconstruction was the period of time after the Civil War during which the United States government worked to determine how to reunite the country, how to deal with the ex-Confederates and Southern states, and what to do with regards to the Freedmen. Presidential Reconstruction was characterized by its lenient approach to reuniting the country, pardoning ex-Confederates, and ultimately allowing ex-Confederates to return to power in Southern states. Congressional Reconstruction was characterized by its stricter approach to reuniting the country by placing the South under martial law and consolidating and centralizing political power in Southern states at the state level. Redeemer Reconstruction was characterized by the return to</p>	<p>Lesson:</p> <p>Mind Map Review</p>

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			<p>power of the ex-Confederates, who worked to reverse the policies of Congressional Reconstruction by decentralizing political power in the state. During Congressional Reconstruction, political participation by Black Texans increased. Some ex-Confederates responded to Congressional Reconstruction policies with violence and threats through organizations like the Ku Klux Klan.</p> <p>Connecting terms and concepts from across the entire unit.</p> <p>Justifying and providing rationalizations for those connections.</p> <p>Providing debate or arguments based on facts for the correct or best placement of terms that fit into several categories on student Mind Maps.</p>	
45 - 60	What key terms and concepts do we need to know to be successful on our unit 9 test?	In this optional one-day review lesson, students will review key terms, ideas, people, places, events, and major themes of Reconstruction by playing Bingo using terms from the unit and clues about each term.	<p><i>Students will know the following information and develop the following skills based on TEKS standards:</i></p> <p>Reconstruction was the period of time after the Civil War during which the United States government worked to determine how to reunite the country, how to deal with the ex-Confederates and Southern states, and what to do with regards to the Freedmen. Presidential Reconstruction was characterized by its lenient approach to reuniting the country, pardoning ex-Confederates, and ultimately allowing ex-Confederates to return to power in Southern states. Congressional Reconstruction was characterized by</p>	<p>Lesson:</p> <p>Bingo Game Review</p>

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			<p>its stricter approach to reuniting the country by placing the South under martial law and consolidating and centralizing political power in Southern states at the state level. Redeemer Reconstruction was characterized by the return to power of the ex-Confederates, who worked to reverse the policies of Congressional Reconstruction by decentralizing political power in the state. During Congressional Reconstruction, political participation by Black Texans increased. Some ex-Confederates responded to Congressional Reconstruction policies with violence and threats through organizations like the Ku Klux Klan.</p> <p>Study and review of key concepts Identifying information based on key words and phrases Recognizing definitions, key information, and significance of key terms and information from the unit.</p>	