| **Grade 4 Unit 9 Reconstruction** | |
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| **Unit Overview** | |
| The United States faced multiple challenges in the planning and implementation of laws designed to heal and reshape the nation following the Civil War. Economic, political, and social forces provided unique, regional successes and failures, which ultimately resulted in a compromise to demilitarize the southern states leading to a turbulent reaction to Reconstruction and the design of new laws to reverse many of the advances by post-Civil War legislation. At the end of this unit, students will work with a partner to create a podcast interview. | |
| **Overarching Inquiry Question** | |
| Is it possible to have democracy without equality?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| * Interaction Among People * Physical Geography and Natural Resources * Development and Sustainment of a State and Nation * Economic, Settlement, Territorial Expansions | |
| **Skills Emphasis at a Glance** | |
| * Comparison: Generate comparisons based on common or differing characteristics or contexts. * Causation: Analyze multiple causes and effects, to include distinguishing long-term and short-term examples. * Evidence: Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history. * Periodization: Create a historical narrative to summarize major developments within a given time line * Contextualization:Place events in the proper context, allowing students to understand the historical period. * Change and Continuity: How events change or stay the same over time | |
| **Standard(s)** | |
| **4.5.CO**  Compare the roles of various groups on Reconstruction.  *This indicator was developed to encourage inquiry into the interactions between various groups to include northerners and southerners, such as African Americans, white landowners, politicians, and business leaders during Reconstruction.*  **4.5.CE**  Analyze the impact of federal legislation on the South during Reconstruction.  *This indicator was developed to encourage inquiry into how new federal laws impacted the South during Reconstruction, to include the effects of the 13th, 14th, and 15th Amendments.*  **4.5.P**  Summarize Reconstruction as a turning point in American history.  *This indicator was developed to encourage inquiry into founding principles as viewed through this period of federal government involvement, the development and realignment of a new labor system not based on a system of slavery, and the significant political realignment of the South.*  **4.5.CX**  Contextualize the economic, labor, political, and social conditions in South Carolina during the period of Reconstruction.  *This indicator was developed to promote inquiry into South Carolina’s unique experience, to include the Port Royal Experiment and the adoption of the state Constitution of 1868.*  **4.5.CC**  Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction.  *This indicator was developed to encourage inquiry into how Reconstruction resulted in the foundation for the struggle for civil rights. This indicator was also developed to foster inquiry into Reconstruction Era policies such as Constitutional amendments, black codes, and Jim Crow Laws.*  **4.5.E**  Analyze multiple perspectives of the economic, political, and social effects of Reconstruction on different populations in the South and in other regions of the U. S. | |
| **I Can Statement(s)** | |
| I can explain the Lincoln, Johnson, and Congressional Reconstruction plans.  I can describe the 13th, 14th and 15th amendments.  I can explain how the 13th, 14th, and 15th amendments affected the South.  I can describe economic, political and social impacts on South Carolina, African Americans, and different groups in the South.  I can compare the roles of various groups during Reconstruction.  I can summarize how Reconstruction was a turning point in American History. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **Opening Activity- Initial Thoughts** | |
| * Students will infer and discuss the possible challenges the South and the country faced after the Civil War using the Think, Pair, Share method. * Prior to this unit, students have discussed the various groups that make up the Union to include Native Americans, poor whites, wealthy landowners, women, and enslaved Africans. * Engage students in a discussion to think about the relationships among these groups.   + Some guiding questions could include:     - Who was considered equal or superior?     - Who was considered unequal or inferior? * Follow up by posing the overarching Inquiry question: Do you think it is possible to have a democracy without equality? Why or why not? * Allow students to answer individually using sticky notes. They should not put their name on the sticky note. Each answer should begin with YES or NO followed by their reason. * Tell students they will place their answers on a class YES/ NO chart. * The teacher can choose to share some of the responses aloud. * Tell students they will revisit the question at the end of the unit. | * [Think, Pair, Share guidance](https://www.weareteachers.com/think-pair-share-alternatives/) * The teacher should create a class YES/ NO Chart prior to beginning this activity. Here is a [YES NO Chart](https://docs.google.com/document/d/1W9KCOsqid7NHdRorKzqf2ZZr6ZB6c5fjuUh_MFjCqWw/copy) template you can use or make your own using chart paper. The link will ask you to make a copy so you can edit as needed. |
| **I can explain the Lincoln, Johnson, and Congressional Reconstruction plans.** | |
| * Teachers will group students into three groups (Lincoln, Johnson, Congress). If the class is large, then teachers can divide into six groups with two groups for each plan. * Give each group one of the [three Reconstruction plans](https://docs.google.com/document/d/1HoNSRv66nznd6dh-mv8QL91akkJ5sOjGwN2BxYBPFOg/copy) with comprehension questions. Each student in the group should have their own copy to keep. | * For this activity, use the Jigsaw method to break up the material for learning. Here is a website to provide insight on the [Jigsaw method.](http://distrategykit.weebly.com/jigsaw.html) * This link will ask you to make a copy of the document that you can edit if you choose. |
| * Each group will read the information and answer the items together. Students should annotate the information as they read to aid in retention and comprehension. * After reading, the teacher can redistribute the groups so that they are composed of “expert” students from different plans. * Students will share their knowledge about their expert group plan with their peers. * Then teachers can have a whole class discussion of their learning and create a class chart of their learning. | * Using annotation as a reading strategy aids in comprehension and retention. Here is a website to provide information about [annotation.](https://www.sadlier.com/school/ela-blog/teaching-annotation-to-students-grades-2-8-annotating-text-strategies-that-will-enhance-close-reading) * Be sure students understand that the purpose of Reconstruction was to reunite the country and help rebuild the south in a way that included the newly freed African Americans as a way of life. * Be sure students understand that different groups and people had different ideas and goals for Reconstruction and how African Americans fit into the new vision of the South. |
| * For a formative assessment, students can complete an exit slip detailing one thing they remember from each Reconstruction plan. | * Here is some guidance for using an [exit slip.](http://www.readwritethink.org/professional-development/strategy-guides/exit-slips-30760.html) The website is ReadWriteThink, and they provide some great exit slip templates you can use. |
| **I can describe the 13th, 14th and 15th amendments.**  **I can explain how the 13th, 14th, and 15th amendments affected African Americans.** | |
| This is a two-part lesson.   * Part 1- Students will learn about the Reconstruction Amendments following the directions of the teacher. * Teachers can have students work in groups to complete notes from the video using this [notes page.](https://docs.google.com/document/d/1qAQDtYZh-d-4ijLSWUjYiq5IvY_ChGCQL0S2Xbke2PM/copy) Student should answer the following questions from the video:   + Define or describe the parts of the amendment.   + Have students work collaboratively in groups to discuss possible reactions of the following groups: northerners, southerners, African Americans, white landowners, politicians, and business leaders.     - The teacher may assign each group a particular perspective. | * Now that students have some background knowledge regarding the different ideas government leaders had for restoring the union, they should focus on the significance of the 13th, 14th, and 15th amendments. * This link will ask you to make a copy of the document that you can edit if you choose. |
| * Part 2- Students will watch the Khan Academy video [Failure of Reconstruction](https://www.khanacademy.org/humanities/us-history/civil-war-era/reconstruction/v/failure-of-reconstruction) to answer the questions below in their notes using the previous [notes page](https://docs.google.com/document/d/1qAQDtYZh-d-4ijLSWUjYiq5IvY_ChGCQL0S2Xbke2PM/copy).   + What changed after this amendment was ratified?   + How did some states react? * If students worked in groups, have groups present their work so students can hear the information for all amendments. * Revisit the overarching inquiry question. Now that you know a little more about the Reconstruction Amendments and how some groups reacted...has your answer changed from your initial thoughts on our inquiry question?   + This is not to elicit any responses yet. It is just to get kids thinking about how their thinking may have changed since they have learned more. | * Be sure that you are careful not to get into a discussion about the success or failure of Reconstruction at this point regardless of the title of the video. Students need to understand how the Reconstruction Amendments changed life for African Americans and the rest of the country. * Revisiting the question helps to keep the end goal in mind and the purpose of the activities. Asking it here is rhetorical in nature. You could have students turn and talk, but it is not necessary. |
| * For a formative assessment, students can write a one-minute essay about their learning from the Reconstruction Amendments. | * Here is some guidance on the [one-minute essay](http://distrategykit.weebly.com/1-minute-essay.html). |
| **I can compare the roles of various groups during Reconstruction.** | |
| This is a multi-part lesson.   * Using the following videos from SCETV, students can learn about and compare the roles of freedwomen, white landowners, freedmen, and politicians. * After gathering information from the videos, students will create a [Four Tab Foldable](https://www.youtube.com/watch?v=cBdaCf5Qr28) to document and share their learning.   Part 1- Students will learn about views from African American women and men, Freedmen’s Bureau, and White Landowners during Reconstruction   * Students will begin this lesson by creating a four-quadrant page for note taking. This is done by folding a sheet of paper vertically first then horizontally. * Label each quadrant- Free men and women, Freedmen’s Bureau, White landowners, Politicians and leaders * Watch the short videos below. After each video, pause and have students write the following in the appropriate quadrant:   + Facts they remembered.   + What was gained?   + What was lost?   + What changed? * Freed Women- [Story | RECONSTRUCTION 360 | What Reconstruction Meant to Freedwomen](https://www.scetv.org/stories/digital-studios/2019/reconstruction-360-what-reconstruction-meant-freedwomen) * Freedmen and Freedmen’s Bureau- [Story | RECONSTRUCTION 360 | The Role of the Freedmen's Bureau](https://www.scetv.org/stories/digital-studios/2019/reconstruction-360-role-freedmen-s-bureau) * White Landowners- [RECONSTRUCTION 360 | White Landowners and the Transition to Free Labor](https://www.scetv.org/stories/digital-studios/2019/reconstruction-360-white-landowners-and-transition-free-labor)   Part 2- Part 1- Students will learn about views from African American women and men, Freedmen’s Bureau, and White Landowners during Reconstruction   * Students will continue the quadrant notes from part 1. * Politician- Tunis Campbell (Roles of prominent African Americans) <https://www.blackpast.org/african-american-history/campbell-tunis-gulic-1812-1891/> * Southern Violence- [Southern Violence | American Experience | Official Site](https://www.pbs.org/wgbh/americanexperience/features/reconstruction-southern-violence/)   + - Southern Violence against African American politician- Abram Colby, GA legislature     - Testimony of a Confederate soldier turned Republican- Col. John S. Mosby     - White Planter justifying violence- B. W. Marston * After completing the quadrant notes, students can begin working on the four tab foldable. | * This section of the unit requires students to compare different views of Reconstruction and requires a lot of information. It is recommended to break this lesson into manageable parts. * Guidance for [Four Tab Foldable](https://www.youtube.com/watch?v=cBdaCf5Qr28) * Teachers can create a rubric to score the foldable for a grade if desired. |
| **I can describe the Port Royal Experiment and the economic, political and social impacts it had on Reconstruction in South Carolina.** | |
| Please read the Instructional Guidance before beginning this lesson. | Now that students have learned about the Reconstruction amendments and their significance, they can better understand the importance of the Port Royal Experiment in SC. A little bit of background is provided below. You can find a more detailed history [here](https://www.essentialcivilwarcurriculum.com/the-port-royal-experiment.html).  Please note that the Port Royal Experiment took place between 1862 and 1867. It began before the Emancipation Proclamation (1863) and Northern missionaries withdrew assistance beginning in 1867. The Port Royal community remained politically active until 1895.  The Port Royal community was labeled an experiment because it was sort of a rehearsal before Reconstruction actually took place.  During the Civil War, enslaved Africans escaped with Union soldiers and in Port Royal, plantation owners abandoned the plantations and enslaved Africans. Union soldiers confiscated the land.  Northern missionaries sent teachers to educate the free people and teach them how to set up their communities. Africans continued to work the cotton plantations as free people and received pay. They set up churches, schools, and built a stable community. This is what was called the Port Royal Experiment.  After Pres. Lincoln’s assassination, Pres. Johnson allowed the land to be sold, and groups of African Americans bought many acres. However, Johnson later returned land to the former landowners.  The people remained free and politically active until Jim Crow laws and black codes prevented them from voting. |
| * Begin by telling students that there was a community of free African Americans before the Civil War ended. That community was called the Port Royal Experiment. Port Royal is still a city in SC today but quite different. * Use the following images to show examples of Freedmen’s Bureau Schools. * Library of Congress [The Misses Cooke's school room, Freedman's Bureau, Richmond, Va. / from a sketch by Jas. E. Taylor.](https://www.loc.gov/resource/cph.3c21633/) * ["Sea-island School, No. 1,--St. Helena Island. Established in April 1862."](https://memory.loc.gov/ammem/aaohtml/exhibit/0502001.html) * Show the thumbnail images on this site and ask students to make verbal comparisons to what Port Royal was like in the 1860s versus today. <http://www.beaufortsc.org/> | * Be sure to students know to look for political, social, and economic impacts, location and achievements of the Port Royal Experiment. |
| * Students will view the video about the [Port Royal Experiment](https://portroyal2019.weebly.com/introduction.html).   + Pause throughout the video to ask probing comprehension questions such as…     - What did you just hear?     - Was it related to economics, politics, or social structure?     - How do you know? What evidence did you see or hear? * After viewing and whole class discussion, students will work with a partner to complete the following [GRAPES chart](https://docs.google.com/document/d/16i6DOw57N6cn5TUkflM2UnlP3K5WInLENoN1uZX-Aqo/edit?usp=sharing). | * Be sure to stop, discuss, and gauge student understanding throughout the video. * Be sure students understand the acronym for the GRAPES activity they will complete after the video. This chart is usually used for world history and civilizations, but it fits nicely here. Here is some guidance for the [GRAPES chart](https://docs.google.com/document/d/16i6DOw57N6cn5TUkflM2UnlP3K5WInLENoN1uZX-Aqo/edit?usp=sharing). |
| **I can explain the effects of the SC Constitution of 1868 on Reconstruction in South Carolina.** | |
| * Have students recall that under the Reconstruction plans, state had to write new constitutions that reflected the changes that abolished slavery. * Have students read portions of [SC Constitutions from 1861, 1865, and 1868.](https://docs.google.com/document/d/1gyRR95xNpx-Jesnewv3t7ORtjAOINLA1gOzg-butXu0/edit?usp=sharing) They should note changes for African Americans.   + Give each student a copy of the SC Constitutions document and the [It Says...I Say...So chart.](http://www.readingrockets.org/pdfs/inference-graphic-organizer.pdf)   + Allow students to silently read the document labeled 1861. Direct their attention to the kid friendly column.     - What is the social and political state of African Americans in this document?   + Repeat this activity for 1865 and 1868 constitutions. * Once the chart is completed, have students take some time to reflect on how rights changed over time.   + This can be a turn and talk activity. | * Be sure to point out the dates. Probe students to begin to contextualize and use periodization skills to think about what else is happening during these years. * Ask questions like…   + What was going on in SC in 1861 (1865, 1868)? How about the nation?   + What events were taking place or had already taken place?   + Who was impacted? * Remind students to use their close reading skills such as annotation as they read silently. * Here is some guidance for the [It Says...I Say...So chart](http://www.readingrockets.org/pdfs/inference-graphic-organizer.pdf). This is also great to use to make a class anchor chart. * It is important to note that the 1868 Constitution paved the way for African American men to hold office. Be sure to point this out to students. * This is a great opportunity to revisit the overarching question again. These constitutions were written guidelines for a democratic government. Probing questions…   + Was equality evident in the Constitutions? How do you know?   + Did these constitutions show a good form of democracy? Why or why not? |
| **I can summarize how Reconstruction was a turning point in American History.** | |
| * Share the following [turning points infographic](https://docs.google.com/drawings/d/1iRWtazq_RgYRBcgEfw7QzKcAPxQEpFgtfxzs5r8rP0Q/edit?usp=sharing) with students. * Ask students to think of something major that happened in their life such as moving, a new school, learning a new skill, getting a new pet or meeting new people. Think about what your life was like before the event and how your life was different after the event? * Students can turn and talk with a partner about their experience. * Explain that their experience was a turning point. * Now that students are familiar with a turning point, ask them to think about how Reconstruction was a turning point. Probing questions…   + Which event do you think represents a major turning point during Reconstruction?   + What was life like before this event?   + What was life like afterwards?   + What groups were impacted? * Give each student a copy of the [turning points activity.](https://docs.google.com/document/d/1pi7lGUDsb-lRz4JEkDDZN3iTwMmEcoDelGab1ht7zzY/edit?usp=sharing) * Divide students into groups to complete the activity.   + All students should complete an individual chart even though they are working together. | * Sometimes students have difficulty with turning points so it may be best to start with a personal turning point. * This is a great opportunity to model your expectations for this activity. There are two places for turning points. You may choose to do the first one together as a class. * This activity may be used as a grade if desired. |
| * Now that students have learned a great deal about Civil War Reconstruction nationally and in SC. It is time to show what they know. * Begin by going back to the YES/NO chart created at the start of the unit.   + Have students answer the question again.   + Add the new answers to the chart and discuss how their learning has changed.   + This can be an inside outside circle activity so students can share their learning with classmates. * Have students work in groups to create a podcast that captures the experience of different people (a free African American man or woman, a white landowner, or a politician.   + They will document perspectives to changes and challenges.   + They will document perspectives regarding democracy and equality. | * Be sure students understand what a podcast is before starting the activity. This [website](https://elearningindustry.com/free-podcast-tools) offers several free resources for students to use to create podcasts. * Here is guidance on the [inside outside circle activity](http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles). * Teachers can create a rubric to assess the podcast. Suggested rubric items include…   + Addresses the Reconstruction Amendments   + Addresses changes and challenges faced by groups   + Addresses the themes of democracy and equality |

**References**

**Additional Resources**

Schools and Education During Reconstruction (PBS) <https://www.pbs.org/wgbh/americanexperience/features/reconstruction-schools-and-education-during-reconstruction/>

This would be a good source for abolition. <https://www.pbs.org/wgbh/americanexperience/features/reconstruction-god-we-trust/>

The Port Royal Experiment Weebly: <https://portroyal2019.weebly.com/>