

Winslow Township School District
College Prep African American History
Unit 5: Blacks in the Reconstruction Era

Unit 5: Blacks in the Reconstruction Era

Overview: On April 9, 1865, Confederate forces surrendered. The Union had won the Civil War. Although the war’s end was a time of great rejoicing, it was also a time of great sadness. More than 500,00 military personnel had been killed— almost as many as in all other US wars combined. In the South, the land lay in ruins. Countless homes and buildings were destroyed, and many farms and plantations had been abandoned. Confederate money had become worthless, and many southerners faced starvation and economic ruin. The US government stepped in to help southerners—both black and white.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 5</p> <p>Blacks in the Reconstruction Era</p>	<ul style="list-style-type: none"> ● 6.1.12.CivicsDP.4.a ● 6.1.12.CivicsDP.4.b ● 6.1.12.CivicsPR.4.a ● 6.1.12.GeoPP.4.a ● 6.1.12.HistoryCC.4.a ● 6.1.12.HistoryUP.4.a ● 6.1.12.HistoryUP.4.b ● 6.1.12.HistoryCA.4.a 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● explain how the end of slavery impacted blacks ● identify how the Freedmen’s Bureau helped free blacks and white southerners after the war ● identify the steps the government took to help freed people become landowners ● identify the main points of Reconstruction under Lincoln ● describe Johnson’s points of Reconstruction and his conflict with Congress ● identify the policies and achievements of the Reconstruction Era ● list political offices for blacks in state and local positions ● identify some of the significant black leaders in Congress ● list the changes made by the Republicans in the south ● describe the problems that came from Reconstruction 	<ul style="list-style-type: none"> ● How did the end of slavery affect the lives of African Americans? ● In what ways did the Freedmen’s Bureau help freed people and white southerners after the war? ● What steps did the US government take to help freed people become landowners? ● What were the main points of presidential Reconstruction under Lincoln? ● What were the main points of Reconstruction under Johnson, and what conflicts arose between

Winslow Township School District
College Prep African American History
Unit 5: Blacks in the Reconstruction Era

Unit 5: Enduring Understandings	<ul style="list-style-type: none"> ● After the 13th Amendment ended slavery, freed people sought new rights but also faced economic challenges and white opposition ● The Freedmen’s Bureau provided relief to southerners in need as well as assistance such as education to freed people ● Government attempts to help formerly enslaved people obtain land met with only limited success, and few freed people became landowners ● President Lincoln’s Ten Percent Plan faced strong opposition from Congress, who thought the plan was too lenient on the South ● President Johnson’s Reconstruction Plan enabled prewar southern leaders to regain control and led to conflict with Congress ● Radical Republicans in Congress gained control of Reconstruction ● The 14th Amendment made African Americans US citizens, and the 15th Amendment gave adult Black men the vote ● Under Congressional reconstruction, Republicans dominated most southern state governments, and blacks held numerous political offices ● Republican governments in the South made progressive reforms, and blacks founded black churches and colleges ● Many white southerners resisted Reconstruction, and violence against black and white Republicans was widespread in the region ● The sharecropping system kept many blacks in debt and poverty ● Political, economic, and social issues combined to decrease support for Reconstruction, which ended with the Compromise of 1877 		<p>Johnson and Congress?</p> <ul style="list-style-type: none"> ● What were the major policies and achievements of Reconstruction? ● What key political offices did black state and local leaders hold? ● Who were some of the significant black congressional leaders? ● What changes did Republican control bring to the South? ● What problems did Reconstruction lead to, and how did they affect black and white southerners? ● Why and when did Reconstruction come to an end?

Winslow Township School District
College Prep African American History
Unit 5: Blacks in the Reconstruction Era

Curriculum Unit 5	Performance Expectations		Pacing	
			Days	Unit Days
	6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.	3	23
	6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).	3	
	6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.	3	
	6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.	2	
	6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.	3	
	6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	3	
	6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.	2	
	6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.	2	
	Assessment, Re-teach and Extension		2	

Winslow Township School District
College Prep African American History
Unit 5: Blacks in the Reconstruction Era

Unit 5	
Core Ideas	Performance Expectations
Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.	6.1.12.CivicsDP.4.a: Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
There are multiple and complex causes and effects of historical events.	6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
To better understand the historical perspective, one must consider historical context	6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
Complex interacting factors influence people’s perspective.	6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past	6.1.12.HistoryCA.4.a: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Winslow Township School District
College Prep African American History
Unit 5: Blacks in the Reconstruction Era

Unit 5

Assessment Plan

1. Textbook Section Summaries
2. Lincoln vs. Johnson Reconstruction Essay
3. Research: Black Churches and Colleges

Alternative Assessments:

1. Review questions
2. Compare and contrast: black and white livelihood during the Reconstruction
3. Worksheets and reading summaries: Reconstruction
4. Research: Blacks in Politics—Then and Now

Resources

- Textbook, “African American History”
- Reconstruction
[https://www.history.com/topics/american-civil-war/reconstruction#:~:text=Reconstruction%20\(1865%2D1877\)%2C,people%20into%20the%20United%20States.](https://www.history.com/topics/american-civil-war/reconstruction#:~:text=Reconstruction%20(1865%2D1877)%2C,people%20into%20the%20United%20States.)
- Freedmen’s Bureau
<https://www.history.com/topics/black-history/freedmens-bureau>
- African Americans in Congress
<https://history.house.gov/Exhibitions-and-Publications/BAIC/Black-Americans-in-Congress/>

Majoring in African American Studies

<https://www.bestcolleges.com/humanities/why-major-in-african-american-studies/#:~:text=An%20African%20American%20studies%20major,they%20continue%20to%20face%20today.>

Careers in African American Studies

<https://www.onlinecollegereport.com/what-can-you-do-with-an-african-american-studies-degree/>
<https://afam.clas.ufl.edu/the-major-and-minor/career-paths-for-african-american-studies-majors/>

Activities

- Definitions with examples/ sentence summary
- Reconstruction worksheets
- Youtube.com video clips of Reconstruction
- PBS.org: The Black church documentary
- Research: black churches and historical black colleges

Winslow Township School District
College Prep African American History
Unit 5: Blacks in the Reconstruction Era

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy - Income and Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
College Prep African American History
Unit 5: Blacks in the Reconstruction Era

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

Winslow Township School District
College Prep African American History
Unit 5: Blacks in the Reconstruction Era

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high-level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

Winslow Township School District
College Prep African American History
Unit 5: Blacks in the Reconstruction Era

Interdisciplinary Connections

CCSS.ELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Integration of Computer Science and Design Thinking NJSL 8

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.