

Common Core History Social Science Training Lesson Plan

Lesson Author(s): Amanda Peterson	
School:	Sunnyside High School
Unit & Lesson Overview: How well did the United States live up to its founding ideals during its first 100 years?	
CA H/SS Standard(s)	<p>11.1.2 Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</p> <p>11.1.4 Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.</p> <p>Historical Thinking Skills: Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p>
Common Core Literacy Standard(s)	<p>RH 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
Unit	Birth of a Nation
Essential Question	How well did the United States live up to its founding ideals during its first 100 years?
Lesson Topic	Effects of Reconstruction
Topical Question or Objective	How did events during Reconstruction help or hinder the United States in living up to its ideals?
Webb's DOK	<p>Level 2: Interprets primary sources</p> <p>Level 3: judges and decides effect</p>
Texts Used	Various primary source documents (attached)
Learning Plan	<p>Pair students heterogeneously.</p> <p>Conduct examination and analysis for at least one Document together as a class to model how to complete the matrix.</p> <p>Student pairs discuss and determine responses to the prompt and record their information in the matrix (in any order).</p> <p>As the student pairs complete an entry, they alternate which student brings the Document placard and response to the teacher. The teacher (or designee, i.e. TA) check the response. If the response is incorrect or incomplete, the teacher</p>

	<p>provides feedback and sends the student back to their partner to re-do the task. Once the task is completed correctly, the student takes a new Document placard.</p> <p>When time is up, students respond to the prompt at the top of the matrix.</p>
<p>Points of Consideration</p>	<p>Before engaging in this exercise, students should have received some instruction in how to interpret primary source texts (sourcing, contextualization and corroboration) as well as how to parse a document to identify the main ideas. In addition, they should already be familiar with how to read a political cartoon (i.e. look for titles, captions, labels, symbols etc.).</p> <p>The purpose is for students to have an opportunity to engage in repeated practice of the skills and to receive immediate feedback on their progress toward meeting the standards. *Alternating which partner comes forward is a critical element to ensuring both students in the pair are engaging in the task.</p> <p>I don't always focus on having students complete <i>every</i> document; rather, I may decide to allocate 30 - 45 minutes for the task. As students are bringing their papers forward for my feedback, I am able to gauge their progress toward mastery to determine whether I need to dedicate more time for them to practice these skills. Furthermore, after the task is completed, we label the historical thinking and the literacy skills that we practiced. Students reflect on their level of confidence and skill in completing the task to monitor their growth toward meeting the standards.</p>

Reconstruction was the time period from 1865-1877 when the US Government was working to reconnect the Southern states that had seceded back to the Union. After Lincoln was assassinated, President Andrew Johnson announced his plan. Confederate states could rejoin the Union when they did 5 things: 1) write a new state Constitution, 2) elect a new state government, 3) repeal its act of secession, 4) cancel its war debts, and 5) ratify the 13th Amendment.

President Johnson and the Republican Congress' goals were different. Johnson wanted to reunify the states and did not care about the lives of the formerly enslaved people. Republicans in Congress; however, wanted to reconstruct the country on the basis of equal rights for all. Examine the documents (in any order) with your partner, sourcing and establishing the context and corroborating evidence. **As you review the primary source documents think about this question: Was Reconstruction a success? Discuss whether this event helped or hindered the United States in living up to its founding ideals of democracy, equality, liberty, rights and opportunity.** Fill in your matrix and alternate which partner comes to the front to get feedback about your response and obtain another document.

Document	Description/Central Theme	Did this help or hinder the US in living up to its ideals? Which ideal does it affect?
A: 13 th Amendment		
B: 14 th Amendment		
C: 15 th Amendment		
D: First Black Congressmen		
E: Freedmen's Bureau		

Session 6 Shared Literacy, Amanda Peterson, Sunnyside High, Fresno Unified

Document	Description/Central Theme	Did this help or hinder the US in living up to its ideals? Which ideal does it affect?
F: Lynching		
G: "One Less Vote" KKK Intimidation		
H: "This is the White Man's Government" Political Cartoon		
I: "Worse than Slavery" political cartoon		
J: Excerpt from: Black Codes of Mississippi		

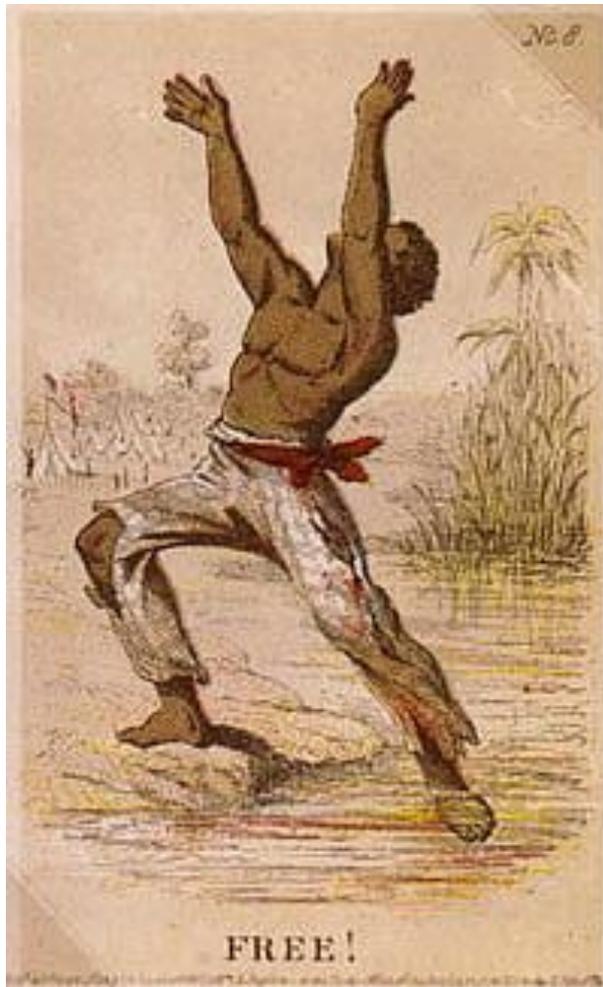
Was Reconstruction a success? Overall, how well did America live up to its founding ideals during Reconstruction?

Document A

Source: *The Constitution of the United States of America Amendment 13* Ratified December 6, 1855

The 13th Amendment

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction. **Section 2.** Congress shall have power to enforce this article by appropriate legislation.



Free!
Lithograph, color. 1863.
Prints and Photographs Division.
Reproduction Number:
LC-USZC4-2521

Document B

Source: *The Constitution of the United States of America Amendment 14* Ratified July 28, 1868

SECTION 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

SECTION 2.

Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the executive and judicial officers of a state, or the members of the legislature thereof, is denied to any of the male inhabitants of such state, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such state.

SECTION 3.

No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any state legislature, or as an executive or judicial officer of any state, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

The 14th Amendment to the Constitution granted citizenship to “all persons born or naturalized in the United States,” which included former slaves recently freed. In addition, it forbids states from denying any person “life, liberty or property, without due process of law” or to “deny to any person within its jurisdiction the equal protection of the laws.” By directly mentioning the role of the states, the 14th Amendment greatly expanded the protection of civil rights to all Americans and is cited in more litigation than any other amendment.

Document C

Source: *The Constitution of the United States of America Amendment 15* Ratified February 3, 1870

The 15th Amendment

SECTION 1.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

SECTION 2.

The Congress shall have power to enforce this article by appropriate legislation.

The 15th Amendment to the Constitution granted African American men the right to vote by declaring that the "right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Document D

Source: Currier and Ives, 1872 reprinted *Courtesy of the Library of Congress*

First Colored Senator and Representatives in the 41st and 42nd Congress of the United States. (Left to right) Senator Hiram Revels of Mississippi, Representatives Benjamin Turner of Alabama, Robert DeLarge of South Carolina, Josiah Walls of Florida, Jefferson Long of Georgia, Joseph Rainey and Robert B. Elliot of South Carolina.



Document E:

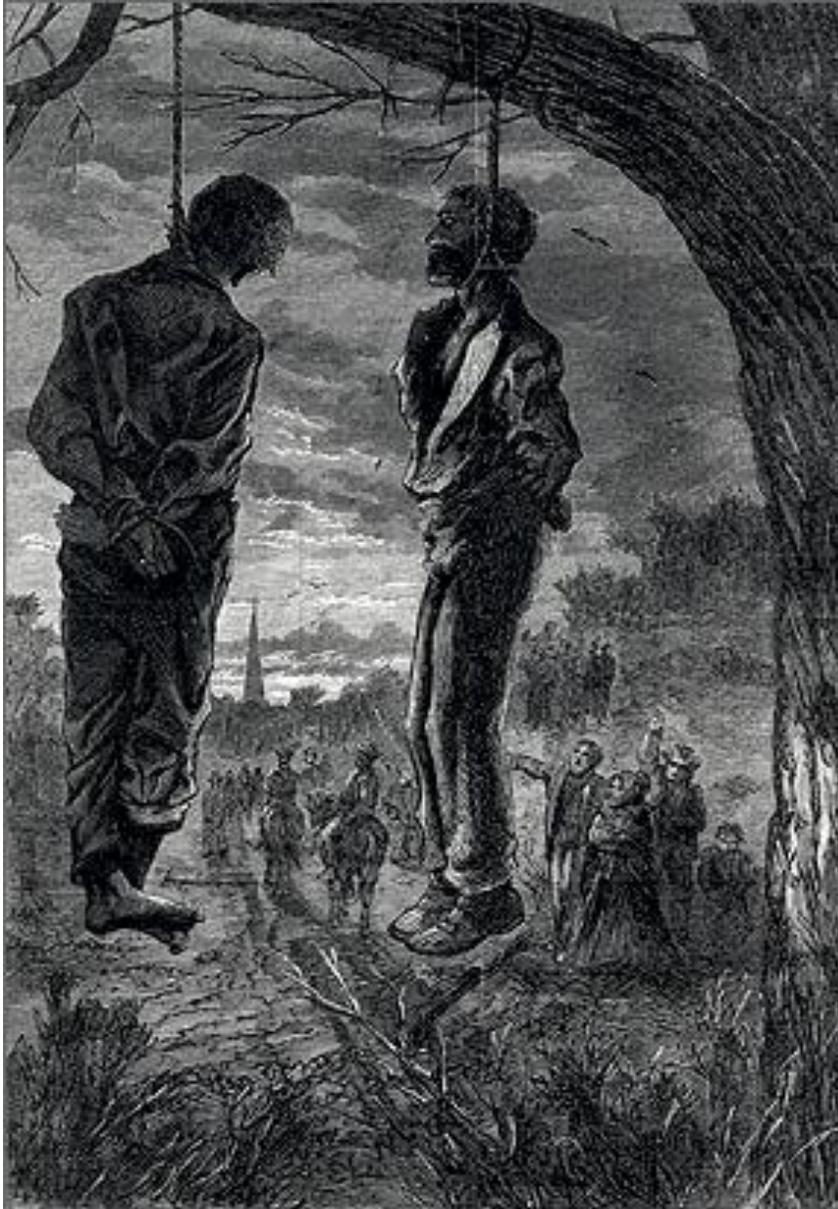
The responsibility for fostering black freedom was assigned to the **Freedmen’s Bureau**, formally known as the Bureau of Refugees, Freedmen and Abandoned Lands (BRF&AL). Created by an act of Congress on March 3, 1865, the Freedmen’s Bureau was a temporary agency embedded within the War Department. Its purpose was to provide “the supervision and management of all abandoned lands, and the control of all subjects relating to refugees and freedmen from rebel states.” The act gave the Bureau the power to issue provisions, clothing, fuel, temporary shelter and other assistance to destitute white refugees and freedmen. It also gave the Bureau the authority to set aside abandoned or confiscated lands and to assign no more than forty acres to “every male citizen, whether refugee or freedman.” The universities, Morehouse College and Clark Atlanta College began as Freedmen Bureau schools.



Document F

Source: Harvard College Library Lithograph March 23, 1867

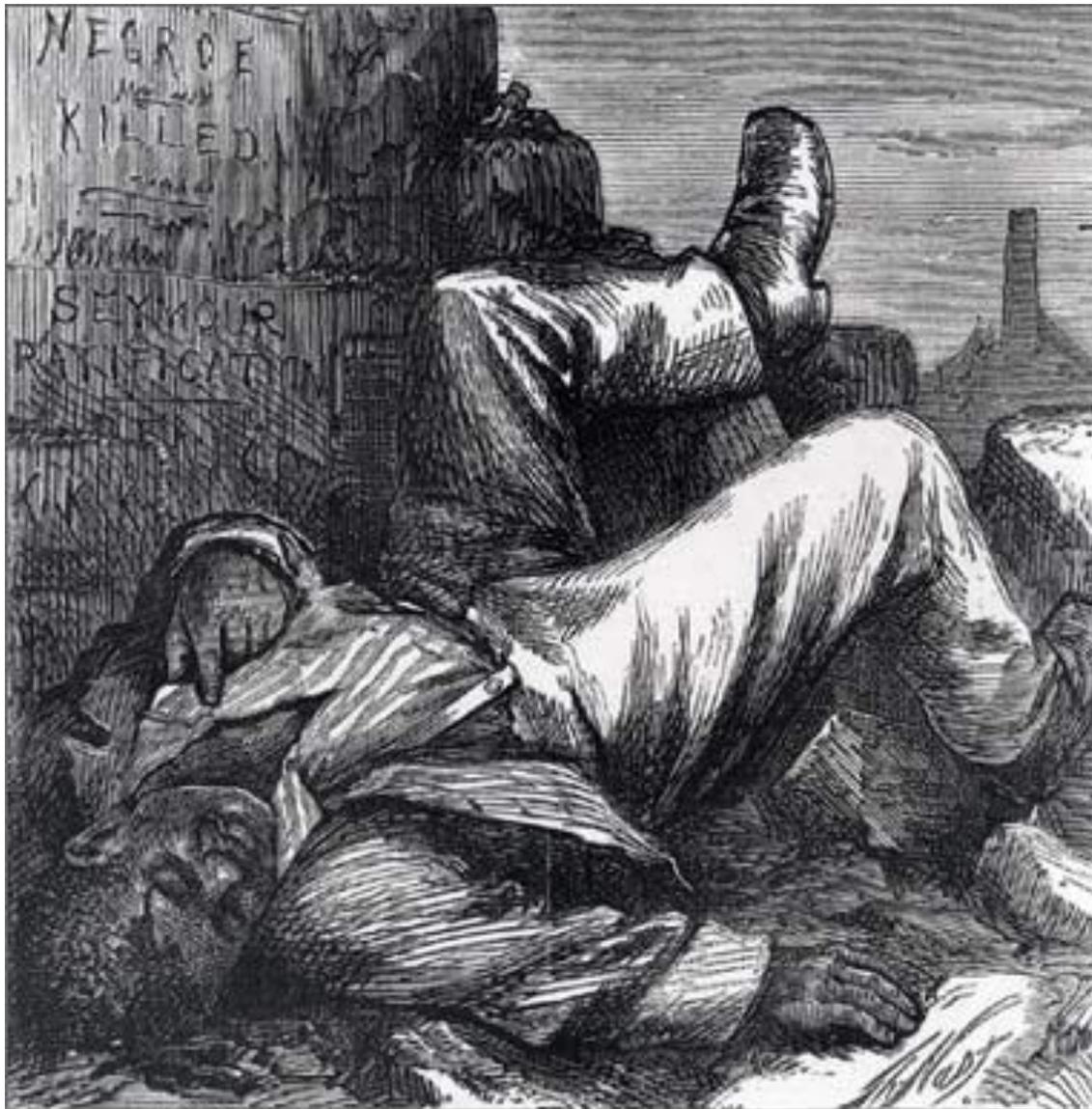
In this view of Southern justice, a Northerner and a black man are accused of murder and then lynched, while in another panel a Southern gentleman accused of murder is humorously chided by the court.



COURTESY OF HARVARD COLLEGE LIBRARY

Document G

Source: "One Less Vote." Political Cartoon Published in *Harper's Weekly* August 8, 1868



LIBRARY OF CONGRESS

The stone reads, "Negroe Killed, Seymour Ratification, KKK."

Document H

Source: "This is a White Man's Government" published in *Harper's Weekly* September 5, 1868

Political cartoonist Thomas Nast's view of the Democratic platform for the [divisive presidential election](#) of 1868 places the Democratic candidate in partnership with the poor Irish of the North and loyal Confederates of the South (and its Lost Cause) to keep black men from gaining access to government.

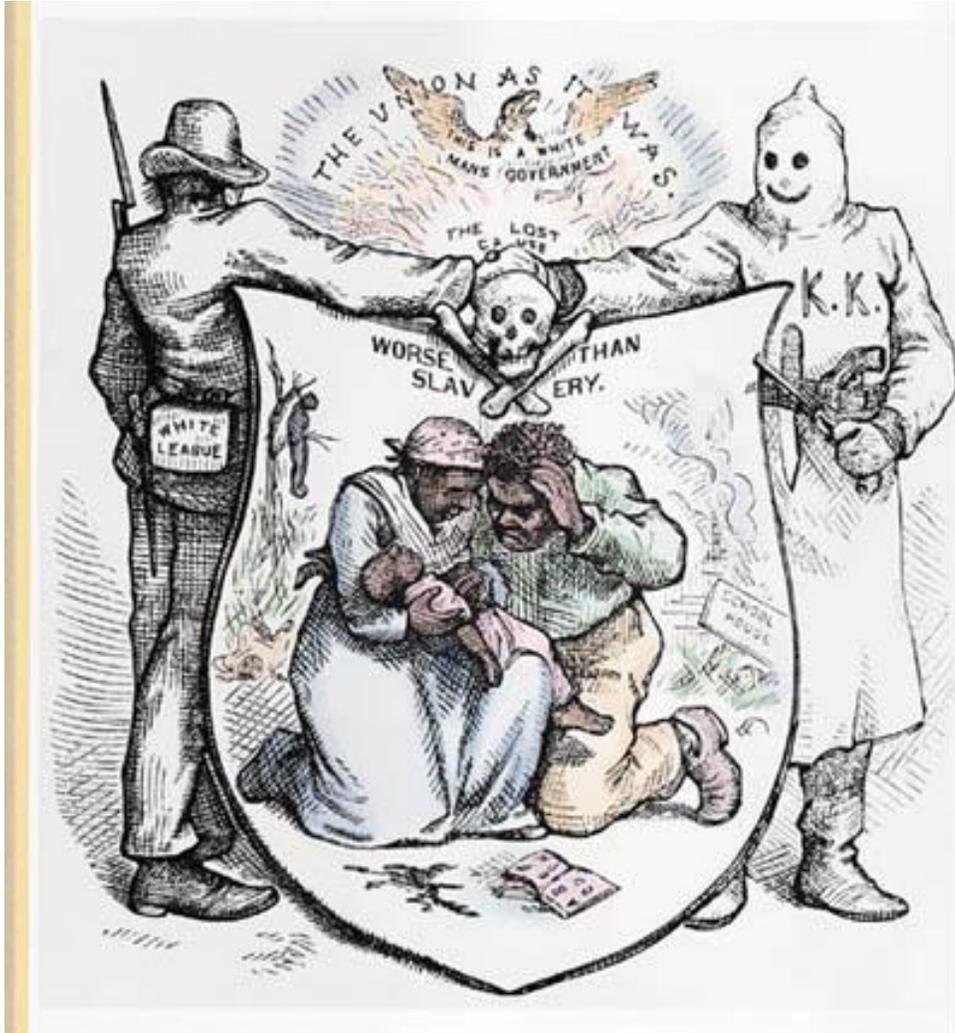


COURTESY OF HARVARD COLLEGE LIBRARY

Document I

Source: "Worse than Slavery" political cartoon published in *Harper's Weekly* October 24, 1874

White southern violence and the threat of violence against blacks - most visibly at the hands of the **Ku Klux Klan** - became a common method for keeping blacks "in their place." White groups such as the Ku Klux Klan and the White League used every form of terror, violence, and intimidation to restore a "white man's government" and redeem the noble "lost cause."



Document J

Source: Excerpts from "Black Codes of Mississippi" November 22, 1865 and December 2, 1865

Be it enacted by the legislature of the State of Mississippi, That all rogues and vagabonds, idle and dissipated persons, beggars, jugglers, or persons practicing unlawful games or plays, runaways, common drunkards, common night-walkers, pilferers, lewd, wanton, or lascivious persons, in speech or behavior, common railers and brawlers, persons who neglect their calling or employment, misspend what they earn, or do not provide for the support of themselves or their families, or dependants, and all other idle and disorderly persons, including all who neglect all lawful business, habitually misspend their time by frequenting houses of ill-fame, gaming-houses, or tippling shops, shall be deemed and considered vagrants, under the provisions of this act, and on conviction thereof shall be fined not exceeding one hundred dollars, with all accruing costs, and be imprisoned, at the discretion of the court, not exceeding ten days.

Sec. 2. Be it further enacted, That all freedmen, free negroes and mulattoes in this State, over the age of eighteen years, found on the second Monday in January, 1866, or thereafter, without lawful employment or business, or found unlawfully assembling themselves together, either in the day or night time, and all white persons so assembling themselves with freedmen, free negroes or mulattoes, or usually associating with freedmen, free negroes or mulattoes, on terms of equality, or living in adultery or fornication with a freed woman, free negro or mulatto, shall be deemed vagrants, and on conviction thereof shall be fined in a sum not exceeding, in the case of a freedman, free negro, or mulatto, fifty dollars, and a white man two hundred dollars, and imprisoned, at the discretion of the court, the free negro not exceeding ten days, and the white man not exceeding six months.

AN ACT to regulate the relation of master and apprentice, as relates to freedmen, free negroes, and mulattoes.

Section 1. It shall be the duty of all sheriffs, justices of the peace, and other civil officers of the several counties in this State, to report to the probate courts of their respective counties semi-annually, at the January and July terms of said courts, all freedmen, free negroes, and mulattoes, under the age of eighteen, in their respective counties, beats, or districts, who are orphans, or whose parent or parents have not the means or refuse to provide for and support said minors; and thereupon it shall be the duty of said probate court to order the clerk of said court to apprentice said minors to some competent and suitable person on such terms as the court may direct, having a particular care to the interest of said minor: *Provided,* That the former owner of said minors shall have the preference when, in the opinion of the court, he or she shall be a suitable person for that purpose.

Sec. 4. Be it further enacted, That if any apprentice shall leave the employment of his or her master or mistress, without his or her consent, said master or mistress may pursue and recapture said apprentice, and bring him or her before any justice of the peace of the county,

whose duty it shall be to remand said apprentice to the service of his or her master or mistress; and in the event of a refusal on the part of said apprentice so to return, then said justice shall commit said apprentice to the jail of said county, on failure to give bond, to the next term of the county court; and it shall be the duty of said court at the first term thereafter to investigate said case, and if the court shall be of opinion that said apprentice left the employment of his or her master or mistress without good cause, to order him or her to be punished, as provided for the punishment of hired freedmen, as may be from time to time provided for by law for desertion, until he or she shall agree to return to his or her master or mistress: