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Gilder Lehrman: Reconstruction

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Lesson Plan: “Structured Academic Controversy: Reconstruction”

Essential Question: “Could Reconstruction Have Proven Successful in Protecting the Rights of African Americans in the South?”

Objectives:: Students will...

- Examine primary source documents to respond to the essential question, supported by source-based evidence.
- Become familiar with Reconstruction sources and make predictions based on source evidence.
- Deliver a collaborative, verbal argument utilizing such evidence.
- Engage in active listening and repeat back to one another that which they understood, and request clarification.
- Demonstrate respectful criticism of their opponents views.
- Collaborate to come to a consensus about the successes and/or failures of Reconstruction.

Number of Class Periods:

Three 60 minute periods.

Grade Level:

This lesson was designed with 8th grade in mind, although is easily adaptable by modifying language and source difficulty.

Standards:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

Connecticut Social Studies Framework INQ 6–8.2

Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Connecticut Social Studies Framework INQ 6–8.3

Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.

Connecticut Social Studies Framework INQ 6–8.5

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Connecticut Social Studies Framework INQ 6–8.6

Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Connecticut Social Studies Framework INQ 6–8.7

Evaluate the credibility of a source by determining its relevance and intended use.

Connecticut Social Studies Framework INQ 6–8.8

Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

Connecticut Social Studies Framework INQ 6–8.9

Develop claims and counterclaims while pointing out the strengths and limitations of both.

Connecticut Social Studies Framework INQ 6–8.10

Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

Connecticut Social Studies Framework INQ 6–8.11

Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Connecticut Social Studies Framework INQ 6–8.12

Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Connecticut Social Studies Framework INQ 6–8.13

Critique arguments for credibility.

Connecticut Social Studies Framework INQ 6–8.14

Critique the structure of explanations.

Connecticut Social Studies Framework INQ 6–8.15

Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Connecticut Social Studies Framework INQ 6–8.16

Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

Connecticut Social Studies Framework INQ 6–8.17

Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Historical Background/Context:

This lesson will require that students have experience analyzing and processing various primary source documents. If at all necessary, the accompanying documents may be modified to cater to the needs of individual students.

With regards to content, students should have completed a comprehensive study of the Antebellum and Civil War periods to be familiar with popular and political attitudes and trends towards emancipation and unification. An introduction to the goals of reconstruction is recommended.

Materials:

Examples of instructional materials for the lesson could include the following:

- Primary Sources...
 - “The Reconstruction Amendments.” *National Constitution Center*, National Constitution Center, constitutioncenter.org/learn/educational-resources/historical-documents/the-reconstruction-amendments. Accessed July 26, 2018.

- Andrew Johnson: "Proclamation 167—Offering and Extending Full Pardon to All Persons Participating in the Late Rebellion," September 7, 1867. Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*. <http://www.presidency.ucsb.edu/ws/?pid=72125>. Revised July 26, 2018.
- Gladstone, William A., Collector. *William A. Gladstone Afro-American Military Collection: Circular, Bureau of Refugees, Freedmen and Abandoned Lands, Charleston, S.C., re establishing schools*. 1866. Manuscript/Mixed Material. Retrieved from the Library of Congress, <www.loc.gov/item/mss83434144/>. Accessed July 26, 2018.
- "Bailey, Isham G. (Fl. 1867) [Freedman's Contract between Isham G. Bailey and Freedmen Cooper Hughs and Charles Roberts]." *Gilder Lehrman Institute of American History*, www.gilderlehrman.org/content/freedmans-contract-between-isham-g-bailey-and-freedmen-cooper-hughs-and-charles-roberts. Accessed July 26, 2018.
- "Ku Klux Klan to Davie Jeems." *Gilder Lehrman Institute of American History*, www.gilderlehrman.org/content/davie-jeems. Accessed July 26, 2018.
- "Douglass, Frederick (1818-1895) to Robert Adams." *Gilder Lehrman Institute of American History*, www.gilderlehrman.org/content/robert-adams. Accessed July 26, 2018.
- "K.L.K. (Fl. 1866) to Charles Sumner." *Gilder Lehrman Institute of American History*, www.gilderlehrman.org/content/charles-sumner-4. Accessed July 26, 2018.
- "Chase, Thomas N. (Fl. 1872) to Charles Sumner." *Gilder Lehrman Institute of American History*, www.gilderlehrman.org/content/charles-sumner-sumners-autograph-endorsement-signed. Accessed July 26, 2018.
- SAC Packet, including graphic evidence organizer, vocabulary organizer and questionnaire.
- SAC Powerpoint Slide, with necessary software, projector and surface.

Procedures:

1. At the teachers' discretion, begin by dividing students into groups of four, and then subsets of 2 partners per group.
2. Distribute materials to include...
 - Packet containing all sources. Teacher may add or remove sources as deemed necessary.
 - SAC Packet, including graphic evidence organizer, vocabulary organizer, and Academic Controversy Questionnaire.
3. Begin by providing students with a brief introduction to what the Era of Reconstruction was, and when, where and why it occurred. Be sure to mention that the program was effectively abandoned by 1880 and, by the 20th century, largely failed to protect the civil rights of African Americans in the South.

4. Introduce the essential question of this academic controversy, **“Could Reconstruction Have Proven Successful in Protecting the Rights of African Americans in the South?”** Within each group, assign the affirmative to one partnership, and the negative to the other. Explain to students the SAC process (outlined below).
5. To prepare for the Structured Academic Controversy session, students should spend some time exploring the sources provided. This may be done via a variety of methods to include teacher-centered to emphasize proper inflection, collective reading with student partners, and individually. Teachers may wish to have students read the sources for homework and identify unfamiliar vocabulary on their vocabulary organizers.
6. Teachers should take time to assist students with any unfamiliar vocabulary for better understanding.
7. Over the course of the first 2 class periods, student partnerships should use their evidence organizers to prepare a 3 minute argument based on the evidence presented in the source material. This evidence should then be prepared in a way which creates a coherent, well-organized argument. While compiling evidence and preparing for debate, students should also be completing their SAC questionnaire. Teacher should be present and available to monitor student progress and adherence to the tasks presented, and to provide advice and guidance when needed.
8. On the final day of the activity, students should be prepared with evidence based reactions to the essential question. Allow students 15-20 minutes to prepare their arguments and materials and record a brief summary of their argument on question 3 on the Academic Controversy worksheet.
9. Announce for students that the activity is about to begin, and allow the Affirmative partnership 3 minutes to present their argument to the negative. Both students must participate in this argument using source based evidence, while the opposite team engages in actively listening. The opposite team will record the arguments, as they understand them, on the Academic Controversy page, question 4.
10. Once the affirmative argument is completed, the negative is allowed one minute to ask for clarification, and then to repeat the affirmative’s argument as they understood it. Again both partners are expected to contribute verbally.
11. The process then repeats, this time with the negative presenting and the affirmative responding.
12. The four group members will then come together to engage in a collaborative discussion. Using question 5 on the Academic Controversy worksheet, both sides should come to a consensus regarding the essential question. This consensus should be a series of resolutions which respond to the question supported by source evidence.
13. At the culmination of the debate, assign question 6, the reflection paragraph (or essay, if desired). Teachers should collect the SAC Packet, along with the reflection paragraph for assessment.

For more on SAC, visit <http://teachinghistory.org/teaching-materials/teaching-guides/21731>

Assessment:

- Informal – Students will be assessed as they participate in the SAC model. What level of engagement are they demonstrating in source analysis, presentation of argument, active listening and collaboration.
- Formal – Student evidence organizer and responses will be checked for understanding at the teacher's discretion.
- Summative – The essential question may be included on an upcoming summative assessment.

SAC- Capture Sheet

Could **Reconstruction** Have Proven Successful in Protecting the Rights of African Americans in the South?

Don't Forget the Rules of Successful Academic Controversy!

- Practice active listening
- Challenge ideas - not each other
- Try your best to understand the other positions
- Share the floor: Each person in the pair **MUST** have an opportunity to speak during the position

PREPARATION:

1. Highlight your assigned position
 - **YES:** Reconstruction COULD have been successful in protecting the rights of African Americans in the South.
 - **NO:** Reconstruction COULD NOT succeed in protecting the rights of African Americans in the South.

2. Read each document to obtain support for your assigned position's argument. Use the documents to fill in the chart below. (*Hint: Not all documents support your side... find those that **do** support your position.*)

Doc	What is the <u>MAIN IDEA</u> of this document ?	What <u>DETAILS SUPPORT</u> your position?
Reconstruction Amendments		
Proclamation 167		
Re-Establishing Schools, 1866		
“KlK” to Charles Sumner		
Sharecropper’s Contract		
KKK Threat, 1868		
Thomas Chase to Charles Sumner		
Frederick Douglass to Robert Adams		

ACADEMIC CONTROVERSY:

3. Work with your partner to summarize the arguments for your assigned position using the supporting documents you found above.

4. You and your partner will present your position to the opposing group members. When you are finished, you will then listen to your opponents' position.
 - While you are listening to your opponents' position, write down the main details of their argument here.

 - What clarifying questions do you need your opponents to answer about their position?

 - How did they answer your questions?

CONSENSUS BUILDING:

5. Now forget about your assigned position. What side of the issue makes the most sense TO YOU? You may now argue for either side. Look at the evidence and make the most fair, unbiased judgment possible. Pretend you are living in the time period and do not know what the future might hold.

With the help of your sources, discuss the question with both sides of your group. Use the space below to answer the main question, and using evidence, explain why your answer is correct. It is acceptable to write in bullet points.

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6. SUMMARIZATION

Directions: Write a paragraph to answer the question below. Use at least 3 pieces of evidence from the SAC.

Reconstruction: Could it have been successful in protecting the rights of African Americans in the South?