

Reconstruction: A Time of Turbulence

Grade Level: Fifth Grade

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Length of Unit: 3-4 weeks

I. ABSTRACT

This eight-lesson unit takes students on a journey through the turbulent Reconstruction Era of our United States history. It should only be implemented with those students who have completed a thorough study (unit) on the Civil War. In this unit, students will gain insight into the political and societal issues of the Reconstruction Era by conducting research, and through role playing and writing from the perspectives of the various political and societal groups of the time. At the end of the unit, students will develop and participate in a talk show that focuses on the Reconstruction Era.

II. OVERVIEW

A. Concept objectives:

1. Explain Lincoln's plan for the reconstruction of the South.
2. Understand the political conflicts between the Radical Republicans and President Johnson.
3. Understand that the "Black Codes" denied former slaves their rights and evoked varying emotions throughout the North and South.
4. Recognize that many wealthy, white Southerners ridiculed and displayed hostility toward any societal group or organization that acted in support of the Radical Republicans.
5. Understand that President Andrew Johnson's continued opposition to the Radical Republicans led to his impeachment.
6. Understand that there are key factors that must be in place before amending the U.S. Constitution.
7. Understand that the 13th, 14th, and 15th amendments were intended to protect the rights of blacks after the Civil War.
8. Understand that the ratification of the 13th, 14th, and 15th amendments led to the rise of white militancy groups in the South.

B. Core Knowledge Sequence

1. President Abraham Lincoln announces his plan for Reconstruction of the South.
2. Vice President Johnson becomes president and tries to implement his own plan for Reconstruction.
3. The Radical Republicans oppose Johnson's plan.
4. The "Black Codes" are created by Southern legislatures in order to deny former slaves their rights.
5. Scalawags and Carpetbaggers are subjected to ridicule by many white Southerners.
6. The Freedman's Bureau works to protect and assist blacks in the south.
7. President Andrew Johnson is impeached.
8. The 13th, 14th, and 15th Amendments are created and lead to the emergence of white militancy groups.

9. Federal troops are withdrawn from the South ending the Reconstruction Era.
- C. Skills to be taught:
1. Research skills
 2. Writing process
 3. Comparing and contrasting
 4. Analyzing
 5. Understanding cause and effect relationships
 6. Completing graphic organizers
 7. Making inferences
 8. Persuasive and descriptive writing

III. BACKGROUND KNOWLEDGE

A. For teachers:

This unit should only be taught after completing a unit on the Civil War. The study of the Civil War should provide students with the prior knowledge listed below, which is necessary to complete this lesson on Reconstruction.

1. Feinberg, Barbara Silberdick. *Constitutional Amendments*. New York: Twenty-First Century Books, 1996, ISBN 0-8050-4619-4.
2. Hirsch, E.D., Jr. *What Your 5th Grader Needs to Know*. New York: Doubleday, 1996, ISBN 0-385-31464-7.
3. Mettger, Zak. *Reconstruction: America after the Civil War*. New York: Lodestar Books, 1994, ISBN 0-525-67490-X.
4. *Chronicle of America*. New York: Chronicle Publications, Inc., 1988, ISBN 0-13-133745-9.

B. For students:

1. The constitution of the United States (covered in 4th grade)
2. Amendments to the Constitution (covered in 4th grade)
3. The concept of impeachment (covered in 4th grade)

IV. RESOURCES:

1. Hakim, Jay. *Reconstruction and Reform*. New York: Oxford University Press. 1994, ISBN 0-19-507758-X (pbk) or ISBN 0-19-507757-1 (lib ed).
2. Meltzer, Milton. *The Truth about the Ku Klux Klan*. New York: Franklin Watts, 1982, ISBN 0-531-04498-X.
3. Morin, Isobel V. *Impeaching the President*. Brookfield, CT: The Millbrook Press, 1996, ISBN 1-56294-668-4 (lib bldg).
4. Todd, Lewis Paul and Curti, Merle. *The American Nation: Reconstruction to the Present, Annotated Teacher's Edition, Pt. 1*. New York: Harcourt Brace Jovanovich, 1986, ISBN 0-15-376021-4.
5. Trelease, Allen W. *Reconstruction: The Great Expectation*. New York: Harper and Row Publishers, Inc., 1971, ISBN 06-026122-6.
6. *The World Book Encyclopedia*. Chicago, IL: World Book, Inc., 1998, ISBN 0-7166-0098-6.

V. LESSONS

Lesson One: Lincoln's Plan

A. Objectives:

1. Lesson Content: Understand the concept of Reconstruction

2. Concept Objective: Explain Lincoln's Plan for the reconstruction of the South.
 3. Skill Objective: Predict reactions to Lincoln's plan from Northern and Southern perspectives.
- B. Materials:
1. Student copies of Lincoln's plan
 2. Conflicting Viewpoints: North vs. South (Appendix A)
 3. Manipulatives (i.e. Lego's, building blocks)
 4. Chart paper
- C. Key Vocabulary:
1. "house divided," reconstruction, preserve, malice, charity, and traitor
- D. Procedures and Activities: This lesson will take approximately 2 days to complete.
1. Teacher can read the definition of Reconstruction to the students and then have a class discussion, or have students discover the concept of reconstruction in a concrete manner through the use of manipulatives with the following activity.
 - a. With a partner, allow students to construct a model of their choice (i.e. bridge, tower, car).
 - b. Have students exchange the model they created with the partners sitting next to them.
 - c. After exchanging models, have students disassemble the models and attempt to reconstruct them so that the finished product resembles the original model as closely as possible.
 - d. Once the models have been reconstructed, give the reconstructed models back to the original partners.
 2. Engage students in a whole group discussion about the reconstruction of their original models. Guide students in finding examples of reconstruction in everyday life (i.e. new bridges, school bond issues, and new presidential agenda).
 3. Explain that Reconstruction is also something that took place in the South after the Civil War. Have students read their copy of Lincoln's Plan for Reconstruction of the South. **Suggested resources include:** *What Your 5th Grader Needs to Know* and *Chronicle of America*
 4. Assign students to work with a partner to define the following vocabulary words. They should first attempt to define vocabulary words using context clues. However, students may use a dictionary if necessary. *Vocabulary words:* preserve, malice, charity, traitor, "house divided," and reconstruction.
 5. In small groups, have students reread their copies of Lincoln's Plan and discuss their interpretations of Lincoln's quotes: "a house divided against itself cannot stand alone" and that he wanted Reconstruction to be carried out "with malice toward none; charity for all."
 6. Ask students to write their own interpretation of Lincoln's Plan in their writing journals. Students may share their entry with the class. **NOTE:** To save time, this may be done during scheduled journal writing time.
 7. The class will need to review major issues discussed in the previous Civil War unit. For the final activity, the class is divided into two groups.
 - a. Assign one half of the class the role of Northerners during the 1860's and the other half the role of Southerners of that same time period.
 - b. Label one piece of chart paper as "Characteristics of the North" and encourage the "Northerners" in your class to list what they know about the

North's viewpoint concerning Lincoln's plan and reconstruction. **NOTE:** Lists should include, but are not limited to: slavery, secession, states' rights, elections, laws which circumvented the rights of freed men, readmission criterion, and economic impacts. **(Appendix A can be used if preferred)**

- c. Label one piece of chart paper as "Characteristics of the South" and encourage the "Southerners" in your class to list what they know about the South's viewpoint concerning Lincoln's plan and reconstruction. **NOTE:** Lists should include, but are not limited to: slavery, secession, states' rights, elections, laws which circumvented the rights of freed men, readmission criterion, and economic impacts. **(Appendix A can be used if preferred)**
 - d. Using the information listed on the two charts, students will be asked to volunteer to role play a discussion between a Northerner and a Southerner on various issues such as slavery or secession.
- E. Evaluation/Assessment:
From the perspective of students assigned roles in Activity 7, ask students to write a letter to President Lincoln expressing their reaction to his plan for reconstruction of the South. Encourage students to share their views with the class.
- F. Standardized Test Connection:
1. Identify the stated or paraphrased main idea of a selection
 2. Predict probable future actions and outcomes
 3. Understand the feelings and emotions of characters

Lesson Two: Struggle for Control of the South

- A. Objectives:
1. Lesson Content: President Johnson vs. Radical Republicans
 2. Concept Objective: Understand the political conflicts between the Radical Republicans and President Johnson
 3. Skill Objective: Compare and contrast Johnson's plan for reconstruction of the South to that of the Radical Republicans.
- B. Materials:
1. Writing journals
 2. Sources for research
 3. Student copies of Johnson's Plan
 4. Student copies of Radical Republicans views
 5. Conflicting Views (Appendix B)
 6. Sentence strips
 7. Markers
 8. Dictionary
- C. Key Vocabulary:
1. radical, amnesty, deny, and abolish
- D. Procedures and Activities: This lesson will take approximately 2 days to complete.
1. Review with students the fact that according to the U.S. Constitution, if a U.S. president dies while in office, the Vice President would automatically assume the presidency. **NOTE:** Students should have been exposed to a unit(s) involving the Constitution in 2nd and 4th grades. Briefly discuss with students the fact that Vice President Andrew Johnson was sworn in as President of the United States after Lincoln's assassination.

2. Given various sources (i.e. encyclopedias, textbooks, autobiographies, on-line electronic sources), allow students approximately 20-30 minutes to briefly research information with regard to Andrew Johnson's life.
 - a. With a partner, students are to list facts about the life of Andrew Johnson on sentence strips. (These strips could be placed on the wall for future reference.)
 - b. In a whole group setting, partners will share their information on Andrew Johnson. **NOTE:** Students' findings should include, but are not limited to: born in North Carolina, lived in and was governor of Tennessee, believed in states' rights, and owned 5 slaves prior to the civil war.
 - c. Given the information learned, pose the following question as a writing journal prompt: Will Johnson enforce Lincoln's plan, or will he create his own plan for reconstruction of the South?
 - d. Encourage students to share their answers to the writing prompt with the class.
 3. Read and discuss Johnson's Plan for Reconstruction of the South. **Suggested resources include:** *What Your 5th Grader Needs to Know*, *The World Book Encyclopedia*, and *Chronicle America*.
 - a. In a whole group discussion, have students' compare their ideas from their journal writing in Activity 2 to Johnson's plan. **NOTE:** Lead students toward a connection between Johnson's background and his plan for reconstruction of the South. **Suggested leading questions may include:**
 - (1) Where was Andrew Johnson born? (North Carolina)
 - (2) Is that a Southern or Northern state? (Southern)
 - (3) Johnson was governor of what state? (Tennessee)
 - (4) Is that a Southern or Northern state? (Southern)
 - (5) What effect would being from the South have on Johnson's decision for reconstruction?
 4. Assign students to work with partners to define the following vocabulary words. They should first attempt to define vocabulary words using context clues. However, students may use a dictionary if necessary. *Vocabulary words:* radical, amnesty, deny, and abolish.
 5. Read and discuss the views of the Radical Republicans on reconstruction. **Suggested resources include:** *What Your 5th Grader Needs to Know*, *Reconstruction and Reform*, and *Reconstruction: America After the Civil War*. **NOTE:** Focus of discussion should be on the fact that Radical Republicans did not feel many Southerners could be trusted.
 6. Review vocabulary words defined in Activity 4. Have students explain orally how these vocabulary words tie in to Johnson's Plan and the views of the Radical Republicans for reconstruction of the South.
- F. Evaluation/Assessment:**
Using a graphic organizer (**Appendix B**), students will compare and contrast the views of the Radical Republicans to those of President Andrew Johnson's with regard to the reconstruction of the South.
- G. Standardized Test Connection:**
1. Identify the cause(s) of a given event or a character's actions
 2. Draw logical conclusions

3. Make generalizations

Lesson Three: Emergence of the Black Codes

- A. Objective:
 1. Lesson Content: Southern legislatures create “Black Codes.”
 2. Concept Objective: Understand that the “Black Codes” denied former slaves their rights and evoked varying emotions throughout the North and South.
 3. Skill Objective: Analyze the impact of the “Black Codes” on various social groups during the reconstruction of the South.
- B. Materials:
 1. Writing journals
 2. “Black Codes” reading material for teacher’s use
 3. Newsprint
 4. Stencils (for headlines)
 5. Pillows
 6. Snacks
 7. Glasses for drinks, plates, and napkins
- C. Key Vocabulary:
 1. No new vocabulary words will be introduced in this lesson.
- D. Procedures and Activities: This lesson will take approximately 1-2 days to complete.
 1. **NOTE:** This activity is actually a simulation that must be done approximately 30 minutes to an hour prior to the rest of this lesson. Divide the class into one group of 4 and two larger groups.
 - a. The first large group will be given a snack (i.e. fruit, juice, or crackers), and a pillow to make the seats at their desks more comfortable.
 - b. The second large group will be given a glass of water and will be told to sit on the floor.
 - c. The group of 4 will sit at the front of the class and will be asked to monitor and maintain control of the class.
 - d. In order to allow this simulation time to take effect, have students continue working on a given assignment (not related to this lesson) for 30 minutes to an hour, or until the second group becomes too frustrated at the inequality of their situation.
 2. Guide a class discussion in which students can share how they felt about the conditions under which they worked and about how they felt about their classmates in the other groups. **Guiding questions might include :**
 - a. How do you feel about the inequality of your condition? Explain.
 - b. What would you like to say to the group of 4 monitors?
 - c. Is it fair for some students to enjoy privileges while others suffer? Why or why not?
 3. Tell students that the group who had the pillows and the snacks represented the many wealthy, white Southerners; the group who had the glass of water and sat on the floor represented the former slaves, and the group of 4 represented the Radical Republicans.
 - a. Explain to group 1 that they are to pretend to be former slaves during the Reconstruction period.
 - b. Explain to group 2 that they are to pretend to be wealthy, white Southerners.

- c. Explain to group 3 that they are to pretend to be Radical Republicans from the North.
 - d. Tell students that you will be reading some information to them and that they are to listen to and think about what is being read as the former slaves, as the wealthy, white Southerners, or as the Radical Republicans might do.
 - e. Read aloud some information that explains how the “Black Codes” were created and enforced on African Americans. **Suggested resources include:** *What Your 5th Grader Needs to Know*, *The World Book Encyclopedia*, and *An Outline of American History: Sectional Conflict*
 - f. From the point of view assigned to them, have students write their reactions to the “Black Codes.” Encourage students to share their work and discuss what motivated people to react as they did.
4. Using several different sources (i.e. copy of information read aloud in Activity 1, encyclopedias, textbooks, biographies, on-line electronic sources), have students make a list of some of the laws known as the “Black Codes.” Lists might include, but are not limited to: forcing blacks to sign labor contracts, allowing employers to whip their black employees, limiting blacks to possess firearms, and leasing of farmland.
- E. Evaluation/Assessment:
Write a newspaper article that explains the “Black Codes.” Students may choose to write for a Northern or Southern newspaper. Their article should include a headline and provide examples of the “codes.” It may include an interview with a former slave, a Radical Republican, and/or a wealthy, white Southerner. **NOTE:** Make sure to have newspaper articles as well as newspaper headlines available as examples for student’s use.
- F. Standardized Test Connection:
- 1. Recall supporting facts and details
 - 2. Make generalizations
 - 3. Recognize point of

Lesson Four: Who’s Helping the South?

- A. Objectives:
- 1. Lesson Content: Carpetbaggers, Scalawags, and Freedmen’s Bureau
 - 2. Concept Objective: Recognize that many wealthy, white Southerners ridiculed and displayed hostility toward any societal group or organization that acted in support of the Radical Republicans.
 - 3. Skill Objective: Analyze how the Carpetbaggers’, Scalawags’, and the Freedmen’s Bureaus’ interest in the South led to criticism and hostility toward them.
- B. Materials:
- 1. Student Societal Groups/Organizations (Appendix C)
 - 2. Transparency of Societal Groups/Organizations (Appendix C)
 - 3. Samples of political cartoons (can also place on transparencies)
 - 4. Writing journals
- C. Key Vocabulary:
- 1. Carpetbaggers, Scalawags, Freedmen’s Bureau, and veto
- D. Procedures and Activities: This lesson will take approximately 2 or 3 days to complete. An overhead projector will be needed.

1. Tell students that they will be going to the library to conduct research and collect data.
 - a. Divide the class into thirds. One-third of the class will be Carpetbaggers, one-third of the class will be Scalawags, and one-third of the class will be Freedmen's Bureau.
 - b. Have students choose a partner. Partner must be within their assigned topic group.
 - c. Have students define their assigned topic group.
 - d. Give students the following criteria for analyzing their research data.
 - (1) How did this societal group or organization come to exist? Where did their names come from?
 - (2) What motives drove this societal group or organization to the South? What were their beliefs?
 - (3) What type of criticism did this societal group or organization receive from many of the wealthy, white Southerners?

2. For this activity, students will complete a graphic organizer with the data collected in Activity 1. They may continue working with their research partner (from Activity 1), or they may work individually. **NOTE:** A copy of the graphic organizer must be made on an overhead transparency. Copies for the students should be made prior to this activity, or students can copy it onto their paper themselves. (**Appendix C**)
 - a. Ask students to fill in the section of the graphic organizer that pertains to the topic they researched. For example, those students who researched the Carpetbaggers should only fill in information pertaining to the Carpetbaggers. Their sections on Scalawags and Freedmen's Bureau should remain blank.
 - b. Call on students to share their information and copy it onto the graphic organizer on the overhead transparency as they list their facts on their individual graphic organizers.
 - c. Explain to students that they should fill in their own graphic organizer with any information they hear their classmates offer that they do not already have.
 - d. Once the graphic organizer is complete, guide the students in a discussion about how the Carpetbaggers, Scalawags, and Freedmen's Bureau compare to one another.
 - (1) What did Carpetbaggers, Scalawags, and the Freedmen's Bureau have in common?
 - (2) What motivation did the Carpetbaggers, Scalawags, and the Freedmen's Bureau have for their interest in the reconstruction of the South? Were they similar to one another, or different?
 - (3) What social group coined the names "Carpetbaggers" and "Scalawags"? Why?
 - (a) For further analysis:
 - I. Why do you think that many wealthy, white Southerners criticized the Carpetbaggers and the Scalawags?
 - II. Why did President Andrew Johnson try to stop the Freedmen's Bureau? Why was he so critical of it?

- III. What did many of the wealthy, white Southerners stand to gain if the Carpetbaggers, Scalawags, and the Freedmen's Bureau went away?
 - IV. Why were so many wealthy, white Southerners so reluctant to change?
- 3. Explain to students that, as was discovered in our discussion in Activity 2, change is often difficult for people to accept. Many former slave owners in the South were used to their way of life. They depended on slaves to keep their plantations alive. Life without slaves was difficult and they resisted it.
- 4. **NOTE:** All students in the San Antonio Independent School District will be required to wear uniforms beginning in the 1998-99 school year. The following writing journal prompt may not be suitable for students outside of this district. Several years from now, SAISD students may no longer be passionate about this issue. Therefore, teachers may choose an issue that is near and dear to their own students.
 - a. Ask students to respond to the following writing prompt in their writing journals.
 - (1) Part of your daily life used to include waking up in the morning, changing into an outfit of your choice, and wearing it to school. How did it make you feel when you lost your freedom of choice and were forced to wear a uniform?
 - (a) As an extension, pose the following question:
 - I. How does your reaction to change compare with that of the many wealthy, white Southerners?
- 5. For this activity, samples of political cartoons will be used. (These can be found in Social Studies textbooks, the newspaper, or in news magazines such as *Time* and *Newsweek*.)
 - a. Show students a political cartoon on the overhead projector.
 - b. Ask students to interpret the political cartoon.
 - c. Show students a second and third political cartoon on the overhead projector and again, ask for their interpretations.
 - d. Explain that political cartoons generally poke fun at government leaders, social groups, or political issues. Often times, political cartoons look for the weaknesses of a person or issue.
 - e. Show students the same overhead transparencies that were shown in parts "a" and "c." Ask them what or whom these particular cartoons are poking fun at.
- 6. Divide the class into groups of 3 or 4 students.
 - a. Give each group 3-4 political cartoons.
 - b. Allow each group to study each cartoon. (They should take only about 10-15 minutes.)
 - c. Ask students to select one cartoon that they would like to analyze and share with the class.
 - d. Allow approximately 10 minutes for students, in their groups, to discuss the following:
 - (1) Who or what is this cartoon portraying?
 - (2) Is this cartoon humorous? Why?

- (3) Who might consider this cartoon to be really funny?
- (4) Is there anyone who might be angered or hurt by this cartoon?
- e. Assign one student in each group to share with the class the political cartoon of their choice and their analysis of it.
- E. Evaluation/Assessment:
Design a political cartoon that depicts either a Carpetbagger, a Scalawag, or the Freedmen's Bureau as a Southerner might see them. **NOTE:** This assessment can be done individually or with a partner.
- F. Standard Test Connection:
 - 1. Use graphic sources for information
 - 2. Understand the feelings and emotions of characters
 - 3. Make generalizations

Lesson Five: Johnson's Impeachment

- A. Objectives:
 - 1. Lesson Content: The impeachment of President Andrew Johnson.
 - 2. Concept Objective: Understand that President Andrew Johnson's continued opposition to the Radical Republicans led to his impeachment.
 - 3. Skill Objective: Explain the factors that led to the impeachment of President Andrew Johnson.
- B. Materials:
 - 1. Writing journals
 - 2. Reading material for teacher's use on President Andrew Johnson's
- C. Key Vocabulary:
 - 1. impeachment, treason, bribery, misdemeanor, "checks and balances"
- D. Procedures and Activities:
 - 1. Guide students through a review of the three branches of government and the system of "checks and balances" that is included in the U.S. Constitution.
NOTE: Remind students that they should have studied these topics extensively in 4th grade. **Suggested guiding questions:**
 - a. What are the duties of the executive branch of the government?
 - b. What are the duties of the legislative branch of the government?
 - c. What are the duties of the judicial branch of the government?
 - d. How do these three U.S. government branches keep one another from gaining too much control? What is this called? **NOTE:** This is the opportune time to define the vocabulary word "checks and balances."
 - 2. Explain to students that Congress, according to this system of "checks and balances" has the power to remove a President from office for certain crimes committed during office. Those certain crimes include: "treason, bribery, or other high crimes and misdemeanors."
 - 3. Using a dictionary, define the following vocabulary words: treason, bribery, misdemeanor, impeachment.
 - 4. In their writing journals, ask students to explain "treason, bribery, or other high crimes and misdemeanors" in their own words. Encourage students to share their interpretations.
 - 5. Read and discuss a selected document that explains some of the actions taken by President Andrew Johnson that led to his impeachment. **Suggested resources**

include: *Impeaching the President, Reconstruction: America After the Civil War*, and *The World Book Multimedia Encyclopedia*. (See bibliography)

6. Divide the class into groups of 3-4 students. Using the information read in Activity 5, have student's list some of the actions taken by President Andrew Johnson that led to his impeachment. Lists should include, but not be limited to:
 - a. granted amnesty to Southerners
 - b. tried to give Southern states control
 - c. criticized the Freedmen's Bureau
 - d. disagreed with the Civil Rights Act
 - e. ridiculed Congress through public speeches
 - f. removed Secretary of War without approval of Congress
- E. Evaluation/Assessment:
With a partner, role play an interview between a reporter and a historian. The interview should include a discussion and explanation about the factors that led to the impeachment of President Andrew Johnson.
- F. Standard Test Connection:
 1. Recall supporting facts and details
 2. Identify the cause(s) of a given event or a character's actions
 3. Draw logical conclusions
 4. Make generalizations

Lesson Six: Three New Amendments

- A. Objectives:
1. Lesson Content: 13th, 14th, and 15th Amendments
 2. Content Objective:
 - a. Understand that there are key factors that must be in place before amending the U.S. Constitution.
 - b. Understand that the 13th, 14th, and 15th amendments were intended to protect the rights of blacks after the Civil War.
 3. Skill Objective:
 - a. List the factors that must be in place in order to amend the U.S. Constitution.
 - b. Explain the 13th, 14th, and 15th amendments.
- B. Materials:
1. KWL chart for student's use and transparency for teacher's use (Appendix D)
 2. Copies of your school's *Student Code of Conduct* (or a similar document) for teacher and student use
 3. Ballots (See Activity 5)
 4. Copies of the 13th, 14th, and 15th amendments for students use
 5. Writing journals
- C. Key Vocabulary:
1. amendment, propose, and ratify (Review from 4th grade unit on the U.S. Constitution)
- D. Procedures and Activities: This lesson will take approximately 2-3 days to complete.
1. Remind students that in the 4th grade, they studied the Constitution of the United States, including the issue of amendments. Using a KWL chart (one for each student and one on overhead transparency for teacher's use), activate prior knowledge. Ask students to brainstorm in small groups what they remember.

Students should write their responses in the “**K**” (**what I know**) section, and in the “**W**” (**what I want to know**) section, and leave the “**L**” (**what I learned**) section blank. Ask students to share their ideas, one group at a time. Write down their ideas on the overhead transparency. (**Appendix D**) **NOTE:** Vocabulary words will be reviewed in this activity. Students should already know these words from studying the U.S. Constitution in the 4th grade.

2. Have students read and discuss a specific source of information that explains what needs to be done in order for the Constitution of the U.S. to be amended. **NOTE:** An excellent resource for this activity is *Constitutional Amendments* by Barbara Silberdick Feinberg. Social Studies textbooks should also be helpful.
3. From their information source read in Activity 2, have students fill in the “**L**” (**what I learned**) section of their KWL charts identifying key factors that must be in place for the U.S. Constitution to be amended. Have students share their responses and write them in on the overhead transparency. Lists should include, but are not limited to:
 - a. The Constitution is the supreme law of our country.
 - b. The Constitution, however, can change as times change.
 - c. These changes are called amendments.
 - d. Proposing an amendment requires a two-thirds vote in both houses of Congress.
 - e. Ratifying an amendment requires approval of three-fourths of U.S. states.
4. Divide students into groups of 3-4 and provide each group with a copy of your school’s *Student Code of Conduct* (or a similar document).
 - a. Explain to students that they are to find a section in their *Student Code of Conduct* (or a similar document) that they would like to amend
 - b. Have each student in each group write an amendment to their *Student Code of Conduct* (or a similar document). Explain that they must have a clear purpose for proposing their amendment. They must convince two-thirds of their group that their amendment is a necessary change.
 - c. Have each group present their proposed amendment(s) to the class along with their persuasive argument in support of their amendment(s).
 - d. Make copies of a ballot showing each proposed amendment. Ballots should include a “YES” and “NO” box beside each amendment. Students will use these ballots when voting. They are to show their vote by checking either “YES” or “NO.” A check beside “YES” means they support the amendment, and a check beside “NO” means they disagree with the amendment.
 - e. Hold an election in which all students in the class vote on each proposed amendment.
 - f. Assign an election committee to tally the results of the election. Have students determine which of the proposed amendments were ratified as a result of having a three-fourths majority.
 - g. Announce and post the results of the election
 - (1) **NOTE:** As an extension, have students present the amendments that were ratified to the principal and ask him/her to honor their democratic process for change. Explain they would once again have to present a clear, concise purpose for the change.

5. Explain to students that the same process they followed in Activity 4, using their *Student Code of Conduct*, is used to pass each amendment in the U.S. Constitution. Also, explain that they were acting as members of Congress.
 6. Through class discussion, guide students to predict what the 13th, 14th, and 15th amendments may have been about. **Suggested guiding questions:**
 - a. What was a major issue between the Northern and Southern states during the Civil War?
 - b. Whose rights were Northern Radical Republicans determined to protect?
 - c. If the 13th, 14th, and 15th amendments were adopted soon after the Civil War, what might these changes be about?
 7. For this activity, students will need to work in groups of 3-4.
 - a. Give one group a copy of the 13th amendment, one group a copy of the 14th amendment, and one group a copy of the 15th amendment. **NOTE:** A good source is the *World Book Multimedia Encyclopedia* (see bibliography).
 - b. Ask students to read the amendment assigned to them.
 - c. Within their group, have students discuss what their assigned amendment means.
 - d. Have students orally present their interpretations.
 - e. Point out that each of these 3 amendments were created to protect the rights of former slaves, but today protect the rights of all men and women.
- E. Evaluation/Assessment:
Create a guidebook for new members of Congress. In this book, explain the factors that must be in place in order to amend the U.S. Constitution. Include the 13th, 14th, and 15th amendments as examples and explain how and why they came to be
- F. Standard Test Connection:
1. Recall supporting facts and details
 2. Arrange events in sequential order
 3. Follow complex directions
 4. Use graphic sources for information

Lesson Seven: White Militancy Groups

- A. Objectives:
1. Lesson Content: White militancy groups emerge in the South
 2. Content Objective: Understand that the ratification of the 13th, 14th, and 15th amendments led to the rise of white militancy groups in the South.
 3. Skill Objective: Explain the cause and effect relationship between the 13th, 14th, and 15th amendments and the subsequent emergence of white militancy groups.
- B. Materials:
1. Writing journals
 2. White militancy groups reading materials for teacher's use
- C. Key Vocabulary:
1. No new vocabulary words will be presented in this lesson.
- D. Procedures and Activities:
1. Present students with the following scenario:
 - a. You've saved up your allowance for six months to buy a new Super Nintendo. Your sister spends her money as fast as she earns it and never saves a dime. You purchase your

Super Nintendo and bring it home. You tell your sister she is not allowed to use it. You feel very strongly about this. After all, you worked hard and saved your money to buy this Nintendo. You bought it with your own money and feel that you have the right to designate who plays with it and who doesn't. Suddenly, your parents demand that you share your Nintendo with your sister. Your parents make the rules, but you strongly disagree with this rule.

2. In their writing journals, have students respond to the following prompt:
 - a. What would your reaction be if you were in the situation described in Activity 1? Would you respect the rule and allow your sister to use your Super Nintendo? Remember, you feel very strongly against it. What other options would you have?
 - b. Encourage students to share their responses.
 3. Explain to students that some people will do whatever it takes to get their own way, even if it means breaking the law or hurting others.
 4. Guide students through a whole group discussion that will lead them to make predictions about how the many white Southerners reacted to the 13th, 14th, and 15th amendments. **Suggested guided questions:**
 - a. How did many white Southerners feel about blacks?
 - b. Why did Southern states secede from the Union?
 - c. Will most white Southerners simply accept the amendments, or will they break the law?
 - d. Does breaking the law because you disagree with it make it right? Why or why not?
 5. As a whole group, read and discuss a selected source of information that explains the emergence of organizations such as the Ku Klux Klan. **NOTE:** Three excellent resources include: *The Truth About the Ku Klux Klan*, *Reconstruction: The Great Experiment*, and *Reconstruction: America After the Civil War*. (See bibliography)
- E. Evaluation/Assessment:
Write a brief summary explaining the cause and effect relationship between the 13th, 14th, and 15th amendments and the subsequent emergence of white militancy groups.
- F. Standard Test Connection:
1. Recall supporting facts and details
 2. Follow complex directions
 3. Draw logical conclusions
 4. Make generalizations

Lesson Eight: The End of Reconstruction

- A. Objectives:
1. Lesson Content: Northerners begin losing interest in the reconstruction of the South
 2. Concept Objective: Learn that as reconstruction of the South came to an end, many black Americans were still denied their rights.
 3. Skill Objective: Infer that as Northerners lost interest in the reconstruction of the South, hardship and the constant struggle for equal rights became a way of life for most African Americans.

- B. Materials:
 1. Copies of newspaper editorials (can also be placed on transparencies)
 2. Writing journals
 3. Reading sources on the end of the Reconstruction era
- C. Key Vocabulary:
 1. No new vocabulary words will be presented in this lesson.
- D. Procedures and Activities:
 1. Explain to students that by the early 1870's, many Northerners started to lose interest in the reconstruction of the South and the many problems that resulted from this era.
 2. In their writing journals, have students predict what they think happened to African Americans and Southern Democrats because of the diminishing interest of the Northern Republicans in the reconstruction of the South. Encourage students to share their written predictions.
 3. Read and discuss a selected source of information that explains the end of reconstruction. **Suggested resources include:** Two excellent resources are *The American Nation: Reconstruction to the Present* and *Reconstruction and Reform*. Also helpful is *What Your 5th Grader Needs to Know*. (See bibliography)
 4. Place students into 2 or 3 groups.
 - a. Ask them to list the factors that caused the Northerners to lose interest in reconstruction. Have students write their responses on a blank sheet of paper.
 - b. **NOTE:** The list should include, but not be limited to:
 - (1) grew weary of the black Southerners problems
 - (2) were disillusioned with the blacks lack of political skills (ignored their lack of or poor education)
 - (3) realized that often blacks were not treated with equality in the North either
 - (4) pointed out the fact that the Constitution turned over many powers to the states
- E. Evaluation/Assessment:

Write an editorial for a newspaper on your views of what will become of the South now that the federal troops have withdrawn. How will white Southern Democrats react? What will happen to African Americans?
- F. Standard Test Connection:
 1. Predict probable future actions and outcomes
 2. Understand the feelings and emotions of characters
 3. Make generalizations
 4. Recognize point of view

VI. CULMINATING ACTIVITY

Students will produce, direct, and perform a television talk show. It will include a host who will ask a variety of questions about the Reconstruction Era to his/her guests. Guests can include a Radical Republican, President Andrew Johnson, a wealthy, white Southerner, former slaves, a member of the Ku Klux Klan, a Carpetbagger, a Scalawag, and supporters

of the Freedmen's Bureau. In the tradition of a talk show format, questions and comments will also come from the students who portray audience members.

Students should wear costumes that depict how the person they're representing might have dressed for that time period. Students will respond to questions from the perspective of the person they are role playing.

The talk show can be videotaped and shared with other classes. Parents and community members should be invited to attend a showing of the talk show as well as view a display of student products created throughout this unit.

VII. HANDOUTS/WORKSHEETS

VIII. BIBLIOGRAPHY

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B. Definitions

1. ABOLISH: to do away with wholly: ANNUL (Lesson 2)

2. AMENDMENT: the process of amending by parliamentary or constitutional procedure (Lesson 6)
3. AMNESTY: the act of an authority (as a government) by which pardon is granted to a large group of individuals. (Lesson 2)
4. BRIBERY: the act or practice of giving or taking a bribe--***Bribe*: money or favor given or promised to a person in a position of trust to influence his judgment or conduct. (Lesson 5)
5. CARPETBAGGERS: a Northerner in the South after the Civil War seeking private gain under the reconstruction governments. (Lesson 4)
6. CHARITY: lenient judgment of others. (Lesson 1)
7. CHECKS AND BALANCES: the system in which the power of each branch of government is balanced by the powers of other branches. (Lesson 5)
8. DENY: to refuse to grant (Lesson 2)
9. FREEDMEN'S BUREAU: A government agency created in 1865 that provided food, schools, and medical care for freed slaves and others in the South. (Lesson 4)
10. HOUSE DIVIDED: a metaphor used by President Abraham Lincoln to describe the state of the Union before the Civil War. With this metaphor, he attempted to dissuade the conflicts between the North and the South. (Lesson 1)
11. IMPEACH: to charge with a crime or misdemeanor; *specif*: to charge (a public official) before a competent tribunal with misconduct in office--***Impeachment* (Lesson 5)
12. MALICE: intent to commit an unlawful act or cause harm without legal justification or excuse. (Lesson 1)
13. MISDEMEANOR: a crime less serious than a felony. (Lesson 5)
14. PRESERVE: to keep safe from injury, harm, or destruction (Lesson 1)
15. PROPOSED: to form or put forward a plan or intention; to set forth for acceptance or rejection (Lesson 6)
16. RADICAL: 1. tending or disposed to make extreme changes in existing views, habits, conditions, or institutions; 2. of, relating to, or constituting a political group associated with views, practices, and policies of extreme change; 3. advocating extreme measures to retain or restore a political state of affairs. (Lesson 2)
17. RATIFY: to approve and sanction formally (Lesson 6)
18. RECONSTRUCTION: the reorganization and reestablishment of the seceded states in the Union after the Civil War; the action of reconstructing (Lesson 1)
19. SCALAWAGS: a white Southerner acting in support of the reconstruction governments after the Civil War often for private gain. (Lesson 4)
20. TRAITOR: one who betrays another's trust or is false to an obligation or duty (Lesson 1)
21. TREASON: the offense of attempting by overt acts to overthrow the government of the state to which the offender owes allegiance; the betrayal of a trust (Lesson 5)
22. VETO: a power of one department or branch of a government to forbid or prohibit finally or provisionally the carrying out of projects attempted by another department; *esp*: a power vested in a chief executive to prevent permanently or temporarily the enactment of measures passed by a legislature. (Lesson 4)

RECONSTRUCTION OF THE SOUTH
CONFLICTING VIEWPOINTS: NORTH VS. SOUTH
(Appendix A)

| ISSUES | CHARACTERISTICS: VIEWPOINTS OF THE NORTH | CHARACTERISTICS: VIEWPOINTS OF THE SOUTH |
|--|---|---|
| SLAVERY | | |
| SECESSION | | |
| STATES' RIGHTS | | |
| ELECTIONS | | |
| LAWS WHICH CIRCUMVENTED THE RIGHTS OF FREED MEN | | |
| READMISSION CRITERION | | |
| ECONOMIC IMPACTS | | |

RECONSTRUCTION OF THE SOUTH
CONFLICTING VIEWS
(Appendix B)

| ISSUES | JOHNSON'S VIEWS | RADICAL REPUBLICANS VIEWS |
|-----------------------------|----------------------------|--------------------------------------|
| 1. Control of the South | | |
| 2. Wealthy, White Southerns | | |
| 3. Rights for Former Slaves | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |

**SUPPORT OF RECONSTRUCTION
SOCIETAL GROUPS/ORGANIZATIONS
(Appendix C)**

| SOCIETAL GROUP OR ORGANIZATION | DEFINITION-- Who were they? How did they come to be known in that manner? | MOTIVES— What were their goals? Why were they supporting Reconstruction of the South? | CRITICISM— Who criticized them? In what way were they criticized? |
|--|--|--|--|
| <p style="text-align: center;">Carpetbaggers</p> | | | |
| <p style="text-align: center;">Scalawags</p> | | | |
| <p style="text-align: center;">Freedmen's Bureau</p> | | | |

**PROCESS FOR AMENDING THE
UNITED STATES CONSTITUTION
(Appendix D)**

| “K” (What I Know) | “W” (What I Want to Know) | “L” (What I Learned) |
|-----------------------------|-------------------------------------|--------------------------------|
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