I. Class Demographics – (5pts)
Include contextual information about the class the lesson will be taught to such as the total number of students, male/female student ratio, ethnicities, G.T., Special Education, grade level, etc.

The total number of students in the class is 27. 15 of them are male, 12 are female. One student has an IEP and requires some differentiation of instruction with respect to technology. 2 of the students are African American, 1 is Native American, 1 is Hispanic, and the rest are white. All of the students are at the Junior level with exception of 2 Sophomores and one Senior.

II. Context – (10 pts) Explain how the lesson fits into the unit:
A. Identify unit topic and unit objectives
B. Identify essential questions addressed by this lesson
C. Describe the students’ prior knowledge or focus of previous lesson
D. Describe any modifications if necessary
A. This lesson, entitled “Worse Than Slavery: the Success of Reconstruction,” takes place within the Diversity Unit of our U.S. History course. The objective/essential question for the entire unit relates to the history of racial and gender diversity in America: “How has American society and government approached the issue of gender and racial diversity throughout time?” The specific era of study, the Reconstruction Era seeks to understand how the rights of African Americans were both expanded by law and simultaneously restricted by society. B. This lesson seeks to answer the following questions: 1.) How were the rights of African American’s actively restricted by southern society? 2.) Did Reconstruction succeed in granting African Americans the rights they were entitled to according to the Constitution? C. Up to the point of this lesson, students would have been exposed to/learned: the effects of the abolitionist movement during the Antebellum Era, the immediate impacts of Congressional Reconstruction, and the immediate expansion of African American rights through the 13th, 14th, and 15th Amendments. Students will have also read an overview of Southern resistance to the expansion of African American rights during the Reconstruction Era. D. This lesson can be easily modified. As the final product is an opinionative essay the modifications could include: summarizing just one primary source, writing one or two paragraphs describing the information in the primary sources instead of writing the essay, creating a timeline of the primary sources, writing just the introduction and thesis, or creating a political cartoon based on the primary sources providing an opinion on Reconstruction’s success.

III. Lesson Objectives/Learning Targets – (10 pts)
A. State what students will demonstrate as a result of this lesson
B. Objective must be student centered. . .(Students will…..) (I can…)

III A

1.) I can analyze primary sources for both meaning and opinion 2.) I can connect primary sources to overall historical trends

III B

1.) I will evaluate the success of Reconstruction through persuasive writing.

IV. Connections – (5 pts)
List all Kentucky Core Academic Standard(s) being addressed in the lesson. Please include written language of the targeted standard(s)

ACT Quality Core Objective - “Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole.” - “Describe the basic provisions and immediate impact of the 13th, 14th, and 15th Amendments to the Constitution.” - Student target: What were the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole?
V. Lists Resources needed to teach lesson – (5 pts)
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- Copy of Thomas Nast’s political cartoon ‘Worse Than Slavery’
- Student handout of major events of Reconstruction Era
- Primary Source packet (6 documents reflecting both positive and negative aspects of Reconstruction from the perspective of African Americans).
- Essay Question and rubric

VI. Instructional Strategies – (15 pts)
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1.) Students will initially be asked to analyze Thomas Nast’s ‘Worse than Slavery’ cartoon on the overhead. Step 1: In their notes, ask students to write down three details of the image they believe no one else will notice. Teacher will then question and compile a list of just details from the class. This allows students to fully see what evidence is available to them in the image. Step 2: Have students create three questions that they could ask to better understand the image (they can address them to Thomas Nast himself if the wish). They must ask a ‘what’ question, a ‘why’ question, and a ‘how’ question. Teacher will then conduct a discussion using this questions. Students should be encouraged to answer each other’s questions to fuel a discussion. To end, the teacher should ask, ‘why would Nast create such a negative cartoon during a time that gave so much civil rights to African American Freedmen?’
2.) Handout Reconstruction timeline: Teacher will lead a brief lecture in the significant events of the Reconstruction Era from 1863 to 1875, intentionally not going over the time between 1875 and the end of Reconstruction in 1877. He should actively question students on the events and connect these events to broad trends in historical patterns witnessed by the events. Students should annotate and add notes to their timelines as well.
3.) Primary Source Analysis: Handout packets of primary sources. Step 1: Have students work in pairs reading over the short documents. Step 2: Have students place the documents in chronological order. Step 3: Have students create T-Chart in their notes with one side labeled ‘Expansion of Rights’ and the other labeled ‘Restriction of Rights.’ Then have students sort each document into either category based on the information depicted in the source. Step 4: Have students highlight/underline one quote in each source that they believe best represents the sentiment or main point of the source.
4.) Writing the essay: Have students return to their original seats. Step 1: Have students select 2 sources from both sides of their T-Chart diagram that they best understand. Have student write down the following two statements: ‘African American rights were expanded during Reconstruction.’ and ‘African American rights were restricted during Reconstruction.’ Step 2: Have the students compose two paragraphs defend both statements while using the 4 documents presented. Encourage them to only use the documents as evidence. These paragraphs will eventually make up the body of the essay. Step 4: Essay Question. Have students finally read the essay question ‘Evaluate whether or not Reconstruction succeeded in guaranteeing the rights that African Americans were entitled to both by right and by law.’ The students then must write an introduction complete with thesis and a relevant conclusion. This should be simple if the students successfully carried out the previous steps. Note: the writing process make require an additional class period to complete.
Assessment – (10 pts)
Include your data results

VII A Formative assessment:

The main source of formative assessment comes from the creation of the document T-chart and then the writing of the initial body paragraphs. All of the students were able to accurately identify the implications of each document and successfully categorize the document in terms of expansion or restriction of rights.

VII B Summative assessment:

The summative assessment is the essay itself. Graded on a 4-point scale, the essay attempted to assess the historiography abilities of the students. 7 of the students either were absent or failed to complete the assignment. 3 Students scored a 4, 4 students scored a 3.5, 5 students scored a 3, 4 students scored a 2.5, and 4 scored a 2. None scored a 1 which was very encouraging. This showed, according to the rubric, that the majority of the students exhibited a basic understanding of historical processes.

VIII. Reflections – (10 pts)
After delivering your unit/lesson, reflect on its success.
* What evidence/data demonstrates that students met goals and objectives?
* In what areas did students exceed goals and objectives?
* What might you do differently next time?

As mentioned previously, I would judge that the students did obtain a good understanding of the content based on data and information from the in-depth class discussion, the primary source analysis process, and the essays themselves. I was extremely impressed with the description that many students used to detail the historical challenges that African Americans found themselves in during the Reconstruction Era. I was equally pleased with their ability to create and synthesize insightful questions based on the initial political cartoon prompt. In the future, I feel that more time would be necessary discussion or predicting the future implications of the actions of southerners toward African Americans. Inference is a difficult skill that needs time to hone, and it was not adequately addressed here.

IX. Impact on the awareness of diversity on lesson plan – (20 pts)
A. What impact did your lesson plan have on your students to enhance their awareness of diversity?
B. What is the purpose of the lesson?
C. Why did you select this lesson?
Racial diversity is a difficult subject to teach in a school that is not very diverse. Even in a more diverse atmosphere, the social meanings of race are often lost. My ultimate goal with this lesson was to show how social attitudes toward race or even difference is often too powerful to overcome with simple legislation. Students became acutely aware that the 14th and 15th Amendments were simply not enough to erase the 300 years of racism developed in the former slave states. Similarly, students, throughout this unit, have made connections to how social rules often trump the good intentions of school regulations, citing how some individuals escape punishment because of who they are. These differences are often based not just on race but also on family, social class, gender, and beliefs. Even though the Reconstruction Era can be a dry subject, the historical patterns of this time period can easily be translated to our time to better understand why many groups easily succeed in life, while other groups are left out. This is easily apparent in a high school environment where social status often trumps the moral impulse to “do the right thing” in the eyes of school policy. Overall, I continue to use this lesson because this moment in history was a pivotal moment for a minority group that would reverberate from the next 100 years. It is also a perfect moment for students to evaluate history using their own opinions rather than simply imbibing the opinions of others.

X. Teachability – (10 pts)

This is honestly a fairly difficult lesson to teach. It requires reading, writing, analyzing of primary sources, and open class discussion. However, if done well, or even in pieces, this lesson becomes an easy success in accomplishing several goals in one or two class periods. I would suggest starting small and using only aspects of this lesson at first. It has taken me several attempts over the years to finally get a truly satisfactory product that I feel accurately reflects the students’ learning.

Bonus Points – (3 pts)

Provide a maximum of 3 examples of students work/evidence (no student photos)
Products attached

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