

UNIT OVERVIEW

Unit Length	4-5 lessons depending on class period length; can be incorporated into a larger unit on Reconstruction or post-Reconstruction in America.
Grade Levels/Subject	8th-12th grade U.S. History
Unit Overview	<p><i>What is the legacy of slavery and Reconstruction for Black Americans?</i></p> <p><i>How does the legacy of slavery and Reconstruction continue to impact the lives of Black Americans today?</i></p> <p>Students will practice reading and understanding primary and secondary sources and will use their “Thinking like a Historian” skills to analyze these sources.</p> <p>This unit will help students develop a deeper understanding of the impact of slavery and Reconstruction on Black Americans then and now. The themes and ideas covered in <i>The 1619 Project</i> will help students make relevant connections between the experiences of Black Americans during the Reconstruction era and today. Engagement with the project and the essential questions will increase student awareness of systemic issues that continue to impact Black Americans today.</p> <p>These lessons can be implemented at the end of a Reconstruction unit or a mini-unit connecting Reconstruction, post-Reconstruction, and early 1900s America. They can also be used as a stand-alone mini-unit that can be expanded with new articles, primary sources, or current events. These lessons can also be incorporated into a larger C3 Inquiry unit on the topics.</p>
Objectives & Outcomes	<p>Students will describe the legacy and impact of Reconstruction on Black Americans.</p> <p>Students will identify multiple examples of how slavery and the Reconstruction era continue to impact Black Americans today.</p> <p>Students will write a short essay explaining the multiple ways in which slavery and the Reconstruction era continue to impact Black Americans today.</p>
Standards	<a href="#">C3 Standards:</a>

	<p>D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes and related consequences.</p> <p>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> <p>D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><u>Michigan Standards:</u>                  P2.4 Use relevant information from multiple credible sources representing a wide range of views, considering the origin, authority, structure, and context, to answer a compelling or supporting question.</p> <p>8 – U5.3.2 Describe the early responses to the end of the Civil War by describing:</p> <ul style="list-style-type: none"> <li>• the policies of the Freedmen’s Bureau.</li> <li>• the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes.</li> </ul> <p>8 – U5.3.3 Describe the new role of African-Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.</p> <p>8 – U6.2.1 U.S. History Investigation Topic and Issue Analysis, Past and Present – use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.</p>
<p>Unit Resources</p>	<ul style="list-style-type: none"> <li>• <a href="#">Jim Crow Laws and Racial Segregation in America   The Civil Rights Movement</a></li> <li>• <a href="#">“Take the Impossible “Literacy” Test Louisiana Gave Black Voters in the 1960s” by Rebecca Onion, Slate</a></li> <li>• <a href="#">Historian Eric Foner On The 'Unresolved Legacy Of Reconstruction'</a></li> <li>• <a href="#">“The Wealth Gap” by Trymaine Lee</a></li> <li>• <a href="#">The Wealth Gap Questions [pdf] [docx]</a></li> <li>• <a href="#">1619 Unit Summative Writing Assignment [pdf] [docx]</a></li> <li>• <a href="#">“Mass Incarceration” by Bryan Stevenson</a></li> <li>• <a href="#">“Sugar” by Khalil Gibran Muhammad</a></li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">“Medical Inequality” by Linda Villarosa</a></li> <li>● <a href="#">“Hope” by Djeneba Aduayom and Nikole Hannah-Jones</a></li> <li>● <a href="#">“The Economy That Slavery Built,” 1619 Podcast</a></li> <li>● <a href="#">“How the Bad Blood Started,” 1619 Podcast</a></li> <li>● <a href="#">“We need to talk about an injustice.” Bryan Stevenson. Ted Talk</a></li> <li>● <a href="#">Reading Guide for The 1619 Project Essays</a></li> <li>● <a href="#">The 1619 Podcast Listening Guide</a></li> <li>● Teacher-created presentation</li> <li>● Teacher-created worksheets for students</li> </ul>
<p>Performance Tasks</p>	<p><u>Formative:</u>        Each day students will have questions to answer based on readings or podcasts. They will also present to the class information they learned as well as partake in group and class discussions.</p> <p>Students will utilize primary and secondary sources to understand the legacy of Reconstruction, its impact on America, and its impact on Black Americans then and today.</p> <p><u>Summative:</u>        Students will write a short essay explaining the multiple ways in which the legacy of the Reconstruction era continues to impact Black Americans today.</p>
<p>Assessment/Evaluation</p>	<p><u>Summative Writing Rubric:</u>        (25 points total)</p> <ul style="list-style-type: none"> <li>● Historical Accuracy: 5 points</li> <li>● Evidence with Source 1 Quote/Discussed: 5 points</li> <li>● Evidence with Source 2 Quote/Discussed: 5 points</li> <li>● At least 2 paragraphs in complete sentences: 5 points</li> <li>● Provides reasoning/explanation for Evidence: 5 points</li> </ul> <p><i>Educator Note: This is a very basic rubric and can be adjusted however a teacher sees fit. The assignment can be expanded upon as well.</i></p>

## DAILY LESSONS AND RESOURCES

### Day 1: Introduction to Reconstruction

Essential Question
What was the Reconstruction period and how did it impact America politically, economically, and socially?
Lesson Materials & Resources
<ul style="list-style-type: none"><li>• <i>1619 Slides</i> [<a href="#">.pdf</a>] [<a href="#">.ppt</a>]</li><li>• Printed copies of Section 1 of the 14th Amendment / slide 1 text from <i>1619 Slides</i> (optional)</li><li>• Social Impacts of Reconstruction WS from BrainyApples [<a href="#">.pdf</a>]</li><li>• Political Impacts of Reconstruction WS from BrainyApples [<a href="#">.pdf</a>]</li><li>• Economic Impacts of Reconstruction WS from BrainyApples [<a href="#">.pdf</a>]</li><li>• Chart paper and markers</li><li>• <a href="#">Jim Crow Laws and Racial Segregation in America   The Civil Rights Movement</a></li><li>• <a href="#">“Take the Impossible “Literacy” Test Louisiana Gave Black Voters in the 1960s”</a> by Rebecca Onion. <i>Slate Magazine</i>.</li></ul>
Lesson Activities
<p><u>Bell Work:</u> (Slides __ of the 1619 Unit Slides)</p> <ol style="list-style-type: none"><li>1. Students will read Section 1 of the 14th Amendment and answer two questions.  <i>“ . . . 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. . . .”</i><ul style="list-style-type: none"><li>• How does the document define citizenship?</li><li>• Based on the excerpt, what was one major effect of Reconstruction?</li></ul></li><li>2. Allow students to share out and discuss their answers with reasoning with the class.</li></ol> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"><li>1. Using the <i>1619 Unit Slides</i> [<a href="#">.pdf</a>] [<a href="#">.ppt</a>] (or other teacher-created slides about Reconstruction) <u>review</u> what happened just after the Civil War and during the Reconstruction period including the 13th-15th Amendments. There are also a few slides at the end to discuss Jim Crow laws.</li></ol> <p><i>Educator note: This can be done on the same day or it can easily be expanded into another day as needed. There is an additional Bell Work on slide 20 that can be used as a Bell Work or an in-class assignment/knowledge check. You are also welcome to choose the slides from slide 6-22 that work for you and your students. You may not be able to get through all slides in this presentation in one class. Previewing the slide deck in preparation for this unit is encouraged.</i></p> <ol style="list-style-type: none"><li>2. Break students into 6 groups. Ask two groups to work on the <a href="#">Social Impacts of Reconstruction WS</a>.</li></ol>

two groups to work on the [Political Impacts of Reconstruction WS](#), and the last two groups to work on the [Economic Impacts of Reconstruction WS](#). The Primary Source Analysis sheet can be used or it can be skipped depending on how much time there is for class.

- a. After the groups have time to read through their primary source and answer the questions, groups will share a summary of their primary source or the impact they learned about from their source.
- b. Using the board or chart paper create three columns labeled Political Impact, Social Impact, and Economic Impact. As students share their summary or the impact they learned about, chart their answers on the board or paper for the entire class to see. Discuss their observations on how Reconstruction impacted life for Black Americans based on these sources. Keep these responses for later use.

Day 2: What is the Legacy of Reconstruction?

Essential Question

What is the legacy of Reconstruction? How did that legacy shape America?

Lesson Materials & Resources

- [Historian Eric Foner On The 'Unresolved Legacy Of Reconstruction'](#)
- NPR Podcast "[The Unresolved Legacy of Reconstruction](#)" Questions [[.pdf](#)] [[.docx](#)]
- Pens/pencils or digitally on a Learning Management System (LMS)
- Whiteboard & markers
- SmartBoard with speakers
- Chart paper & markers

Lesson Activities

Bell Work:

1. Students will read the passage and answer the questions:

*“ . . . We believe you are not familiar with the description of the Ku Klux Klans riding nightly over the country, going from county to county, and in the county towns, spreading terror wherever they go by robbing, whipping, ravishing, and killing our people without provocation [reason], compelling [forcing] colored people to break the ice and bathe in the chilly waters of the Kentucky river. The [state] legislature has adjourned. They refused to enact any laws to suppress [stop] KuKlux disorder. We regard them [the Ku-Kluxers] as now being licensed to continue their dark and bloody deeds under cover of the dark night. ...They refuse to allow us to testify in the state courts where a white man is concerned. We find their deeds are perpetrated [carried out] only upon colored men and white Republicans. We also find that for our services to the government and our race we have become the special object of hatred and persecution...Our people are driven from their homes in great numbers, having no redress [relief from distress] .... We would state that we have been law-abiding citizens, pay our taxes, and in many parts of the state our people have been driven from the polls, refused the right to vote. Many have been slaughtered while attempting to vote. We ask, how long is this state of things to last? . . .”* Source: Petition to the United States Congress, March 25th 1871, Misc. Documents of the US Senate 42nd Congress, 1st session 1871

- Based on this document, identify at least one way that the Ku Klux Klan terrorized Black Americans.
  - According to this document, what was one major change in American society as a result of Reconstruction?
2. Discuss Bell Work answers with students. Ask questions about their reasoning and their thoughts on what they read.

Lesson Steps:

1. Hand out the NPR Podcast "[The Unresolved Legacy of Reconstruction](#)" Questions sheet [[.pdf](#)] [[.docx](#)].
  - As a class, define the words carpetbagger and scalawag on the sheet before listening to the

interview in the link on the sheet.

- “[Historian Eric Foner On The 'Unresolved Legacy Of Reconstruction'](#)” can be played to the whole class (~34 minutes) and the class can follow along with the questions on the sheet. This could also be assigned as homework or independent work on the computer as an option.
2. After the listening to the interview, discuss with students what they think the legacy of Reconstruction is by posing the following questions:
- What is that legacy for Black Americans?
  - How did this legacy shape America?
  - How did it shape America for Black Americans?
  - Do you think Reconstruction was successful? Why or why not?

*Educator note: This can be done as a Think-Pair-Share or Turn & Talk then a whole group discussion. This can also be charted on the board or on chart paper to reference later.*

Days 3-5: The 1619 Project and Reconstruction

Lesson Objective or Essential Question

Essential Question:

In what ways does the legacy of the Reconstruction era continue to impact Black Americans today?

Lesson Objective:

Students will write a short essay explaining the multiple ways in which the legacy of the Reconstruction era continues to impact Black Americans today, citing evidence and reasoning from articles in *The 1619 Project*.

Lesson Materials & Resources

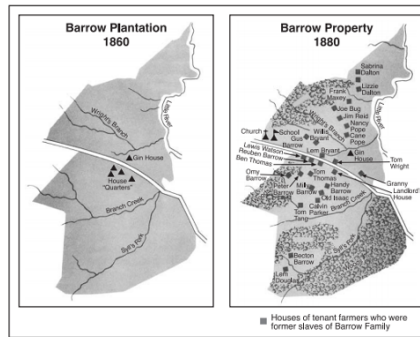
- [“The Wealth Gap” by Trymaine Lee](#)
- [The Wealth Gap Questions \[.pdf\] \[.docx\]](#)
- [1619 Unit Summative Writing Assignment \[.pdf\] \[.docx\]](#)
- [“Mass Incarceration” by Bryan Stevenson](#)
- [“Sugar” by Khalil Gibran Muhammad](#)
- [“Medical Inequality” by Linda Villarosa](#)
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- [“The Economy That Slavery Built,” 1619 Podcast](#)
- [“How the Bad Blood Started,” 1619 Podcast](#)
- [“We need to talk about an injustice,” Bryan Stevenson. Ted Talk](#)
- [Reading Guide for The 1619 Project Essays](#)
- [The 1619 Podcast Listening Guide](#)
- Pens/pencils or digitally on a Learning Management System (LMS)
- Whiteboard & markers
- SmartBoard with speakers
- Chart paper & markers

Lesson Activities

Bell Work:

1. Use the image to answer the following question: According to these maps, what was one major economic effect of Reconstruction?





Sources: Scribner's Monthly, "A Georgia Plantation," April 1881 and Graebner and Richards, *The American Record*, McGraw Hill, 2001 (adapted)

2. Discuss Bell Work answer and spend time breaking down the details of the maps to “Think like a Historian” about the data presented.

### Lesson Steps:

1. Students will read [“The Wealth Gap” by Trymaine Lee](#) and complete the The Wealth Gap Questions [\[.pdf\]](#) [\[.docx\]](#) as they read. There are pre-reading, during reading, and post-reading activities in the questions worksheet.
  - a. Model the reading by reading aloud with them. Stop for important connections and discussion about the text and content. This may take the entire class period. This is also a terrific way to scaffold for students who might need more support during reading.
2. Review the 1619 Unit Summative Writing Assignment worksheet [\[.pdf\]](#) [\[.docx\]](#) with students to prepare them for the essay they will be crafting.

*Educator note: Adjust this assignment you see fit for length, number of sources, etc.*

3. Next, students should choose one or two (of many listed) 1619 project articles or podcasts to read or listen to that extend their knowledge on the impact of Reconstruction on Black Americans today.
  - a. Students will read/listen, annotate, and analyze each text on their own keeping in mind their end goal of writing an essay (length of your choosing) answering the summative writing assignment question. Students should be using annotations to highlight evidence within the texts of the continued impact on Black Americans today.

*Educator notes: You can choose to give students the opportunity to read any of the essays or listen to any podcasts by sharing the [Guide for The 1619 Project Essays](#) and [The 1619 Podcast Listening Guide](#). Transcripts for podcasts should be printed for students and can be found on the podcast website. If you choose to leave this open, you'll have to make some changes to the 1619 Unite Summative Writing Assignment worksheet. You can also choose to pre-select some options for students. Listed below are some article and podcasts from *The 1619 Project*, along with additional resources, that align with the unit:*

### Articles

- [“Mass Incarceration” by Bryan Stevenson](#)
- [“Sugar” by Khalil Gibran Muhammad](#)
- [“Medical Inequality” by Linda Villarosa](#)

- [“Hope” by Djeneba Aduayom and Nikole Hannah-Jones](#)

Podcasts

- [“The Economy That Slavery Built,” 1619 Podcast](#)
- [“How the Bad Blood Started,” 1619 Podcast](#)

Video

- [“We need to talk about an injustice,” Bryan Stevenson. \*Ted Talk\*](#)

4. After spending time with their articles, students will partner with their tablemates to discuss the evidence and reasoning they have identified within the articles that will help them in their essay. Full group discussions and sharing out onto chart paper or the board will assist students looking for strong evidence and reasoning to support their essay.
5. On days 4 and 5, allow students time in class to write their essays.