

Teacher: Jerri Ann Stover	
Title: KKK-Ku Klux Klan	Subject: Ku Klux Klan
Topics: The Spreading of Terror & Reconstruction	Grade: 11th
Lesson Duration: 2 to 3 days to cover, be flexible so that you may add to the lesson.	School: Manzanola Junior/Senior High School
Education Designs Lesson/ Unit Plan	
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson plan will address the highly sensitive culture of the Ku Klux Klan during Reconstruction. Students will be addressing essential questions on Radical Reconstruction, the Republican Party in the South, suppression of the African Americans, the KKK's organizations agenda, and how society was affected by the Klan. Students will discuss the concept of hate groups, and how such groups are motivated. Students will also form opinions based on critical examination of relevant information, and be able to recognize the values implicit in issues and the possible courses of action that flow around them. Also included in the lesson is differentiation for several levels of learners. By organizing the differentiation for particular cases this lesson allows the instructor to flex the assignments to fit the needs of the students. The extension exercise will cover the following: Writing a newspaper article, connecting with government activity, and a student reflective paper. The lesson does conclude with traditional, authentic, and student self-assessments covering all that the instructor will cover during the lesson.
<b>National Standards for History Era:</b> <a href="#">Link</a>	<a href="#">Era 5 Standard 2:</a> The course and character of the Civil War and its effects on the American people
<b>Standard(s):</b> <i>State, Local or National</i>	<b>Colorado History Standard:</b> <b>2:2.2, 2.3</b> <b>STANDARD 2:</b> <b>Students know how to use the processes and resources of historical inquiry.</b> <b>2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.</b> <b>2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.</b>  <b>3:3.1,3.2,</b> <b>STANDARD 3:</b> <b>Students understand that societies are diverse and have changed over time.</b> <b>3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.</b>

	<p><b>3.2 Students understand the history of social organization* in various societies.</b></p> <p><b>5:5.1, 5.2, 5.3</b></p> <p><b>STANDARD 5:</b>  <b>Students understand political institutions and theories that have developed and changed over time.</b></p> <p><b>5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.</b></p> <p><b>5.2 Students know how various systems of government have developed and functioned throughout history.</b></p> <p><b>5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.</b></p> <p><b>Colorado Reading &amp; Writing Standards:</b>  <b>1,2,3,4,5,6</b></p> <p><b>STANDARD 1:</b>  <b>Students read and understand a variety of materials.</b></p> <p><b>STANDARD 2:</b>  <b>Students write and speak for a variety of purposes and audiences.</b></p> <p><b>STANDARD 3:</b>  <b>Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.</b></p> <p><b>STANDARD 4:</b>  <b>Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</b></p> <p><b>STANDARD 5:</b>  <b>Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.</b></p> <p><b>STANDARD 6:</b>  <b>Students read and recognize literature as a record of human experience.</b></p>
<p><b>Themes/Concept:</b></p>	<p>In the 1870's, white Democrats regained power in the South, and public interest in Reconstruction declined. This is the reason for the Klan pursuing their organizational goal of spreading racism.</p>
<p><b>Essential questions (2-5 questions)</b>  <i>(What you want the students to know)</i></p>	<ol style="list-style-type: none"> <li>1. What tactics were used by the Ku Klux Klan to spread terror throughout the South?</li> <li>2. Why did Reconstruction end?</li> <li>3. What were some of the major successes and failures of Reconstruction?</li> </ol>

<p><b>Elements</b> (<i>What you want the students to understand</i>)</p>	<ol style="list-style-type: none"> <li>1. During Radical Reconstruction, the Klan sought to eliminate the Republican Party in the South by intimidating Republican voters, both white and black.</li> <li>2. The KKK's long term goal was to keep African Americans in the role of submissive laborers.</li> <li>3. The KKK's terror tactics varied from place to place.</li> <li>4. Anyone who didn't share the KKK's goals and hatreds could become a victim.</li> </ol>		
<p><b>Launch Activity (Hook)</b></p>	<p>Ask students if they know of any hate groups that are active today. What do they think motivates these groups?</p> <p><b>OR</b></p> <p>Have students make a poster about prejudice issues or for each person to define prejudice. This may then lead to the above launch activity.</p>		
	<p><b>Activating Prior Knowledge</b></p> <p>Ask students to state a reason why the KKK was formed and what the group intended to accomplish. This may be done with partners, or small groups of 3.</p>		
<p><b>Knowledge &amp; Skills</b></p> <p><i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<p><u>Vocabulary</u></p> <p>Ku Klux Klan Civil War Enforcement Act of 1870 Solid South Compromise of 1877 States involved in Slavery Black codes Sharecropping Tenant farming President Grant Colonel William J. Simmons Rutherford B. Hayes Samuel Tilden Brown v. Board of Education Desegregation Segregation "Southern Manifesto" Kuklos Plantations Nathan Bedford Forrest Pulaski, Tennessee</p>		<p><u>Skills</u></p> <p>Detect cause-and – effect relationships</p> <ul style="list-style-type: none"> <li>-Draw logical conclusions</li> <li>-Evaluate sources of information</li> <li>-State relationships between categories according to appropriate criteria.</li> <li>-Communicate effectively both orally and in writing.</li> <li>-Listen carefully for information.</li> <li>-Form opinions based on critical examination of relevant information.</li> </ul> <p>Recognize the values implicit in issues and the possible courses of action that flow around them.</p> <ul style="list-style-type: none"> <li>-Restate major ideas of a complex topic in concise form.</li> </ul>

	Arkansas Louisiana Mississippi 14 <sup>th</sup> Amendment 15 <sup>th</sup> Amendment		
<b>Lesson Methodology</b> ( <i>How will you conduct the lesson; activities...?</i> )			
<b>Assessment Evidence:</b> <i>What evidence will show that students met the learning goal?</i>			
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>			
<p>Short answer test:</p> <ol style="list-style-type: none"> <li>How was the Ku Klux Klan formed?</li> <li>What significant events occurred that are significant in the Klan's early history? A</li> <li>Why did Congress pass the Enforcement Act of 1870?</li> <li>What four factors contributed to end of Reconstruction?</li> <li>What was the solid South?</li> <li>What was the Compromise of 1877? Why do you think the two parties made this compromise?</li> <li>Drawing Conclusion: Do you agree with historian Samuel Eliot Morison, who said that "the North may have won the war, but the white South won the peace"?</li> <li>Writing an Opinion: What was the most significant success of Reconstruction? What was the most significant failure? Write an outline for an essay in which you state your opinions about the significance of the success of Reconstruction.</li> </ol>			
<b>Portfolio Assessment</b>			
<b>Authentic Assessment</b> ( <i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i> )			
<p>The Radical Republicans' dream of social equality and justice was abandoned in 1877. Ask student groups to write a slogan for a modern bumper sticker reflecting the feelings of betrayal African Americans might have felt at this time.</p>			
<b>Student Self-Assessment</b>			
<p>Taking Notes: Fill out the web diagram (see attached worksheet). As you read, fill in supporting details for each heading.</p>			
<b>Differentiation Associated with this unit</b>			
<p><b>Less Proficient Reader:</b> Ulysses S. Grant was a very popular leader in wartime, but an unpopular President. Have students make two lists about Grant. In one, have them list actions by Grant that made him popular. In the other, have them list actions taken by Grant that made him unpopular.</p>			
<p><b>Gifted/Talented Students:</b> Interpreting Graphs – Have students find (2) primary resources that have graphs depicting government actions concerning congressional decisions during the era of the 1800 involving related issue to the political actions of the Klan.</p>			
<p><b>ESL Learners:</b> Creating a Chapter Summary. Provide a table worksheet with the</p>			

following column labels: Date – Legislation – Description – Important People – What is significant about this individual. Have students fill out this form to the best of their ability and then once the student has completed what they can then have a higher level student partner up with the ESL student and have them work as a team to correct mistakes, and/or fill in the blanks so that the students may have a complete and accurate study sheet.

points they believe were important to them individually. Have them write feedback about the lesson plan.

**Extension Exercise:**

**Writing a News Paper Article:**

Prepare a newspaper article about the election of 1876. Use the internet to create information accurately and to also acquire political cartoons.

**Connecting with Government:**

The Enforcement Act of 1870 was one of many laws passed to protect civil rights. Have student groups trace the rights. Have student groups trace the historical development of the civil rights movement in the late 1800s. Have student groups' research similar acts (such as the Enforcement Acts of 1871, the Civil Rights Acts between 1875-1991, etc.). Have groups report on the intent and the rights protected by each of these laws. Then, hold a classroom discussion on why so many laws needed to be enacted.  
(Verbal/Linguistic)

**Reflective Papers:**

Have students write their personal reflections about this subject. Have them write the positive and negative points they believe were important to them individually. Have them write feedback about the lesson plan.

**Media Lesson/Activities:**

**Have students view possibly the following:**

**The movie "Birth of Nation" follow link to watch the movie:**

[http://www.archive.org/details/dw\\_griffith\\_birth\\_of\\_a\\_nation](http://www.archive.org/details/dw_griffith_birth_of_a_nation)

**Then have students read the reviews left by other viewers below the video feed, and then they are to write their own short review in paragraph form to turn in. The students will also be required to share their comments with fellow classmates. This will allow for students to interact, get feedback, and view how the nation viewed the Klan during the time that this movie was made.**

**Assess/Reteach:**

Analyze with students the Republicans' retreat from Reconstruction. Why did they abandon their dream of social justice and equality for all? Ask students if they think Reconstruction was a success or a failure, and why.

**Resources and instructional tools:** *(Including Video Sources, Text Resources, Research Strategy)*

**Teacher Materials:**

Teacher's text book  
Worksheet  
Computer lab/internet access  
Student laptops  
Access to the school library

**Student Materials:**

Notebook  
Highlighters

**Media Resources:**

[http://www.archive.org/details/dw\\_griffith\\_birth\\_of\\_a\\_nation](http://www.archive.org/details/dw_griffith_birth_of_a_nation)

**Extension Lesson Plan:**

<http://www.coreknowledge.org/CK/resrcs/lessons/599Reconstrctn.pdf>

**Jacksonian America: 1820-1840**

**Skills derived from the Primary Sources in U.S. History**

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**Bruce A. Lush**

**Important note: Please recognize that some of the information in this lesson plan was derived from the following text book pages 442-443, 704, 932 & 952.**

**Prentice Hall**

**America Pathways to the Present**

**Cayton, Perry, Reed, & Winkler**

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**Taking Notes Worksheet**

