

Title: Reconstruction Era

Subject: Social Studies

Topic: U.S. History – Civil War

Grade: 5

School: CES

Wiregrass History Consortium Unit Plan			
GPS Standard:	SS5H2 The student will analyze the effects of Reconstruction on American life. <ol style="list-style-type: none"> a. Describe the purpose of the 13th, 14th, and 15th amendments. b. Explain the work of the Freedmen’s Bureau. c. Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs. 		
Concept:	Reconstruction Era		
Essential questions (2-5 questions) (What you want the students to know.)	What was the Reconstruction Era? What problems arose during the Reconstruction Era? What effects did the Reconstruction Era have on the United States?		
Elements (What you want the students to understand.)	The students will understand that the Reconstruction Era was a twelve-year period immediately following the Civil War in which the United States was rebuilt. Students will learn about the 13 th , 14 th and 15 th amendments and be able to explain the purpose of each. They will also discover that the Reconstruction Era was characterized by new problems that arose. Finally, students will understand that Reconstruction affected the newly reunited United States in many ways – some good and some bad.		
Launch Activity (Hook)	Wordsplash – Reconstruction. The students will participate in a wordsplash exercise in which they will come up with a definition of the word: reconstruction and then associate reconstruction with common events and finally lead to rebuilding the US after the Civil War.		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge Vocabulary -Reconstruction Era, Freedmen’s Bureau, Black Codes, Carpetbaggers, Scalawags, Freedmen, Sharecropping, Jim Crow Laws People – Andrew Johnson, W.E.B. Dubois, Booker T. Washington, Radical Republicans Dates – 1865 – 1877		Skills Compare/Contrast
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Students will be given a teacher made test at the beginning and the end of the Unit.			

Portfolio Assessment
Students will keep portfolios containing all of the activities that have been completed during the unit.
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)
<ol style="list-style-type: none"> 1. Students will learn about the 13th, 14th, and 15th Amendments and create a 3-tab book explaining what rights each gave to the citizens of the U.S. especially African Americans. Students will decide which amendment they feel was the most important and why. 2. Students will learn about the Freedmen’s Bureau and create a web identifying the different areas in which the Bureau helped people after the Civil War. The information will then be transferred to an informational writing explaining the purpose of the Bureau. 3. The students will compare and contrast life for African Americans in the South before and after the Civil War. (include information on Jim Crow laws) 4. Students will be given a date from Reconstruction to research in collaborative pairs. Each pair will write a 3 sentence paragraph about the event and its effect on Reconstruction. The information will then be placed on an 11x17 poster and arranged in chronological order to form a time-line of the Reconstruction Era.
Student Self-Assessment
Students will self-assess their portfolios for this unit.
Differentiation Associated with this unit
Students will be allowed to choose their dates for the timeline based on interest.
Resources and instructional tools: Peachstar Videos – Reconstruction; Social Studies Text Book; Computers with Internet Access