

SAMPLE SOCIAL STUDIES UNIT PLAN GRADE 4: RECONSTRUCTION

Important Note: *The following unit plan fills in the gaps between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies. In addition to thoughtful preparation from these resources, there are additional components for which educators will need to plan and prepare. This includes but is not limited to the following: reviewing all activities prior to use, adapting the unit plan for the teacher's specific classroom, and adjusting material as seen fit.*

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GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING SAMPLE GAP UNIT PLANS?

To support social studies instruction in Tennessee and in response to feedback from educators over gaps between the current (2014) and [revised \(2019\) Tennessee Academic Standards for Social Studies](#), the department has created sample gap unit plans for grades 3 and 4. The resources found in each of these unit plans serve as a model to reference as educators begin designing units and becoming more familiar with the revised standards. These lessons are intended to be used at the end of the 2018-19 school year to cover one-time content gaps some students will experience as a result of the shifts in standards.

2. WHAT ARE THE SPECIFIC GAPS IN CONTENT THAT THESE UNIT PLANS ADDRESS?

Though the majority of the content remained the same between the current (2014) and revised (2019) social studies standards, some content has shifted to new grade levels:

Grade Level	Current Standards (2014)	Revised Standards (2019)
Grade 3	World Geography and Cultures	Part 1: Geography and Economics Part 2: Early American and Tennessee History
Grade 4	The History of the United States (to 1850)	The History of the United States: Revolution to Reconstruction

Content students cover in grade 4 in the current standards (2014) will shift to grade 3 in the revised standards (2019) and content students cover in grade 5 in the current standards (2014) will shift to grade 4 in the revised standards (2019). These shifts will cause one-time content gaps for students who are in grades 3 and 4 during the 2018-19 school year. These gaps are outlined below:

Grade Level	Gap
Grade 3	<ul style="list-style-type: none"> • Early American History (including: American Indians, Exploration, and The Thirteen English Colonies) • Early Tennessee History
Grade 4	<ul style="list-style-type: none"> • Pre-Civil War • Civil War • Reconstruction

To ensure that students cover this material, the department has developed a series of six sample unit plans that focus specifically on the content outlined above.

3. WHAT IS INCLUDED IN THE SAMPLE GAP UNIT PLAN?

The sample gap unit plans include several key components that serve as a foundation for a strong unit:

Essential Question: Essential questions are open-ended questions that guide students' exploration of content while building knowledge and promoting thinking. Essential questions are not typically answerable within a single lesson as their aim is to stimulate thought, provoke inquiry, and spark thoughtful student questions. In other words, essential questions ask students to understand, not just recall, information after the deep exploration of content. An example from Grade 3 is *Why do people come to a new place?* This question helps students understand the beginning of the Thirteen English Colonies.

Supporting Question(s): Supporting questions help guide students in answering the essential question. These are specific to each lesson and lead students in answering the essential question. Some supporting questions are used for multiple lessons within a unit as they may take students more time to answer. Supporting question(s) are open ended and support student thinking, exploration, and learning. An example from Grade 4 is *What were the social, political, economic, and physical implications of the Civil War on the United States?* This question directly relates back to the essential question (*How did the end of the Civil war impact the United States?*) by guiding students into their exploration of the chosen topic.

Standards: The standards for the sample gap unit plans come from the revised Tennessee Academic Standards for Social Studies Standards (2019) and address the specific gaps between the current (2014) and revised (2019) standards. Although not all of the gapped standards are used in the lesson plan, the units cover the most essential gaps between the standards.

Content Strands: Each sample gap unit plan includes narratives about the connections to the content strands. The content strands are the seven disciplines that are used within social studies that help guide learning. The content strands include culture (C), economics (E), geography (G), history (H), politics/government (P), Tennessee history (T) and Tennessee Code Annotated (TCA). Each unit plan will focus on a selection of content strands but will not necessarily include all of them.

Social Studies Practices: The sample gap unit plan includes connections to the social studies practices. The social studies practices are specific skills that students should apply when learning social studies in order to create and address questions that will guide inquiry and critical thinking. The practices allow students to progress through the inquiry cycle by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards (SSP.01–SSP.04) and to develop historical and geographic awareness (SSP.05–SSP.06).

Lessons: Each sample gap unit plan includes lessons for multiple days of instruction and provides opportunities for students to demonstrate their understanding by applying what they have learned. These lessons have been carefully sequenced within their units to support students in building disciplinary understanding so that students can successfully engage in the end-of-unit task. It is up to teachers to determine the amount of time needed for each lesson.

Extension Activity: Each sample gap unit plan includes an extension activity that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer essential questions for the unit through authentic and meaningful context.

Appendices: Additional resources and activities developed for use within lessons are linked throughout the unit. [Click here to view the folder](#) that contains all of these resources and activities.

4. ARE DISTRICTS REQUIRED TO USE THE SAMPLE GAP UNIT PLANS?

No, districts are **not** required to use the sample gap unit plans; however, if districts do not address the gaps in content, students will **not receive instruction on essential content** and may be unprepared for the next year's academic content.

5. WHEN SHOULD THESE BE USED IN THE CLASSROOM?

Districts are not required to use the sample gap unit plans; however, these sample lessons are designed for use after teachers have completed teaching their current social studies standards (2014). Because these lessons focus on the revised standards (2019), teachers may wish to focus on these sample lessons after completing TNReady testing, as they are not focused on the current (2014) social studies standards.

6. HOW WERE THE STANDARDS SELECTED?

The standards used in the sample gap unit plans do not include the totality of the revised Tennessee Academic Standards for Social Studies. Instead, these units have a narrowed focus on the content gaps students in grades 3 and 4 during the 2018-19 school year will incur without intentional, targeted instruction focused on this content.

UNIT BACKGROUND

Important note: This unit assumes that students have learned about slavery. It should be taught after instruction on the standards focused on slavery.

Essential Question

How did the end of the Civil War impact The United States?

Social Studies Standards Alignment

The questions and tasks outlined in this unit plan are aligned to the following Tennessee Academic Standards for Social Studies, social studies practices, and content strands:

Content Standards

- 4.37** Describe the physical, social, political, and economic consequences of the Civil War on the southern U.S after the surrender at Appomattox Court House.
- 4.38** Describe the impact President Abraham Lincoln's assassination had on the nation.
- 4.39** Identify the 13th, 14th, and 15th Amendments as efforts to help slaves begin a new life.
- 4.40** Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.
- 4.41** Examine the significance of the Compromise of 1877 on the U.S.

Further Social Studies Standards Connections

The questions and tasks outlined in this unit plan have connections to the following Tennessee Academic Standards for Social Studies:

- 4.12** Identify the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including: Distribution of power between the states and federal government, Great Compromise, Slavery and the Three-Fifths Compromise.
- 4.14** Describe the principles embedded in the Constitution, including: Purposes of government (listed in the Preamble), Separation of powers, Branches of government, Checks and balances, Recognition and protection of individual rights (in the 1st Amendment).
- 4.35** Explain the purpose of the Emancipation Proclamation, and identify its impact on the country.

Social Studies Practices

This unit directly addresses all six of the social studies practices. **SSP.01** and **SSP.02** are incorporated by gathering a variety of sources (e.g., maps, photographs, autobiographies) and allowing students to examine those sources to summarize ideas and draw conclusions. **SSP.03** is addressed through the students completing graphic organizers to compare and contrast multiple courses and recognize the differences between multiple sources. When using **SSP.04**, students demonstrate their understanding and ideas, distinguish viewpoints, illustrate cause and effect, and predict outcomes through argumentation and producing evidence of learning. This can be seen through the various activities students are asked to complete, including “bell work” and “exit tickets.” **SSP.05** is explored through student understanding of historical empathy (e.g., understanding that slavery is a sensitive topic) and making connections to the present. Additionally, students will use **SSP.05** to show their historical awareness by recognizing how events were experienced during that time period. Finally, students will develop geographic awareness using **SSP.06**, which includes understanding the relationships between people, resources, and ideas based on geography (i.e., the North and the South).

Content Strands

Culture is incorporated by exploring life in America during Reconstruction, including the various social implications. The South in particular was left devastated after the Civil War; the assassination of President Abraham Lincoln had long lasting impacts on life in the South. Students will investigate how life was different for various groups of people (e.g., women, freed slaves). Students should understand that life was different during Reconstruction than it is today.

Economics is incorporated by exploring the economic impacts of the Civil War, including rebuilding of the southern states.

Geography is incorporated by exploring the regionality of the North and South. Students should understand that geography played a large role Reconstruction and the differences in how people lived. Students should build on their geographic background to appreciate the effect of place on Reconstruction.

History is incorporated by investigating the lives of Americans during the period of Reconstruction, including the consequences of the Civil War, President Abraham Lincoln’s assassination, the impact constitutional amendments had on freed slaves, the debate on how to rebuild the southern states, and the effects of Reconstruction’s conclusion.

Politics is incorporated by investigating the Reconstruction Amendments (i.e., the 13th, 14th, and 15th Amendments), the political strife between the executive and legislative branches, and the changes in presidency during the time period.

LESSON 1

Supporting Question(s)

What were the social, political, economic, and physical implications of the Civil War on the United States?

Vocabulary

The following words should be addressed during this lesson:

- 13th Amendment
- 14th Amendment
- 15th Amendment
- agriculture
- cash crop
- Emancipation Proclamation
- Freedman's Bureau
- impeach
- industry
- Reconstruction

Lesson Sequence and Instructional Notes

Prior to this lesson, the teacher should have prepared an anchor chart entitled Reconstruction and divided into four quadrants labeled: "Physical," "Social," "Political," and "Economic." The anchor chart should also have a space for the teacher to record a definition for "Reconstruction." This lesson includes group work; six groups is optimal and the teacher may wish to assign each student a task within their group (e.g., writer, recorder, speaker). *This lesson will take more than one day to complete. With the start of a new class/day, students should review the previous portions of the last lesson before beginning the new activity.*

The teacher should introduce this unit by telling students that they are going to be learning about the time period after the Civil War that is known as "Reconstruction." The teacher should ask students what they think Reconstruction means and lead a group discussion to define the word; *it may be helpful to break down the word into the prefix "re" and "construction."* The class definition should be written on the anchor chart.

The teacher should introduce the lesson by displaying a chart with three columns and rows, making nine boxes. Each of the nine boxes should be labeled with one of the following words, ensuring that each of the categories are represented: Physical—Destruction, Ruins, or Railroads; Social—Emancipation or Freedom; Political—Election, President, or Compromise; Economic—Inflation or Cash Crop; General—North, South, Union, Confederacy, or Border States. The teacher should ask students to guess what topic the nine words describe; students should answer the Civil War. After the class finds the correct answer, the teacher should explain that the Civil War had many types of impacts, or consequences, including physical (related to geography and place), social (related to people), political (related to the government), and economic (related to money or resources). The teacher should then tell students that they are to use three words on the screen to write a sentence answering one of the following questions:

- What was a physical consequence of the Civil War?
- What was a social consequence of the Civil War?
- What was a political consequence of the Civil War?
- What was an economic consequence of the Civil War?

The teacher should allow students one to two minutes to write their sentence. Then, students will complete a [Mingle, Pair, Share](#) by having students mix around the room silently as music plays in the background. When the music stops, each student finds a partner. Students read their sentences to each other one at a time. Once Partner A has read their sentence, Partner B should say which focus words their partner used, guess which topic they wrote their sentence about, and explain their answer. Then, partners should switch places. After both partners' sentences have been discussed, the music starts again and the process repeats.

Students should complete this activity with two to three partners before returning to their desks. Then, volunteers should read their sentence aloud, and the whole class should have an opportunity to say which focus words were used, guess which topic they wrote their sentence about, and explain their answers. While the students are guessing, the teacher should write the focus words in the corresponding box on the anchor chart. Students should continue sharing until there are words listed in each of the quadrants—some words will be used in more than one box. At that point, students should discuss what they notice in the anchor chart with a shoulder partner (they should realize that words are repeated in the boxes, which means consequences can fit into multiple categories).

The teacher should tell students that they are going to complete four activities in groups to learn more about each of these consequences. *The teacher should start with Physical before moving onto Social, Political, and Economics. This lesson will last multiple days and may need to be adjusted by the teacher.*

1. Physical

To begin this portion of the class, the teacher should display the following photographs (including title) one at a time and have students discuss them in their groups before asking students to share aloud. The teacher should have students discuss the pictures from a “physical” lens. While students are sharing their observations with the class, the teacher should refer students back to the words on the anchor chart (if applicable). The teacher should ask follow-up questions such as, “Is the photo from the North or South?” “What do you see in the picture that makes you think that?” or “What caused it (the location) to look this way?” During this time, students should realize that the photos are mainly from the South and that, based on these photographs, the South sustained a lot of damage during the Civil War:

- [Charleston, South Carolina. View on Meeting Street, looking south, showing St. Michael's Church, the Mills house, ruins of the Circular Church and theatre ruins](#) (1865)
- [Atlanta, Georgia: Ruins of the Passenger Station \(Railroad\)](#) (November 1864)
- [Ruins of Mayo Bridge \(Virginia\)](#) (April 1865)
- [Ruins of the Bank of Chambersburgh \(Pennsylvania\)](#) (July 30, 1864)
- ["Sherman's men destroying railroad. Marching through Georgia. "So we made a thoroughfare for Freedom and her train, sixty miles in latitude, three hundred to the main.""](#) (1864)

Next, the teacher should tell students that they are now going to create a visual that represents the

South after the Civil War and give each group a different set of manipulatives (e.g., Legos, blocks, math manipulatives). The teacher should tell the students to use the photographs to help guide their visual descriptions. *This activity will work best if each group has different kinds of manipulatives to allow for variance.* Students will have five minutes to create their visual, after which they will present their structure to the class and explain why they built what they did. After they present, the teacher should ask students to answer the following question in one sentence: “What needed to be rebuilt at the end of the war?”

The teacher should place these visuals somewhere in the room so students can reference them throughout the unit. This may be difficult to do if there is not a table to place them on. If that is the case, the teacher can take a picture of each visual for student use.

2. Political

Prior to class, the teacher should have the following materials printed and placed in envelopes for each group:

- a. [Assassination of Lincoln Timeline](#)
- b. [Andrew Johnson Becomes President \(Appendix A\)](#)
- c. [African American Legislators](#) and [Yellow Fever in Tennessee Reading \(Appendix B\)](#)
- d. [Reconstruction Infographic \(Appendix C\)](#)

The teacher should pass out envelopes to each group and tell students to discuss the resources for about five minutes. While the students are discussing, the teacher should hand out pieces of differently colored paper to each group (one per student, different colors for each group).

After five minutes, the teacher will tell students that they are going to create a “human timeline” of political impacts of the Civil War. First, they have to select the most important information from the envelopes. Each student must decide which event they think is the most important; each student must select a different event (i.e., no repeats within groups). Each student should write the following on a piece of paper:

- Front: Write the date of the event, a “title” for the event, a one-sentence summary of the event, and one or two sentences about why they think that event is the most important.
- Back: Draw a picture that represents that event.

It may be helpful to show an example with the date and title written larger than the rest of the text.

Next, the teacher reviews the instructions for a human timeline activity:

- Using the front of their papers, students will form a human timeline one group at a time. The students standing are not allowed to talk; it is up to the rest of the class to arrange them in the correct order.
- Once the first group is in the correct order, the process will repeat with the remaining groups until only one group remains. The final group should silently arrange themselves on the human timeline (nonverbal cues are allowed).

While students make the timeline, the teacher should ask questions about chronology, such as: “Those events happened in the same year; why is this one before that one?” “Why are there overlaps in dates?” and “More than one student selected this event; what should we do with duplicates?” The

teacher should refer back to the words on the anchor chart if applicable.

Once all students have arranged themselves into their human timeline, the teacher should have students step forward and say their date and title of their event in chronological order. Once students have presented, the teacher should have students analyze the timeline by leading students through various guided activities about the timeline. The following are examples, though students could also come up with their own categories:

- Students step forward based on paper color (i.e., by group)
- Students step forward based on year
- Students step forward based on commonalities (e.g., people, places, things)

Then, the teacher should collect students' papers and give each group one die. Each student should roll the die and provide a brief answer to their group based on the number rolled:

1. I want to remember...from today.
2. Something I learned today is....
3. One word to sum up what I learned today is....
4. Something I already knew before class today is....
5. I'm still confused about....
6. An "aha" moment that I had today is....

The teacher should take up the human timeline and hang the pieces in order for all students to be able to see for the duration of this unit. *If an event was featured more than once, the teacher may wish to select the "best" example.*

3. Social

The teacher should begin this portion of the lesson by showing the students a series of infographics (see examples [here](#)) and ask students the following questions: Based on what you see, what is an infographic? What is this infographic about? Once those questions have been discussed, the teacher should tell students that infographics have recently become very popular. They are very effective as a tool for communicating ideas and displaying large amounts of information relatively quickly. Infographics combine text, graphics, and images together in a way that is aesthetically appealing and engaging to the viewer. *The teacher can also show the infographic used in the previous lesson ([Appendix C](#)).*

Prior to class, the teacher should have the following materials printed and placed in envelopes for each group:

- a. [Civil War by the Numbers \(Appendix D\)](#)
- b. Photographs
 - i. [Southern women feeling the effects of the rebellion, and creating bread riots. Illus. in: Frank Leslie's Illustrated Newspaper, \(May 23, 1863\)](#)
 - ii. [Unidentified woman holding a cased photograph of an unidentified soldier in Confederate uniform. C. 1861-65.](#)
 - iii. [Great meeting of the ladies of New York at the Cooper Institute, on Monday, April 29, 1861, to organize a society to be called "Women's Central Association of Relief," to](#)

[make clothes, lint bandages, and to furnish nurses for the soldiers of the Northern Army. Reproduction from a wooden engraving.](#)

iv. [Illus. in: Harper's weekly, 1862 Sept. 6, pp. 568-569.](#)

c. [African American Timeline \(Appendix E\)](#)

The teacher should tell students that today's envelope focuses on the social impacts/consequences of the Civil War and give students about five minutes to review and discuss information in the envelopes with their groups.

Then, the teacher should tell students that, today, they will be working as a group to create an infographic about the social consequences of the Civil War. Their job is to review the information in the envelope and decide what information is the most important and should be included on their infographic. The teacher should hand out the [Infographic Template \(Appendix F\)](#) to each student and tell students that they should brainstorm individually before working on the infographic with their group. Then, students will use the information from the envelopes to fill out their template. While students are completing their template, the teacher should hand out a larger piece of paper (e.g., chart paper, butcher paper, or an 11" x 14" piece of paper) to each group; students will use this to create their infographics. *Alternatively, the teacher may choose to have students create the infographics using an online infographic builder. There are several free websites, such as [Picktochart](#) or [Canva](#).*

The teacher should tell students that they should review all of their ideas and create one infographic for the entire group on the big piece of paper. Their final infographic should contain a title, a chart or graph, written text, and a picture/graphic. *It is important to note that each member of the group must participate in some way in the creation of this infographic.*

Once all groups have finished their infographics, the teacher should give each student sticky notes and have students perform a gallery walk to look at the other group's work and leave questions/comments on the other infographics.

After the gallery walk, each group should present their infographic and address any comments or questions other groups had.

To end this activity, the teacher should have students complete a 3-2-1 as an exit ticket:

- List three social consequences of the Civil War.
- Which two social consequences do you think are the most important?
- Write one sentence about how the Civil War impacted Americans as a whole.

The teacher should collect the infographics and hang them for students to see for all students to be able to see for the duration of this unit.

4. Economic

Prior to class, the teacher should print the [Card Sort \(Appendix G\)](#), cut out the cards, and put them in envelopes for each group. The teacher should also prepare an anchor chart with the word "Economics" at the top. *If this is the beginning of a new class/day, students should review the previous lesson before beginning the activity below.*

The teacher will begin this lesson by telling students they will focus on the economic consequences

of the Civil War. To begin, students will complete a Write Around. The teacher should display and read the following sentence starters: “Economics is...,” “An example of economics is...,” and “Economics impacts me by...” Students should copy the stems onto their paper and finish each sentence. Students should pass their answers to the group member on their right who will then add their own responses to the sentences they received without repeating anything. *The teacher may want students each to write in different colors.* Students should repeat this process until they have their own paper again. After the papers have circulated to all group members, multiple summaries should have emerged from the sentence starters. Students should review what their group members wrote and make any edits they wish. The teacher should ask for volunteers to read their sentences aloud to the whole class, ensuring that examples of each of the starters are given. While students are presenting, the teacher should refer back to the words on the Economics anchor chart (if applicable). Students should understand that economics involves many things, including goods, services, products, needs, wants, money, inflation, depression, etc. If students have not mentioned these things, the teacher should use this time to ensure those terms are added.

The teacher will tell students that each group will be playing an economics matching game with the [Card Sort \(Appendix G\)](#). The teacher will give each group an envelope with two sets of cards (terms and definitions). In groups, students should discuss each term and which definition they think matches it. After finishing their own set, students can walk around the room to see what other groups did, and make any edits to their work based on what they observe. Then, the teacher can review the terms and definitions, discussing how each relates to Reconstruction and referring back to the words on the Economics anchor chart (if applicable). Examples of connections are as follows: *Prior to the Civil War, the North was primarily focused on industry. They made goods that both southerners and northerners needed and wanted. Prior to the Civil War, the South was primarily focused on agriculture (i.e., farming). They sold cash crops like cotton to the North, who turned the cotton into goods that people needed like clothes.*

Once the class has discussed all of the terms, the teacher should show a series of pictures that represent the vocabulary. The teacher should be sure to discuss each picture with the students and ask questions such as, “What words do you think this picture represents?” “What impact did this have on the American people?” “Why would this impact the North and South differently?” and “Which part of the country needed to be rebuilt?” See [Appendix H for a list of Economic Vocabulary Visuals](#).

After reviewing the sources, groups should rank what they consider the top five economic issues after the Civil War (1 representing the largest impact) ensuring that they can defend their reasoning. Teacher should have groups read rankings aloud and provide their reasoning. The teacher should note lists on the board. Once all groups have given their top five lists, the teacher should ask students to look and discuss similarities and differences amongst the lists. The class should then come to a consensus of the top five, and the teacher should record this final list on the “Economics” anchor chart. The chart should remain posted for the remainder of the unit.

To close this lesson, the teacher should give each student four index cards. Each student should use one index card to write one question about each of the categories—physical, political, social, economic. The teacher should collect the cards and sort them by category. Within the categories, the teacher should mix up the cards and hand back out one per student, ensuring that there is an equal distribution from all four areas. The students should then complete a [Quiz, Quiz, Trade](#) with a partner. Each partner will quiz the other using their cards. Once they have quizzed one another, they should trade cards and find a new partner. Students should do this with as many partners as

Essential Question: *How did the end of the Civil War impact the United States?*

possible for six or seven minutes. *The teacher may wish to remind students that the anchor chart and other displays around the room may help answer the questions.* Once students have finished this activity, the teacher should collect the cards to possibly use as a review.

LESSON 2

Supporting Question(s)

Why were there different plans for reconstructing the South?

Vocabulary

The following words should be addressed during this lesson:

- (state) constitution
- amnesty
- branches of government
- checks and balances
- pardon
- ratify
- emancipation
- suffrage

Lesson Sequence and Instructional Notes

This lesson includes group work. Six students to every group are optimal because students will split into mini-teams of two or three throughout the lesson. All materials for this lesson should be prepared prior to the start of class. This lesson will take more than one day to complete.

The teacher should ensure that the Reconstruction anchor chart and materials from Lesson 1 are still posted in the classroom. The teacher should also prepare a new anchor chart titled, "Reconstruction Plans" with columns labeled "1," "2," and "3."

The teacher should begin this portion of the lesson by telling students they are going to be talking about Reconstruction, politics, and political disagreements. Students will work in random groups using [A Maître d' protocol](#). The teacher should call out, "I need a table of three," and students should quickly assemble groups of three. In their new group, students will discuss one of the following questions for one or two minutes before the teacher asks for volunteers to share their answers with the class. Students can repeat this process for each of the questions below:

- "What are the three branches of government and what does each branch do?"
- "What are checks and balances?"
- "Which branch (or branches) of government deal with passing laws?"

Once students have discussed the three questions, they should return to their seats. The teacher should explain that many laws were written after the Civil War concluded. Some were written to "help" the southern states that had seceded from the Union (i.e., the South), and some were written to "hurt" the South. The teacher should ask students, "Why would people want to 'help' the South?" The teacher should draw students' attention to the materials around the room (i.e., the class definition of Reconstruction, materials from Lesson 1) to reinforce the idea that the Civil War "destroyed" the South. The teacher should then ask

students, “Why would people want to ‘hurt’ the South?” Students should observe that people may have been angry that the South seceded from the Union. Finally, the teacher should bring students back to the opening questions, and explain that there are three branches of government, but only two are involved in writing laws—the legislative and executive—and these are the “people” who wanted to “help” or “hurt” the South.

The teacher should then hand out the [Reconstruction Plan Readings \(Appendix I\)](#) and [Reconstruction Plans Graphic Organizer \(Appendix J\)](#), and the students will work in pairs (three pairs per group) to complete the three readings and graphic organizer. Each pair will read a different source. *The readings do not have titles, though they are numbered for group pairs. Students will work to identify who wrote these materials (President Abraham Lincoln, the U.S. Congress, and Andrew Johnson). Teachers may wish to use a specific reading strategy (e.g., read aloud).* Once students have read their texts and filled in their graphic organizer, partners should come up with a way to role-play the person or group responsible for the plan and act out their person/group to their group of six. The rest of the group will guess who was responsible for the plan. Then, volunteers should role-play for the class. One duo from each group should role-play, and there should be examples of all three plans. As students present, the teacher should reveal who wrote the plans and write President Abraham Lincoln on column one of the anchor chart, U.S. Congress on column two, and President Andrew Johnson on column three.

Next, the students will work in trios within their groups (i.e., one student who read each plan per mini-group). Each student should use their graphic organizer to share the main points of plan they read and whom the plan helped or hurt. After all three members have presented, the students should fill in their graphic organizers with the information. After the trios have completed presenting, the teacher should lead a whole-class discussion about the three plans with questions like, “Why was there more than one plan?” “Which plan do you think is the best?” and “Which branches of government were involved here?”

To close the lesson, students complete an exit ticket of the teachers choosing answering the following questions:

1. Why were there different plans for reconstructing the South?
2. Based on what you learned, what happened when no one agreed on a plan for Reconstruction?
3. Which plan do you think is the best? Why?

LESSON 3

Supporting Question(s):

- Can a compromise be a good thing and a bad thing at the same time?
- How did compromise end Reconstruction?

Vocabulary

The following words should be addressed during this lesson:

- electoral college
- electors
- popular vote
- political platform
- platform

Lesson Sequence and Instructional Notes

Students should be in groups of six. Prior to class, the teacher should have index cards prepared with main dishes (e.g., hamburger, pizza), side dishes (e.g., French fries, salad), and dessert (e.g., cake, ice cream). The teacher should prepare one index card for every student (all groups should have the same items written on them). The teacher should randomly select two of the index cards in each group and place a star on them somewhere for later use.

The teacher should introduce the concepts of politics and compromise and explain that the ability to negotiate and compromise is important for people in politics because they have to listen and try to please many people at the same time. The teacher will hand out the prepared index cards and tell students that they are going to practice being politicians and compromising. The teacher should tell students that their index cards represent different foods they can eat for dinner. As a group, they have to decide on only three items for dinner. Groups should have three or four minutes to make a decision on their three choices. Then, groups should share their final menus with the whole class. The teacher should write the menus on the board, assign a number to each menu, and ask follow-up questions such as, “Was it hard to come to this decision?” and “Does everyone in the group agree with this menu?”

After all groups have shared, the teacher should tell students that the class will now vote on which number menu they want. The teacher should tell students to look at their index cards and see if their card has a star. If they do, they should stand up. The teacher should explain that the standing students represent “parents,” and the rest of the group represents “kids.” “Parents” will vote on the menu and will represent their “kids.”

The teacher should ask “kids” to raise their hands to indicate which dinner menu they prefer; the “parents” should not vote, but they should pay attention to how their “kids” vote. The teacher should tally up the votes and indicate the number of votes each menu received on the board. Then, the teacher should explain that “parents” can vote the way their “kids” voted or choose a different menu. However, they should remember that they are representing their “kids.” The teacher should tally up “parents” votes and indicate the results on the board. The teacher should then ask students, “Which meal did the ‘kids’ election win?” “Which meal

did the ‘parents’ election win?” and “Did the same meal win both elections?” The class should discuss differences in the elections.

The teacher should explain that the class just modeled the Electoral College, which is a process that was set up in the constitution to elect the President. In the simulation, the “kids” represented the citizens (i.e., the popular vote) and the “parents” represented the electors (i.e., the electoral vote). The teacher should explain to students that in order to win the presidency, a candidate must get a certain amount of electoral votes, but sometimes the Electoral College system elects a different candidate than the popular vote. The teacher should discuss the chart on the [270 to Win 1824 Presidential Election Webpage](#) and briefly discuss why Andrew Jackson won both the popular and electoral vote but still didn’t become president.

The teacher should explain that the same thing happened in 1867, just after the Civil War, in the election between Samuel J. Tilden and Rutherford B. Hayes. The teacher should show the [270 to Win 1876 Presidential Election Webpage](#) and discuss the election results map and chart. The teacher should explain that there were 20 disputed electoral votes, so there was no clear winner. A committee including representatives from the U. S. Senate, U.S. House of Representatives, and Supreme Court was created to decide the election. Originally, the group had half Republicans and half Democrats, but one Democratic member was replaced by a Republican one. This meant that instead of having an equal number of representatives from each political party, there was now a Republican majority. The teacher should ask “Why would they want equal numbers?” or “Why would one party having a majority matter?”

Then, using the [Presidential Hopeful Dossiers \(Appendix K\)](#), students will pretend they are members of the committee and are charged with deciding who should win the presidency and why. Using the information that has already been presented and the Presidential Hopeful Dossiers, the students should use students’ compromise to reach an agreement as to who should become president, but they should base their votes on evidence. *The teacher may want to assign a note-taker for each group to record the final decision and evidence.*

Once students have selected their winner, the teacher should ask for one student to represent the group. Representatives should come to the front of the room and explain who their group decided to vote for and why. *The teacher may wish to prompt students with questions like, “Was this a hard decision to make?” or “What about his dossier made you want to vote for him?”* The teacher should tally the votes and announce the class winner.

The teacher should then tell students that Rutherford B. Hayes won the Presidency in 1876. The teacher should tell students that some people accused him and his party of cheating and some people threatened Rutherford B. Hayes. So, he made a compromise so he could peacefully become president. The compromise was an informal deal that made Hayes president and removed the federal troops out of the South which formally ended the Reconstruction Era. The teacher should then show [The Compromise of 1877](#) video to ensure students understand the events that led to the compromise.

As a closing activity, students should write a one-sentence summary answering the question, “How did compromise end Reconstruction?” and create two graphics/pictures, one representing the Election of 1876 and one representing the Compromise of 1877.

CULMINATING ACTIVITY: RECONSTRUCTION BINGO

This extension activity gives students the opportunity to independently address the essential question for the unit and to demonstrate their understanding of the unit concepts. This activity prompts student thinking and provides students a chance to demonstrate their understanding in an authentic and meaningful way.

Activity Sequence and Instructional Notes

This activity is designed for students to complete on their own; however, it can be modified for pairs or groups based on student needs.

As a culminating activity, the students can create a bingo board about Reconstruction. The teacher should give each student 25 white index cards. Students will select 24 [Important Terms from the Unit \(Appendix L\)](#). On the unlined side of the index card, students will write the term and draw an illustration. On the lined side of the index card, students will write the definition and/or important facts about the term. *Only 24 cards will have terms, the final card will be the “free space.”*

Once students have finished their cards, students can “play bingo” by laying their cards out in five rows of five cards with the “free space” card in the center. All cards should be picture side up, allowing students to use the illustrations to “play bingo.” The teacher will provide a definition for students to match to their bingo card. *The teacher should determine additional specifics of game play.*

The teacher may also wish to add a summative assessment task to the end of the unit.

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ⁱ Reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.