11th Grade US History Unit of Instruction

How did the failures of Reconstruction impact freedom movements from 1920 - 2020?



Supporting Questions

1. What were the goals of Reconstruction?
2. Did Reconstruction achieve freedom and equality for African Americans in the South?
3. What racist laws and organizations challenged Reconstruction?
4. How did the failures of Reconstruction impact the goals of freedom movements from 1920-2020?

Adapted from the C3 Inquiry Design Model by Grant, Lee, and Swan, 2014; Read.Write.Inquire, University of Michigan, 2018

Unit Historical Question: *How did the failures of Reconstruction impact freedom movements from 1920 - 2020?*			
Standards & Framework CCSS/Content/HSS Framework	11.1.4 RH.11-12.1 WHST.11-12.4 SL.4b *How did the country change because of the Civil War and Reconstruction in the 19th century?*		
Big 6+1 Historical Thinking Concepts	Historical Significance • Guidepost 2: Events, people, or development have historical significance if they are revealing. That is, they shed light on enduring or emerging issues in history or contemporary life Evidence • Guidepost 1: History is an interpretation based on inferences made from primary sources. Primary sources can be accounts, but they can also be traces, relics, or records. Cause & Consequence • Guidepost 1: Change is driven by multiple causes, and results in multiple consequences. These create a complex web of interrelated short-term and long-term causes and consequences. Activist Dimension • Guidepost 4: History does not always provide answers to modern day problems, but it can inspire informed action if the successes and shortcomings of social movements and legislation are analyzed. • Guidepost 5: History is a means to establish deeper connections between the past and present. This extends beyond simply understanding modern-day issues. This deeper connection asks us to be reflective about the world, our community, and ourselves so that we are working towards a more just and equitable society.		
Culturally Responsive Concept & Elements of Antiracist Education	Builds Critical Consciousness & Examining the historical roots and contemporary manifestations of racial prejudice.		
Staging the Question	Students will consider the *Essential Question* for the year and then create a preliminary definition by answering the following question: **How do you define Freedom?**		
Inquiry Question 1	**Inquiry Question 2**	**Inquiry Question 3**	**Inquiry Question 4**
What were the goals of Reconstruction?	*Did Reconstruction achieve freedom and equality for African Americans in the South?*	*What racist laws and organizations challenged Reconstruction?*	*How did the failures of Reconstruction impact the goals of freedom movements from 1920-2020?*
Formative Task	**Formative Task**	**Formative Task**	**Formative Task**
Students will analyze Nast's *Emancipation* using ThingLink and will integrate evidence from the Civil Rights Act of 1866, the 13th	Students will be provided a claim "Reconstruction achieved freedom and equality for African Americans in the South." they will then engage in an	Students will engage in a Station Rotation activity where they will analyze the sources at 5 different stations. Using evidence gained they will respond to	Students will analyze continuity and change during this time period. W Continuity and Change …

Amendment, and the Preamble to the Declaration of Independence.	**Evidence Sort** and then reevaluate the claim using their sorted evidence and the "**Critiquing an Argument**" strategy	the inquiry question via a classroom discussion 7Cs of Critical Histori… (source analysis)	
Sources	**Sources**	**Sources**	**Sources**
1. *Emancipation,* Thomas Nast, 1865 2. Preamble *Declaration of Independence,* 1776 3. 13th Amendment, *1865* [excerpt] 4. Civil Rights Act of 1866 [excerpt]	1. *Special Field Order 15,* William Tecumseh, Jan. 1865 2. *From a letter written by the Committee of Freedmen, Edisto Island, South Carolina,* October 20 or 21, 1865. 3. *Andrew Johnson Vetoes Civil Rights Act,* 1866 4. Reconstruction Act, 1867 5. 14th Amendment, 1866 6. *The First Colored Senator and Representatives in the 41st and 42nd Congress of the United States,* 1872 7. Carrying Light and Knowledge". A Letter from Edmonia Highgate to the American Missionary Association, 1866	1. *Plessy v Ferguson,* 1896[excerpt] 2. What was the Compromise of 1877? 3. Poll Tax laws 4. *Mississippi Black Code,* 1865 *(full text here)* 5. *Visit of the KKK,* Feb 1872	1. *Interview with Boston Blackwell, former slave from Federal Writers Project Vol. 2, Arkansas Part 1, 1936* 2. *Statement of Sandra Hard, Summer Volunteer at Mississippi Freedom School,* 1964 3. *Now, we Transform*, Black Lives Matter, 2020 4. *How Long? Not Long*, Martin Luther King Jr., March 25, 1965 5. Voting Rights Act of 1965 [excerpt] 6. *Black Reconstruction in America*, W.E.B. DuBois, 1935 [excerpt] 7. Historian Eric Foner on the Unresolved Legacy of Reconstruction, June 2020
Assessment	**Podcast:** Students will be given options to show their mastery of this unit. They can create a Podcast where 2-4 students discuss Reconstruction and how it influenced future movements for freedom. *or* **Video:** Students can work in pairs or up to 4 students per group where they will create a video (2-4 minutes) where they highlight their understanding of Reconstruction, mention the significance of 2-3 sources, and the connection to future movements for freedom. Students have the ability to add images related to the topic and captions. *or* **Digital Portfolio:** Students will create a Digital Portfolio on google slides. The portfolio will highlight the best examples of historical reading, writing and evidence-based arguments. They will follow the rubric and paste their example from the unit.		
Taking Informed	"Audacious Hope"		

Action Critical Hope	Students will explain how they plan on supporting the Movement for Black Lives “Black Summer” which takes place in August which includes options for support via social media campaigns.