

Wilmington Massacre and Coup D'etat of 1898
NEH Summer Institute July 2024
Lesson Plan
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<p>Standards Analysis Which of your content standards can be addressed with this unit?</p> <p>Taken from New York State Common Core Grades 9-12 Social Studies Framework</p>	<p>Standard 1: Reconstruction</p> <ul style="list-style-type: none"> • 11.4a Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction. • Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and Plessy v. Ferguson (1896). • Students will examine the ways in which freedmen attempted to build independent lives, including the activities of the Freedmen's Bureau, the creation of educational institutions, and political participation. Students will examine the impacts of the election of 1876 and the compromise of 1877 on African Americans
	<p>Standard 2: Role of AA in US History</p> <ul style="list-style-type: none"> • 11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: • Students will examine judicial actions and legislative achievements during the movement, such as Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, Heart of Atlanta Motel, Inc. v. United States (1964) and the Voting Rights Act of 1965.
	<p>Standard 3: Democracy in action</p> <ul style="list-style-type: none"> • 11.2d Students will examine the tradition of a peaceful transfer of power established in the presidential election of 1800 and compare it to the presidential election of 2000, focusing on the roles of the Electoral College and Congress in 1800 and the Electoral College and the Supreme Court in 2000.
<p>Culminating Product How will your students show what they've learned?</p> <p>Ideas</p> <ul style="list-style-type: none"> • history lab • Socratic seminar • textbook entry • documentary • analytical essay • photo essay • offshoot research 	<p>Students will read primary documents, analyze them, and then conduct a discussion. In addition, students will write a reflection piece using the evidence and information gained from discussion. Finally, students will have to connect the issues from 1898 to contemporary society in the areas of race, politics, and democratic procedures.</p>

<ul style="list-style-type: none"> • artistic representation • political cartoon • creative writing • choice board 	
Product Assessment How will you assess student learning based on the Culminating Product?	Student learning will be evaluated based on the amount of evidence they provide coupled with the depth and thoughtful nature of their response. Considering this is a sensitive and controversial topic with many layers, the expectation is that the student examines several different aspects and layers that contribute to the issue and ultimately to its application today.
Texts How will students acquire knowledge? Ideas <ul style="list-style-type: none"> • <i>Crow</i> by Barbara Wright • <i>Wilmington's Lie</i> by David Zucchino • <i>Wilmington on Fire</i> documentary by Christopher Everett • <i>When White Supremacists Overthrew a Government</i> by Ranjani Chakraborty via Vox • Textbook excerpts • Photos • Rebecca Felton speech • Alexander Manly Editorial • Daily Record issues via Digital NC 	Several documents are being used: <ul style="list-style-type: none"> • Waddell 1898 • Aycock 1903 • Kirk 1898 • Letter to President McKinley 1898 • Population chart • Voting chart • Property chart • Democratic Party Handbook 1898 • 125th anniversary article 2023 • Political cartoon 1898
Classroom Activities How will students interact with the texts and each other to think critically and draw conclusions? Ideas <ul style="list-style-type: none"> • Observe, Question, Reflect (LOC) • National Archives Resources • Thinking Like a Historian • structured discussion strategies 	Students will participate in think, pair, share, history lab, general class discussion, and completing source charts. These charts will include those from the National Archives resources, thinking like a historian, and CRAAP chart.

<ul style="list-style-type: none"> • written responses 	
Student Considerations <ul style="list-style-type: none"> • “Hard” history and adverse reactions • Making it relevant • Multilingual students • Learning differences 	<p>The sensitive nature of the topic demands considerable background and context beforehand to make sure the students are prepared for the topic. The relevancy will come from the connections to modern society and political problems. For each document, I have adapted and modified the language for my ELL students and my struggling readers.</p>

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