Reconstruction Unit Outline
EDLD 5318

Introduction
- Unit Calendar
- 3 Course Table
- Weekly checklists

Week 1:
1. Unit vocabulary
   a. Videos, nearpod, review games, practice quiz
   b. *Required task: nearpod*
2. How did the lives of Americans change as a result of the Civil War?
   a. "The World the War Made"
   b. video, readings, review games, google form
   c. *Required task: google form - check for understanding and reflection*
3. How did Presidential and Radical Reconstruction address questions of healing and justice differently.
   a. "The Political Struggle"
   b. video, readings, review games, google form
   c. *Required task: google form - check for understanding and reflection*
4. Assessment
   a. Vocabulary Quiz
   b. Live class discussion (group size tbd)

Week 2:
1. What were some of the policies and accomplishments of interracial state governments during Reconstruction?
   a. "Interracial Democracy"
   b. Videos, webquest, Finding your Roots video, review games, google form
   c. *Required task: google form - check for understanding and reflection*
2. What made Ku Klux Klan violence possible and acceptable to so many Americans as a reaction to Reconstruction and interracial democracy?
   a. "Violence and Backlash"
   b. video, readings, review games, google form
   c. *Required task: google form - check for understanding and reflection*
3. Assessment:
   a. Summative Reconstruction Quiz
   b. Live Class discussion (group size tbd)

Week 3: Reconstruction Amendment Project
1. Introduce Reconstruction amendment group assignment
   a. Rubrics
   b. Due dates and checklist
   c. Directions
2. Reconstruction Amendment Project
   a. Research amendment
      i. Review context of amendment during ratification - videos, readings
      ii. Analyze Supreme Court cases using Annenberg classroom resources
   b. Group amendment history
      i. Create a graphic organizer and illustrated timeline of the history of the amendment
      ii. Includes rubric and requirements
   c. Individual written argument
      i. How has the amendment and current related court interpretations made society more or less just for everyone
      ii. Includes rubric and requirements
3. Assessment
   a. Graphic Organizer and Timeline
   b. Socratic Seminar discussion
   c. Written argument over the chosen amendment

Week 4: Community Issues
1. Project Introduction
   a. Project calendar and pacing guide
   b. Show examples
   c. Q&A
2. Analysis of who votes
   a. Class survey/online discussion
   b. Readings
   c. *Required task - Google form reflection*
3. Community Issues
   a. Class survey of important community strengths and needs
   b. Google form - Conduct interviews or read through newspaper or social media to add to community issues list
   c. Google form - analysis of census data
   d. *Required task - 1 page essay describing*
      i. *their community's demographic make-up*
      ii. *its pattern of growth or decline*
      iii. *what issues this data raises for the community.*
4. Conducting a survey
   a. Select an issue and form groups (3-4 people) based on similar interests

b. Create a survey for the community
c. Videos and tips for asking good survey questions
d. Reading - steps to creating a quality survey
e. Conduct interviews (look for elected officials who have differing opinions)
f. *Required task - Google form - finalized survey questions with at least 10 responses*

5. Assessment
a. Individual oral reflection about surveying the public and seeking out different opinions

Week 5: Issues-Based Video Group Project

1. Establish Group Roles
a. Review rubric, timeline and pacing guide
b. *Required task - Google doc - responsibilities and accountabilities lists (choose roles)*
   i. *Producer*
   ii. *Researcher/writer*
   iii. *Reporter*
   iv. *Editor*

2. Video Preparation
a. Research issue
b. Create Storyboard - include message and audience
c. Write Script
d. Choose software and images

3. *Required Tasks:*
a. Research notes
b. Storyboard
c. Script
d. Selected images with write up about chosen editing tools

Week 6: Issues-Based Video Group Project

1. Create video
a. Record audio or video
b. Add images, text, audio or video clips
c. Add transitions and timing effects
d. Edit video

2. Video Presentation
a. present video to class for any final feedback
b. Share videos with community and elected officials (possible social media)

3. Assessments
a. Issues based video
b. Individual written reflection