

## Part I: Thematic Primary Source Set

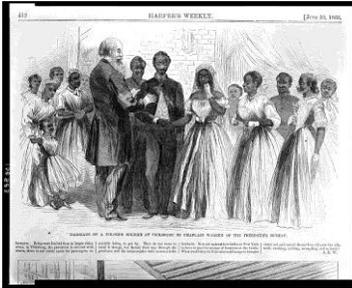
Goal: Demonstrate how primary sources can support at least one teaching strategy.

Topic/Big Idea: Reconstruction 1865-1877

Grade Level and Subject Area: 8<sup>th</sup> grade, South Carolina History

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| Thumbnail Image of Source   | Bibliographic Information<br>(Title, Author/Creator, Date, URL)   |
|---|---|
|    | <p>Title: The Freedmen's Bureau<br/>           Creator (s): Drawn by A.R. Waud<br/>           Date Created/Published: Harper's weekly, 1868 July 25, p. 473<br/>           Web Location: <a href="http://www.loc.gov/pictures/item/92514996/">http://www.loc.gov/pictures/item/92514996/</a><br/>           Summary: Man representing the Freedman's Bureau stands between armed groups of Euro-Americans and Afro-Americans.</p>   |
|  | <p>Title: Marriage of a colored soldier at Vicksburg by Chaplain Warren of the Freedmen's Bureau<br/>           Creator (s): 1866<br/>           Date Created/Published: Harper's weekly, v. 10, no. 496 (1866 June 30), p. 412 (top)<br/>           Web Location: <a href="http://www.loc.gov/pictures/item/2009630217/">http://www.loc.gov/pictures/item/2009630217/</a><br/>           Summary: Illustration showing an African American soldier at his wedding in Vicksburg, Mississippi.</p> |
|  | <p>Title: Slavery is dead(?)<br/>           Creator (s): Thomas Nast<br/>           Date Created/Published: Harper's weekly, 1867 Jan. 12, p. 24<br/>           Web Location: <a href="http://www.loc.gov/pictures/item/93507943/">http://www.loc.gov/pictures/item/93507943/</a><br/>           Summary: Two illustrations showing: Slave being sold as punishment for crime, before Emancipation Proclamation; and African-American being whipped as punishment for crime in 1866.</p>          |



Title: Negro sharecropper house on dirt.

Creator(s): Dorothea Lange as part of the Farms Security Administration

Date Created/Published: July, 1939

Web Location: <http://www.loc.gov/pictures/item/fsa2000003503/PP/>

Summary: Dirt log cabin on right is much older than attached frame cabin on left. Both have halfstones. Note dog run and flowering plants in tin can and tubs. This is typical of Negro dwellings. Log build visible. Through the back door is the corncrib. Near Olive Hill, North Carolina



Title: Robert Smalls, S.C. M.C. Born in Beaufort, SC, April 1839

Creator(s): Levin Handy

Date Created/Published: Between 1870-1880

Web Location: <http://www.loc.gov/pictures/item/brh2003000291/PP/>

Summary: African American legislator

## Part II: Classroom Activity Plan

**Goal:** Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

**Essential/Investigative Question:** How did life change for African-Americans during Reconstruction?

### Objective(s):

Students will be able to explain at least three things about each image that describe the continuum of life for former enslaved people during the Reconstruction period.

### Standard(s) Addressed:

8-5.1 Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen's Bureau.

8-5.2 Describe the economic impact of Reconstruction on South Carolinians in each of the various social classes.

8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.

8-5.4 Summarize the policies and actions of South Carolina's political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.

### Vocabulary:

Freedmen's Bureau, Amendment, Political Cartoon, Sharecropper, *The Planter*



**Lesson Materials:**

Laptop, SMART Board projection system, above images, iPads

**Literacy and Technology Objective:**

Students will work in pairs to create an iBook describing the hardships and successes of life for African-Americans in the South during Reconstruction. The images will be used to guide the content of the iBook.

**Lesson Importance:**

To allow students to analyze how African-Americans, though free and citizens, faced discrimination but still managed to make lives for their families and prosper.

**Connections to Prior Learning:**

Students have previously learned about lives of enslaved people, abolitionists, the Civil War, Reconstruction amendments, the rise of the KKK, and the ruined economy of the South post-Civil War. Students learned how to search the Library of Congress website for images during the National History Day competition.

**Skill Development:**

Teacher will begin the lesson by asking:

- What were the three Reconstruction amendments?
- What affect did each have on the lives of newly freed people in the South?
- What was done that limited these new liberties?

Together, the class and teacher will create a chart of success and failures of Reconstruction.

**Guided Practice:**

Teacher will explain the iBook assignment as a summary of how life for African Americans changed during Reconstruction. The images will loaded into the class Edmodo account. Students will be instructed to access the account, analyze the images, and create an iBook using the images provided. They will be instructed to the Library of Congress website to access two additional related images to include in their iBook.

As an example, the teacher will display the first image *The Freedmen's Bureau*. Together the class will analyze the image and brainstorm how the image could be included in the iBook.

Students will divide into pairs to begin their iBook project.

This project will take approximately four class periods to complete. Each class period is one hour. On the last day, groups will share their iBook projects with their classmates by joining two groups together. After ten minutes, the groups will rotate. Imagine speed dating, except no dating and with 8<sup>th</sup> grade students and iBook projects.

**Closure:**

Students will share their iBooks in small groups.



**Assessment:**

Students will be assessed by their explanations of how the images represent the changing lives of African Americans during Reconstruction, both the hardships and the successes. The teacher will review each group's iBooks as well as circulate through the class as groups are sharing their iBooks with their classmates. Points will be earned in use of technology, written explanations, and ability to demonstrate understanding by sharing their iBooks with classmates.

**Modifications:**

The assignment as explained above is appropriate for honors classes. To modify for general education classes, eliminate the requirement for two additional images and provide a list of suggest words for phrases for each image. The teacher should spend time with each group, each day of the project. If a second teacher or teacher aide is available in the class, both adults should spend time with each group to support and guide the learning process. (I have a college intern who assists in my classroom each Tuesday and Thursday. If you have a nearby college or university, I highly suggest you contact their history or education depart to inquire about interns who need and want classroom experience.)

