

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Kindergarten Social Studies.

## UNIT 4 – “Reconstruction: The Nation Reunited”

### Elaborated Unit Focus

In this unit, students will learn how the United States reunited after the Civil War. Students will understand how *beliefs and ideals* of the North and South influenced changes to laws and the Constitution. The students examine the work of the Freedman’s Bureau to understand how *individuals, groups, and institutions* can affect society. Finally, by thinking about *conflict and change* and *production, distribution, and consumption*, students will learn the effects of the Civil War on the daily life and the economy of the North and South.

### Standards/Elements

**SS5H1 The student will explain the causes, major events, and consequences of the Civil War.**

e. Describe the effects of war on the North and South.

**SS5H2 The student will analyze the effects of Reconstruction on American life.**

a. Describe the purpose of the 13th, 14th, and 15th Amendments.

b. Explain the work of the Freedmen’s Bureau.

c. Explain how slavery was replaced by sharecropping and how African- Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.

**SS5CG1 The student will explain how a citizen’s rights are protected under the U.S. Constitution.**

c. Explain the concept of due process of law.

d. Describe how the Constitution protects a citizen’s rights by due process.

**SS5CG2 The student will explain the process by which amendments to the U.S. Constitution are made.**

a. Explain the amendment process outlined in the Constitution.

b. Describe the purpose for the amendment process.

**SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy.**

b. Explain how voting rights were protected by the 15th, 19th , 23rd, 24th , and 26th amendments.

**SS5E2 The student will describe the functions of the three major institutions in the U. S. economy in each era of United States history.**

a. Describe the private business function in producing goods and services.

**SS5E3 The student will describe how consumers and businesses interact in the United States economy across time.**

a. Describe how competition, markets, and prices influence people’s behavior.

b. Describe how people earn income by selling their labor to businesses.

### **Enduring Understandings/Essential Questions**

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

***K-5 EU: The student will understand that people's ideas and feelings influence their decisions.***

- How did the beliefs and ideals of the North and South during the Civil War influence the social, political, and economic decisions of this time?
- How did the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments influence the beliefs and ideals of the country?
- What is due process of law?
- Why did the treatment of African Americans in the South lead to the creation of the 14<sup>th</sup> Amendment?
- How does the 14<sup>th</sup> Amendment protect citizen's rights?

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

***K-5 EU: The student will understand that conflict causes change.***

- How did conflict between the North and South lead to change in the country?
- How did the effects of Reconstruction change American life?
- How did the Jim Crow laws restrict the new freedoms of African Americans?
- How did Congress change the Constitution to protect the rights of African Americans?

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

***K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.***

- How did the actions of Congress affect society?
- How did the Freedman's Bureau affect African Americans?

**Production, Distribution, and Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

***K-5 EU: The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.***

- How did people decide what goods and services to produce, distribute, and consume during Reconstruction?
- How did the destruction caused by the Civil War affect the production of goods and services?
- In what ways were slavery and sharecropping similar and different?

\*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

**Balanced Assessment Plan**

Description of Assessment	Standard/ Element	Type of Assessment
<p>As a pre-assessment for this unit, the teacher should ask small groups to brainstorm lists of the effects of the Civil War on the North and South. This list may include the physical destruction of Southern farms, freed slaves who were in need of housing, clothing, education, and harsh feelings between Northerners and Southerners. Once students have had time to develop their lists, they should discuss their ideas as a class. The teacher should record the ideas on one column of a T-chart labeled “Problems in the U.S. after the Civil War” and “Solutions.” The class will fill in the “Solutions” column as they learn more about Reconstruction.</p> <p>Students will illustrate a scene depicting the effects of the war on the North or South. This illustration should be attached to the T-chart as a visual reminder of the problems Americans faced after the war.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Allow students to work with peer partners</li> <li>• As a point of reference, display student responses to the effects of the Civil War on a t-chart or other graphic organizer</li> </ul>	SS5H1e	Dialogue and Discussion  Constructed Response  Observation
<p>Tell students to pretend that they can send a letter back in time. Students will write a letter to President Abraham Lincoln. In the letter, one paragraph will describe how the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments changed the United States. Another paragraph will explain how the Freedmen’s Bureau affected the lives of African Americans. Inform President Lincoln that the campaign to free slaves had been successful, and sharecropping has replaced slavery. However, explain how African Americans rights are still limited due to Jim Crow laws. Students will use a checklist to ensure they have included all the needed information.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Allow students to use notes and other materials used during lessons</li> <li>• Provide a letter writing template</li> <li>• Allow students to dictate the contents of their letters</li> <li>• Provide access to a word processor that students can use to write their letters</li> </ul>	SS5H2a-c SS5CG1 a- d	Constructed Response  Observation  Self-Assessment

<p>Read and analyze examples of job descriptions. Samples of job descriptions are available at <a href="http://www.stepfour.com/jobs/">http://www.stepfour.com/jobs/</a>. The teacher should select job descriptions of jobs with which students are familiar such as teachers, principals, librarians, fire fighters, etc. As students read the variety of samples, they should begin listing similarities for each job that the employee is responsible for completing, possible tasks for which the person may be responsible, brief statements rather than complete sentences, etc. As students study the work of the Freedmen’s Bureau, they should take notes on the Bureau’s responsibilities. Students may use the graphic organizer attached below to record these notes. Using this information, students should prepare a job description for an employee of the Bureau. The description should include tasks assigned to all employees as well as possible tasks that may be required to help freed slaves.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Provide a job description template with prompts</li> <li>• Allow students to dictate information for the job description</li> <li>• Allow students to illustrate the job description in place of writing</li> </ul>	SS5H2b	Constructed Response
<p>Review John Brown’s raid on Harpers Ferry. Discuss how due process of law protected Brown’s rights. To help guide discussion, here are some key points for students to know:  <i>Despite being a pretty despised individual, Brown got all the safeguards in the constitution:</i></p> <ol style="list-style-type: none"> <li>1. He was taken to a grand jury that did indict him. This was a step that was often skipped in this time period, especially with such a public crime as his. (5th amendment)</li> <li>2. He was given a group of lawyers at no charge. (6th amendment)</li> <li>3. He was tried by a jury (6th amendment) on the charges of treason, conspiracy, and murder.</li> <li>4. After he was convicted on all 3 counts, in his last public statement, Brown admitted that the process had been fair and even said he "admired" the fairness with which he had been treated.             <ul style="list-style-type: none"> <li>○ Teachers should include a discussion that summarizes this section in some way by looking at how the role beliefs and ideals played in this process - even with someone we KNOW is a criminal.</li> </ul> </li> </ol> <p>After students have had a chance to discuss the actions of John Brown, conduct a mock trial for Brown with a focus on the elements of a fair trial.  <i>The following outline of how to conduct the mock trial should last no more than 1-2 class periods and will involve most of the students in your class.</i></p>	SS5CG1c, d	Dialogue and Discussion  Constructed Response

<ol style="list-style-type: none"> <li>1. Bailiff calls the case and introduces the judge</li> <li>2. Judge announces the case and asks for opening statements and informs the jury of what will go on. <i>This is a perfect chance to discuss the due process of law portion.</i></li> <li>3. Opening from the prosecution: Must explain to the jury WHAT Brown did <b>specifically</b> that was wrong. While not realistic, you could have a second attorney that explains what due process steps have been observed.</li> <li>4. Opening from the defense: This is tricky because there are multiple ways to defend someone. <i>For this trial, they would want to say why Brown was justified in what he did, not that he didn't do it.</i></li> <li>5. Witnesses for the prosecution: Could be guards, police officers, militia that was brought in at the end of the raid, etc. For the sake of time, it is best to only allow one-two questions each. Simple questions: "What did you see John Brown do on the morning of October 17th?" "How long was John Brown planning this?" <i>Or let the students make up their own questions.</i></li> <li>6. Witnesses for the defense: May just be Brown, could be other people in his group. Other individuals were tried in connection with this crime.</li> <li>7. Closing argument for each side.</li> <li>8. Judge tells jury what they are supposed to do and reminds them of charges.</li> <li>9. Jury deliberates and delivers verdict.</li> </ol> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Highlight key points of Harper’s Ferry and due process separately on chart paper for display</li> <li>• Assign roles in the mock trial based on student strengths</li> <li>• Provide or help students develop character descriptions for mock trial roles</li> </ul>		
<p>Explain the amendment process to the students while they fill in a graphic organizer (attached below) showing the steps of the process. The teacher may choose to use the short “Amending the Constitution” PowerPoint to present the information. Ask students what new amendment they would like to add to the Constitution. Students will draw a comic strip depicting how their amendment will be processed.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Develop and display a flow chart of the amendment process for students to use as a reference</li> <li>• Allow students to dictate information for the thought bubbles in the comic strip</li> <li>• Provide individual assistance with generating dialog for the comic strip</li> </ul>	<p>SS5CG2a, b</p>	<p>Dialogue and Discussion Constructed Response Self-Assessment</p>

<p>First, read the 15<sup>th</sup>, 19<sup>th</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, and 26<sup>th</sup> Amendments with the students, and rewrite the amendments in kid friendly language.</p> <p>Next, pretend you have just turned 18. You realize that for white men it is their opportunity to have their voice heard. However, you are an African American or a woman. At this time in history, African Americans and women were not allowed to vote. Write a letter to the editor of the local newspaper explaining why you too should have the right to vote just as white men do, and how the 15<sup>th</sup>, 19<sup>th</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, and 26<sup>th</sup> Amendments protect your right.</p> <p><u>Modifications:</u>          Highlight key points and display them for reference          Provide a letter template with prompts          Allow students to dictate the contents of the letter</p>	SS5CG3 b	Dialogue and Discussion Constructed Response
<p>Students should create a 3-part flip chart by folding a piece of paper in half and cutting the top have into 3 equal parts to make flaps. Students should label the flaps 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments. Students will read the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments and re-write them in their own words under the appropriate flap. Upon completion of the writing exercise, students will read their interpretation of the amendments to whole class. The class should then analyze how these amendments affected citizens during Reconstruction. The effect of each amendment should be added to the flip chart. Students should then brainstorm how these amendments are still applicable in today’s society and add this to the flip chart as well.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Allow use of peer partners or small group work</li> <li>• Provide a template for the presentation</li> <li>• Provide a list of questions that guide students through the process of analyzing the affects of the amendments during Reconstruction and in today’s society</li> </ul>	SS5H1a, b  ELA5R1a,d  ELA5W1 – ELA5W3a-g  ELA5LSV1	Dialogue and Discussion  Constructed Response
<p>Discuss the problems freed slaves had in finding work after the Civil War. Explain that this forced freed slaves to make some difficult choices. Read about sharecropping using available texts and discuss the reasons slaves would agree to such an unfair arrangement. The teacher may choose to examine a sharecropping contract found on <a href="http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_dawson.html">http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_dawson.html</a> to see an authentic example of the unfair agreements.</p> <p>Using a compare and contrast chart, with one column labeled “Slavery” and the other “Sharecropping or Tenant Farming,”</p>	SS5H1d	Constructed Response  Self Assessment

<p>students will write descriptions of each to complete the chart. Hold a class discussion to answer the following questions: Would life as a sharecropper be significantly different from that of a slave? Why did freed slaves agree to such unfair agreements? What problems would farmers have faced if freed slaves had not agreed to sharecropping contracts? Is sharecropping or tenant farming still a method of agriculture used in current society? (Yes) Where does this occur?</p> <p><u>Modifications:</u> Allow students to work with partners or small groups to prepare discussion responses in advance</p>		
<p>Unit 2 Lesson from <i>United States Economic History</i>, created by Georgia Council on Economic Education (<a href="http://www.gcee.org">www.gcee.org</a>), allows students to compare and contrast yeoman farming, sharecropping, and tenant farming from an economic perspective. After completing the lesson, students are able to answer the question: “How did freed slaves decide how they would live their lives?”</p>	SS5H1d	Dialogue and Discussion  Constructed Response

**Sample Performance Task**

**Beliefs and Ideals:** The student will understand that beliefs and ideals of a society influence the social, political, and economic decisions they made.

**Standards:** SS5H1; SS5H2; SS5CG3b; Informational Texts: ELA5Ra-h; Informational Writing: ELA5W2a-i

**Notes to the Teacher:** The Internet links provided for this task include some high level reading material. Teachers may choose to use other available resources for research or may choose to print the Internet text to read and discuss in guided reading groups. Before assigning this task to students, the teacher should review the Internet links to determine the additional support students will require.

**Introduction**

Though it seems like only yesterday when you were out on the battlefield of Gettysburg fighting for your country’s future, it has actually been over five years. Since the war, life has really improved for the former slaves living in the Southern states—or so you think. The idea that you fought to make life better for thousands of innocent men, women, and children makes you feel confident that the war was fought for a good cause. Your memories of the war are still vivid in your mind, but you have moved on with your own life. Today you are a well-respected reporter for a small newspaper in New York City. They have a new assignment for you and some of your fellow reporters. Read the memo to find out what they want you to do.

**November 14, 1870**

**Good morning reporter.**

**We have heard many stories lately that life for freed slaves in the Southern states has not improved as much as we had hoped. You will join a group of three other reporters to interview people who will tell you what life is really like. You will leave by train tomorrow morning to go to Atlanta. Please gather as much information as possible so that, when you return, you are able to write a feature story for the newspaper on this subject. Good luck.**

### **Task**

Select your assignment. Which person would you like to interview?

**Reporter 1:** Interview a former slave who is now working as a sharecropper.

**Reporter 2:** Interview an assistant commissioner of the Freedmen's Bureau.

**Reporter 3:** Interview a former slave owner in Georgia.

**Reporter 4:** Interview a child who was a slave.

### **Process**

1. Choose the person you would like to interview.
2. Read the required questions and write any others you would like to answer.

**Reporter 1:** Your task is to interview a former slave who is now working as a sharecropper. Find out what it is like to do this job and how it compares to his work as a slave. Be sure to ask why this man is working as a sharecropper instead of doing another job. How does he feel about his boss? What were black codes? What are Jim Crow laws?

Sharecropping - [http://www.digitalhistory.uh.edu/black\\_voices/voices\\_display.cfm?id=29](http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=29)

Life as a Sharecropper - <http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/index.html>

Black Codes - <http://search.eb.com/blackhistory/article-9015471>

Jim Crow Laws - <http://www.pbs.org/wnet/jimcrow/stories.html>

Examples of Jim Crow Laws - <http://www.pbs.org/wnet/jimcrow/stories.html>

**Reporter 2:** Your task is to interview an army general who is working in Atlanta as an assistant commissioner of the Freedmen's Bureau. Find out what this man is doing to make the lives of freed slaves better. Why is the Freedmen's Bureau important? How do Southerners feel about the bureau? How have the 13th, 14th, and 15th Amendments to the Constitution changed the lives of former slaves?

13th Amendment - <http://www.greatamericanhistory.net/amendment.htm>

14th and 15th Amendments - [http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/recon/revised\\_1](http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/recon/revised_1)

Freedmen's Bureau - [http://www.pbs.org/wnet/jimcrow/stories\\_events\\_freed.html](http://www.pbs.org/wnet/jimcrow/stories_events_freed.html)

Working for the Freedmen's Bureau -

<http://www.pbs.org/wgbh/amex/reconstruction/carpetbagger/index.html>

**Reporter 3:** Your task is to interview a former slave owner in Georgia. How has life changed for this man since the war? How does he farm his land? Who works for him and how does he pay these employees? How does this person feel about Jim Crow laws?

Farming and Sharecropping - [http://www.digitalhistory.uh.edu/black\\_voices/voices\\_display.cfm?id=29](http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=29)

Life as a Sharecropper - <http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/index.html>

Southern Opinions - <http://www.pbs.org/wgbh/amex/reconstruction/kkk/index.html>

Plantations in Ruins - <http://www.pbs.org/wgbh/amex/reconstruction/plantation/index.html>

Jim Crow Laws - <http://www.pbs.org/wnet/jimcrow/stories.html>

**Reporter 4:** Your task is to interview a child who was a slave. How has school changed since the war ended? Does the child feel safe living in the South? Why or why not? How do Jim Crow laws affect his/her life?

Life in the South - <http://memory.loc.gov/ammem/ndlpedu/features/timeline/civilwar/recon/goodings.html>  
Education - <http://www.pbs.org/wgbh/amex/reconstruction/schools/index.html>  
Racism - <http://www.pbs.org/wgbh/amex/reconstruction/kkk/index.html>  
Jim Crow Laws - <http://www.pbs.org/wnet/jimcrow/stories.html>

3. Use the websites to find information to help you answer these questions. You may also use any other resources available in the classroom or media center. Use the “Notes Sheet” (attached below) to keep track of the information you learn that will help you to write the final article.

4. Once you have collected notes that answer all of your questions, you are ready to write the rough draft of your newspaper article. "Writing a Newspaper Article" (attached below) will help you to organize what you are going to write. You can learn even more about how real newspaper reporters do their jobs by visiting this website <http://teacher.scholastic.com/writewit/news/index.htm> .

5. Time to pull out the old typewriter (okay, you can travel to the future and use a computer) and type the final draft to submit to your editor. Carefully check the spelling, grammar, and punctuation. Don’t forget to include a catchy headline for your article.

6. Print your final copy and combine it with the articles written by the other reporters to create the newspaper. You may want to use a publishing program that will make the articles look like a real newspaper.

**Conclusion**

Your job is done and the articles published by this group of reporters have had a tremendous influence on readers of the newspaper. Imagine that you are no longer a reporter, but a reader of the paper instead. After reading the four articles written on this subject, you decide to write an editorial for the paper, explaining what you think the government should do in response to the current conditions in the South. Regardless of the opinion you choose to express, you must back up your ideas with information from each of the articles. Since you are trying to persuade other readers to feel the same way you do, you will need to consider what each of the people interviewed would have to say in response to your ideas.

**Modifications:**

- On the notes page, include each question with lines for responses
- In place of the outline, provide a graphic organizer template with prompts for each paragraph of the report
- Prior to the research conduct a characterization discussion to build background knowledge of each interviewee and display key points for reference points as students work through their interview questions
- Conduct a whole group discussion regarding the issues in the “Conclusion” activity and provide a template with prompts to guide students through the editorial writing process
- Display the elements of effective persuasive writing
- Provide individual or peer partner assistance
- Edit each web link for readability levels and consider student reading levels to determine how much assistance each student will need

Map and Globe Skills:	Information Processing Skills:
-----------------------	--------------------------------

### Content Rubric for Performance Task

<b>Criteria</b>	<b><u>Does Not Meet</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Meets Standard</u></b>	<b><u>Exceeds Standard</u></b>
<b>Explains how former slaves were or were not able to use their new freedoms by answering the reporter questions. Reporter # _____</b>	Incorrectly answers all reporter questions.	Answers to reporter questions include correct and incorrect information.	Accurately answers all reporter questions.	Student accurately answers all reporter questions and analyzes the new freedoms of former slaves by comparing life before and during the Civil War with life during Reconstruction
<b>Writes a newspaper article that analyzes the effects of Reconstruction on American life.</b>	Article does not analyze the effects of Reconstruction. Article contains extensive incorrect information.	Article lists the events of Reconstruction, but does not analyze the effects of these events. Article contains both correct and incorrect information.	Article accurately analyzes the effects of Reconstruction on American life.	Article accurately analyzes the effects of Reconstruction on American life, and the student evaluates the effects of Reconstruction by explaining why Reconstruction was or was not successful for the interviewee.
<b>Article includes a paragraph that explains the beliefs and ideals that influenced the changes to laws and the Constitution during Reconstruction.</b>	Article does not explain any beliefs and ideals.	Article lists the changes to laws and the Constitution but does not explain the beliefs and ideals that influenced these changes.	Article accurately explains the beliefs and ideals that influenced the changes to laws and the Constitution during Reconstruction.	In addition to meets, the student analyzes these beliefs and ideals by describing how these changes affect people today.
<b>Uses appropriate research skills to learn content (i.e. locating resources, reading text for important information, note taking, and synthesizing information).</b>	Student does not apply appropriate skills/strategies to research, record and organize the information for the article.	Student applies some of the skills/strategies to research, record and organize the information for the article.	Student applies all of the appropriate skills/strategies to research, record and organize the information for the article.	Student applies all the necessary skills/strategies to research, record, and organize the information for the article. Student researches the topic beyond the provided links.
<b>Writes a paragraph with an opinion of what the government should have done to resolve the problems facing former slaves with facts that support opinion.</b>	Paragraph does not include an opinion with supporting facts.	Paragraph includes an opinion but does not use facts from other articles to support opinion.	Writes a paragraph that states an opinion with supporting facts about what the government should have done to resolve the problems facing former slaves.	In addition to meets, the student uses other articles to evaluate the opinion and explains how the other articles influenced his/her opinion.

### Product Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
<b>Answers the questions: Who, What, When, Where, How?</b>	Does not answer the questions: who, what, when, where, how.	Answers some of the questions: who, what, when, where, how.	Answers all of the questions: who, what, when, where, how.	Answers the questions: who, what, when, where, how and uses good word choice and sentence fluency.
<b>Includes Interesting Lead and Headline</b>	Missing a lead and/or headline	Includes a basic lead and headline	Includes an interesting lead and headline. The student goes beyond a literal explanation of the topic for the headline.	Includes a lead and headline that demonstrates creativity and an understanding of what will hook the reader. Readers will be eager to read the rest of the article as a result of the lead.
<b>Utilizes Organizing Structure that Fits the Audience and Purpose</b>	Missing an organizing structure.	Organizing structure is inconsistent leading the reader to be confused about the topic.	Uses an organizing structure that is appropriate for the purpose and audience.	Uses an organizing structure that is appropriate for the purpose and audience. Organizing structure helps the reader to fully understand the topic.
<b>Applies Correct Mechanics (Spelling, Grammar, Punctuation, and Capitalization)</b>	Frequent spelling, grammar, punctuation, and capitalization errors make the article extremely difficult to understand.	Occasional spelling, grammar, punctuation, and capitalization errors make the article difficult to understand.	Article contains very few spelling, grammar, punctuation, or capitalization errors allowing the reader to understand the ideas easily.	Article contains no spelling, grammar, punctuation, or capitalization errors.

### Resources for Unit

Unit 2 Lesson from *United States Economic History*, created by Georgia Council on Economic Education ([www.gcee.org](http://www.gcee.org))

#### Reconstruction

<http://www.pbs.org/wgbh/amex/reconstruction/> - PBS site titled “Reconstruction: The Second Civil War”  
<http://www.digitalhistory.uh.edu/reconstruction/index.html> - Features extensive information about many aspects of the Reconstruction Era

#### Due Process

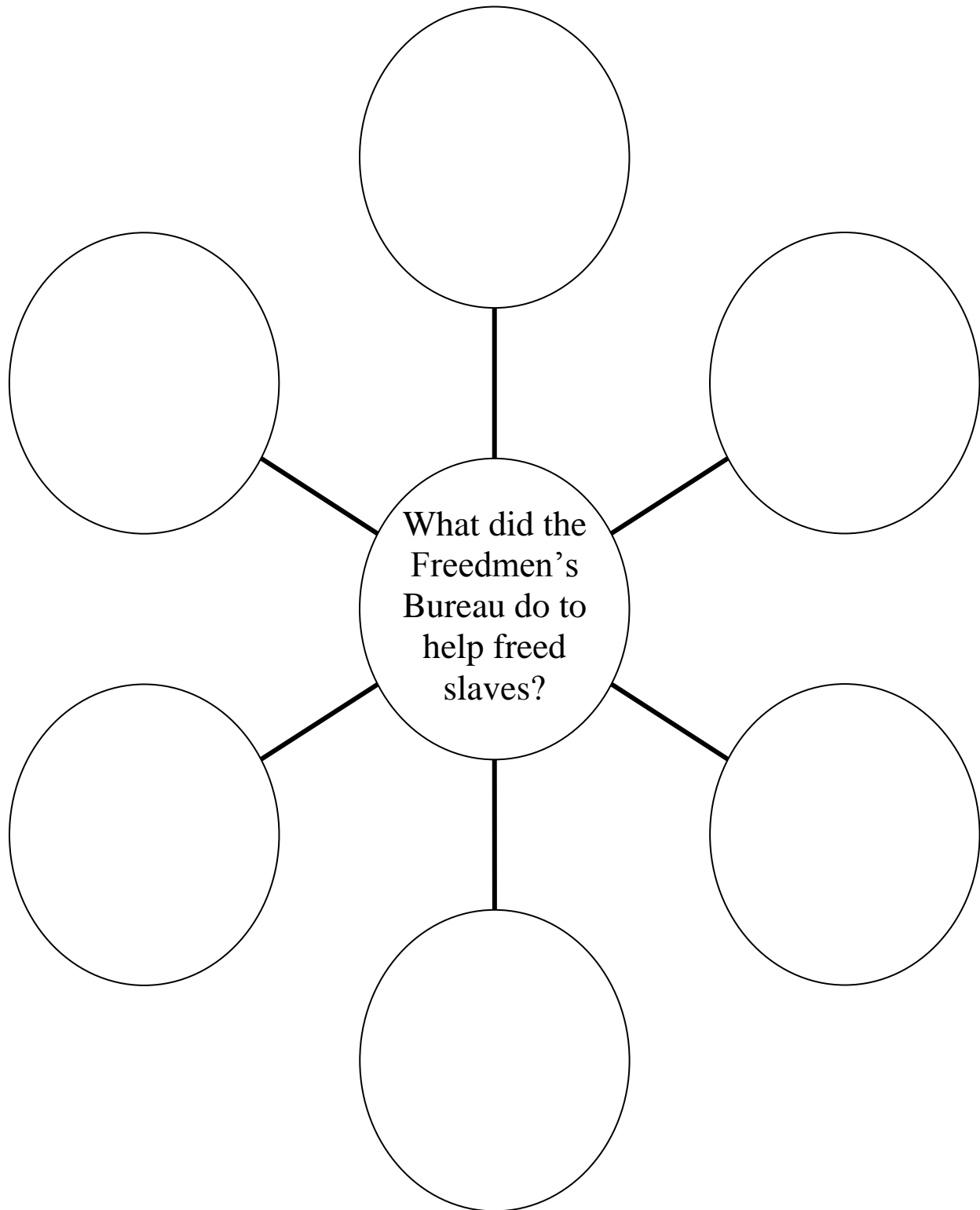
[http://www.abanet.org/publiced/lawday/schools/lessons/46\\_dueprocess\\_play.html](http://www.abanet.org/publiced/lawday/schools/lessons/46_dueprocess_play.html) - Information about due process of law for students and teachers  
[http://www.abanet.org/publiced/lawday/schools/lessons/46\\_dueprocess\\_yertle.html](http://www.abanet.org/publiced/lawday/schools/lessons/46_dueprocess_yertle.html) - Sample of a mock trial

Additional links provided within assessment tasks and performance task. The teacher may choose to use elements of these websites within their classroom instruction and assessment.

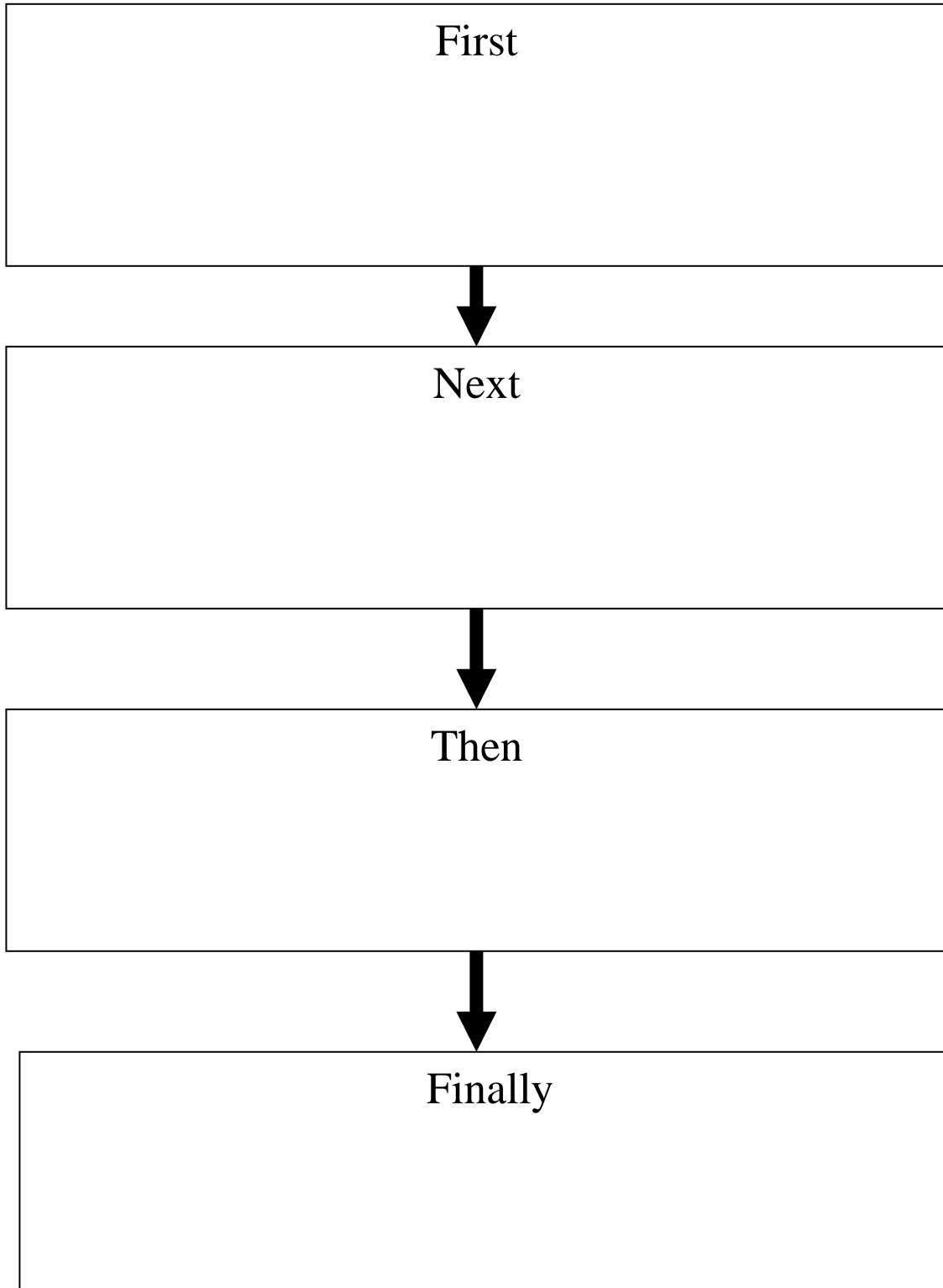
This unit was created by Christy Bonds, Doug Carroll, Betsey Kennedy and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 7/24/08.

## The Work of the Freedmen's Bureau

Record the responsibilities of the Freedmen's Bureau in the circles.



## How are amendments added to the Constitution?



# Notes Page for Reporter 1

**Task:** Interview a former slave who is now working as a sharecropper.

- **Question 1:** What it is like to do this job?

**Notes:**

- **Question 2:** How does it compare to your work as a slave?

**Notes:**

- **Question 3:** Why are you working as a sharecropper instead of doing another job?

**Notes:**

- **Question 4:** How do you feel about your boss?

**Notes:**

- **Question 5:** What were black codes?

**Notes:**

- **Question 6:** What are Jim Crow laws?

**Notes:**



## Notes Page for Reporter 3

**Task:** Interview a former slave owner in Georgia.

- **Question 1:** How has your life changed since the war?

**Notes:**

- **Question 2:** How do you farm your land?

**Notes:**

- **Question 3:** Who works for you?

**Notes:**

- **Question 4:** How do you pay these employees?

**Notes:**

- **Question 5:** How do you feel about Jim Crow laws?

**Notes:**



# Writing a Newspaper Article

## Outline

### ***First Paragraph***

The first paragraph should answer the 5 W's of reporting:

- ***Who*** was interviewed?
- ***What*** did you talk to them about?
- ***When*** did you talk to them?
- ***Where*** does this person live and work?
- ***Why*** did you choose to interview this person?
- Just like in all writing, you should try to hook the reader from the beginning. You might choose to start with a quote from the person who was interviewed, a question for the reader to think about, or a statement that will surprise the reader.

### ***Second Paragraph***

Choose one of the most important topics you discussed in your interview. Look over your notes to think about what you know about this subject. Write a topic sentence and at least three detail sentences. You might want to include a quote from the interview to help explain the topic.

### ***Third Paragraph***

Choose another important topic you discussed in your interview. Look over your notes to think about what you know about this subject. Write a topic sentence and at least three detail sentences. You might want to include a quote from the interview to help explain the topic.

*You may choose to include extra paragraphs to tell more about what you learned from the interview.*

### ***Last Paragraph***

Now you need to wrap up your writing. You should restate your most important points. Make sure you leave a good taste in the reader's mouth by making the end as interesting as the beginning.