

## TAH Lesson Plan

### Title: Blacks during Reconstruction

**Possible Subject Area(s):** U. S. History/Civics (11<sup>th</sup>/12<sup>th</sup> graders)  
**Overview:** Between 1865 and 1877, the nation faced reuniting the Union, rehabilitating the South, and integrating blacks into the larger society.

**Essential Understanding:** Kinds of concerns and problems that such a political change presented to blacks and others after the Civil War “future troubles”.

**Essential Questions:** Was Reconstruction a success or a failure?

**National Standards:** Era 8, Standard 3C

**State Standards:** 1,3,4,5,6

**New Haven Standards:** USII.8.6

### Objectives:

- Students will explain the changes in Southern society that occurred after the Civil War
- The students will discuss the conditions that Blacks were faced with after the war
- Students will evaluate what role the federal government played in aiding blacks
- Students will learn / discuss the changes that freedom brought to blacks
- Students will Identify / discuss political and economic change in the South after Reconstruction
- Describe Southern resistance to Reconstruction and its impact on blacks
- Students will explain how black codes and the return of former Confederate leaders to power affected blacks

### Materials Needed:

Bailey, Thomas A., and Kennedy, David M., *The American Pageant*, copyright 1994 by Heath and Company

Bailey, Thomas A., and Kennedy, David M., *The American Spirit, Volume I*, Houghton Mifflin 1998-Desler, Gail, *The Former Slaves Confront Freedom (1901)*, pp. 488-490 – Booker T. Washington *Reflects (1901)*, pp. 519-520 *The Debate on Reconstruction Policy (Southern Blacks Ask for help)*, (1865). Pp. 491 - 492 – *The Controversy over the Fifteenth Amendment (1866 , 1870)*, pp. 498 – 499 – *The Legacy of Reconstruction (Editor E. L. Godkin Grieves (1871)*, pp. 516 - 517

Thomas Nast cartoon, *Worse than Slavery*, (*Harper's Weekly*, October 24, 1874)

## **Suggested Activities/Procedures:**

### **Day 1**

- Show overhead view of Thomas Nast's "Worse than Slavery Cartoon and asks their first impressions
- Ask probing questions about the illustration and what's being viewed
- What overall conditions are presented for blacks?
- What do the students think Thomas Nast was trying to say/convey in the illustration?
- Divide student into small group to discuss the overhead project of Nast's illustration and what conditions blacks were faced with after the Civil War
- Assign readings from text or Pass out copies of Booker T. Washington readings to be discussed in small groups with the illustration of the overhead projection still being viewed.
- After some discussion be able to identify and explain the meaning behind the symbols/sayings

### **Day 2**

- Overhead projection of the following saying "What does freedom mean to you?"
- Discussion of students answers
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### **Day 3**

- Details of the activity
- Homework

## **Suggested Assessment/Evaluation**

- Selected Response
- Open-ended Questions
- Rubric

## **Possible Extensions/Resources**

- View "Reconstruction" (The Second Civil War) – American Experience - PBS DVD

