

Primary Focus of Lesson (Theme): Reconstruction: American Life After the Civil War

Grade Level: 5th

Length of Lesson: 1 hour

Georgia Performance Standards: SS5H2a-c, SS5CG1 a-d

Lesson Objective(s): Students will be able to:

- Demonstrate an understanding of the impact of the 13th, 14th, and 15th amendments.
- Understand the guidelines set forth by Jim Crow laws and why they were unjust.

Essential Question: What are some of the changes that took place in the United States as a result of the end of the Civil War?

Assessment of Objectives: - to assess with precision whether the instruction has resulted in the desired behavior

- Students will discuss the importance of slavery abolishment and what it meant for all citizens.
- Students will build a connection to the thoughts of those for slavery and the creation of Jim Crow laws.
- Students will discuss ways in which the 13th, 14th, and 15th amendments changed American society.

Introduction (Opening Activator, Set Induction, Attention Getter): The teacher will read *White Socks Only* by Evelyn Coleman. Students will then discuss ways in which the little girl in the story had to deal with Jim Crow laws. The teacher will then offer additional information about the changes that took place in the North and South as a result of the end of the Civil War and the implementation of the 13th, 14th, and 15th amendments.

Teaching Procedures/Strategies:

- The teacher will ask the students to get in to groups of three or four to discuss the effects of the Civil War on the North and South. Afterwards, they will share their ideas with the class to gain clarification and add more ideas.
- The teacher will add those things that are considered conflicting to a chart that is halved and titled on one side "Problems in the U.S. after the Civil War" and the other titled "Solutions." The problems are to be listed from the brainstorming activities, while the students offer possible solutions. The chart is to be filled in as the students learn more about Reconstruction.
- The teacher will ask the students to pretend that they are living in the time just after the Civil War. They will write a letter to President Lincoln. The letter is to be divided in to three sections:
 - Paragraph one describes the impact of the 13th, 14th, and 15th, amendments on the United States.
 - Paragraph two explains how the Freedman's Bureau affected the lives of African-Americans.
 - Paragraph three will inform the president that the slaves have successfully been freed, and that slavery has been replaced with sharecropping. Additionally, students must also advise him that Jim Crow laws still limit the rights of non-white citizens.