

Seventh Grade Lesson Plan: The History of Texas African American Women Before and After the Civil War

Introduction: African American women emigrated to Texas as slaves, settling mostly in east and central Texas. A few won their freedom before the Civil War, but most helped provide slave labor that enabled early Texans to develop the state's agricultural system. After winning their freedom, they worked to reunite their families and educate African Americans and assert their rights as workers and citizens.

Objective: This two-day lesson plan introduces students to the work and status of African American women before the Civil War and the changes and challenges they faced after freedom was granted in 1865. At the end of the lesson, students will have gained an understanding of the hardships of African American women confronted, their value to the development of the agricultural economy, and their accomplishments of African American women during Reconstruction in education, religion, politics, and family life.

TEKS Social Studies Requirements Seventh Grade

(5) History. The student understands how individuals, events, and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:

(C) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.

(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. The student is expected to:

(A) analyze why immigrant groups came to Texas and where they settled.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology. The student is expected to:

(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

(E) support a point of view on a social studies issue or event.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(D) create written, oral, and visual presentations of social studies information.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.