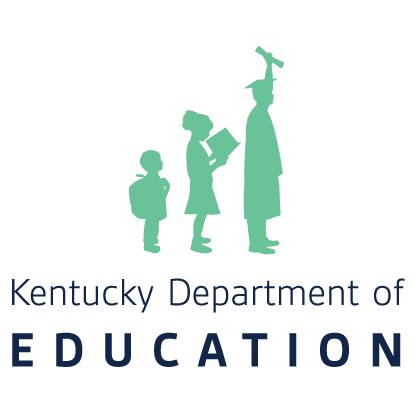
**Including Diverse Groups of the *KAS for Social Studies***

**Grade 8 Collection with Teacher Notes**

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**Was Reconstruction a “dream deferred?”**

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# **Collection Introduction**

This *Including Diverse Groups of the KAS for Social Studies: Grade 8 Collection with Teacher Notes* is designed to support educators in understanding the characteristics of an inclusive curriculum when implementing units and/or lesson plans that include diverse groups. This Grade 8 Collection with Teacher Notes focuses on Reconstruction. This collection includes one compelling question and four supporting questions that are explored through multiple investigations. Students use their exploration of the supporting questions to synthesize their knowledge to answer the compelling question.

Throughout this document, blue boxes are provided to highlight the student facing portions of these sample assignments. As the purpose of this resource is to provide insight on instructional considerations for educators, reading the surrounding “plain” text will be critical when facilitating and implementing these standards-aligned assignments.

It is important to note that the assignment(s), indicated throughout the Teacher Notes, and related resource(s) represent one example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345.](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054) It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

***KAS for Social Studies* alignment**

* 8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.
* 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.
* 8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.
* 8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.
* 8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.
* 8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877.
* 8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.
* 8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.
* 8.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.
* 8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.

| **Setting the Stage: Compelling Question** |
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| **8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.**  **Compelling question:** Was Reconstruction a “dream deferred?” |
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Compelling questions are open-ended, enduring and center on significant unresolved issues. In Grade 8, students are expected to develop their own compelling questions with teacher support. Strategies, such as [What Makes You Say That](https://pz.harvard.edu/sites/default/files/What%20Makes%20You%20Say%20That_1.pdf)**,** may be used to support students in this work. For more information on developing compelling questions, visit “Section B: What are Compelling Questions, and how do students ask them?” from the [Inquiry Practices of the KAS for Social Studies](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

Introduce the compelling question, “Was Reconstruction a ‘dream deferred?’” by explaining to students that they are going to read a poem written by Langston Hughes to understand the phrase “dream deferred.” Inform students that Langston Hughes was a famous Black poet, novelist and playwright who lived between 1901 and 1966. If students want to learn more about Hughes, they may watch [Langston Hughes: Leading Voice of the Harlem Renaissance](https://www.youtube.com/watch?v=inP76rkYUso) for more information.

Post the poem, [*Harlem*](https://www.poetryfoundation.org/poems/46548/harlem), by Langston Hughes and read it along with students. Once students have read the entire poem, conduct a whole group discussion to analyze the meaning of the poem. Have students do the following:

| Annotate the first line noting the definition of “dreams” and “deferred.” |
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* Merriam-Webster defines the terms as followed:
  + A [dream](https://www.merriam-webster.com/dictionary/dream) is “an idea or vision that is created in your imagination and that is not real.”
  + [Deferred](https://www.merriam-webster.com/dictionary/deferred) means “withheld for or until a stated time.”

As students are annotating these definitions, ask them to explain what these words mean in their own words while applying them to different contexts or using them in different sentences. As an example, ask students if dreams are always positive or if they can be negative. Furthermore, ask students if there was ever a period in their life where something was deferred. Did they ever have a rite of passage or an event in their life deferred? Have the class rewrite the question posed in their own words.

Next, have students examine the next five questions found in the poem.

| With a partner, turn and talk and complete the following:   1. Identify the questions found in the poem. 2. Discuss the meaning of each question. 3. Are the questions positive in tone or negative? |
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The questions in the poem are:

* Does it dry up like a raisin in the sun?
* Or fester like a sore— And then run?
* Does it stink like rotten meat?
* Or crust and sugar over— like a syrupy sweet? Maybe it just sags like a heavy load.
* *Or does it explode?*

After students have had time to examine these questions, ask students to identify the similes in the poem and answer the questions below in a whole group discussion. If students need to review the definition of simile, inform them that Merriam-Webster defines [simile](https://www.merriam-webster.com/dictionary/simile) as: “a phrase that uses the words *like* or *as* to describe someone or something by comparing it with someone or something else that is similar.”

| * What items are being compared in the questions? * How does the use of the similes make the descriptions in the poem more vivid? * How do the images Hughes describes communicate the tone and meaning of the poem? |
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Conduct a whole group discussion to support students in answering these questions. Next, ask students to revisit the initial question of the poem with a partner using the [Claim, Support, Question](http://www.pz.harvard.edu/sites/default/files/Claim%20Support%20Question_1.pdf) thinking strategy:

| Using what you know about the similes present in Hughes poem *Harlem*, answer Hughes’ question: What happens to a “dream deferred”? Use examples from the poem to support your answer.  To answer this prompt, conduct a Claim, Support, Question with your partner.   1. Make a claim (explanation, interpretation) about the topic. 2. Identify support (things you see, feel, know) for your claim. 3. Ask a question related to your claim. What isn’t explained? |
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When students have completed the Claim, Support, Question with their partner in response to this prompt, conduct a whole group discussion where students share their responses from their conversations with their partner.

Once the whole class discussion has concluded, inform students that they are going to apply the phrase “dream deferred” to their study of a period of history called Reconstruction. Students will investigate four supporting questions to answer their compelling question: Was Reconstruction a “dream deferred”?

It is important to note that as students are exploring the compelling question, they will be engaging with multiple sources to support their investigation of the supporting questions found in this collection. It may be helpful to provide an Evidence Log to collect information from the sources as students progress through the investigation. A sample [“Was Reconstruction a ‘dream deferred’?” Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) is provided.

Students will begin their exploration of Reconstruction by understanding the post-Civil War period in Kentucky.

| **Exploration One: History** |
| --- |

**Overview:**

The period after the Civil War, Reconstruction, was a period of social, political and economic change for the United States. To understand the complexities of this period, students will review the Civil War’s impact on Kentucky and then investigate Kentucky’s history during the Reconstruction period. This will help students answer the compelling question, “Was Reconstruction a ‘dream deferred’?”

***KAS for Social Studies* alignment**

* 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.
* 8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877.
* 8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.

| **8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.**  **Supporting question:** “What were the causes and effects of Reconstruction/Readjustment in Kentucky?” |
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Supporting questions are aligned to the compelling question and can be answered though using the concepts and practices of each social studies discipline. In Grade 8, students are expected to generate their own supporting questions. Strategies, such as [Wonder Wall](https://www.madlylearning.com/wonderwall/), may be used to support students in this work. For more information on generating supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?” from the [Inquiry Practices of the KAS for Social Studies](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

In order for students to examine the complexities of Reconstruction, students will begin their exploration of this period by understanding Kentucky history during this time. Additionally, students will understand why this period is known as Readjustment in Kentucky.

# **Investigation One**

**Sources:**

* Talbott, Tim. (n.d.). *Frankfort Barracks*. Kentucky Historical Society. <https://explorekyhistory.ky.gov/items/show/277>.
* Bladen, Wilford Allen and Dykeman, Wilma.(2021, August 5). *Kentucky*. Encyclopedia Britannica. https://www.britannica.com/place/Kentucky.
  + Excerpt: Bladen, Wilford Allen and Dykeman, Wilma. (2019, June 10). *Civil War and Its Aftermath*. Encyclopedia Britannica. <https://www.britannica.com/place/Kentucky/Civil-War-and-its-aftermath>.
* Charles H. Parrish, Jr. Freedom Park. (n.d.) *Reconstruction/Readjustment.* University of Louisville. <https://louisville.edu/freedompark/historical-obelisks/reconstruction-readjustment>

To begin this investigation, assign students to small groups of three students per group. Assign each small group one of the sources above to explore. Since there are four articles and there will be more than four total small groups, each of the sources listed should be assigned to more than one group. Students will begin this investigation by independently examining their assigned source. After students independently read the source they were assigned, they will check their understanding of the source by working with their group members.

First, assign students to small groups of three and assign them one of the following excerpts from the sources mentioned above:

| [**Source One**](https://explorekyhistory.ky.gov/items/show/277)**: Excerpt from *Frankfort Barracks.***  The immediate post-Civil War period in Kentucky has often been referred to by historians as a period of “Readjustment” rather than “Reconstruction.” This term was believed more applicable due to the fact that Kentucky had not seceded from the Union and thus the state government did not need to be rebuilt. But for some, the term implies that the circumstances in post-war Kentucky were somewhat less demanding than those seceded states that underwent Radical Reconstruction. Although Kentucky’s state government did not receive a major reworking, the end of slavery did bring significant changes to the state’s social and economic systems. These changes created a backlash against African Americans that were as extreme as in almost any former slave state. |
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| [**Source Two**](https://www.britannica.com/place/Kentucky/Civil-War-and-its-aftermath)**: Excerpt from *Civil War and Its Aftermath***  *Note: Students may wish to access this excerpt online as terminology is glossed*.  During the war Kentucky was a state divided. Officially, it had sought to avoid war by continuing Clay’s tradition of compromise (which Clay again exercised through his involvement with the Compromise of 1850). But once war erupted, some 76,000 soldiers, of which approximately 15,000 were Black, fought for the Union armies of the North, and about 34,000 fought for the Confederacy of the South—though after the war popular sentiment became strongly pro-South. Kentucky was invaded by both Union and Confederate forces. Following the defeat of the Confederate general Braxton Bragg at Perryville on October 8, 1862, the only military action in the state consisted of widespread guerrilla warfare.  The period of war brought far-reaching change to Kentucky. Slaves became freedmen, and what had been a slave issue became a racial one. The Southern market was bankrupt, and Kentucky was now forced to compete with the North for whatever trade remained. (At the close of the Civil War most of Kentucky’s virgin timber was still standing, and only a small portion of its mineral resources had been tapped.) Moreover, Kentucky was no longer in the path of migration but was being bypassed as settlers moved beyond the Mississippi River.  An array of social and socioeconomic conflicts agitated the state in the last decades of the 19th century. Although the Ku Klux Klan, a white-supremacist hate organization, cultivated fear and animosity, the freed slaves were given the right to vote, and most settled as tenant farmers or urban workers. Black Kentuckians, however, were not to become first-class citizens. Segregation was the norm, and numerous all-Black communities developed. Meanwhile, Lexington and the Ohio River cities—Louisville, Owensboro, Paducah, and Covington—grew rapidly, ultimately fueling the involvement of more rural areas in the populist agrarian politics of the period. Warfare between tobacco growers and tobacco trusts brought on an era of barn burning and similar attempts to keep tobacco prices up. In the period 1865–1910 vendettas in the Appalachian Mountains damaged Kentucky’s image. Among the most famous of these conflicts was the feud between the Hatfield and McCoy families. As summarized by the historian Thomas D. Clark in The Kentucky Encyclopedia (1992), “Kentucky in 1900 epitomized the conditions of an intensely rural agrarian state with a distinctively regional mind-set.” |
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| [**Source Three**](https://louisville.edu/freedompark/historical-obelisks/reconstruction-readjustment)**: Excerpt from *Reconstruction/Readjustment* (Side One)**  The United States faced two fundamental tasks during the Reconstruction period (1865-1877). One was the need to redefine and renormalize relations between the former Confederate states and the rest of the nation. The other was to redefine the role of race, the meaning of freedom and the place of African Americans in a society in which slavery was no longer legal and in which those formerly enslaved were presumably free and equal. Kentucky was often at odds with national policy during this tumultuous time.  Nearly as soon as slavery ended, Kentucky attempted to limit the meaning of black freedom by prohibiting African Americans from testifying in court, serving on juries and voting. Miscegenation was outlawed. Schools were segregated, if there were schools at all. Tax rolls, schools and marriage and other public records were separated by race. Blacks were subject to more severe penalties for various crimes than were whites. Economic opportunities available to African Americans were restricted to menial, domestic or agricultural labor. Lynching was widespread, particularly in the Bluegrass region and there was sufficient racial violence and social turmoil to warrant placing Kentucky under the jurisdiction of the Freedmen’s Bureau in January 1866—making Kentucky the only non-Confederate state to earn that dubious distinction. Ultimately, civil rights for African Americans were secured through the 13th, 14th and 15th Amendments, but the ability to exercise those rights was constrained by the continuing opposition of white Kentuckians.  The Civil War also disrupted normal political alliances within the state and created a vacuum in which competing interests strove for dominance. The result was a triumphant Democratic party comprised of conservatives and former Confederates who, failing to conquer Kentucky by the bullet, did so by the ballot. By 1877, Kentucky was viewed as Southern in thought and sympathies—and the promise of freedom for all Kentuckians had been betrayed. |
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| [**Source Four**](https://louisville.edu/freedompark/historical-obelisks/reconstruction-readjustment)**: Excerpt from *Reconstruction/Readjustment* (Side Two)**  The end of the Civil War brought tremendous energy and optimism to African Americans throughout the United States. In Louisville, African Americans celebrated and paraded well into the summer of 1865. Black population increased by 120 percent between 1860 and 1870, and by another 40 percent between 1870 and 1880 as thousands of dispossessed African Americans from rural Kentucky converged on the city in search of work, safety and community. Rapid population growth produced extreme crowding and prompted the evolution of new black neighborhoods in the city and new black hamlets elsewhere in Jefferson County, each of which soon became home to at least one school and at least one church.  Greater numbers, a pre-existing black community structure and the continued presence of some federal troops enabled Louisville African Americans to lead the state in the struggle for freedom and empowerment. In December 1868, Horace Morris was appointed one of the few black cashiers of the Freedmen’s Savings and Trust Bank and served until the bank closed in 1874. “Freedom rides” were organized through Quinn Chapel A.M.E. church to challenge segregation on local streetcars as early as 1870. In October 1870, petitions and protests resulted in the first public schools for African Americans in the city and, by 1873, the opening of Central Colored School at 6th and Kentucky Streets. Also, on November 25, 1879, the Kentucky Normal and Theological Institute opened at 7th and Kentucky streets, later renamed State University in 1882 and Simmons University in 1919.  A new leadership class emerged that ministers, teachers, small business owners and. Nathaniel R. Harper, the first black attorney in Kentucky, and Dr. Henry Fitzbutler, the first physician in the state. Some allied with influential whites and encouraged African Americans to better themselves within the constraints of segregation. Others championed the cause of racial equality and justice, and often demanded a larger role within the Republican Party.  By the end of Reconstruction, Louisville African Americans had expanded and strengthened their community and, although still embattled, remained guardedly optimistic. |
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While in their small groups, have students independently read each assigned source. When students first engage with their assigned source, have them identify any difficult vocabulary. Encourage students to access a dictionary or thesaurus to understand unfamiliar words. As the students are reading, have them conduct a **close read** of the sources by answering the questions below. Students may annotate the source to highlight the information below, and then transfer this information to their [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) as a way to review what they have just read.

| Conduct a **close reading** of the source as you engage with it.  While reading this source, engage with **close reading** of it. According to SHEG, you should ask the following questions while reading the sources:   * What claims does the author make? * What evidence does the author use? * What language (words, phrases, images, symbols) does the author use to persuade the document's audience? * How does the document's language indicate the author's perspective?   Record your answers in the following chart:   | **Source Title** | **What claims does the author make?** | **What evidence does the author use?** | **What language (words, phrases, images, symbols) does the author use to persuade the document's audience?** | **How does the document's language indicate the author's perspective?** | | --- | --- | --- | --- | --- | |  |  |  |  |  | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

After students have independently conducted a close read of their assigned source, have them engage in a [Think-Aloud Triad Problem Solving](https://ctl.wustl.edu/resources/discussion-strategies/) discussion.

| In your small groups of three, engage in a [Think-Aloud Triad Problem Solving](https://ctl.wustl.edu/resources/discussion-strategies/) discussion to share your interpretation of the source you were assigned.   1. In your groups of three, each student should select a role of explainer, questioner or recorder.    1. The explainer shares their interpretation of the source.    2. The questioner asks questions when the explanation is not clear or more information needs to be provided. The questioner may also provide hints to support more elaboration on the explanation.    3. The recorder documents the explanation in writing through notes or diagrams. |
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When groups are finished with this task, have the explainer from each group present the information learned to the entire class using the recorder’s notes. As students present, the teacher should check for understanding and correct any misconceptions found in the interpretation of the assigned source. As students are listening to the presentations of their peers, have them record the information they have learned on their Evidence Log.

| **Source Title** | **What claims does the author make?** | **What evidence does the author use?** | **What language (words, phrases, images, symbols) does the author use to persuade the document's audience?** | **How does the document's language indicate the author's perspective?** |
| --- | --- | --- | --- | --- |
| [*Frankfort Barracks*](https://explorekyhistory.ky.gov/items/show/277.) |  |  |  |  |
| [*Civil War and Its Aftermath*](https://www.britannica.com/place/Kentucky/Civil-War-and-its-aftermath.) |  |  |  |  |
| [*Reconstruction/*](https://louisville.edu/freedompark/historical-obelisks/reconstruction-readjustment)  [*Readjustment (Side one)*](https://louisville.edu/freedompark/historical-obelisks/reconstruction-readjustment) |  |  |  |  |
| [*Reconstruction/*](https://louisville.edu/freedompark/historical-obelisks/reconstruction-readjustment)  [*Readjustment (Side two)*](https://louisville.edu/freedompark/historical-obelisks/reconstruction-readjustment) |  |  |  |  |

When students have finished listening to the presentations, assign them to groups of four to construct a claim about the causes and effects of Reconstruction, or Readjustment, on Kentucky. Each source should be represented by a member of the group. For guidance on how to organize students into small groups, teachers may reference [Using Roles in Group Work](https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/) or [Setting up and managing small group work](https://library.teachingworks.org/curriculum-resources/materials/social-studies-setting-up-and-managing-small-group-work/). Students will complete the Task Aligned to the supporting question with their group.

# **Task Aligned to the Supporting Question**

| ***KAS for Social Studies* alignment**   * 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877. * 8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877. * 8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions. |
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Pose the following question to the class:

| **Task Aligned to the Supporting Question:**  Create a claim, using multiple sources, to respond to the supporting question: “What were the causes and effects of Reconstruction/Readjustment in Kentucky?” |
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In their small groups, have students engage with collaborative writing to create a claim about what were the causes and effects of Reconstruction/Readjustment on Kentucky. Students will accomplish this by using what they learned from the sources they read. Students should begin by [brainstorming](https://writingcenter.unc.edu/tips-and-tools/brainstorming/) the answer to this question using strategies, such as but not limited to, bulleting and freestyling. Once students have brainstormed their claim, have students cite evidence from each source they read to support their claim. Consult the Kentucky Department of Education’s (KDE) [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf) for more information on how to cite evidence. Once students have cited the evidence needed to support their claim, have students assume the following roles to answer the Task Aligned to the Supporting Question using [Collaborative Writing](https://www.una.edu/writingcenter/docs/Writing-Resources/Collaborative%20Writing%20Strategies.pdf):

* Drafter: This individual is responsible for leading the group’s synthesis of the information gathered during the brainstorm to construct a draft of the claim that uses multiple sources. All members of the group will participate in the drafting process, but the Drafter will record the group's responses and lead this work.
* Reviewer: This individual will review the draft by reading the response out loud. This will enable the group to check for idea cohesion and whether or not the Task Aligned to the Supporting Question is answered by this response.
* Editor: This individual will check for grammatical errors and proper citation of the evidence.
* Time Keeper: This individual will keep the group on task and ensure that the process is completed within the allotted time.

For more information on Argument/Opinion Writing, access the KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.*

Students will use the information learned from studying Reconstruction in Kentucky to examine the larger impact Reconstruction had on the property rights of diverse groups in America during Reconstruction.

| **Exploration Two: Economics** |
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**Overview:**

Students will begin investigating the period of Reconstruction on a national scale through the lens of economics. This investigation will examine how the property rights of diverse groups in America were defined, protected, enforced and limited during Reconstruction. This will help students answer the compelling question, “Was Reconstruction a ‘dream deferred’?”

***KAS for Social Studies* alignment**

* 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.
* 8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.
* 8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.

| **8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.**  **Supporting question:** How were property rights defined, protected, enforced and limited by the government during Reconstruction? |
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Supporting questions are aligned to the compelling question and can be answered though using the concepts and practices of each social studies discipline. In Grade 8, students are expected to generate their own supporting questions. Strategies, such as [Circle of Viewpoints](https://pz.harvard.edu/sites/default/files/Circle%20of%20Viewpoints_0.pdf), may be used to support students in this work. For more information on generating supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?” from the [Inquiry Practices of the KAS for Social Studies](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

**Considerations for Prior Learning:**

To begin this series of strongly aligned assignments that investigate the impact of events during Reconstruction on diverse groups, it is important for students to understand the causes and effects of Reconstruction from a national perspective. The following source may be utilized:

CBS Sunday Morning. (2019, April 7). *The Story of Reconstruction.* <https://www.youtube.com/watch?v=CjetWrsQb-E>

| As you watch the clip entitled, [*The Story of Reconstruction*](https://www.youtube.com/watch?v=CjetWrsQb-E), compare the events of Reconstruction with the events of Readjustment in Kentucky. Complete your [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) as you watch this clip.  Be prepared to share your responses, using evidence you have learned from this clip and your previous investigation, in your discussion. |
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For guidance on how to conduct a whole class discussion, teachers may reference [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/).

Next, ensure that students are familiar with the 13th Amendment, which is known as the first of the Civil War Amendments, or Reconstruction Amendments, by which they are often referred. Show students the text of the 13th Amendment (available from the [National Constitution Center](https://constitutioncenter.org/learn/educational-resources/historical-documents/the-reconstruction-amendments)):

The following source may be utilized for this purpose:

National Constitution Center. (n.d.). *The Reconstruction Amendments.* <https://constitutioncenter.org/learn/educational-resources/historical-documents/the-reconstruction-amendments>.

| Analyze the text of the Thirteenth Amendment. As you read, identify and look up any challenging vocabulary. Complete your [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) as you read the 13th Amendment.  **Amendment XIII**  SECTION. 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.  SECTION. 2. Congress shall have power to enforce this article by appropriate legislation. |
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Facilitate a class discussion about these amendments. For guidance on effective whole group discussion, visit [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/). Some questions to pose to students may include:

| * To whom does this amendment apply? * What are some words or phrases you marked during your reading? Why? * Think about the political climate following the Civil War. Based on what you have learned so far, what was the reaction to this amendment when it was passed? |
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Explain to students that they will be investigating the effects of Reconstruction, including the effects of the 13th Amendment, during the investigations that follow.

# **Investigation 1: Black Americans**

| 8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government. |
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To investigate how Black Americans’ property rights were defined, protected, enforced and limited during Reconstruction, the following sources may be utilized:

* Ballotpedia. (n.d.). *Civil Rights Act of 1866.* <https://ballotpedia.org/Civil_Rights_Act_of_1866>.
* Constitutional Rights Foundation. (n.d.). *The Southern “Black Codes” of 1865-1866*. <https://www.crf-usa.org/brown-v-board-50th-anniversary/southern-black-codes.html>.
* Facing History and Ourselves. (n.d.). *The Civil Rights Act of 1866.* <https://www.facinghistory.org/reconstruction-era/civil-rights-act-1866>.
* History.com. (2021, January 21). *Black Codes* [article]. <https://www.history.com/topics/black-history/black-codes>.
* Public Broadcasting Services. (2012, February 12). *Slavery by Another Name: The Origins of Black Codes* [video]. <https://www.pbs.org/video/slavery-another-name-origins-black-codes/>.

Explain to students that, as explored previously, the 13th Amendment, which passed at the conclusion of the Civil War, abolished slavery at a federal level. Given the political and social climate just following the Civil War, the nation was split on their feelings toward this progress. To explore the reaction of much of the South, provide the following excerpt from [*The Southern “Black Codes” of 1865-66*](https://www.crf-usa.org/brown-v-board-50th-anniversary/southern-black-codes.html). Have students read the source in pairs. As students read the source for the first time, have students identify and look up any challenging vocabulary in a dictionary or thesaurus. As students are reading this source with their partner, have them complete their [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) for this source:

| White Southerners resented being ruled by Union military governors and Freedmen’s Bureau officials. They sought to restore self-rule. During the summer and fall of 1865, most of the old Confederate states held constitutional conventions. President Johnson’s reconstruction plan permitted only white persons to vote for convention delegates or to participate in the framing of the new state governments. Not surprisingly, none of the state conventions considered extending the right to vote to the freedmen. South Carolina’s provisional governor declared at his state constitutional convention that “this is a white man’s government.”  By the end of the year, most of the South had held elections under the new state constitutions. Often, ex-Confederate leaders won elections for state government offices and for U.S. Congress.  The newly formed state legislatures quickly authorized many needed public projects and the taxes to pay for them. Among these projects was the creation, for the first time in the South, of free public education. But the public schools excluded black children.  The state legislatures also began to pass laws limiting the freedom of the former slaves. These laws mirrored those of colonial times, which placed severe restrictions on both slaves and emancipated blacks. Neither of these groups could vote, serve on juries, travel freely, or work in occupations of their choice. Even their marriages were outside the law.  The white legislators saw little reason not to continue the tradition of unequal treatment of black persons. An editorial in the Macon, Georgia, Daily Telegraph reflected the widely held opinion of the white South at this time: “There is such a radical difference in the mental and moral [nature] of the white and black race, that it would be impossible to secure order in a mixed community by the same [law].”  White Southerners also feared that if freedmen did not work for white landowners, the agricultural economy of the South would collapse. During the last months of 1865, a rumor spread among freedmen: The federal government was going to grant “40 acres and a mule” to every ex-slave family on Christmas Day. Although the federal government had confiscated some Confederate lands and given them to freed slaves, it never planned to do this on a massive scale. Nonetheless, expecting their own plots of land, blacks in large numbers refused to sign work contracts with white landowners for the new year. At the same time, Southern whites passed around their own rumor that blacks would rise in rebellion when the free land failed to appear on Christmas Day.  All these economic worries, prejudices, and fears helped produce the first Black Codes of 1865. These codes consisted of special laws that applied only to black persons. |
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Then, show students the short video clip [*Slavery by Another Name: The Origins of Black Codes*](https://www.pbs.org/video/slavery-another-name-origins-black-codes/). As students are watching the video, have them complete their Evidence Log for this source. Once the video is complete, recap the excerpt and video with students by asking the following questions:

| * Why were the Black Codes created? * What were the Black Codes based upon? * How did Southerners use local law to contradict the new federal law? * What were some of the restrictions found within the Black Codes? * How did the Black Codes create disparity with punishment between White and Black people? |
| --- |

Property rights, which refer to one’s ability to acquire, own and manage property, were one component addressed within the Black Codes. Ask students to read the following excerpt from [*Black Codes* and complete their](https://docs.google.com/document/d/11BErJhjfZc96SnAGvgc8NhxvSxyj-8mU8ZBKgVYEJS8/edit) Evidence Log [for this source*.* As students are reading, have them identify and look up any challenging vocabulary in a dictionary or thesaurus.](https://docs.google.com/document/d/11BErJhjfZc96SnAGvgc8NhxvSxyj-8mU8ZBKgVYEJS8/edit) Have students annotate the text as they read to identify how the property rights of Blacks were impacted by the Black Codes. For more information on text annotation, visit [Annotating Texts.](https://learningcenter.unc.edu/tips-and-tools/annotating-texts/)

| Under Johnson’s Reconstruction policies, nearly all the southern states would enact their own black codes in 1865 and 1866. While the codes granted certain freedoms to African Americans—including the right to buy and own property, marry, make contracts and testify in court (only in cases involving people of their own race)—their primary purpose was to restrict Black peoples’ labor and activity.  Some states limited the type of property that Black people could own, while virtually all the former Confederate states passed strict vagrancy and labor contract laws, as well as so-called “anti-enticement” measures designed to punish anyone who offered higher wages to a Black laborer already under contract. |
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Once students have completed reading and annotating the excerpt from Black Codes, conduct a whole group discussion where students share how the Black Codes impacted property rights. Throughout the discussion, have students use the information they annotated as evidence in their responses. For guidance on effective whole group discussion, visit [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/).

Next, explain that the Black Codes were meant to limit freedoms of Black Americans, and while property rights were one positive inclusion for Black Americans, those rights may have had limitations also. As a result of these limitations and the differences in Black rights among different state and local jurisdictions, the Civil Rights Act of 1866 was passed. Together as a class, read the text of the [Civil Rights Act of 1866](https://www.facinghistory.org/reconstruction-era/civil-rights-act-1866). Annotate the text with students, marking important or confusing words and supporting students with understanding challenging vocabulary. Additionally, annotate any evidence of property rights found in the source.

| April 9, 1866  An Act to protect all Persons in the United States in their Civil Rights, and furnish the Means of their Vindication.  Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all persons born in the United States and not subject to any foreign power, excluding Indians not taxed\*, are hereby declared to be citizens of the United States; and such citizens, of every race and color, without regard to any previous condition of slavery or involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall have the same right, in every State and Territory in the United States, to make and enforce contracts, to sue, be parties, and give evidence, to inherit, purchase, lease, sell, hold, and convey real and personal property, and to full and equal benefit of all laws and proceedings for the security of person and property, as is enjoyed by white citizens, and shall be subject to like punishment, pains, and penalties, and to none other, any law, statute, ordinance, regulation, or custom, to the contrary notwithstanding . . . |
| --- |

After reading and annotating the text, discuss the implications of this Act with students. To support students in understanding this Act, consider providing the summary below from [Ballotpedia](https://ballotpedia.org/Civil_Rights_Act_of_1866). Students may read this summary in pairs while identifying and looking up any challenging vocabulary as needed. Once students have read the summary, have them complete their Evidence Log for this source.

| The Civil Rights Act of 1866 is notable for being the nation's first civil rights law. The act established that all persons born in the United States, regardless of race, color, or "previous condition of slavery or involuntary servitude," were entitled to basic rights of citizenship "in every state and territory in the United States." The law further declared that all such individuals were entitled to the following specific rights:   * "to make and enforce contracts" * "to sue, be parties, and give evidence" in court * "to inherit, purchase, lease, sell, hold, and convey real and personal property" * "to full and equal benefit of all laws and proceedings for the security of person and property, as is enjoyed by white citizens, and shall be subject to like punishment, pains, and penalties, and to none other"   The law also provided for the conviction and punishment of individuals who violated the law. |
| --- |

After students have had time to read and discuss with partners, come together as a class and allow pairs to share information about this legislation. Some questions to pose to students may include:

| * To whom does the Civil Rights Act of 1866 apply? * To whom does the Act NOT apply? * What rights are now protected at the federal level? * What rights specific to property ownership are now protected for Black Americans? * Is this federal law enough to achieve equality for Black Americans in each state? |
| --- |

To conclude this investigation, ask students to do the following:

| Do a [Quick Write](https://ablconnect.harvard.edu/quick-write#:~:text=A%20quick%20write%20is%20a,Wood%20%26%20Valasa%2C%202009).) to respond to the following question:  How were the property rights of Black Americans defined, protected, enforced and limited by the government during Reconstruction? |
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Students may use their Evidence Log to support them in answering this question.

# **Investigation 2: American Indians**

| 8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government. |
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To investigate how American Indians’ property rights were defined, protected, enforced and limited during Reconstruction, the following sources may be utilized:

* Facing History and Ourselves. (n.d.). *The Civil Rights Act of 1866.* <https://www.facinghistory.org/reconstruction-era/civil-rights-act-1866>.
* History.com Editors. (2019, March 19). *Indian Reservations.* History.com. <https://www.history.com/topics/native-american-history/indian-reservations>.
* Library of Congress. (n.d.). *19th Century Perceptions.* <https://www.loc.gov/classroom-materials/immigration/native-american/19th-century-perceptions/>.
* The United States Department of Justice. (n.d.). *Indian Resources Timeline.* <https://www.justice.gov/enrd/timeline/indian-resources-timeline#event-463251>

Explain to students that American Indians also faced many challenges related to property rights during Reconstruction and beyond. Beginning with the exploration and early settlement of North America, American Indians and European settlers were frequently engaged in conflict, with many tribes being eradicated or forcibly removed from their land. Have students read the following excerpt from [*19th Century Perceptions*](https://www.loc.gov/classroom-materials/immigration/native-american/19th-century-perceptions/) in pairs to gain a perspective on the climate at this time. As students are reading the excerpt, have them identify and look up any challenging vocabulary as needed. Once students have read the excerpt, have them complete their [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) for this source.

| Native Americans were not recognized as U.S. citizens throughout the nineteenth century...Instead, tribes remained independent nations that were expected to sign agreements to establish Native American reservations in U.S. territories.  Ulysses S. Grant acknowledged such disparities in treatment in his first inaugural address in 1869 when he said, "The proper treatment of the original occupants of this land--the Indians [is] one deserving of careful study. I will favor any course toward them which tends to their civilization and ultimate citizenship."  The rights of status of Native Americans and the disposition of Native American lands were hotly debated in U.S. newspapers and magazines in the nineteenth century. However, Native voices were rarely included, and depictions of Native Americans, even by those who advocated for Native American rights, were often rife with racist language and imagery. |
| --- |

Based on this source, ask students to engage in the [See, Think, Wonder](http://www.pz.harvard.edu/sites/default/files/See%20Think%20Wonder_2.pdf) thinking strategy. Pose the following questions, and ask students to discuss with a partner:

| • What do you **see** in this source about the treatment of American Indians in the 19th Century?  • What do you **think** about that?  • What does it make you **wonder**? |
| --- |

Have students share their responses to the See, Think, Wonder thinking strategy in a whole group discussion. As students are sharing their responses, ensure that students understand that this excerpt demonstrates the disparities and unfair treatment that existed for American Indians during the 19th Century. Have students read the excerpt from [*Indian Reservations*](https://www.history.com/topics/native-american-history/indian-reservations) in pairs to learn about the property rights of American Indians just prior to the Reconstruction era. As students are reading the excerpt, have them identify and look up any challenging vocabulary as needed. Have students annotate the text as they read to identify how the property rights of American Indians were impacted.

| **The Indian Appropriation Act [of 1851]**  As white settlers continued westward and needed more land, Indian territory shrank—but there was no more land for the government to move them to.  In 1851, Congress passed the Indian Appropriations Act which created the Indian reservation system and provided funds to move Indian tribes onto farming reservations and hopefully keep them under control. Indians were not allowed to leave the reservations without permission.  **Life on Indian Reservations**  Daily living on the reservations was hard at best. Not only had tribes lost their native lands, but it was almost impossible to maintain their culture and traditions inside a confined area.  Feuding tribes were often thrown together and Indians who were once hunters struggled to become farmers. Starvation was common, and living in close quarters hastened the spread of diseases brought by white settlers.  Indians were encouraged or forced to wear non-Indian clothes and learn to read and write English, sew and raise livestock. Missionaries attempted to convert them to Christianity and give up their spiritual beliefs. |
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Once students have read the excerpt, have them complete their Evidence Log for this source.

Explain to students that this shows the lack of property rights for American Indians at this time. While American Indians were given access to land, it was land that was chosen for them, and they did not have the freedom to come and go from this land. They were put in very dire circumstances that resulted in the loss of life and culture.

To investigate the property rights of American Indians during Reconstruction, begin by revisiting the Civil Rights Act of 1866. Ask students to recall to whom this Act did NOT apply. Ask students to identify the line in the next that refers to American Indians:

| April 9, 1866  An Act to protect all Persons in the United States in their Civil Rights, and furnish the Means of their Vindication.  Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all persons born in the United States and not subject to any foreign power, excluding Indians not taxed\*, are hereby declared to be citizens of the United States; and such citizens, of every race and color, without regard to any previous condition of slavery or involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall have the same right, in every State and Territory in the United States, to make and enforce contracts, to sue, be parties, and give evidence, to inherit, purchase, lease, sell, hold, and convey real and personal property, and to full and equal benefit of all laws and proceedings for the security of person and property, as is enjoyed by white citizens, and shall be subject to like punishment, pains, and penalties, and to none other, any law, statute, ordinance, regulation, or custom, to the contrary notwithstanding . . . |
| --- |

Have students revisit their Evidence Log for this source to add any relevant information as it applies to American Indians. After students notice that American Indians were excluded from the protections of this Act, ask students to conduct a [Think, Pair, Share](http://www.pz.harvard.edu/sites/default/files/Think%20Pair%20Share_1.pdf) to consider the question:

| What are the implications of American Indians being excluded from the Civil Rights Act of 1866? |
| --- |

After students have had time to discuss with a peer, ask some pairs to share their thoughts with the class. Ensure that students understand that excluding American Indians from this legislation ensured that they would not receive these property rights protections. Explain that another piece of legislation that was passed in 1871 would further impact American Indians’ lack of property rights. Read together the excerpt below from [*Indian Resources Timeline*](https://www.justice.gov/enrd/timeline/indian-resources-timeline#event-463251) and have them complete their Evidence Log for this source.

| **An end to treaty making with Tribes**  In 1871, Congress enacted an appropriations Act that included a rider stating "[t]hat hereafter no Indian nation or tribe within the territory of the United States shall be acknowledged or recognized as an independent nation, tribe, or power with whom the United States may contract by treaty; . . ." |
| --- |

Pose the following question to students:

| Conduct a [Think, Pair, Share](https://www.readingrockets.org/strategies/think-pair-share) to respond to the following question:  What were the implications of the Indian Appropriations Act of 1871 on American Indians’ property rights during Reconstruction? |
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After giving pairs time to discuss, allow students to share their responses with the class. Students should make the connection that since American Indians are no longer recognized as an independent power with whom the United States can make agreements, this means they can no longer make treaties over land. This will further limit the property rights of American Indians.

To conclude this investigation, ask students to do the following:

| Do a [Quick Write](https://ablconnect.harvard.edu/quick-write#:~:text=A%20quick%20write%20is%20a,Wood%20%26%20Valasa%2C%202009).) to respond to the following question:  How were the property rights of American Indians defined, protected, enforced and limited by the government during Reconstruction? |
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Students may use their Evidence Log to support them in answering this question.

# **Investigation 3: Women**

| 8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government. |
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To investigate how women’s’ property rights were defined, protected, enforced and limited during Reconstruction, the following sources may be utilized:

* Johnson Lewis, Jone. (2019, July 13). *A Short History of Women’s Property Rights in the United States.* <https://www.thoughtco.com/property-rights-of-women-3529578>.
* Public Broadcasting Service. (n.d.). *Historical Documents: A Visit from the Old Mistress*. <https://www.pbs.org/wgbh/aia/part4/4h1598.html>
* Winslow Homer, *A Visit from the Old Mistress,* 1876, oil on canvas, Smithsonian American Art Museum, Gift of William T. Evans, 1909.7.28. <https://americanart.si.edu/artwork/visit-old-mistress-10737>
* Smithsonian American Art Museum. (2012, November 14). *Episode 5 - Podcast: The Civil War and American Art* [video]. <https://www.youtube.com/watch?v=XMB4I0Rrig8&t=154s>.

Explain to students that women had very limited property rights at this time. Women made up approximately half of the population, and were also part of other groups that had additional challenges to property rights, such as Black Americans and American Indians.

Ask students to work with a partner to read the excerpt from [*A Short History of Women’s Property Rights in the United States*](https://www.thoughtco.com/property-rights-of-women-3529578). This excerpt provides information about the property rights of women in various states during the 19th Century. The legislation that impacted the property rights of women during Reconstruction was implemented prior to 1877. While the Acts mentioned below were enacted prior to Reconstruction, they were still in effect during the period of Reconstruction. As students are reading the excerpt, have them identify and look up any challenging vocabulary as needed. Have students annotate the text as they read to mark important information about women’s’ property rights.

|  |
| --- |
| It's important to note that this review of women's property rights mostly means "white women." Enslavement was still practiced in the U.S. at this time, and enslaved Africans certainly did not have property rights; they were deemed property themselves. The government also trampled on the property rights of the Indigenous men and women in the U.S. with broken treaties, forced relocations, and colonization generally.  As the 1800s began, people of color did not have property rights in any meaningful sense of the word, though matters were improving for white women. In 1809, Connecticut passed a law permitting married women to execute wills, and various courts enforced provisions of prenuptial and marriage agreements. This allowed a man other than a woman's husband to manage the assets she brought to the marriage in a trust. Although such arrangements still deprived women of agency, they likely prevented a man from exercising total control of his wife's property.  In 1839, a Mississippi law passed giving white women very limited property rights, largely involving slavery. For the first time, they were allowed to own enslaved Africans, just as white men were.  New York gave women the most extensive property rights, passing the Married Women's Property Act in 1848 and the Act Concerning the Rights and Liabilities of Husband and Wife in 1860. Both of these laws expanded the property rights of married women and became a model for other states throughout the century. Under this set of laws, women could conduct business on their own, have sole ownership of gifts they received, and file lawsuits. The Act Concerning the Rights and Liabilities of Husband and Wife also acknowledged "mothers as joint guardians of their children" along with fathers. This allowed married women to finally have legal authority over their own sons and daughters. |

Once students have read the excerpt, have them complete their [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) for this source.

After pairs have had time to read and discuss this source and add it to their Evidence Log, pose the following questions in a whole group discussion. Provide students time to discuss with their partner first, and then check for understanding by allowing some pairs to share their responses with the class.

| * What property rights did women acquire during the 19th Century in some states? * How did property rights differ between Black and White women during the 19th Century? * Why do you think property rights for women were so limited during this time? |
| --- |

As students are sharing their responses with the class, ensure that students understand that these rights were only valid in certain states. Women in many states continued to have extremely limited property rights during the 1800s, which included the time period of Reconstruction. No federal laws protecting women’s’ rights were passed during this time, and women’s’ property rights only saw small gains at the statewide level in some areas.

While it is important to understand that women as a whole had very limited property rights during Reconstruction, it is also important to consider the women who were also members of other diverse groups, such as Black and American Indian. These women faced even more limitations on their personal rights. Just prior to Reconstruction, Black enslaved women were considered the property of the slaveholders’ family, which included many White women in the South. At the beginning of Reconstruction, when enslaved people were first freed of their enslavement, women from each of these groups faced a new dynamic.

To support students in understanding this new dynamic, have students examine *A Visit from the Old Mistres*s by Winslow Homer using the National Archives’ [Analyze Artwork](https://www.archives.gov/education/lessons/worksheets/analyze-an-artwork-novice?_ga=2.134556465.1786815964.1703171261-39212400.1661780741) tool. It is important to note that this painting is considered a primary source because it was created during Reconstruction; however, this painting depicts a scene that the artist did not witness. For more information about paintings as primary and secondary sources, visit [Art History: Primary and Secondary Sources](https://libguides.sau.edu/c.php?g=719693&p=5142242). Homer used painting to convey ideas and emotions through an artistic medium to explore the relationship between formerly enslaved Black women and their owners. Students will use the artwork to gain insight into the dynamic between these two groups. Students will conclude this activity by identifying historical evidence that could support the interpretation of this painting.

First, have students access the image of [*A Visit from the Old Mistress*](https://americanart.si.edu/artwork/visit-old-mistress-10737) and the caption provided from the Smithsonian American Art Museum:

| Media - 1909.7.28 - SAAM-1909.7.28_1 - 82531  Winslow Homer, A Visit from the Old Mistress, 1876, oil on canvas, Smithsonian American Art Museum, Gift of William T. Evans, 1909.7.28 |
| --- |

Have students reference this caption to complete the Meet the Artwork portion of National Archives’ [Analyze Artwork](https://www.archives.gov/files/education/lessons/worksheets/artwork-analysis-worksheet.pdf) tool.

Next, have students read the cultural context provided by Public Broadcasting Service (PBS) entitled [*Historical Documents: A Visit from the Old Mistress*](https://www.pbs.org/wgbh/aia/part4/4h1598.html) (Source A) and the [Smithsonian American Art Museum](https://americanart.si.edu/artwork/visit-old-mistress-10737) (Source B) to complete the Observe its Parts portion of the tool. Have students identify and look up any challenging vocabulary as needed:

**Source A:** [*Historical Documents: A Visit from the Old Mistress*](https://www.pbs.org/wgbh/aia/part4/4h1598.html)

| At the end of the Civil War, black and white Southerners confronted the reconstructions of their society. American artist Winslow Homer painted *A Visit from the Old Mistress* in 1876. In it he portrays the tension that existed between white plantation owners and their former [enslaved people] following emancipation. The women in the painting stand in a new relationship to each other that has not yet been defined. They face each other warily across a narrow space which no one moves to bridge. |
| --- |

**Source B:** [*Smithsonian American Art Museum*](https://americanart.si.edu/artwork/visit-old-mistress-10737)

| *A Visit from the Old Mistress* captures a tentative encounter in the postwar South. The freed slaves are no longer obliged to greet their former mistress with welcoming gestures, and one remains seated as she would not have been allowed to do before the war. Winslow Homer composed the work from sketches he had made while traveling through Virginia; it conveys a silent tension between two communities seeking to understand their future. The formal equivalence between the standing figures suggests the balance that the nation hoped to find in the difficult years of Reconstruction.   * Exhibition Label, Smithsonian American Art Museum, 2006 |
| --- |

Once students have completed the “Observe its parts” section of the tool, show students the [video](https://www.youtube.com/watch?v=XMB4I0Rrig8&t=154sthat%20further%20examines%20the%20painting.) from the Smithsonian American Art Museum that further explains the painting. As students watch this video, have them complete the section entitled “Try to make sense of it”.

Conduct a whole group discussion to support students in answering the last section of the tool entitled “Use it as historical evidence”.

| * What did you find out from this artwork that you might not learn anywhere else? * What other documents or historical evidence are you going to use to help you understand this event or topic? |
| --- |

After students have discussed using this painting as historical evidence, have them complete their Evidence Log for this painting.

Once students have completed their Evidence Log, have them connect the perspective presented in this painting with the additional information they have examined throughout this investigation. Continue to conduct a whole class discussion using the questions below, while addressing any misconceptions as appropriate:

| * How did the property rights of the women in this painting change upon the beginning of Reconstruction? * What implications did these changes have upon these women? * How might these changes have impacted their relationship? |
| --- |

Conclude this investigation by explaining that all women, especially those belonging to additional diverse groups, faced limited property rights through Reconstruction. Then, ask students to do the following:

| Complete a [Quick Write](https://ablconnect.harvard.edu/quick-write#:~:text=A%20quick%20write%20is%20a,Wood%20%26%20Valasa%2C%202009).) to respond to the following question:  How were the property rights of women in America defined, protected, enforced and limited by the government during Reconstruction? |
| --- |

Students may use their Evidence Log to support them in answering this question.

Students have now investigated how the property rights of diverse groups were defined, protected, enforced and limited by the government during Reconstruction. Ask students to use the evidence they collected throughout these investigations to help answer the task aligned to the supporting question, below.

# **Task Aligned to the Supporting Question:**

| ***KAS for Social Studies* Alignment:**   * 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877. * 8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government. * 8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions. |
| --- |

In these assignments, students are required to synthesize information learned through engaging with the disciplinary strand standards to answer a supporting question. Students may use their [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) to support them in answering this question.

| **Task Aligned to the Supporting Question:**  Create a claim, using appropriate evidence, to respond to the supporting question: “How were property rights defined, protected, enforced and limited by the government for diverse groups during Reconstruction?” |
| --- |

To support students in constructing a claim, students may engage in Collaborative Writing. As a reminder, have students engage with collaborative writing to create a claim on how property rights were defined, protected, enforced and limited by the government for diverse groups during Reconstruction in small groups. Students will accomplish this by using what they learned from the sources they read. Students should begin by [brainstorming](https://writingcenter.unc.edu/tips-and-tools/brainstorming/) the answer to this question using strategies, such as but not limited to, bulleting and freestyling. Once students have brainstormed their claim, have students cite evidence from each source they read to support their claim. Consult the Kentucky Department of Education’s (KDE) [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf) for more information on citing evidence. Once students have cited the evidence needed to support their claim, have students assume the following roles to answer the Task Aligned to the Supporting Question using [Collaborative Writing](https://www.una.edu/writingcenter/docs/Writing-Resources/Collaborative%20Writing%20Strategies.pdf):

* Drafter: This individual is responsible for leading the group’s synthesis of the information gathered during the brainstorm to construct a draft of the claim that uses multiple sources. All members of the group will participate in the drafting process, but the Drafter will record the group's responses and lead this work.
* Reviewer: This individual will review the draft by reading the response out loud. This will enable the group to check for idea cohesion and whether or not the Task Aligned to the Supporting Question is answered by this response.
* Editor: This individual will check for grammatical errors and proper citation of the evidence.
* Time Keeper: This individual will keep the group on task and ensure that the process is completed within the allotted time.

For more information on Argument/Opinion Writing, access the KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.*

The exploration that follows will focus on looking at Reconstruction through a geography lens. Students will examine the factors that led to forced and voluntary migration of diverse groups in the United States during Reconstruction.

| **Exploration Three Geography** |
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**Overview:**

Students will investigate the impacts of Reconstruction through a geography lens. Throughout this exploration, students will examine how political, environmental, social and economic factors led to voluntary and forced migration among diverse groups during Reconstruction. This will help students answer the compelling question, “Was Reconstruction a ‘dream deferred’?”

***KAS for Social Studies* alignment**

* 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.
* 8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.
* 8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.

| **8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.**  **Supporting question:** What factors led to forced and voluntary migration in the United States during Reconstruction? |
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Supporting questions are aligned to the compelling question and can be answered though using the concepts and practices of each social studies discipline. In Grade 8, students are expected to generate their own supporting questions. Strategies, such as [See, Think, Wonder](https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder_2.pdf), may be used to support students in this work. For more information on generating supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?” from the [Inquiry Practices of the KAS for Social Studies](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

**Considerations for Prior Learning:**

To prepare for these investigations, ensure that students understand political, environmental, social and economic factors, and are able to provide examples of each. Review these terms with students by having them complete a Frayer Model template in groups.

* First, divide students into groups of four and assign each group a term. Terms may be assigned to multiple groups in the classroom depending on class size. When students have been assigned a term, have them define the term on poster paper. Once complete, have the groups rotate or pass their posters to another group.
* Second, when groups receive the poster from their peers, they will review the definition of the term, check for accuracy and then describe the characteristics of the term on the poster. Once complete, have the groups rotate or pass their posters to another group.
* Third, have the students review the accuracy of the definition and characteristics provided for the term they received. Next, they will provide examples of the terms. Once complete, have the groups rotate or pass their posters to another group.
* Fourth, have the students review the accuracy of the definition, characteristics and examples provided for the term they received. Next, they will provide non-examples for the term.

As students are completing the Frayer Model in their small groups, check for understanding to ensure that students understand the assigned terms or know what materials to access if they have misconceptions about the terms. Begin by providing definitions of each of these types of factors in order to support students. Definitions may include:

* Political factors: Factors involving decisions made by the government, including legislative, executive and judicial decisions at the local, state and federal level.
* Environmental factors: Characteristics of the environment that influence people, such as the climate, landforms and available resources.
* Social factors: Conditions that are influenced by people, including culture, religion, wealth, norms and values.
* Economic factors: Factors that involve the economy, such as wages, taxes, policies and the exchange of goods and services.

Once all components of the Frayer Model are complete, conduct a whole group discussion where students share their responses. It may be helpful to have students compare and contrast the examples and non-examples they provided, especially if more than one group was assigned a term.

# **Investigation 1: Black Americans**

| 8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877. |
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To investigate the factors that led to voluntary and forced migration of Black Americans during Reconstruction, the following sources may be utilized:

* NBC News Learn. (2020, May 1). *Freedmen’s Bureau*. <https://www.youtube.com/watch?v=5B4cpiTYhWk>.
* NBC News Learn. (2020, May 1). *Sharecropping in the Post-Civil War South.* <https://www.youtube.com/watch?v=KkK08I1K3HY>

Explain to students that as the Civil War ended and the 13th Amendment that ended enslavement in the United States was passed, enslaved people had a difficult time overcoming their circumstances. Show the video clip, [*Freedmen’s Bureau*](https://www.youtube.com/watch?v=5B4cpiTYhWk), to students. Prior to watching this clip, provide the following questions to students so they can be considering them as they watch.

| * What hardships were faced by formerly enslaved people after the Civil War ended? * Why was the Freedmen’s Bureau created? * What did the Freedmen’s Bureau accomplish during Reconstruction? * What opposition did the Freedmen’s Bureau face? |
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After watching the clip, facilitate a class discussion, allowing students to share their responses. For guidance on effective whole group discussion, visit [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/). Remind students that enslaved people had no choice where they lived, since they (or their ancestors) had been brought forcibly to America. Now that they are newly freed and have the right to leave their location, many do not have the resources to move. As a result, many Black Americans had no choice but to stay on the property of former slaveholders and engage in sharecropping.

Once students have completed the whole group discussion, have them complete their [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) for this source.

Show the video clip, [*Sharecropping in the Post-Civil War South*](https://www.youtube.com/watch?v=KkK08I1K3HY)*,* to students, explaining that they will be responsible for responding to the following questions afterward:

| * Describe the sharecropping system. As you describe the system, include the role of the landowner and the formerly enslaved individual. * How did sharecropping keep formerly enslaved men, women and their families “stuck in place”? |
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After watching the video clip, allow students to discuss these questions in small groups, and then discuss as a class. During discussion, ensure that students understand that formerly enslaved people engaged in sharecropping not by choice, but as the only available option for many to provide basic necessities, such as food and shelter, to themselves and their families. Because they were never able to make adequate money within the sharecropping system, they were not able to save enough money to be able to relocate and purchase their own property.

Once students have completed the whole group discussion, have them complete their Evidence Log for this source.

Explain to students that they will begin a graphic organizer to capture the political, environmental, social and economic factors that led to forced and voluntary migration of diverse groups during Reconstruction. Allow students work in small groups to complete the graphic organizer for Black Americans:

| **Factors that Led to Forced and Voluntary Migration during Reconstruction**   |  | Political | Environmental | Social | Economic | | --- | --- | --- | --- | --- | | Black Americans |  |  |  |  | | White Americans |  |  |  |  | | American Indians |  |  |  |  | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# **Investigation 2: White Americans**

| 8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877. |
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To investigate the factors that led to voluntary and forced migration of White Americans during Reconstruction, the following sources may be utilized:

* Encyclopedia Britannica. (n.d.). *Carpetbagger*. <https://www.britannica.com/topic/carpetbagger>.
* History.com Editors. (2018, August 21). *Carpetbaggers & Scalawags.* History.com. <https://www.history.com/topics/american-civil-war/carpetbaggers-and-scalawags>.
* Library of Congress. (n.d.). *The African American Odyssey: A Quest for Full Citizenship*. <https://www.loc.gov/exhibits/african-american-odyssey/reconstruction.html>.
* New Georgia Encyclopedia. (2020, September 16). *Freedmen’s Education During Reconstruction*. <https://www.georgiaencyclopedia.org/articles/history-archaeology/freedmens-education-during-reconstruction>.

Explain to students that while Black Americans often had the desire for voluntary migration during Reconstruction but lacked the ability, there was a great deal of movement of White Americans during this time. Present the following sources to students related to Carpetbaggers during Reconstruction: [*Carpetbaggers and Scalawags*](https://www.history.com/topics/american-civil-war/carpetbaggers-and-scalawags) (Source A), and [*Carpetbagger*](https://www.britannica.com/topic/carpetbagger) (Source B). Have students read the sources in pairs and have students identify and look up any challenging vocabulary as needed. Ask students to annotate the text as they read with information about people who were voluntarily migrating during Reconstruction, including “who” and “why”.

**Source A**

| In general, the term “carpetbagger” refers to a traveler who arrives in a new region with only a satchel (or carpetbag) of possessions, and who attempts to profit from or gain control over his new surroundings, often against the will or consent of the original inhabitants. After 1865, a number of northerners moved to the South to purchase land, lease plantations or partner with down-and-out planters in the hopes of making money from cotton. At first they were welcomed, as southerners saw the need for northern capital and investment to get the devastated region back on its feet. They later became an object of much scorn, as many southerners saw them as low-class and opportunistic newcomers seeking to get rich on their misfortune.  In reality, most Reconstruction-era carpetbaggers were well-educated members of the middle class; they worked as teachers, merchants, journalists or other types of businessmen, or at the Freedmen's Bureau, an organization created by Congress to provide aid for newly liberated black Americans. Many were former Union soldiers. In addition to economic motives, a good number of carpetbaggers saw themselves as reformers and wanted to shape the postwar South in the image of the North, which they considered to be a more advanced society. Though some carpetbaggers undoubtedly lived up to their reputation as corrupt opportunists, many were motivated by a genuine desire for reform and concern for the civil and political rights of freed blacks. |
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**Source B:**

| Carpetbagger, in the United States, a derogatory term for an individual from the North who relocated to the South during the Reconstruction period (1865–77), following the American Civil War. The term was applied to Northern politicians and financial adventurers whom Southerners accused of coming to the South to use the newly enfranchised freedmen as a means of obtaining office or profit. Literally describing an unwelcome stranger with no more property than could be carried in a satchel (carpetbag), the epithet later came to refer to anyone perceived as an interloper who came to a region to exploit it against the wishes of the inhabitants.  After the Civil War, the South was badly in need of investment capital, and a large influx of Northerners sought economic opportunity there. For them the South was a kind of new frontier and a land of opportunity. Most of them were ex-soldiers, but others had not served in the military. Many were drawn by the promise of quick fortunes it was said could be made raising cotton. Some bought land, and some leased it. Others invested in businesses or banks. Initially, these Northern migrants were well received. Later, however, as Reconstruction governments began to alter the reality of Southern political life, the newcomers were characterized by white Southerners as the dregs of Northern society preying upon the misfortune of the defeated South.  In fact, most of the Northern migrants came from middle-class backgrounds. It is likely that the actions of most of them were motivated by a combination of the pursuit of personal advancement and a desire to participate in the process of transforming the South from a slavery-based society to a more egalitarian one. To that end, they became natural allies of the freedmen. Engagement in Republican politics was an outgrowth of that pursuit. One year of residence in a state in the Reconstruction South brought the right to vote and hold office, and many transplanted Northerners then ran for and held political office, especially representing largely black constituencies. As the Reconstruction era progressed, antipathy for these “carpetbaggers” swelled and intensified among white Southerners, who increasingly saw them as interlopers who failed to understand the relationship between blacks and whites in the region. |
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After students read and annotate each source in their pairs, pose the following questions to students to check for understanding in a whole group discussion:

| * What did the term “carpetbagger” mean? * Who were these people who migrated South voluntarily? * Why did they choose to migrate South? * What impact did the migration of the “carpetbaggers” have on the South during Reconstruction? |
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Once students have completed the whole group discussion, have them complete their Evidence Log for these two sources.

Next, have students work with their partner to synthesize the two sources. For more information on synthesizing, visit [Synthesizing Sources](https://owl.purdue.edu/owl/research_and_citation/conducting_research/research_overview/synthesizing_sources.html).

| With your partner, consider the following question:  “What do these sources say about voluntary migration during Reconstruction?”  Write a paragraph that synthesizes these two sources to answer this question. |
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While many of the carpetbaggers were White men, some White women also chose to migrate during this time. In pairs, have students read the following excerpts from [*The African American Odyssey: A Quest for Full Citizenship*](https://www.loc.gov/exhibits/african-american-odyssey/reconstruction.html) (Source A) and [*Freedmen's Education during Reconstruction*](https://www.georgiaencyclopedia.org/articles/history-archaeology/freedmens-education-during-reconstruction) (Source B). As students read these sources, ask them to collect evidence about the effects of the migration of Northern teachers to the South. Students may annotate, underline, or highlight the text as they read.

**Source A**

| Northern teachers, many of whom were white women, traveled into the South to provide education and training for the newly freed population. Schools from the elementary level through college provided a variety of opportunities, from the rudiments of reading and writing and various types of basic vocational training to classics, arts, and theology. |
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**Source B**

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| Congress created the Bureau of Refugees, Freedmen, and Abandoned Lands, popularly known as the Freedmen's Bureau, in March 1865. Though it did not hire teachers or operate schools itself, the bureau assisted the aid societies in meeting the burgeoning African American demand for education. It rented buildings for schoolrooms, provided books and transportation for teachers, superintended the schools, and offered military protection for students and teachers against the opponents of Black literacy.  Native Georgians, Black and white, along with northern teachers, shouldered the task of teaching in the freedmen's schools. Of the nearly 600 teachers in Georgia's freedmen's schools during Reconstruction, more than one-fifth were native Georgians, including nearly fifty white Georgians. A quarter of the teachers were African Americans. More than half of the Black teachers were Georgians, while other Black teachers hailed from the seaboard South, along with Pennsylvania, New Jersey, New York, Massachusetts, and Ohio. Although contemporary teachers seldom had completed high school, many of the northern freedmen's teachers had graduated from post-secondary institutions, including Dartmouth College in New Hampshire, Yale University in Connecticut, Oberlin College in Ohio, and Mount Holyoke College in Massachusetts. The Black teachers had attended such colleges as Oberlin, Wilberforce University in Ohio, and Lincoln University in Pennsylvania.  From 1870 until well into the twentieth century, white Georgians sought to limit public funding for Black education. Local districts refused to support public secondary education for African American students. Teachers in Black schools received lower salaries than those in white schools, regardless of the teachers' race, and construction and maintenance of Black schools were neglected. The state would not provide public higher education to its former bondsmen until it founded Georgia State Industrial College (later Savannah State University) in 1891.  By the end of Reconstruction, the freedpeople of Georgia had built the foundations of a system of universal schooling. Native and northern teachers had taught thousands of formerly enslaved African Americans to read and write. Three colleges kept alive the promise of higher education. In the final analysis, however, the freedpeople were too poor, and the assistance from the federal government and northern agencies far too paltry, to have much effect. It is unlikely that more than 10 percent of the state's African American population could find a seat in a schoolhouse during Reconstruction. |

After reading, pose the following question to students during a whole class discussion to check for understanding, asking students to cite evidence from the sources:

| * Why did some people voluntarily migrate to the South? * Who served as teachers in the South? * What challenges did teachers in Black schools in the South face during Reconstruction? * What impact did these teachers have on the South during Reconstruction? |
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Once students have completed the whole group discussion, have them complete their Evidence Log for this source.

Now that students have investigated why some White Americans voluntarily migrated to the South during Reconstruction, ask students to use the evidence they have collected from the sources to fill out the corresponding row of their graphic organizers:

| **Factors that Led to Forced and Voluntary Migration during Reconstruction**   |  | Political | Environmental | Social | Economic | | --- | --- | --- | --- | --- | | Black Americans |  |  |  |  | | White Americans |  |  |  |  | | American Indians |  |  |  |  | |
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# **Investigation 3: American Indians**

| 8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877. |
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To investigate the factors that led to voluntary and forced migration of American Indians during Reconstruction, the following sources may be utilized:

* Library of Congress. (n.d.). *Immigration and Relocation in U.S. History: Custer’s Last Stand...Aftermath*. <https://www.loc.gov/classroom-materials/immigration/native-american/custers-last-stand-aftermath/>.
* Library of Congress. (n.d.). *Immigration and Relocation in U.S. History: Native American.* <https://www.loc.gov/classroom-materials/immigration/native-american/>.
* National Park Service. (n.d.). *The Flight of 1877.* <https://www.nps.gov/nepe/learn/historyculture/1877.htm>.
* NBC News Learn. (2020, May 1). *Sitting Bull and the Fight for the Black Hills*.<https://www.youtube.com/watch?v=mWrF7y1rd_4>.

Explain to students that in addition to the migrations of diverse groups investigated so far during Reconstruction, a great deal of forced migration took place among many American Indian tribes. To set the context for American Indian removal, read the following source, [*Immigration and Relocation in U.S. History: Native American*](https://www.loc.gov/classroom-materials/immigration/native-american/), aloud to students. Ask students to listen for the cause and effect of the movement of American Indians.

| In the fifteenth century, when European settlers began to arrive in North America, the continent was richly populated with Native American communities. Hundreds of thousands of people lived in a wide range of environments from shore to shore, each community or nation with its own distinct culture. The centuries that followed the arrival of Europeans were years of tremendous upheaval, as the expansion of settler territory and the founding and growth of the United States resulted in Native American communities being moved, renamed, combined, dispersed, and, in some cases, destroyed.  These dislocations and changes took place across many centuries, and each individual episode was marked by its own set of unique circumstances, from public negotiations and careful planning to subterfuge and deceit; from declarations of friendship to calls for genocide; from disease, starvation, and bloodshed to perseverance, resistance, and hope in the face of persecution. But all were driven by the relentless expansion of European settlement and U.S. territory, and by U.S. government policies that relegated the independence and well-being of Native Americans to secondary status, if that.  Native American communities today span the continent and continue to grow and change. But the mass relocations and other changes, most notably those of the nineteenth and twentieth centuries, shaped many aspects of U.S. society in ways that persist today. |
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Conduct a [Think, Pair, Share](http://www.pz.harvard.edu/resources/think-pair-share) to allow students to discuss the cause and effect of the movement of American Indians, and allow pairs to share with the class. Explain to students that the forced migration of American Indians began taking place early on in U.S. history and continued into the Reconstruction period. By this time, many tribes had been forced off their land and onto other land considered less desirable by European settlers.

Once students have completed the whole group discussion, have them complete their [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) for this source.

Explain to students that they will now investigate the forced migration of several American Indian groups during Reconstruction. Ask students to examine the following sources through a [jigsaw activity.](https://www.jigsaw.org/)

* [*Immigration and Relocation in U.S. History: Custer’s Last Stand...Aftermath*](https://www.loc.gov/classroom-materials/immigration/native-american/custers-last-stand-aftermath/)
* [*Sitting Bull and the Fight for the Black Hills*](https://www.youtube.com/watch?v=mWrF7y1rd_4)
* [*The Flight of 1877*](https://www.nps.gov/nepe/learn/historyculture/1877.htm)

If you have uneven groups, visit the [Jigsaw Method](https://www.youtube.com/watch?v=euhtXUgBEts) for an additional overview of this method and tips for troubleshooting issues.

| In your assigned groups, complete your Evidence Log [for your assigned source.](https://docs.google.com/document/d/11BErJhjfZc96SnAGvgc8NhxvSxyj-8mU8ZBKgVYEJS8/edit?usp=sharing) |
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Once students have completed their Evidence Log, have students form “expert groups.” In these “expert groups,” students will discuss the source they examined, using the questions below, to prepare a presentation for their jigsaw group. For guidance on how to organize students into small groups, teachers may reference [Using Roles in Group Work](https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/) or [Setting up and managing small group work](https://library.teachingworks.org/curriculum-resources/materials/social-studies-setting-up-and-managing-small-group-work/).

| * Which American Indian groups were impacted during your assigned event? * What actions caused their forced migration? * What effects did this forced migration have on the American Indian tribe you investigated? |
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For guidance on how to create a presentation, visit [Create a Presentation “All About a Topic”](https://applieddigitalskills.withgoogle.com/c/middle-and-high-school/en/create-a-presentation-all-about-a-topic/overview.html) for guidance on how to create an interactive presentation on the assigned topic.

Next, after students prepare their presentation, students will return to their jigsaw groups.

| In these jigsaw groups, each student will present the information on their source while other students complete their Evidence Log for the source being presented, take any additional notes required and ask questions to address any misconceptions or possible gaps in knowledge in the presentation. Students will take turns presenting their sources. |
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During the presentations, check for student understanding that many different American Indian groups were treated unfairly and forced to migrate, losing their homes, culture, and many losing their lives, during Reconstruction.

Once the class has completed their presentations, ask students to fill out the row of their graphic organizer corresponding to American Indians.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Factors that Led to Forced and Voluntary Migration during Reconstruction**   |  | Political | Environmental | Social | Economic | | --- | --- | --- | --- | --- | | Black Americans |  |  |  |  | | White Americans |  |  |  |  | | American Indians |  |  |  |  | |

Now that students have investigated the factors that led to forced and voluntary migration for diverse groups during Reconstruction, have students use the evidence they have collected to complete the task aligned to the supporting question, below.

# **Task Aligned to the Supporting Question:**

| ***KAS for Social Studies* Alignment:**   * 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877. * 8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877. * 8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions. |
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In these assignments, students are required to synthesize information learned through engaging with the disciplinary strand standards to answer a supporting question. Students may use their [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) for support when answering this question.

| **Task Aligned to the Supporting Question:**  Create a claim, using appropriate evidence, to respond to the supporting question: “What factors led to forced and voluntary migration in the United States during Reconstruction?” Be sure to interpret political, environmental, social and economic factors in your response. |
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To support students in constructing a claim, students may engage in Collaborative Writing. As a reminder, have students engage with collaborative writing to create a claim on what factors led to forced and voluntary migration in the United States during Reconstruction in small groups. Students will accomplish this by using what they learned from the sources they read. Students should begin by [brainstorming](https://writingcenter.unc.edu/tips-and-tools/brainstorming/) the answer to this question using strategies, such as but not limited to, bulleting and freestyling. Once students have brainstormed their claim, have students cite evidence from each source they read to support their claim. Consult the Kentucky Department of Education’s (KDE) [Composition in the Classroom](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf) for more information on citing evidence. Once students have cited the evidence needed to support their claim, have students assume the following roles to answer the Task Aligned to the Supporting Question using [Collaborative Writing](https://www.una.edu/writingcenter/docs/Writing-Resources/Collaborative%20Writing%20Strategies.pdf):

* Drafter: This individual is responsible for leading the group’s synthesis of the information gathered during the brainstorm to construct a draft of the claim that uses multiple sources. All members of the group will participate in the drafting process, but the Drafter will record the group's responses and lead this work.
* Reviewer: This individual will review the draft by reading the response out loud. This will enable the group to check for idea cohesion and whether or not the Task Aligned to the Supporting Question is answered by this response.
* Editor: This individual will check for grammatical errors and proper citation of the evidence.
* Time Keeper: This individual will keep the group on task and ensure that the process is completed within the allotted time.

For more information on explanatory writing, access the KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.*

The next exploration will continue to examine Reconstruction, this time through a civics lens. Students will investigate how citizenship and voting rights were expanded and restricted for diverse groups during Reconstruction.

| **Exploration Four: Civics** |
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**Overview:**

This exploration will continue to investigate the impact of Reconstruction on diverse groups with a civics lens. Students will examine the expansion and restriction on citizenship and voting rights on diverse groups in the United States during Reconstruction. This will help students answer the compelling question, “Was Reconstruction a ‘dream deferred’?”

***KAS for Social Studies* alignment**

* 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.
* 8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.
* 8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.

| **8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.**  **Supporting question:** How were citizenship and voting rights expanded and restricted for diverse groups during Reconstruction? |
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Supporting questions are aligned to the compelling question and can be answered though using the concepts and practices of each social studies discipline. In Grade 8, students are expected to generate their own supporting questions. Strategies, such as [Wonder Wall](https://www.madlylearning.com/wonderwall/), may be used to support students in this work. For more information on generating supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?” from the [Inquiry Practices of the KAS for Social Studies](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

# **Investigation 1: Black Americans**

| 8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877. |
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To investigate how Black Americans’ citizenship and voting rights were expanded and restricted during Reconstruction, the following sources may be utilized:

* Constitution Center. (n.d.). *14th Amendment - Citizenship Rights, Equal Protection, Apportionment, Civil War Debt*.<https://constitutioncenter.org/interactive-constitution/amendment/amendment-xiv>.
* Constitution Center. (n.d.). *15th Amendment: Right to Vote Not Denied by Race*. <https://constitutioncenter.org/interactive-constitution/amendment/amendment-xv>.
* NBS News Learn, (2020, May 1). *The Early Ku Klux Klan and White Supremacy*. <https://www.youtube.com/watch?v=7o-uNsOMeV4>.
* United States Senate. (n.d.). *The Enforcement Acts of 1870 and 1871*. <https://www.senate.gov/artandhistory/history/common/generic/EnforcementActs.htm>.

Remind students that Black Americans had very limited rights prior to Reconstruction, especially if they were enslaved. Explain to students that prior to Reconstruction, Black Americans did not have the right to vote and were not legally recognized as United States citizens. Remind students that they have previously examined the 13th Amendment, which abolished slavery, and that they will now examine the text of Section 1 and 2 of the 14th Amendment (ratified in 1868), which can be accessed from the [Constitution Center](https://constitutioncenter.org/interactive-constitution/amendment/amendment-xiv). Ask students to read the following sections with a partner, marking important words and phrases and annotating notes as they read. For more information on text annotation, visit [Annotating Texts.](https://learningcenter.unc.edu/tips-and-tools/annotating-texts/) As they read, ask pairs to complete their [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) while discussing the impact of the 14th Amendment on Black Americans.

| Section 1  All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.  Section 2  Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State. |
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After students have had time to read, annotate, complete their Evidence Log and discuss the text of the 14th Amendment with a partner, discuss key concepts as a class. For guidance on effective whole group discussion, visit [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/). Some questions to pose to students may include, but are not limited to:

| * What right is guaranteed to Black Americans in Section 1? * What important rights in Section 1 that are now afforded to Black Americans? * What right is guaranteed to Black Americans in Section 2? * Does this right apply to all Black Americans? |
| --- |

Read the source [*The Enforcement Acts of 1870 and 1871*](https://www.senate.gov/artandhistory/history/common/generic/EnforcementActs.htm) aloud, asking students to annotate evidence about resistance to equal protection and efforts to enforce it. As you read, have students identify challenging vocabulary and look up any vocabulary as needed. Consider [Chunking](https://www.facinghistory.org/resource-library/teaching-strategies/chunking) the text by pausing after each paragraph to summarize the paragraph.

|  |
| --- |
| The adoption of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution extended civil and legal protections to former slaves and prohibited states from disenfranchising voters “on account of race, color, or previous condition of servitude.” Forces in some states were at work, however, to deny black citizens their legal rights. Members of the Ku Klux Klan, for example, terrorized black citizens for exercising their right to vote, running for public office, and serving on juries. In response, Congress passed a series of Enforcement Acts in 1870 and 1871 (also known as the Force Acts) to end such violence and empower the president to use military force to protect African Americans.  In its first effort to counteract such use of violence and intimidation, Congress passed the Enforcement Act of May 1870, which prohibited groups of people from banding together "or to go in disguise upon the public highways, or upon the premises of another" with the intention of violating citizens’ constitutional rights. Even this legislation did not diminish harassment of black voters in some areas.  In December 1870, Senator Oliver H.P.T. Morton, an Indiana Republican, introduced a resolution requesting the president to communicate any information he had about certain incidents of threatened resistance to the execution of the laws of the United States. After the Senate adopted Morton's resolution, President Ulysses S. Grant submitted several War Department reports relating to events in several southern states. These reports were referred to the Select Committee of the Senate to Investigate the Alleged Outrages in the Southern States, chaired by Senator Henry Wilson of Massachusetts. In the next Congress the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States broadened that mandate.  While these committees were investigating southern attempts to impede Reconstruction, the Senate passed two more Force acts, also known as the Ku Klux Klan acts, designed to enforce the Fourteenth Amendment and the Civil Rights Act of 1866. The Second Force Act, which became law in February 1871, placed administration of national elections under the control of the federal government and empowered federal judges and United States marshals to supervise local polling places. The Third Force Act, dated April 1871, empowered the president to use the armed forces to combat those who conspired to deny equal protection of the laws and to suspend habeas corpus, if necessary, to enforce the act.  While the Force acts and the publicity generated by the joint committee temporarily helped put an end to the violence and intimidation, the end of formal Reconstruction in 1877 allowed for a return of largescale disenfranchisement of African Americans. |

Once students have completed the whole group discussion, have them complete their Evidence Log for this source.

Explain that the 15th Amendment (ratified in 1870) was another response to resistance to enforce Black Americans’ right to vote. Ask students to examine and annotate the text of the 15th Amendment to cite evidence that this amendment was a response to resistance to enforce Black Americans’ right to vote, provided below from the [Constitution Center](https://constitutioncenter.org/interactive-constitution/amendment/amendment-xv):

| Section 1  The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.  Section 2  The Congress shall have the power to enforce this article by appropriate legislation. |
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Once students have completed the whole group discussion, have them complete their Evidence Log for this source.

To synthesize these two sources regarding efforts to resist and enforce the rights of Black citizens during Reconstruction, pose the following questions to students by asking them to do a [Quick Write](https://www.shiocton.k12.wi.us/cms_files/resources/Quick_Write__description.pdf) to record their responses. Remind students to include evidence from the sources in their responses:

| * What actions were taken in an effort to deny Black citizens their legal rights? * What actions did the United States government take to enforce the legal rights of Black Americans? * Were these actions effective? Why or why not? |
| --- |

To conclude this investigation, ask students to complete the first row of the graphic organizer below on Black Americans during Reconstruction. Students will revisit and add to this graphic organizer as they complete the Civics exploration of this collection, with the next investigation examining the expansions and restrictions of voting and citizenship for American Indians during Reconstruction. Students may use their Evidence Log to support them in completing this graphic organizer.

| **Expansions/Restrictions on Voting and Citizenship Rights during Reconstruction**   |  | Expansion of citizenship/voting rights | Restrictions on citizenship/voting rights | | --- | --- | --- | | Black Americans |  |  | | American Indians |  |  | | Women |  |  | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# **Investigation 2: American Indians**

| 8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877. |
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To investigate how American Indians’ citizenship and voting rights were expanded and restricted during Reconstruction, the following sources may be utilized:

* Constitution Center. (n.d.). *14th Amendment - Citizenship Rights, Equal Protection, Apportionment, Civil War Debt*.<https://constitutioncenter.org/interactive-constitution/amendment/amendment-xiv>.
* Constitution Center. (2021, June 2). *On this day, all Indians made United States citizens*. <https://constitutioncenter.org/blog/on-this-day-in-1924-all-indians-made-united-states-citizens>.

Explain to students that this investigation will examine the expansion and restriction of citizenship and voting rights during Reconstruction for American Indians. Remind students that American Indians had very limited property rights during this time. Additionally, they lost their recognition as independent nations, tribes and powers during Reconstruction, which ended their ability to enter into any agreements with the United States. Ask students to reexamine the text of Section 1 and 2 of the 14th Amendment. Students have previously annotated this text, marking important words and focusing on its impacts on Black Americans. This time, ask students to focus on how the 14th Amendment impacts American Indians. The text from the [Constitution Center](https://constitutioncenter.org/interactive-constitution/amendment/amendment-xiv) is provided again below:

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| Section 1  All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.  Section 2  Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State. |

Once students have completed the whole group discussion, have them complete their [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) for this source as it applies to American Indians.

After students have had time to revisit the 14th Amendment with this new perspective, pose the following question to students, asking them to [Turn and Talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) with a partner.

| Did the 14th Amendment apply to American Indians? Why or why not? Cite evidence from the 14th Amendment to support your answer. |
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Students may respond that Section 1 does not specify that American Indians are not mentioned as being excluded, and that it states that “all persons born or naturalized in the United States” are considered citizens, so it would seem that this section applies. They also may respond that Section 2 specifically states that American Indians are excluded, so the right to vote does not apply to them. To further explore whether the right to citizenship applied to American Indians at this time, ask students to read the excerpt in pairs from the Constitution Center’s [*On this day, all Indians made United States citizens*](https://constitutioncenter.org/blog/on-this-day-in-1924-all-indians-made-united-states-citizens). Have students read the sources in pairs and have students identify and look up any challenging vocabulary as needed.

| The 14th amendment’s ratification in July 1868 overturned Dred Scott and made all persons born or naturalized in the United States citizens, with equal protection and due process under the law. But for American Indians, interpretations of the amendment immediately excluded most of them from citizenship.  There was enough confusion after the 14th amendment was ratified about American Indian citizenship that in 1870, the Senate Judiciary committee was asked to clarify the issue.  The committee said it was clear that “the 14th amendment to the Constitution has no effect whatever upon the status of the Indian tribes within the limits of the United States,” but that “straggling Indians” were subject to the jurisdiction of the United States.  At the time, U.S. Census figures showed that just 8 percent of American Indians were classified as “taxed” and eligible to become citizens. The estimated American Indian population in the 1870 census was larger than the population of five states and 10 territories—with 92 percent of those American Indians ineligible to be citizens. |
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Once students have completed the whole group discussion, have them complete their Evidence Log for this source.

Pose the following question to students and discuss as a whole group. For more guidance on conducting whole group discussion, visit [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/).

| How did the clarification of the 14th Amendment's citizenship guarantee by the Senate Judiciary committee impact American Indians? |
| --- |

During discussion, check for student understanding that although the 14th Amendment’s citizenship guarantee seemed to apply to American Indians, it was quickly determined by the judicial branch that it did not apply to them. Explain that it would take decades more for American Indians to receive the right to vote and the right of citizenship.

To conclude this investigation, ask students to complete the next row of their graphic organizer, responding to the expansion and/or restriction of citizenship and voting rights of American Indians during Reconstruction. Students may use their Evidence Log to support them in completing this graphic organizer.

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| **Expansions/Restrictions on Voting and Citizenship Rights during Reconstruction**   |  | Expansion of citizenship/voting rights | Restrictions on citizenship/voting rights | | --- | --- | --- | | Black Americans |  |  | | American Indians |  |  | | Women |  |  | |

Explain to students that they will complete the last row during the next investigation, which will examine the expansions and restrictions on voting and citizenship for women during Reconstruction.

# **Investigation 3: Women**

| 8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877. |
| --- |

To investigate how women’s’ citizenship and voting rights were expanded and restricted during Reconstruction, the following sources may be utilized:

* National Park Service. (n.d.). *Virginia Minor*. <https://www.nps.gov/people/virginia-minor.htm>.
* Woodhull, Victoria. (1871, January 2). *“Memorial” and “Constitutional Equality”.* Teaching American History. <https://teachingamericanhistory.org/document/memorial-and-constitutional-equality/>.
* Women’s History Museum. (n.d.). *The 14th and 15th Amendments.* <http://www.crusadeforthevote.org/14-15-amendments>.

Explain to students that this investigation will focus on the expansion and restriction of citizenship and voting rights for women during Reconstruction. Remind students that many women’s’ rights were already restricted during the time based on their belonging to other diverse groups, such as Black Americans and American Indians, which were both investigated previously. However, women faced many unique challenges because of their gender.

Remind students that they previously investigated the 14th and 15th Amendments as they relate to Black Americans and American Indians. Revisit the text of these amendments if necessary. Then, ask students the following question:

| How did the 14th and 15th Amendments apply to women? Cite evidence from these amendments to support your answer. |
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Pose this question to the class, and have students engage in a [Think, Pair, Share](http://www.pz.harvard.edu/sites/default/files/Think%20Pair%20Share_1.pdf) with a partner to identify evidence from the 14th and 15th Amendments that support their answer. Once students have completed their turn and talk, conduct a whole class discussion to address this question. Students may note that Section 1 of the 14th Amendment does not state that only men born in the United States are citizens, so this should apply to all women. However, as investigated previously, American Indian women’s’ right to citizenship would not have been protected. Additionally, students should recall that Section 2 specifies that male citizens are given the right to vote, so this does not apply to women. Students may also note that the 15th Amendment states that the right to vote shall not be denied on account of race, color or previous condition of servitude, but does not protect women.

Provide the following excerpt from *The 14th and 15th Amendments* from the National Women’s History Museum, and ask students to do the following:

| You will read the following source twice. Complete the following directions when engaging with this source:   * Independently read the following source from the National Women’s History Museum. * After reading independently, reread this passage with a partner while considering the following question: How did the 14th and 15th Amendments impact women?   + As you read with your partner, annotate the text to identify evidence of these impacts. * Once you and your partner have annotated the text, complete your [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) for this source. |
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Excerpt from *The 14th and 15th Amendments*:

| The 14th and 15th Amendments    Three amendments passed after the Civil War transformed the women’s rights movement. The 13th Amendment, passed in 1865, made slavery illegal. Black women who were enslaved before the war became free and gained new rights to control their labor, bodies, and time.  The Fourteenth Amendment affirmed the new rights of freed women and men in 1868. The law stated that everyone born in the United States, including former slaves, was an American citizen. No state could pass a law that took away their rights to “life, liberty, or property.”  The Fourteenth Amendment also added the first mention of gender into the Constitution. It declared that all male citizens over twenty-one years old should be able to vote. In 1870, the Fifteenth Amendment affirmed that the right to vote “shall not be denied…on account of race.”  The insertion of the word “male” into the Constitution and the enfranchisement of African American men presented new challenges for women’s rights activists. For the first time, the Constitution asserted that men—not women—had the right to vote. Previously, only state laws restricted voting rights to men. Elizabeth Cady Stanton wrote, “If that word ‘male’ be inserted, it will take us a century at least to get it out.”  Activists bitterly fought about whether to support or oppose the Fifteenth Amendment. Stanton and Susan B. Anthony objected to the new law. They wanted women to be included with black men. Others—like Lucy Stone—supported the amendment as it was. Stone believed that women would win the vote soon. The emphasis on voting during the 1860s led women’s rights activists to focus on woman suffrage. The two sides established two rival national organizations that aimed to win women the vote. |
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After pairs have had time to read and discuss, ask students to share their thoughts on the impact of these Amendments on women during Reconstruction during a whole group discussion. Remind students to cite evidence from the source to support their responses.

Explain to students that, despite the word “male” being included in the 14th Amendment, many women challenged the interpretation of the 14th Amendment and argued that it did give rights to women. Inform students that they will now read from different sources that provide evidence of these challenges.

Have students read the following excerpt, [*Virginia Minor*](https://www.nps.gov/people/virginia-minor.htm) in pairs while identifying and looking up any challenging vocabulary as needed. As students are reading the excerpt, have them complete their Evidence Log for this source.

| On October 15, 1872, as part of a nation-wide plan organized by the National American Woman’s Suffrage Association, Virginia Minor tried to register to vote in the upcoming election. She was refused by St. Louis' sixth district registrar because she was a woman. While other women, like Susan B. Anthony, were jailed for their civil disobedience of voting, Virginia and her husband sued the registrar. They argued that women were U.S. citizens under the 14th amendment to the Constitution, which "nowhere gives [states] the power to prevent" a citizen from voting. The case eventually was heard by the US Supreme Court. The judges ruled that citizenship did not guarantee the right to vote. The decision was a blow to woman suffrage, and suffragists changed their tactics to get women access to the ballot. |
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Once students have read the excerpt and completed their Evidence Log, discuss her argument while checking for understanding. During the discussion, have students complete the first row of the graphic organizer below to summarize how Virginia Minor challenged the 14th Amendment related to women’s’ rights:

|  | How did she challenge the 14th Amendment related to women’s’ rights? |
| --- | --- |
| Virginia Minor |  |
| Victoria Woodhull |  |

Next, explain that students will be reading the memorial that Victoria Woodhull presented before the United States House of Representatives as the first woman ever to testify before a congressional committee. Explain to students that a memorial is a statement of facts or a petition. Since this took place in 1870, the older language can be challenging to understand. As a result, read the memorial together and clarify challenging vocabulary for students.

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| The memorial of Victoria C. Woodhull, To the Honorable the Senate and House of Representatives of the United States in Congress assembled, respectfully showeth:  That she was born in the state of Ohio, and is above the age of twenty-one years; that she has resided in the state of New York during the past three years; that she is still a resident thereof, and that she is a citizen of the United States, as declared by the Fourteenth Article of Amendments to the Constitution of the United States:  That since the adoption of the Fifteenth Article of Amendments to the Constitution, neither the state of New York nor any other state, nor any territory, has passed any law to abridge the right of any citizen of the United States to vote, as established by said article, neither on account of sex or otherwise:  That, nevertheless, the right to vote is denied to women citizens of the United States by the operation of election laws in the several states and territories, which laws were enacted prior to the adoption of the said Fifteenth Article, and which are inconsistent with the Constitution as amended, and, therefore, are void and of no effect; but which being still enforced by the said states and territories, render the Constitution inoperative as regards the right of women citizens to vote:  And whereas, Article 6, section 2, declares “That this Constitution, and the laws of the United States which shall be made in pursuance thereof, and all treaties made or which shall be made under the authority of the United States, shall be the supreme law of the land; and all judges in every state shall be bound thereby, anything in the Constitution and laws of any state to the contrary notwithstanding”:  And whereas, no distinction between citizens is made in the Constitution of the United States on account of sex, but the Fourteenth Article of Amendments to it provides that “no state shall make or enforce any law which shall abridge the privileges and immunities of citizens of the United States,” “nor deny to any person within its jurisdiction the equal protection of the laws”:  And whereas, Congress has power to make laws which shall be necessary and proper for carrying into execution all powers vested by the Constitution in the government of the United States; and to make or alter all regulations in relation to holding election for senators and representatives, and especially to enforce, by appropriate legislation, the provisions of the said Fourteenth Article:  And whereas, the continuance of the enforcement of said local election laws, denying and abridging the right of citizens to vote on account of sex, is a grievance to your memorialist and to various other persons, citizens of the United States, being women—  Therefore your memorialist would most respectfully petition your Honorable Bodies to make such laws as in the wisdom of Congress shall be necessary and proper for carrying into execution the right vested by the Constitution in the citizens of the United States to vote, without regard to sex.  And your memorialist will ever pray.  Victoria C. Woodhull |

As students are reading this source, have them complete their Evidence Log [.](https://docs.google.com/document/d/11BErJhjfZc96SnAGvgc8NhxvSxyj-8mU8ZBKgVYEJS8/edit?usp=sharing) Then, have students complete the second row of the graphic organizer below to summarize how Victoria Woodhull challenged the 14th Amendment related to women’s’ rights:

|  | How did she challenge the 14th Amendment related to women’s’ rights? |
| --- | --- |
| Virginia Minor |  |
| Victoria Woodhull |  |

Once students have completed their graphic organizer, explain to students that although women actively fought for suffrage during Reconstruction, women would not gain the right to vote at the federal level until the 19th Amendment to the Constitution was ratified in 1920.

To conclude this investigation, ask students to complete the next row of their graphic organizer, responding to the expansion and/or restriction of citizenship and voting rights of women during Reconstruction. Students may use their Evidence Log to support them in completing this graphic organizer.

| **Expansions/Restrictions on Voting and Citizenship Rights during Reconstruction**   |  | Expansion of citizenship/voting rights | Restrictions on citizenship/voting rights | | --- | --- | --- | | Black Americans |  |  | | American Indians |  |  | | Women |  |  | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

Now that students have investigated the expansions and restrictions on voting and citizenship rights of diverse groups during Reconstruction, have students use the evidence they have collected to complete the task aligned to the supporting question, below.

# **Task Aligned to the Supporting Question:**

| ***KAS for Social Studies* Alignment:**   * 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877. * 8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877. * 8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions. |
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In these assignments, students are required to synthesize information learned through engaging with the disciplinary strand standards to answer a supporting question. Students may use their [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) to support them in answering this question.

| **Task Aligned to the Supporting Question:**  Create a claim, using appropriate evidence, to respond to the supporting question: “How did diverse groups in the United States challenge Constitutional provisions, laws and court rulings denying them the rights of citizens during Reconstruction?” |
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To support students in constructing a claim, students may engage in Collaborative Writing. As a reminder, have students engage with collaborative writing to create a claim on how diverse groups in the United States challenge Constitutional provisions, laws and court rulings denying them the rights of citizens during Reconstruction in small groups. Students will accomplish this by using what they learned from the sources they read. Students should begin by [brainstorming](https://writingcenter.unc.edu/tips-and-tools/brainstorming/) the answer to this question using strategies, such as but not limited to, bulleting and freestyling. Once students have brainstormed their claim, have students cite evidence from each source they read to support their claim. Consult the Kentucky Department of Education’s (KDE) [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf) for more information on citing evidence. Once students have cited the evidence needed to support their claim, have students assume the following roles to answer the Task Aligned to the Supporting Question using [Collaborative Writing](https://www.una.edu/writingcenter/docs/Writing-Resources/Collaborative%20Writing%20Strategies.pdf):

* Drafter: This individual is responsible for leading the group’s synthesis of the information gathered during the brainstorm to construct a draft of the claim that uses multiple sources. All members of the group will participate in the drafting process, but the Drafter will record the group's responses and lead this work.
* Reviewer: This individual will review the draft by reading the response out loud. This will enable the group to check for idea cohesion and whether or not the Task Aligned to the Supporting Question is answered by this response.
* Editor: This individual will check for grammatical errors and proper citation of the evidence.
* Time Keeper: This individual will keep the group on task and ensure that the process is completed within the allotted time.

For more information on Argument/Opinion Writing, access the KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.*

# **Task Aligned to the Compelling Question:**

| ***KAS for Social Studies* Alignment:**   * 8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877. * 8.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States. * 8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States. |
| --- |

Now that students have investigated a series of supporting questions to help answer the compelling question, ask students to consider the evidence they have collected and their responses to the supporting questions in order to complete the task below. Students may use their [Evidence Log](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Was_Reconstruction_a_Dream_Deferred_Evidence_Log.docx) to support them in answering this question.

| **Task Aligned to the Compelling Question:**  Construct an argument to answer the following compelling question “Was Reconstruction a ‘dream deferred’?” In your response, draw on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States. |
| --- |

To support students when completing the Task Aligned to the Compelling Question, have students engage in [Chat Stations for Class Discussions](https://www.youtube.com/watch?v=eFUL4yP0vqo). To complete Chat Stations, create posters of the supporting questions students investigated with student created exemplars to these questions:

* History: What were the causes and effects of Reconstruction/Readjustment in Kentucky?
* Economics: How were property rights defined, protected, enforced and limited by the government for diverse groups during Reconstruction?
* Geography: What factors led to forced and voluntary migration in the United States during Reconstruction?
* Civics: How were citizenship and voting rights expanded and restricted for diverse groups during Reconstruction?

Next, place these posters of the supporting questions with student exemplars around the room. Divide your class into small groups of two to four students to rotate among the posters. Consider having multiple posters of one question depending on your class size to ensure that the groups rotating among the posters remain small. Provide students with a graphic organizer, such as the one below, that includes the compelling question “Was Reconstruction a ‘dream deferred’?” Additionally, this graphic organizer should require that students explore this question through multiple disciplinary lenses and diverse perspectives.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Was Reconstruction a ‘dream deferred’?   | **Disciplinary Lens** | **Black American** | **American Indian** | **Women** | | --- | --- | --- | --- | | History |  |  |  | | Economics |  |  |  | | Geography |  |  |  | | Civics |  |  |  | |

Students should rotate among all of the questions and record their answers. Once the students have visited all of the posters, conduct a whole group discussion where students share their responses to each of the posters. Once the whole group discussion concludes, have students complete the Task Aligned to the Compelling Question.