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September 7, 2012
Civil War and Reconstruction
Lesson Plan

Purpose:

This lesson plan was designed with my Double Honors United States History course in mind. The Double Honors U.S. students are sophomores preparing to take AP Courses during their junior and senior years. I have taken many elements of this course into consideration when designing this course.

Timing

As our curriculum is designed, First Semester ends with the end of the Civil War and is followed by midterm exams. Therefore, Second Semester begins, at the end of January, with Reconstruction. With that in mind I have chosen to focus specifically on Reconstruction for this lesson plan.

Use of Technology

The technology tools I have chosen to incorporate into this lesson are Google Maps and the Gilder Lehrman website. (I did throw in some Tagxedo images for fun.) Students will use maps to plot the documents they are assigned. Students will be encouraged to use Gilder Lehrman to discover new primary and secondary resources.

This year my school district is “going Google”, and making the shift to using Google as our primary email platform and collaboration forum. Taking that into account, I wanted to use this as opportunity to integrate Google tools into the classroom more. Not only have I incorporated Google Maps, but we will also be using a Google Site to digitally organize and display primary and secondary resources.

Explanation of Lesson

The bulk of this lesson involves students using current technology to practice a very basic skill: summary and analysis. Students will have three days to read, analyze and post their work for 4 different documents. Three documents will be provided. The students will be required to find the fourth.

In order to assess the students understanding of the era, using the documents, students will take part in a Socratic Seminar discussion and write a persuasive essay. Socratic Seminars are a model used regularly in our curriculum to demonstrate understanding while trying to break students out of their traditional classroom expectations.

My School

I designed this lesson with my department and curriculum team in mind. Because of the way the Civil War and Reconstruction fall in our curriculum, it was necessary for me to focus on either the Civil War itself, or Reconstruction. I chose to focus on Reconstruction for two reasons. First of all, because I think the activities we have used in the past to discuss Reconstruction could be improved. Secondly, because I think the beginning of Second Semester is an ideal time to introduce more technology-related tools, such as those we learned about in this course.

The HH United States History team has used primary documents to cover Reconstruction in the past. However, I am looking for new ways to use these documents that allow for more student collaboration and incorporating the range of internet resources available. This lesson is not particularly ambitious in regards to the tools I chose to use. Indeed, there are many more tools we learned about this week that I am eager to incorporate into my class. However, I know this is something that I can share with my colleagues on the HH United States curriculum team (even those who are just being introduced to Google).

I have only posted a small selection of documents on the Google Site. That is intentional. I don't want to do all the work finding documents myself. I want the students to find documents and I want them to grow this site into a resource of Reconstruction documents. I choose one way of organizing the documents and a simple question. The site could be re-organized for a different purpose for future classes.

*** Please Note: Although I have created the Google Map and Site, they are not complete. There are details to be ironed out, but the overall concept for the lesson plan is complete. My apologies. I had hoped to do more of the finishing touches in the last couple weeks, but the events in Chicago have occupied most of my time and thoughts.*

Reconstruction Document Analysis and Socratic Seminar

HH United States History

Elizabeth Goggins

Time Frame:

This lesson is designed to take 5 class days, with an ongoing writing assignment due the following week. This lesson is based on five 50-minute periods.

Prior Knowledge:

Students will already have extensive prior knowledge of the Civil War, as well as a basic introduction to Reconstruction, its purpose, phases and outcome.

| Desired Results | |
|--|---|
| <p>Established Goals: <i>This lesson meets the following Common Core Standards adopted by Chicago Public Schools</i></p> <p>RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information</p> <p>RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide and accurate summary of how key events or ideas develop over the course of the text</p> <p>RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts</p> <p>RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author’s claims</p> <p>WHST.9-10.6: Use technology, including the internet to produce, publish and update individual or shared writing products</p> | |
| <p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The Reconstruction era was very complex. There were successes in many areas, but also many failed expectations. | <p>Essential Questions:</p> <ul style="list-style-type: none"> <i>Was the Reconstruction Era successful at remaking the south?</i> |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> The various perspectives, both north and south, on Reconstruction | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Summarize and write an analysis of a primary or secondary document Successful utilize Google Tools (Sites and Maps) Demonstrate understanding of the era’s main ideas and events through online posts, class discussion and a written essay Incorporate documents into discussion and essay as evidence to support claim |
| Assessment Evidence | |
| <p>Performance Tasks</p> <ul style="list-style-type: none"> Locate original primary or secondary documents Participation in Socratic Seminar | <p>Other Evidence</p> <ul style="list-style-type: none"> 4 different posts on Google Sites and Map Essay |
| Learning Plan | |
| <p>Day 1: Overview of Reconstruction</p> <ol style="list-style-type: none"> Review Reconstruction; its purpose, phases and outcome. <ol style="list-style-type: none"> Pose questions regarding prior knowledge to check student understanding Analysis Model: Use Stephens article to demonstrate expectations/model and practice analysis skills Introduce Assignment <ol style="list-style-type: none"> View Website basics View Google map basics Assign groups and documents | |

4. Homework: Be prepared for tomorrow. Familiarize yourself with first document assignment and get access to website and map.

Days 2-4: Document Analysis

1. Bring students to Computer lab. Make sure everyone has access to website and map
2. Students should be working in small groups to:
 - a. Make sure everyone has read the document
 - b. Collaborating on the summary and analysis
 - c. Post on both the website and Google map
 - d. Check in with teacher and get next document assignment
3. Repeat these steps for three documents
4. Students should be finding and positing one additional document to the webpage
5. By the end of day 4 each group should have contributed the following
 - a. A summary and analysis of three different documents (social, economic, political) posted to both the webpage and Google map
 - b. A summary and analysis of a new-found document posted to both the webpage and google map
6. Homework: prepare documents, browse and review the webpages for student work

Day 5: Socratic Seminar Discussion

1. Present Essential Questions and Guidelines for Socratic Seminar
 - a. *Was Reconstruction era successful at remaking the south?*
 - b. *In what ways was Reconstruction successful at remaking the south? (GIVE EVIDENCE)*
 - c. *In what ways did Reconstruction fail to remake the south? (GIVE EVIDENCE)*
2. Facilitate and guide discussion
3. Review Essay assignment (due in approximately one week)

Attachments

- Handout: Reconstruction Overview
- Instructions: Assignment
- Instructions: Google Maps
- Instructions: Socratic Seminar
- Assignment: Essay

Day 2-4 Instructions

Reconstruction Document Analysis

As part of this activity you will spend 3 days in small groups analyzing and posting document summaries online using GoogleMaps and GoogleSites. You will use these documents as part of an in-class discussion and written reflection. The topic of this week's document analysis is **Was the Reconstruction era successful at remaking the South?**

Step 1: Overview

1. You will be assigned to a group of 2-3 students. This will be your group for the next three days.
2. Each group will be responsible for posting an analysis and summary of 4 different documents over the course of three days. **Please use your time wisely and plan accordingly. When the bell rings on Day 4 you must be done!**
 - a. Each group will be assigned 3 documents; one each on the social, economic and political impact
 - i. It will be that group's responsibility to read, summarize and analyze that document.
 - ii. I recommend that the document should be read individually **at home** so that all group members can work together in the lab on the mapping portion.
 - iii. All documents are posted online on the GoogleSites page
 - iv. Each group will only receive one document at a time. You must complete the assignment for each document before you will be allowed to move on.
 - b. In addition, each group will be responsible for finding and analyzing one additional document, which will also be posted on GoogleMap and on the GoogleSites document pages

Step 2: In the Computer Lab

1. Each group's summary and analysis should follow this template:

Author, Document Name, (date)

"Choose a quote from the document that you feel captures the main idea of the document"

Summary: Write a brief summary of the document. This summary should be approximately 3-5 sentences.

Analysis: Write an original analysis of the document. Why is it important? How does it reflect the social, political, or economic impacts of Reconstruction? How might it be used to answer the question, "Was Reconstruction Successful"? This analysis should be 6-8 sentences.

Your name or initials

2. The analysis should be posted in two different locations.
 - i. As a comment on the GoogleSite page for the accompanying document
 - ii. On the GoogleMap for this assignment (see GoogleMap directions)
3. When you are finished check in with your teacher who will assign you your next document.
4. Each group is also responsible for identifying an additional document (either social, political, or economic), and writing an analysis of it. For each additional document you should do the following.
 - i. Create a new page on the Google Site for your document. If you have any trouble creating a new page for the document, create a word document and send it to your teacher by the end of Day3. It will be posted by Day 4
 - a. Your document must include a title, author or description, and a citation. It cannot be more than 2 pages in length. You may need to edit.
 - b. The subject of your email should be "New Page" must include all group members' names, and whether you consider this document a reflection of economic, political or social issues.
 - ii. Post your summary and analysis in the comment section.
 - iii. Add the analysis information to the GoogleMap

Step 3: Assessment

- By the end of Day 4 when we leave the computer lab I will expect each group to have turned in the following:
1. A summary and analysis for 3 different documents (one social, political, and economic) on both the Google site and the Google map (that is six total posts)
 2. A summary and analysis for a new-found document posted on both the Google website and map

Instructions

Google Tools

Part I: Finding the tools and gaining access

1. To find the GoogleSite go to: <https://sites.google.com/site/hhushreconstruction>
2. To find the GoogleMap go to: <https://maps.google.com/maps?hl=en>
3. In order to gain access to these sites and be able to add posts and comments:
 - a. Send an email to eagoggin@cps.edu from your gmail account
 - b. Subject Line: "Reconstruction Access"
 - c. Message: "Group members X,Y,Z would like to have access to the Reconstruction GoogleSite and GoogleMap. Please share with [your gmail address]"

** For all posts, I suggest drafting posts in a separate word processor (Word or Google Docs). This will make it significantly easier to copy and paste the post to two separate locations.


Part II: How to Post a Comment on GoogleSites

1. You must be logged into your Google Account in order to comment
2. Scroll to the end of the page you wish to comment on. Type or paste your comment in the box provided.
3. Click "Add Comment"

Part III: How to Plot a Point on GoogleMaps

1. You must be logged into your Google Account in order to edit the Google Map
2. From the My Maps page, chose the map you wish to edit and click "Edit"
3. Use search bar at the top to locate desired location on the map at right
4. Clicking on the map will create a new placemark
 - a. Add title and description in placemark text box
 - b. Click on placement icon to change icon appearance
 - c. Feel free to add relevant images and/or links
5. Don't forget to SAVE!

Placemarks



Red Pushpin = political
Blue Pushpin = social
Green Pushpin = economic

Part IV: How to Post a Document on Google Sites

1. Find the New Page icon at the upper right corner (looks like a page with a + sign)
 - a. The name of your page should relate to the title of your document
 - b. Select Location – place document under either Political, Economic, or Social Issues pages
2. Edit page using the Google toolbar at the top of the page.
 - a. Please include bibliographical information (title, author, location where you found the document)
 - b. Make your page easy to read

CREATE Cancel

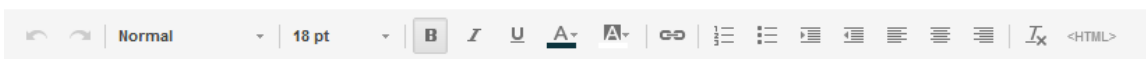
Name your page:

Your page URL: /site/hhushreconstruction/ [change URL](#)

Select a template to use ([Learn more](#))
Web Page ↕

Select a location:
 Put page at the top level
 Put page under **Political Issues**
» Your new page
↳ Choose a different location

Insert Format Table Layout



3. Don't forget to SAVE!
4. If you ever need to go back, click on the Edit Page icon (looks like a pencil)

Reconstruction Essay Assignment

DUE: February ??, 2013

Using the documents posted on the collaborative Google Site and the Socratic Seminar discussion, write a persuasive essay answering the questions, **Was the Reconstruction Era successful at remaking the South?**

Requirements

I will be looking specifically for....

- A clear and concise thesis statement (please underline)
- Effective use of evidence (choice of evidence, successfully incorporated)
- Quality of analysis
- Continuity of argument

Format Requirements:

- 1000-1200 words
- 12 pt font
- Times New Roman
- 1 inch margins
- Page numbers
- Double Spaced

Source Requirements

- Minimum of 6 different sources (at least 3 that you were *not* responsible for)
- Use imbedded citations
- NO works cited page necessary for documents found on Google Site

Common Core Standards:

RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

WHST.9-10.1. Write arguments focused on *discipline-specific content* (a. Introduce precise claim, b. develop claim by supplying evidence, c. create cohesion and clarify relationships between reasons and evidence, d. establish and maintain a formal style, e. produce concluding statement that supports the argument)

WHST.9-10.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience

WHST.9-10.6: Use technology, including the internet to produce, publish and update individual or shared writing products

WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research

Rubric: Worth 100 points

| | Possible Points | Points Earned | Comments |
|--|-----------------|---------------|----------|
| Thesis Statement | 20 | | |
| Evidence | 20 | | |
| Analysis | 20 | | |
| Organization | 20 | | |
| Source Requirements | 10 | | |
| Grammar and Syntax | 10 | | |
| * Late assignments will automatically lose 25 points | | | |
| Total | 100 | | |

Attach this page to the back of your final paper