

PRIMARY PATHWAYS

Reconstruction

Pre-Service Teacher:

Gabriela Sanacore

Grade & Georgia Standard:

8th Grade - SS8H6

Topic:

Understanding the difficulties that freed African Americans faced in the post-civil war era.

Lesson Objective(s):

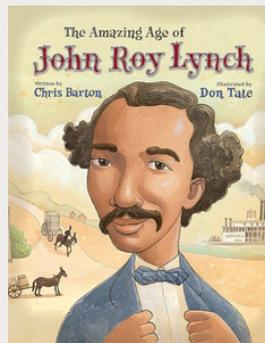
Students will be able to discuss and show understanding of various ways that freed African Americans continued to be disenfranchised during the reconstruction era.

Teaching Time:

60 minutes

Materials:

- [Freedom Dreaming and the Struggle for Equality after Emancipation | Facing History & Ourselves](#)
- [Reconstruction and Its Aftermath - The African American Odyssey: A Quest for Full Citizenship | Exhibitions \(Library of Congress\)](#)
- [Proceedings of the first anniversary of the American Equal Rights Association, held at the Church of the Puritans, New York, May 9 and 10, 1867](#)
- [See the challenges, struggles and triumphs for African Americans in 'Reconstruction: America After the Civil War' - Arizona PBS](#)
- [Emancipation Proclamation \(1863\) | National Archives](#)



The Amazing Age of John Roy Lynch

Author: Chris Barton

Published: 2015

Publisher: Eerdmans Books for Young Readers

Primary Sources



are eyewitnesses to history.

Example(s): diaries, letters, photographs

Secondary Sources



are the results of research.

Example(s): nonfiction history books

Introduction

Pull up the transcription of the emancipation proclamation. Give students a few minutes to write a brief reflection on what they think happened to the enslaved population in the years immediately following the proclamation. After a few minutes, have them discuss their thoughts with the other students at their table.

Teacher Strategy (ACT): During the introduction, **contextualization** can be found, as the teacher presents the students with the primary source of the emancipation proclamation. **Thoughtful reflection** will also be a part of this opener, as students are asked to reflect on what they think happened.

Direct Instruction

Teacher will read aloud *The Amazing Age of John Roy Lynch*, referring back to the opening discussion as needed to maintain students' contextual knowledge of the topic.

Teacher Strategy (ACT): During direct instruction, **contextualization** can be found, as the teacher uses a picture book to grow students' understanding of the post-emancipation period.

Guided Practice

Instruct students to work with the 3-4 students sitting at their tables. Hand out copies of the book, and have them open their chromebooks to a sheet with links to the following resources:

- [Freedom Dreaming and the Struggle for Equality after Emancipation | Facing History & Ourselves](#)
- [Reconstruction and Its Aftermath - The African American Odyssey: A Quest for Full Citizenship | Exhibitions \(Library of Congress\)](#)
- [Proceedings of the first anniversary of the American Equal Rights Association, held at the Church of the Puritans, New York, May 9 and 10, 1867](#)
- [See the challenges, struggles and triumphs for African Americans in 'Reconstruction: America After the Civil War' - Arizona PBS](#)
- [Emancipation Proclamation \(1863\) | National Archives](#)

Using the book and the above resources, students will work in their groups to find, write down, and discuss at least three impacts of the emancipation proclamation and reconstruction era on formerly enslaved people.

Teacher Strategy (ACT): During guided practice, **active learning** can be seen as the students split up into their small groups to work. Additionally, **contextualization** can be found as students engage with a variety of sources within their groups.

Student Strategy (SEE): During guided practice, **seeking multiple sources** can be seen as students look at the book as well as the primary and secondary sources provided to them. Additionally, students **engage critically** with the sources to find their three impacts.



FREE Self-Paced Online Course

Georgia Historical Society presents the *Teaching Challenging Histories: A Primary Source Approach* self-paced online course for teacher professional development. **Unveiling the Past: Integrating Picture Books, Community Voices, and Archives in Teaching Challenging Histories** will equip educators with strategies for supporting students in investigating complex topics using primary sources and picture books.

Independent Practice

Students will take out the paper that they wrote their warm-up on. On the same paper, they will answer the following questions:

- What was I correct about in my warm-up?
- What was I incorrect about in my warm-up?
- What was one of the three impacts my group recorded today?

Teacher Strategy (ACT): This is an example of **thoughtful reflection**, as students take time to reflect on what they have learned.

Closure

Teacher will ask students to select a representative from their group to share one of the things that their group noted from class. As students are leaving, the teacher will take up all the students' papers as an exit ticket.

Teacher Strategy (ACT): This is an example of **thoughtful reflection**, as students take time to reflect on what they have learned.

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