

Reconstructing Reconstruction

Social Studies - Grades 11-12

US History and Government - Industrialization of the United States - The Reconstructed Nation

Focus Question(s)

Is an event remembered for what happened or for how it was recorded?

- ***How did textbooks record Reconstruction during the Gilded Age and Progressive Era?***
- ***How have textbooks changed their narrative of Reconstruction?***

Text (1)	California State Series <i>New Grammar School History of the United States</i> – pages 425-427
Quantitative (Lexile)	1250L
Qualitative Evaluated using terms: Simple, Somewhat Complex, Complex, Very Complex	Complex
Purpose/Structure	Complex
Knowledge Demands	Complex
Language	Complex
Reader and Task	Students will need to know the reasons for fighting the Civil War, especially how the issue of slavery was the central reason for the conflict. They also need to know that this text was written during the period of Jim Crow, when the political rights of African Americans were legally restricted on the local and state levels. Students will also have read an excerpt from Frances FitzGerald’s <i>America Revised: History Schoolbooks in the Twentieth Century</i> , focusing on pages 85-87. This will give students a roadmap for reading the text as a historical document. Finally, students will have prior knowledge on Reconstruction from their study of it as part of the eighth grade curriculum.
Text Dependent Questions	1) Why does the author entitle the chapter on Reconstruction as “The indestructible union of indestructible states.” a quote from the Supreme Court case <i>Texas v. White</i> ? What is the author telling us his focus and point of view will be in the chapter?



	<ol style="list-style-type: none"> 2) Why does the author begin his discussion of Reconstruction with the 1864 reelection of Lincoln? 3) According to the author on page 426, Lincoln’s reelection is more a result of actions by his political opponents, not his own actions or events during the Civil War. Why would the author take this approach to telling the story of Lincoln’s reelection? 4) What are two central ideas in the document and two key details or ideas that support each central idea?
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Text (2)	California State Series <i>New Grammar School History of the United States</i> – pages 427-429
Quantitative (Lexile)	1320L
Qualitative Evaluated using terms: Simple, Somewhat Complex, Complex, Very Complex	Complex
Purpose/Structure	Complex
Knowledge Demands	Complex
Language	Complex
Reader and Task	Students will need to know the reasons for fighting the Civil War, especially how the issue of slavery was the central reason for the conflict. They also need to know that this text was written during the period of Jim Crow, when the political rights of African Americans were legally restricted on the local and state levels. Students will also have read an excerpt from Frances FitzGerald’s <i>America Revised: History Schoolbooks in the Twentieth Century</i> , focusing on pages 85-87. This will give students a roadmap for reading the text as a historical document. Finally, students will have prior knowledge on Reconstruction from their study of it as part of the eighth grade curriculum.
Text Dependent Questions	<ol style="list-style-type: none"> 1) Why does the author write on page 427 that after Johnson became president, “before him lay the most gigantic task ever given to any President.”? What might the task be? 2) What were the conditions in Lincoln’s “Amnesty Proclamation”? 3) Why would the author describe the Union cavalry as “striking terror” into the governors, political leaders, and leading men of the former Confederacy? What is he implying by using the words “striking terror”? 4) How does the word “reconstruction” change when viewing Lincoln and Johnson’s plans? In what ways



	<p>does it stay the same?</p> <p>5) The laws described on page 429 as “concerning vagrants, apprentices, and paupers, which kept the negroes in a state of involuntary servitude, if not actual slavery” were called black codes. Why do you think the author only refers to them as laws, not black codes?</p> <p>6) What are two central ideas in the document and two key details or ideas that support each central idea?</p>
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Text (3)	California State Series <i>New Grammar School History of the United States</i> – pages 430-431
Quantitative (Lexile)	N/A
Qualitative Evaluated using terms: Simple, Somewhat Complex, Complex, Very Complex	Complex
Purpose/Structure	Complex
Knowledge Demands	Complex
Language	Complex
Reader and Task	Students will need to know the reasons for fighting the Civil War, especially how the issue of slavery was the central reason for the conflict. They also need to know that this text was written during the period of Jim Crow, when the political rights of African Americans were legally restricted on the local and state levels. Students will also have read an excerpt from Frances FitzGerald’s <i>America Revised: History Schoolbooks in the Twentieth Century</i> , focusing on pages 85-87. This will give students a roadmap for reading the text as a historical document. Finally, students will have prior knowledge on Reconstruction from their study of it as part of the eighth grade curriculum.
Text Dependent Questions	<p>1) What were the parts of Congressional Reconstruction and how was it different from Lincoln and Johnson’s plans? Which plan was most beneficial for the white South and which for African Americans?</p> <p>2) What is the author implying when he writes on page 431 “If Congress accepted it (the state constitution), and if the legislature assembled under it and ratified the Fourteenth Amendment, they might send senators and representatives to Congress and not before.”?</p> <p>3) What are the various ways the word “Congress” is used to describe the legislature of the United States? Does it changes over the course of the text? If so, how?</p>



	<p>4) Why do you think the author only spends a sentence on the actions taken by the House of Representatives and the Senate in regards to President Johnson’s impeachment and trial?</p> <p>5) What are two central ideas in the document and two key details or ideas that support each central idea?</p> <p>6) What is the author’s point of view on Congress’s fight with President Johnson?</p>
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Text (4)	California State Series <i>New Grammar School History of the United States</i> – pages 437-439
Quantitative (Lexile)	N/A
Qualitative Evaluated using terms: Simple, Somewhat Complex, Complex, Very Complex	Complex
Purpose/Structure	Complex
Knowledge Demands	Complex
Language	Complex
Reader and Task	Students will need to know the reasons for fighting the Civil War, especially how the issue of slavery was the central reason for the conflict. They also need to know that this text was written during the period of Jim Crow, when the political rights of African Americans were legally restricted on the local and state levels. Students will also have read an excerpt from Frances FitzGerald’s <i>America Revised: History Schoolbooks in the Twentieth Century</i> , focusing on pages 85-87. This will give students a roadmap for reading the text as a historical document. Finally, students will have prior knowledge on Reconstruction from their study of it as part of the eighth grade curriculum. Although it is not necessary, a basic education in financial terms will be helpful.
Text Dependent Questions	<p>1) Based on the chapter’s title, would you expect to learn about events during Reconstruction? Why or why not?</p> <p>2) Who might be the “certain political leaders” who wanted to give a “general amnesty” to the South starting in 1870, according to the author on page 437? Why do you think the author is not revealing who are these leaders?</p> <p>3) If you read the section on page 439 entitled “The Election of 1868”, would you think that the issues of</p>



	<p>Reconstruction played a role in the presidential election? Why or why not? If not, why did the author not focus only on economic issues?</p> <p>4) What are two central ideas in the document and two key details or ideas that support each central idea?</p> <p>5) What is the author’s point of view regarding Reconstruction?</p>
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Text (5)	California State Series <i>New Grammar School History of the United States</i> – pages 439-442
Quantitative (Lexile)	N/A
Qualitative Evaluated using terms: Simple, Somewhat Complex, Complex, Very Complex	Complex
Purpose/Structure	Complex
Knowledge Demands	Complex
Reader and Task	Students will need to know the reasons for fighting the Civil War, especially how the issue of slavery was the central reason for the conflict. They also need to know that this text was written during the period of Jim Crow, when the political rights of African Americans were legally restricted on the local and state levels. Students will also have read an excerpt from Frances FitzGerald’s <i>America Revised: History Schoolbooks in the Twentieth Century</i> , focusing on pages 85-87. This will give students a roadmap for reading the text as a historical document. Finally, students will have prior knowledge on Reconstruction from their study of it as part of the eighth grade curriculum.
Text Dependent Questions	<ol style="list-style-type: none"> 1) What are some adjectives that the author uses to describe African Americans on page 440 in the first paragraph? What adjectives are used to describe Northern politicians and “carpetbaggers”? 2) Based on the author’s description of African Americans and Northerners, what is his point of view regarding the cause of troubles with Reconstruction in 1868-1869? 3) How does the author describe the Ku Klux Klan? Do you feel the author provides a justification for the KKK’s behavior and actions? Why or why not? 4) The name of the federal law protecting the right to vote was called the Enforcement Acts or Ku Klux Klan



	<p>Act. Why does the text not refer to the law by its actual name of Enforcement Act, instead calling it the Force Act?</p> <p>5) What are two central ideas in the document and two key details or ideas that support each central idea?</p>
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Text (6)	California State Series <i>New Grammar School History of the United States</i> – pages 442, 444-446
Quantitative (Lexile)	N/A
Qualitative Purpose/Structure	Complex
Language	
Knowledge Demands	
Reader and Task	Students will need to know the reasons for fighting the Civil War, especially how the issue of slavery was the central reason for the conflict. They also need to know that this text was written during the period of Jim Crow, when the political rights of African Americans were legally restricted on the local and state levels. Students will also have read an excerpt from Frances FitzGerald’s <i>America Revised: History Schoolbooks in the Twentieth Century</i> , focusing on pages 85-87. This will give students a roadmap for reading the text as a historical document. Finally, students will have prior knowledge on Reconstruction from their study of it as part of the eighth grade curriculum.
Text Dependent Questions	<ol style="list-style-type: none"> 1) The election of 1872 was between two candidates according to the author. Do you feel the author favors Grant or Greeley? If so, what is the author’s point of view, especially towards Greeley? 2) Why does the author focus on economic problems on pages 445-446? What is the message he is trying to tell the reader? 3) Why does the author not discuss any aspects of Reconstruction on these pages? Is that due to factual reasons or is there an implied reason behind the author’s omission? 4) What are two central ideas in the document and two key details or ideas that support each central idea?



Text (7)	California State Series <i>New Grammar School History of the United States</i> – pages 446-448
Quantitative (Lexile)	N/A
Qualitative Evaluated using terms: Simple, Somewhat Complex, Complex, Very Complex	Complex
Purpose/Structure	Complex
Knowledge Demands	Complex
Reader and Task	Students will need to know the reasons for fighting the Civil War, especially how the issue of slavery was the central reason for the conflict. They also need to know that this text was written during the period of Jim Crow, when the political rights of African Americans were legally restricted on the local and state levels. Students will also have read an excerpt from Frances FitzGerald’s <i>America Revised: History Schoolbooks in the Twentieth Century</i> , focusing on pages 85-87. This will give students a roadmap for reading the text as a historical document. Finally, students will have prior knowledge on Reconstruction from their study of it as part of the eighth grade curriculum.
Text Dependent Questions	<ol style="list-style-type: none"> 1) Why did the author spend time detailing the positions of political parties other than the Democrats and Republicans on pages 446-447 for the 1876 election? 2) Based on the text, would you know when Reconstruction ended? What might be an explanation? Does this inform you of the author’s point of view? 3) What are two central ideas in the document and two key details or ideas that support each central idea?

Text (8)	<i>The Americans</i> – pages 350-351
Quantitative (Lexile)	N/A
Qualitative Evaluated using terms: Simple, Somewhat Complex,	Complex



Complex, Very Complex	
Purpose/Structure	Complex
Knowledge Demands	Complex
Reader and Task	Students will need to know the reasons for fighting the Civil War, especially how the issue of slavery was the central reason for the conflict. They also need to know that this text is from their textbook, so it is an accepted source according to the New York City Department of Education. Students will also have read an excerpt from Frances FitzGerald's <i>America Revised: History Schoolbooks in the Twentieth Century</i> , focusing on pages 85-87. This will give students a roadmap for seeing how their textbook has a different portrayal of Reconstruction. Finally, students will have prior knowledge on Reconstruction from their study of it as part of the eighth grade curriculum.
Text Dependent Questions	<ol style="list-style-type: none"> 1) Why does the textbook highlight the personal biography of Andrew Johnson to begin the Reconstruction chapter? How might this provide insight into the authors' point of view? 2) Examine the A Personal Voice of Presidents Lincoln and Johnson. How are they different? Why would the author put two quotes that are very different from two Republican presidents? 3) The text uses the term "African Americans", not "negroes" as in the texts from the Gilded Age and Progressive Era. Why is it important that textbooks have changed the terminology when writing about Reconstruction? 4) This textbook discusses the Wade-Davis bill in some detail, along with the process of presidents using the pocket veto. Why was discussion of this bill included in greater depth in the more recently published textbook? 5) What are two central ideas in the document and two key details or ideas that support each central idea?

Text (9)	<i>The Americans</i> – pages 351-353
Quantitative (Lexile)	1370L
Qualitative Evaluated using terms: Simple, Somewhat Complex, Complex, Very Complex	Complex
Purpose/Structure	Complex



Knowledge Demands	Complex
Reader and Task	Students will need to know the reasons for fighting the Civil War, especially how the issue of slavery was the central reason for the conflict. They also need to know that this text is from their textbook, so it is an accepted source according to the New York City Department of Education. Students will also have read an excerpt from Frances FitzGerald’s <i>America Revised: History Schoolbooks in the Twentieth Century</i> , focusing on pages 85-87. This will give students a roadmap for seeing how their textbook has a different portrayal of Reconstruction. Finally, students will have prior knowledge on Reconstruction from their study of it as part of the eighth grade curriculum.
TEXT DEPENDENT QUESTIONS	<ol style="list-style-type: none"> 1) What about President Johnson’s reconstruction plan angered Thaddeus Stevens and the Radical Republicans? 2) The authors argue that a major difference between Lincoln and Johnson’s plans was that “Johnson tried to break the planters’ power”, but on page 352, the text shows how Johnson pardoned many former leaders of the Confederacy. What could be a reason for the discrepancy? Was it intentional? Why or why not? 3) Based on the text’s description of the black codes, did they sound punitive in nature? How? 4) What are two central ideas in the document and two key details or ideas that support each central idea?

Text (10)	<i>The Americans</i> – pages 353-355
Quantitative (Lexile)	1020L
Qualitative Evaluated using terms: Simple, Somewhat Complex, Complex, Very Complex	Complex
Purpose/Structure	Complex
Knowledge Demands	Complex
Reader and Task	Students will need to know the reasons for fighting the Civil War, especially how the issue of slavery was the central reason for the conflict. They also need to know that this text is from their textbook, so it is an accepted source according to the New York City Department of Education. Students will also have read an excerpt from Frances FitzGerald’s <i>America Revised: History Schoolbooks in the Twentieth Century</i> , focusing on pages 85-



	87. This will give students a roadmap for seeing how their textbook has a different portrayal of Reconstruction. Finally, students will have prior knowledge on Reconstruction from their study of it as part of the eighth grade curriculum.
Text Dependent Questions	<ol style="list-style-type: none"> 1) The text suggests that the Southern states would have ratified the Fourteenth Amendment had President Johnson not intervened. Do you believe this interpretation? Why or why not? 2) Does the text give enough proof that President Johnson should have been impeached by the House of Representatives? Why or why not? 3) What is the reason the text gives as the reason why Grant defeated Seymour in the 1868 presidential election? What is the point of view that the authors are trying to make in the text? 4) What are two central ideas in the document and two key details or ideas that support each central idea?

COMMON CORE STATE STANDARDS:	CULMINATING TASK(S):
<p>R.H.11.1 – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>R.H.11.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>R.H.11.3 – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>R.H.11.4 – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>R.H.11.6 – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>R.H.11.8 – Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>R.H.11.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>After students complete their group work looking over texts from California State Series <i>New Grammar School History of the United States</i>, and <i>The Americans</i>, students should share their information, writing their information into a Document Analysis Worksheet (<i>attached – see pg. 12-13</i>).</p> <p>Each group of students will share out their information to the class, so that the entire graphic organizer is completely filled out.</p> <p>Then using the Document Analysis Worksheet, each student will write an argumentative essay focused on discipline-specific content.</p> <p>The essay will write a response to the question “Is an event remembered for what happened or for how it was recorded?” by addressing the questions of how did textbooks record Reconstruction during the Gilded Age and Progressive Era and how have textbooks changed their narrative of Reconstruction?</p> <p>Be sure the paper supports the claim (argument) with relevant</p>



<p>WHST.11.1 – Write arguments focused on discipline-specific content.</p> <p>Historical Thinking Skills (HTS): Students will be able to differentiate between historical facts and historical interpretations.</p>	<p>evidence, acknowledges counterclaims, and includes a conclusion that supports the argument. The paper should also maintain a formal style and use words, phrases, and clauses to create cohesion and clarify relationships.</p> <p><i>Standards Assessed in this Task:</i></p> <p>R.H.11.1 R.H.11.2 R.H.11.3 R.H.11.8 R.H.11.9 WHST.11.1 HTS</p>
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Name: _____

Date: _____

Document Analysis Worksheet

1) Provide identifying information about the document (name, date, type of document, and type of source).

Name: _____

Date: _____

Type of document: _____

Type of source (primary, secondary): _____

2) Identify two or more central ideas in the document and two key details or ideas that support each central idea.

a) Central Idea 1: _____

i) Key Detail or Idea 1: _____

ii) Key Detail or Idea 2: _____

b) *Central Idea 2: _____

i) Key Detail or Idea 1: _____

ii) Key Detail or Idea 2: _____

3) Identify two events or actions that are important in the text and an explanation for the action or event.

a) Event or action 1: _____

i) Explanation for the text: _____

b) Event or action 2: _____

*** (If applicable to the lesson)**



- i) Explanation for the text: _____
- 4) Identify two key words or phrases and determine their meaning and if they change over the course of the text.
- a) Key word or phrase 1: _____
- i) Any type of change to the meaning: _____
- b) Key word or phrase 2: _____
- i) Any type of change to the meaning: _____
- 5) Identify the author's point of view: _____
- 6) *Compare your author's point of view with a differing point of view. Decide which point of view is more believable by examining the author's claims, reasoning, and evidence.
- a) Author A (_____) Point of view: _____
- b) Author B (_____) Point of view: _____
- 7) *Discuss which point of view is the most believable (examine the authors' claims, reasoning, and evidence). If possible, challenge the claims, reasoning, and evidence with other information:
- _____
- _____

*** (If applicable to the lesson)**

