



TREVOR G. BROWNE

HIGH SCHOOL

Freedmen: Reconstructing the Finances of the South



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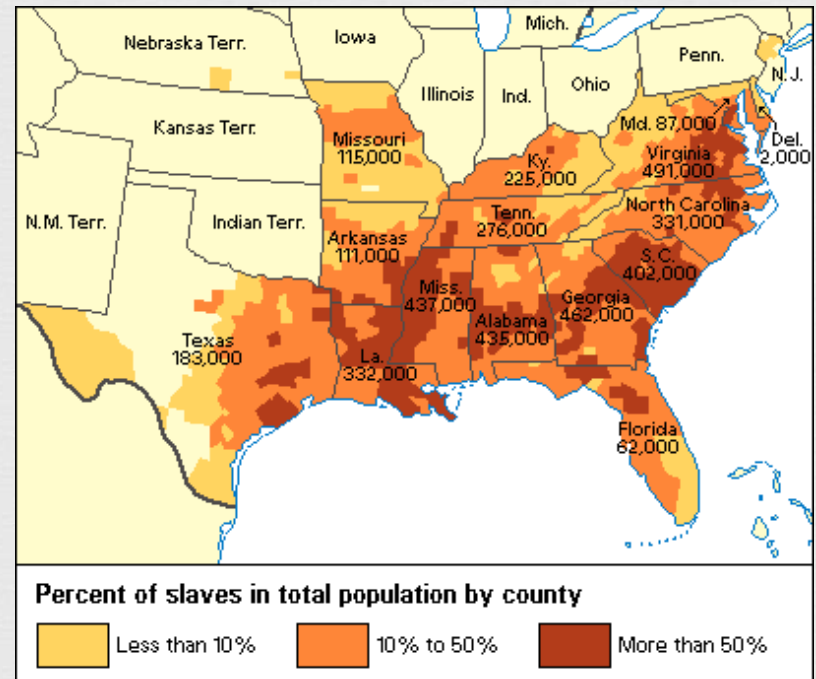
Trevor G. Browne High School

Phoenix Union High School District

Overview



Students will work with primary sources to learn about living conditions for freedmen and freedwomen in the south during the period of Reconstruction using 4 stories from multiple perspectives.



Purpose



Students examine primary source documents in order to develop an understanding of, analyze, and draw conclusions about the economic effects of the Civil War during the period of Reconstruction and after the passage of Jim Crow Laws.

Grade Level & Time



∞ 11th Grade

∞ 2 – 3 55-minute periods

∞ could assign parts as homework

CCSS Standards: ELA: Reading



- ❧ 11-12.RH.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- ❧ 11-12.RH.2: Determine the central ideas or information of a primary or secondary source.
- ❧ 11-12.RH.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.
- ❧ 11-12.RH.6: Evaluate authors' differing points of view on the same historical event or issue by addressing the authors' claims, reasoning, and evidence.
- ❧ 11-12.RH.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- ❧ 11-12.RH.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS Standards: ELA: Writing



- ❧ 11.12.WHST.8: Gather information from multiple authoritative print and digital sources using advanced search effectively;...integrate information from the text selectively to maintain a flow of ideas...
- ❧ 11.12.WHST.9: Draw evidence from informational text to support analysis, reflection, and research.

American History Standards (1)



Concept 1: Research Skills for History

PO 3. Formulate questions that can be answered by historical study and research.

PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.

PO 5. Evaluate primary and secondary sources for:

- a) authors' main points
- b) purpose and perspective
- c) facts vs. opinions
- d) different points of view on the same historical event
- e) credibility and validity

Concept 6: Civil War and Reconstruction

PO 3. Analyze immediate and long term effects of Reconstruction in post Civil War America:

a) various plans for reconstruction of the South

Arizona Economics Standards



Concept 5: Personal Finance

PO 1. Explain how education, career choices, and family obligations affect future income.

Materials (1)



1. 4 stories

1. Jim Allen

∞ Mississippi & Alabama

2. Mrs. F.S. Fayman

∞ Kentucky

3. Caroline Hammond-Thomas Davidson

∞ Maryland

4. Wesley McCoy

∞ Arkansas

2. multiple primary sources in print, but better in digital format to allow for close inspection

3. dictionaries

Materials (2)



4. Teacher Overview PPT
5. primary source analysis guide:
S.O.A.P.S.H.S.
Marking the Text
6. supplies for creating timelines
7. rubric

Objectives



Students will be able to:

1. formulate and answer questions through historical study.
2. construct a timeline to interpret historical data.
3. evaluate primary sources.
4. analyze the effects of Reconstruction in post Civil War America on various freedmen and freedwomen.
5. explain how education, career choices, and family obligations affect various financial outcomes.

Prerequisites



1. Students should have a working knowledge of southern vernacular.
2. Students should have a working knowledge of cursive.

Procedures (1)



Note:

Students will be working in groups to interpret primary sources but constructing the timeline individually.

Day 1:

1. Teacher led primary source analysis using *S.O.A.P.S.H.S./Marking the Text* activity of census data and narratives. (approximately 20 minutes)
2. Divide students into groups of 3 to 4 students to work on same source.
3. Distribute primary sources to each group.
4. Students independently mark and analyze their own narrative .(25 min)
5. *Exit Ticket:* Student Share Out .(5 min)

S.O.A.P.S.H.S.



❧ **S (Speaker/WHO)**

❧ *Who created the source? What do you know about the author? What is the author's point of view?*

❧ **O (Occasion/WHEN & WHERE)**

❧ *When and where was the source produced? How might this affect the meaning?*

❧ **A (Audience/WHO)**

❧ *For whom was the source created? How might this affect the reliability of the source?*

❧ **P (Purpose/WHY/HOW)**

❧ *What is the reason behind this text? Why was this text written?*

❧ **S (Subject/WHAT)**

❧ *What is the general topic, content, or idea contained in the text? What is the point the source is trying to convey? What is the message being sent?*

❧ **HS (Historical Significance)**

❧ *Why is this source important? What inferences can you draw from the document?*

Marking the Text



Directions:

1. circle the title paying attention to the type of document and the year, if indicated
2. number each paragraph in the left-hand margin
3. box Unit Vocabulary words
4. highlight the main idea in each paragraph
 - ☞ only 1/3 of the text should be highlighted
5. take notes in the margins:
 - ☞ LEFT: What is the author SAYING?
 - ☞ RIGHT: What is the author DOING?

Procedures (2)



☞ Day 2:

1. Continue with primary source analysis and census data examination. (35 minutes)
2. Distribute *Rubric* to students and explain. (10 min)
3. Student construction of timeline. (10 min)

Procedures (3)



∞ Day 3/Homework:

1. Student construction of timeline.

Teacher Play Time!



1. Distribute narratives.
2. Examine narrative.
3. Draw conclusions.

Assessment



1. Timeline

‣ Rubric

2. 3-Sentence Summary

Rubric Categories



1. Quality of Content
2. Quantity of Facts
3. Accuracy of Content
4. Sequence of Content
5. Dates
6. Sentence Fluency
7. Mechanics

Return to Purpose



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Return to Objective



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Alternates



∞ Pair level-abilities students for timeline construction.

Audience Ideas



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