

UNIT OVERVIEW

Unit Length	13 Lessons, each lesson is planned for a 90-100 minute class period
Grade Level(s)/Subject(s)	10th/11th Grade United States History or Advanced Placement US History
Unit Overview	<p>The American Revolution, Civil War, and Reconstruction are some of the most formidable moments in our nation's history. These events tested a young country, first with the concept of freedom and independence, and then by extending that freedom and independence to all people.</p> <p>During this 6 week unit, students start with the broader questions of American freedom and how it has been restricted to certain groups of people. Starting with the American Revolution, students will analyze that concept of freedom by learning about historically marginalized groups of people and what the Revolution meant to them. Through these lessons, students will practice building claims and citing and analyzing evidence from primary and secondary source documents. Then, students will consider how the Civil War re-centered debates about freedom for all people/communities. Using a range of resources including <i>The 1619 Project</i>, students will analyze how and why people fought to limit and extend the ideals of the constitution to historically marginalized groups. Students will use <i>The 1619 Project</i> and accompanying resources to examine how people interpreted the meaning of liberty for all Americans. The unit ends with a Long Essay Question paper that examines how groups of Americans, from the Revolution to Reconstruction, have struggled to engage with American democracy.</p> <p style="text-align: center;"><i>Additional themes and skills addressed in the unit:</i></p> <p><u>Themes (Enduring Understandings) and Essential Questions:</u></p> <ul style="list-style-type: none"> • Is America Really the Land of the Free? • Historically, how has freedom been restricted to certain groups of people? • How has the struggle for freedom over the history of our country connected past to present? • What makes someone an American? What does it mean to be an American?

	<ul style="list-style-type: none"> • How and why have the definition of citizenship and the meaning and practice of democracy changed over time? • How have American identity, democracy, and the practices of citizenship been influenced by race, class, and gender? <p><u>Student Skills:</u></p> <ul style="list-style-type: none"> • Evaluate the role slavery played in creating and perpetuating structures of racial inequality in modern society • Compare and contrast the Reconstruction Plans • Identify and explain how marginalized groups have engaged in struggle to experience the benefits of American democracy • Corroborate and synthesize historical documents to gain understanding of a time period <p><u>Background Material/Information for teachers:</u></p> <p>This unit falls into a US History curriculum that is taught thematically. Students spend a lot of time grappling with the details and consequences of specific events in American history. For teachers, this background might be helpful in determining where to place this unit in your curriculum. While this is a unit overview, it does include the detailed lessons for each day of the unit. Feel free to use the concepts that work for you, though the unit in its entirety does fit into the larger theme of American Institutions. For us, we will be teaching these lessons at the beginning of the year, while we analyze America's founding principles & the development of the institutions that so formidably shaped our country's history and present.</p>
Objectives & Outcomes	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Evaluate the role slavery played in creating and perpetuating structures of racial inequality in modern society • Identify and explain how marginalized groups have engaged in struggle to experience the benefits of American democracy • Analyze primary and secondary sources utilizing The-HIPP graphic organizer [.pdf] [.docx]. • Develop an argument and support it with evidence. • Contextualize an argument.

Standards	<p><u>Content:</u></p> <ul style="list-style-type: none"> • <u>SS.H.7.9-12:</u> Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice. • <u>SS.H.11.9-12:</u> Analyze multiple and complex causes and effects of events in the past. • <u>SS.H.8.9-12:</u> Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RH.11-12.7:</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • <u>CCSS.ELA-LITERACY.RH.11-12.9:</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • <u>CCSS.ELA-LITERACY.WHST.11-12.1.A:</u> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
Unit Resources	<p><u>"A Kind of Revolution,"</u> <i>A People's History of the United States</i>. Howard Zinn.</p> <p><u>"Black Loyalists Exodus to Nova Scotia,"</u> <i>Blackpast.org</i></p> <p><u>"Wentworth Cheswell,"</u> <i>Blackpast.org</i></p> <p><u>"The Idea of America" by Nikole Hannah-Jones</u></p> <p><u>"How Slavery Built A World Economy,"</u> <i>Jubilee: The Emergence of African-American Culture.</i></p> <p><u>"Capitalism" by Matthew Desmond</u></p>

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	<p>"Save the Last Word for Me," <i>Facing History and Ourselves</i></p> <p>Excerpt from Chapter 3 [The Hidden Origins of Slavery] in <i>A Different Mirror: A History of Multicultural America</i> by Ronald Takaki," <i>Boundlessness</i>. [.pdf]</p> <p>"Major Problems in American History," <i>The Southern Colonies in British America</i>. [.pdf]</p> <p>1619: A New Origin Story</p> <p>Aug. 30, 1800: story by Barry Jenkins</p> <p>"The Wealth Gap" by Trymaine Lee</p> <p>"The Travails of Reconstruction," <i>Library of Congress</i></p> <p>The Story of Reconstruction</p> <p>Part Three: The Political Struggle, 1865-1866, <i>Facing History & Ourselves</i></p> <p>Reconstruction Part I of 2</p> <p>"An Industrial Slavery," Slavery By Another Name</p> <p>A range of teacher-curated primary and secondary sources cited throughout student worksheets and packets</p> <p>Teacher-created worksheets and graphic organizers</p>
Performance Task	<p>Long Essay (LEQ)</p> <p>Students will write an LEQ (long essay) that responds to the following prompt:</p> <p><i>Evaluate the extent to which historically marginalized groups were similar in their struggles to engage in American democracy from 1754 - 1885.</i></p> <p>In their responses, students can choose one of the two approaches:</p>

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	<ul style="list-style-type: none">a. Compare two groups (Colonists, Indigenous Peoples, African Americans, etc.)b. Analyze one group and expand on how their struggles spanned across different identities (African American and Women, etc).
Assessment/Evaluation	<ul style="list-style-type: none">• Long Essay Question Rubric [.pdf] [.docx]• Harkness Discussion Protocol

UNIT PACING/DAILY LESSONS

Pacing	Focus texts / resources for today's lesson	Lesson Focus, Objectives, and Standards	Lesson / Activities	Lesson Materials
<i>Week 1</i> American Revolution				
Day 1	"A Kind of Revolution," <i>A People's History of the United States</i> . Howard Zinn. [.pdf] [.docx]	<p><u>Focus:</u> American Revolution - Contextualization</p> <p><u>Objectives:</u> Students will be able to...</p> <ul style="list-style-type: none">• Describe why the American Revolution occurred• Examine the impact	<p><u>Hook:</u> Why did the revolution occur?</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none">1. Provide time to discuss the hook2. Present the Road to Revolution Lecture Slides to build context for students.	<ul style="list-style-type: none">• Road to Revolution Lecture Slides [.ppt] [.pdf]• Social Groups - Consequences of the Revolution Slides [.ppt] [.pdf]• Posters for Gallery Walk

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		<p>of the American Revolution on marginalized groups</p> <p><u>Standards</u></p> <ul style="list-style-type: none"> SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice. CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. 	<p>3. Focus on different social groups impacted by the revolution by presenting the Social Groups - Consequences of the Revolution Slides</p> <ol style="list-style-type: none"> Slides 4 - 7 provide background knowledge for "A Kind of Revolution" Slide 8 includes instructions for a gallery walk activity to complete before students do the Zinn reading. Give students time to read & annotate Zinn and answer the guiding questions [.pdf] [.docx] Review the poster assignment on slide 9 <p><u>Close:</u></p> <p>Hold time for a small group or whole class discussion around the question: <i>To what extent did these groups' social status change after the Revolution?</i></p>	<ul style="list-style-type: none"> Laptops Online platform for links to pdfs
Day 2	<p>Abigail Adams, letter to husband John Adams, March 31, 1776 (Document 1, page 6) [.pdf] [.docx]</p> <p>Sentiments of the American</p>	<p><u>Focus:</u> American Revolution - Women</p> <p><u>Objectives:</u> Students will be able to...</p>	<p><u>Hook:</u></p> <ul style="list-style-type: none"> → How did personal experiences influence people's understanding of the Revolution? → Consider the interpretations and experiences of people during the 	<p>Perspectives of Democracy Text Set [.pdf] [.docx]</p> <p>The HIPP Graphic Organizer [.pdf] [.docx]</p>

	<p>Revolution (Document 2, page 8) [.pdf] [.docx]</p> <ul style="list-style-type: none"> Describe the thesis, historical context, purpose, and perspective of primary source documents written by women during the American Revolution Analyze how personal experiences impacted women's perspectives on the American Revolution <p><u>Standards::</u></p> <ul style="list-style-type: none"> SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice. CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, 	<p>Revolution, consider your own meaning of democracy and freedom.</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Introduce The HIPP Graphic Organizer for analyzing primary sources. [.pdf] [.docx] 2. Have students analyze the selected primary sources utilizing The-HIPP tool. <ol style="list-style-type: none"> a. Have them go through each document, then do a check for understanding and review the document as a whole class. b. Repeat process for remaining documents. <p><u>Exit Slip:</u></p> <p>Based on the group you examined today, how did their personal experiences influence the Revolution?</p>	
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		quantitatively, as well as in words) in order to address a question or solve a problem.		
Day 3	<p>“The Disturbances in America give great trouble to all our nations” (Document 1, page 1) [.pdf] [.docx]</p> <p>Map of Native American Tribes (Document 2, page 3) [.pdf] [.docx]</p> <p>“Treaty with the Delawares” (Document 3, page 4) [.pdf] [.docx]</p>	<p>Focus: American Revolution - Indigenous</p> <p>Objectives: Students will be able to...</p> <ul style="list-style-type: none">Describe the thesis, historical context, purpose, and perspective of primary source documents written by Indigenous peoples during the American RevolutionAnalyze how personal experiences impacted Indigenous perspectives on the American Revolution <p>Standards: SS.H.7.9-12: Identify the role of individuals, groups, and institutions</p>	<p>Hook: How did personal experiences influence people’s understanding of the Revolution?</p> <p>Lesson Steps:</p> <ol style="list-style-type: none">Build context around today’s lesson; frame it around the consequences of the French & Indian War.Have students analyze the selected primary sources utilizing The-HIPP Graphic Organizer.<ol style="list-style-type: none">Have them go through each document.Do a check for understanding and review the document as a whole class.Repeat process for remaining documents. <p>Ext Slip: Based on the group you examined today,</p>	<p>Perspectives of Democracy Text Set [.pdf] [.docx]</p> <p>The HIPP Graphic Organizer [.pdf] [.docx]</p>

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		<p>in people's struggle for safety, freedom, equality, and justice.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7</u>: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>how did their personal experiences influence the Revolution?</p>	
Day 4	<p>“Black Loyalists Exodus to Nova Scotia,” <i>Blackpast.org</i></p> <p>“Wentworth Cheswell,” <i>Blackpast.org</i></p> <p>Phyllis Wheatley, To the Right Honorable William, Earl of Dartmouth, 1773 (Document 1, page 10) [.pdf] [.docx]</p> <p>Agrippa Hall (Document 2, page 12) [.pdf] [.docx]</p>	<p><u>Focus:</u> Black Americans</p> <p><u>Objectives:</u> Students will be able to...</p> <ul style="list-style-type: none"> Describe the thesis, historical context, purpose, and perspective of primary source documents written by Black Americans during the American Revolution Analyze how personal experiences impacted Black 	<p><u>Hook:</u></p> <p>How did personal experiences influence people’s understanding of the Revolution?</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> Build context around today’s lesson; frame it based on the perspectives of Black Americans at the time. Have students analyze the selected primary sources utilizing The-HIPP Graphic Organizer. <ol style="list-style-type: none"> Have them go through each document. Do a check for 	<p>Perspectives of Democracy Text Set [.pdf] [.docx]</p> <p>The HIPP Graphic Organizer [.pdf] [.docx]</p>

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		<p>American perspectives on the American Revolution</p> <p><u>Standards:</u> <u>SS.H.7.9-12:</u> Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7:</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>understanding and review the document as a whole class.</p> <p>c. Repeat process for remaining documents.</p> <p><u>Ext Slip:</u> Based on the group you examined today, how did their personal experiences influence the Revolution?</p>	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 2</i> <i>Enslavement</i>				
Day 6	Excerpt from "The Idea of America" by Nikole Hannah-Jones "The Idea of America" by Nikole Hannah-Jones	<p><u>Focus:</u> Enslavement Context</p> <p><u>Objectives:</u> Students will examine the contributions of Black Americans to American democracy.</p> <p>Students will make connections between the historical events and the experiences of contemporary Black Americans.</p> <p><u>Standards</u> <u>SS.H.7.9-12:</u> Identify the role of individuals, groups, and institutions in people's struggle for</p>	<p><u>Hook:</u></p> <ol style="list-style-type: none">1. Read this quote aloud and give students time to do think, pair, share of reactions or interpretations: "The truth is that as much democracy as this nation has today, it has been born on the backs of black resistance...Black people have seen the worst of America, yet, somehow, we still believe in its best." —Nikole Hannah-Jones2. Encourage students to share responses to the whole class. <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none">1. Share the Exploring the Idea of America document with students. Have students complete the warm up. Students should discuss their responses in small groups, then share out to the whole group.2. Choose to assign either version of the "The Idea of America" text:	Exploring America Student Packet [.pdf] [.docx]

		<p>safety, freedom, equality, and justice.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7:</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>a. Option 1: Instruct students to read the Excerpt from “The Idea of America” by Nikole Hannah-Jones to identify her thesis in small groups (pg 3 of the Exploring America document).</p> <ol style="list-style-type: none"> Have students complete connection questions. Make sure to check in with small group Encourage students to share responses with the whole class <p>b. Option 2: Instruct students to read the full length “The Idea of America” by Nikole Hannah-Jones in small groups (page 4)</p> <ol style="list-style-type: none"> Have students complete the tracking evidence graphic organizer. Make sure to check in with small groups. Encourage students to share responses with the whole class. <p><u>Close:</u> Have students complete the reflection questions (page 5 of the Exploring America document) & share their responses aloud.</p>	
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Day 7	<p>“How Slavery Built A World Economy,” <i>Jubilee: The Emergence of African-American Culture</i>.</p> <p>“Capitalism” by Matthew Desmond</p> <p>"Save the Last Word for Me," <i>Facing History and Ourselves</i></p>	<p>Focus: Enslavement Context</p> <p>Essential Question: To what extent did slavery in the US contribute to the development of the global financial industry? To the American financial system? How did this development complicate the struggle for participation in democracy?</p> <p>Objectives: Students will analyze the impact that slavery has had on the development of the global financial industry</p> <p>Standards: SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.</p>	<p>Hook Activity:</p> <ol style="list-style-type: none"> 1. Share the following image and quote from “Capitalism” by Matthew Desmond: <div data-bbox="1087 456 1430 703" data-label="Image"> </div> <p>“In order to understand the brutality of American capitalism, you have to start on the plantation.” Image from the 1619 Project</p> <ol style="list-style-type: none"> 2. Ask students: What questions are coming up for you? What feelings are coming for you in regards to the quote and image? <p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Have students complete “How Slavery Built A World Economy” and Questions to develop context. For a different type of access, the 1619 podcast is also a good listen! <ol style="list-style-type: none"> a. Students should actively annotate and then answer 	<p>Excerpt of “Capitalism,” <i>The 1619 Project</i> and Questions [.pdf] [.docx]</p> <p>“How Slavery Build A World Economy” and Questions [.pdf] [.docx]</p> <p>Save the Last Word for Me Desmond’s Capitalism Discussion Prep Document [.pdf] [.docx]</p> <p>Harkness Rubric [.pdf]</p>
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		<p><u>CCSS.ELA-LITERACY.RH.11-12.7</u>: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>reflection questions together in pairs or small groups.</p> <p>b. Encourage students to share their responses out to the whole class.</p> <p>2. Transition to Save the Last Word for Me Discussion Protocol and focus on the Excerpt of “Capitalism,” <i>The 1619 Project</i> and Questions.</p> <p>a. Have students fill out the Save the Last Word For Me Desmond Discussion Prep to support their discussion.</p> <p>b. Utilize the Harkness Rubric [.pdf] for discussion and reflection questions at the end of the rubric.</p> <p><i>Educator note: Harkness is a small group discussion protocol that teaches students to question, contribute, and contemplate in order to learn.</i></p> <p><u>Exit Slip:</u></p> <p>How have these financial systems impacted an individual's ability to participate in democracy?</p>	
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Day 8	<p>“Excerpt from Chapter 3 [The Hidden Origins of Slavery] in <i>A Different Mirror: A History of Multicultural America</i> by Ronald Takaki,” Boundlessness. [.pdf]</p> <p>“Major Problems in American History,” <i>The Southern Colonies in British America</i>. [.pdf]</p> <p>1619: A New Origin Story</p>	<p><u>Focus:</u> Enslavement - Men and Women</p> <p><u>Objective</u> Students will analyze the impacts of early American slavery.</p>	<p><u>Hook Activity:</u></p> <ol style="list-style-type: none">1. Share the following quote from “<i>Slaves vs. Enslaved People: The Subtle, Strong Power of Words</i>,” <i>1619: A New Origin Story</i> <p>“By changing from the use of a name – slaves – to an adjective – enslaved – we grant these individuals an identity as people and use a term to describe their position in society rather than reducing them to that position. In a small but important way, we carry them forward as people, not the property that they were in at that time. This is not a minor thing, this change of language.” - <i>Slaves vs. Enslaved People: The Subtle, Strong Power of Words</i></p> <ol style="list-style-type: none">2. Have students respond to the following questions:<ul style="list-style-type: none">→ What is coming up for you in regards to this quote?→ In what way does this challenge the narrative that we may have been taught in the past? How is this significant? <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none">1. Have students analyze the selected primary sources utilizing The-HIPP tool	<p>The HIPP Graphic Organizer [.pdf] [.docx]</p>
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			<ol style="list-style-type: none">Have them go through each documentDo a check for understanding and review the document as a whole class.Repeat process for remaining documents. <p><u>Ext Slip:</u></p> <p>Based on the group you examined today, how did their personal experiences influence the Revolution?</p>	
Day 9	Aug. 30, 1800: story by Barry Jenkins	<p><u>Focus:</u> Rebellions & Resistance</p> <p><u>Objectives:</u> Students will analyze a series of primary and secondary source documents that capture a series of rebellions conducted by Enslaved Black Americans.</p> <p>Students will examine how rebellion informs the narrative of democracy</p>	<p><u>Hook:</u></p> <ol style="list-style-type: none">Have Students read Aug. 30, 1800: story by Barry Jenkins, a story about the Stono Rebellion, with the following framing question in mind: “How does rebellion fit into the narrative of democracy?”Encourage students to share their responses. <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none">Instruct students to read the Enslaved Rebellion Article Set [.pdf] [.docx] in small groups.	Enslaved Rebellion Article Set [.pdf] [.docx]

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		<p><u>Standards:</u> SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>Students should take notes on the rebellions and identify similarities, differences.</p> <p><u>Exit Slip:</u></p> <p>Hold space for students to discuss their responses to the following questions first in small groups and then aloud to the class:</p> <ul style="list-style-type: none">→ How do rebellions represent participation in democracy?→ How do early slave rebellions fit into the narrative of a nation founded upon democratic principles?	
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Pacing	Focus texts / resources for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Week 3 Reconstruction				

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Day 10	<p>“The Wealth Gap” by Trymaine Lee</p> <p>"The Travails of Reconstruction," Library of Congress</p> <p>The Story of Reconstruction</p> <p>Part Three: The Political Struggle, 1865-1866, Facing History & Ourselves</p> <p>Or</p> <p>PBS Reconstruction Part I of 2</p>	<p>Focus: Contextualization</p> <p>Essential Question: To what extent did Reconstruction extend or undermine democracy in the United States?</p> <p>Standards: SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>Hook:</p> <ol style="list-style-type: none"> 1. Have students read an excerpt from “The Wealth Gap” by Trymaine Lee, starting with the part, “The period that...” 2. Have students make a list of other social, political, or economic gaps that exist in the United States. This can be done either as a class or in small groups; students will return to the list as they review different Reconstruction documents <p>Lesson Steps</p> <ol style="list-style-type: none"> 1. Screen the video, Reconstruction Part I of 2 to understand the time period of Reconstruction. <ol style="list-style-type: none"> a. Have students complete the PBS Reconstruction: After the Civil War Video Guide as they watch b. Have students answer the first debrief question on the viewing guide: “How does this new information about the time period after the Civil War contribute to your understanding of the development of American democracy?” Students can answer in small groups or through whole class discussion. 	<p>PBS <i>Reconstruction: After the Civil War</i> Video Guide [.pdf] [.docx]</p> <p>Reconstruction Timeline [.pdf]</p>
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			<p><u>Exit Slip:</u></p> <p>Students should respond to the second debrief question on the viewing guide: “Could democracy be realized for all groups of people immediately following the Civil War? Why or why not?” Students can answer in small groups or through whole class discussion.</p>	
Day 11	<p>“An Industrial Slavery,” Slavery By Another Name</p>	<p><u>Focus:</u> Reconstruction</p> <p><u>Essential Question:</u> How did the plans for Reconstruction impact social, political, and economic democracy in the United States for newly freed Black Americans?</p> <p><u>Objective:</u> Students will describe differences in plans for Reconstruction</p> <p><u>Standards:</u> <u>SS.H.7.9-12:</u> Identify the role of individuals, groups, and institutions in people's struggle for</p>	<p><u>Hook Activity:</u></p> <p>Ask students to put themselves in the shoes of Lincoln immediately following the Civil War. How should he proceed with reconstructing the country? What decisions need to be made?</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> Students will get in groups of 4 to participate in a Structured Academic Controversy using the Reconstruction Plans Structured Academic Controversy . <ol style="list-style-type: none"> In the groups of 4, all students will read the Proclamation of Amnesty and Reconstruction by Lincoln. Then, the groups of 4 will get into 2 groups of 2. One side will read Lincoln's documents and the other side will read the Radical 	<p>Reconstruction Plans Structured Academic Controversy [.pdf] [.docx]</p>

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		<p>safety, freedom, equality, and justice.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7</u>: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>Republicans documents.</p> <ol style="list-style-type: none"> Students will have 2-3 minutes for each side to present their arguments, based on the documents they read. After each side presents, there will be 1 minutes for each side to ask the other side questions. Each side will have time for ‘closing arguments’. <p>3. Last, the group of 4 students will try to come to a consensus of which plan should be adopted to ensure democracy and safety for the country.</p> <p><u>Exit Slip</u>:</p> <p>How did Reconstruction amplify the struggle for participation in democracy?</p> <p><u>Reading for homework</u>:</p> <p>“An Industrial Slavery” [.pdf]</p>	
Day 12	<p>“An Industrial Slavery,” Slavery By Another Name</p>	<p><u>Focus</u>: Impacts of Reconstruction</p> <p><u>Essential Questions</u>: How did components of Reconstruction impact social, political, and</p>	<p><u>Hook</u>:</p> <p>Students should respond to the following questions:</p> <ul style="list-style-type: none"> → What does self-government look like? → What role does the preservation of self-government play in the 	<p>Reconstruction Document Set [.pdf] [.docx]</p> <p>Reconstruction Document Analysis [.pdf]</p>

		<p>economic democracy in the United States for newly freed Black Americans?</p> <p><u>Standards:</u> <u>SS.H.7.9-12:</u> Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7:</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>guarantee of democracy for all?"</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. In small groups, students should analyze the Reconstruction Document Set and “An Industrial Slavery” to identify the social, economic, and political impact of Reconstruction on democracy and equality for Black Americans <ol style="list-style-type: none"> a. Using the SPRITE graphic organizer [.pdf], students should categorize each document in the Reconstruction Document Set and “An Industrial Slavery.” b. Students should develop an argument for how Reconstruction impacted the development of democracy and equality. 2. Hold space for a class discussion focused on the following questions: <ul style="list-style-type: none"> • What is Blackmon’s thesis? • How does Blackmon’s thesis connect capitalism and democracy? 	
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			<p><u>Exit Slip:</u></p> <ul style="list-style-type: none"> → Based on what we have learned so far, what role does capitalism play in creating barriers to democracy? → How did Reconstruction add economic barriers and limit democracy for marginalized folks? 	
Day 13		<p><u>Objective:</u> Students will prepare for the summative long essay question</p> <p><u>Standards”</u> <u>CCSS.ELA-LITERACY.R.H.11-12.9:</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><u>CCSS.ELA-LITERACY.WHST.11-12.1.A:</u> Introduce precise, knowledgeable claim(s), establish the significance of the</p>	<p><u>Lesson Steps</u></p> <ol style="list-style-type: none"> 1. Introduce students to essay prompt: <i>Evaluate the extent to which historically marginalized groups were similar in their struggles to engage in American democracy from 1760 - 1885. You have the opportunity to compare two groups (Colonists, Indigenous Peoples, African Americans, etc.) or you can analyze one group and expand on how their struggles spanned across different identities (African American and Women, etc). You should constrain your responses to the time period of 1754-1877.</i> 2. Take time to break down the prompt with them. 3. Guide them time to brainstorm evidence or examples from the unit. 	<p>LEQ Graphic Organizer Prep [.pdf] [.docx]</p>

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		claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	<ol style="list-style-type: none">4. Have students bucket the evidence into SPRITE Categories to guide their future writing,5. Review the intro paragraph<ul style="list-style-type: none">→ Contextualization→ Partitions→ Thesis6. Review body paragraphs:<ul style="list-style-type: none">→ Mini Thesis→ Contextualization→ ACE writing7. Give students the time to work on essay organizer in class.	
Day 14		<p><u>Focus:</u> LEQ writing task</p> <p><u>Standards:</u> <u>CCSS.ELA-LITERACY.</u> <u>WHST.11-12.1.A:</u> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s),</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none">1. Share and review the LEQ Writing Final Draft - Struggle for Democratic Participation2. Give students the time to work on essay organizer in class.3. Provide them with the option to conference before completing the final typed draft.	<p>LEQ Writing Final Draft - Struggle for Democratic Participation [.pdf] [.docx]</p> <p>Laptops</p>

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		counterclaims, reasons, and evidence.		
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