

## Same as it Ever Was?: African American men and women in the Reconstruction Era



Taylor, James E., Artist. Plowing in South Carolina / from a sketch by Jas. E. Taylor. South Carolina, 1866. Photograph. <https://www.loc.gov/item/2004669782/>.

### Supporting Questions:

1. What were economic, social, and political successes of Reconstruction for African Americans (excluding the 13th, 14th, and 15th Amendments)?
2. What were social/political failures of Reconstruction for African Americans?
3. What were economic and political failures of Reconstruction for African Americans?

## Houston ISD Ethnic Studies 2023

Inquiry Design Model (IDM) Blueprint™		
<b>Compelling Question</b>	Was Reconstruction a success or a failure for African American men and women?	
<b>Standards and Practices</b>	<p>TEKS:</p> <p><u><a href="#">African American Studies</a></u></p> <p>4 (B) describe and analyze the successes and failures of Reconstruction</p> <p>9 (C) analyze the construction, interpretation, and implementation of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920.</p>	
<b>Staging the Question</b>	<p>Provide brief explanations of the 13th, 14th, and 15th amendments. Ask: Did the Reconstruction Era enhance the freedom of African American men and women?</p> <p>DOCS:</p> <p><u><a href="#">13th Amendment</a></u></p> <p><u><a href="#">14th Amendment</a></u></p> <p><u><a href="#">15th Amendment</a></u></p> <p>Students will complete <b>Reconstruction Amendments GO</b> as they read the docs (links).</p>	
<b>TASK 1: Supporting Question</b>	<b>TASK 2: Supporting Question</b>	<b>TASK 3: Supporting Question</b>
What were economic, social, and political successes of Reconstruction for African Americans (excluding the 13th, 14th, and 15th Amendments)?	What were social/political failures of Reconstruction for African Americans?	What were economic and political failures of Reconstruction for African Americans?
<b>TASK 1: Formative Performance Task</b>	<b>TASK 2: Formative Performance Task</b>	<b>TASK 3: Formative Performance Task</b>
<b>Reconstruction Successes GO</b>	<b>Harriet Hernandez Testimony One Pager</b>	<b>Reconstruction Failures GO</b>

Houston ISD Ethnic Studies 2023

TASK 1: Featured Sources		TASK 2: Featured Sources	TASK 3: Featured Sources
<p><b>Hiram Rhodes Revels</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Reading</a></li> <li>• <a href="#">Image</a></li> </ul> <p><b>The Freedmen's Bureau</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Reading</a></li> <li>• <a href="#">Image</a></li> </ul> <p><b>Life Story: Elizabeth Keckley (1818-1907)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Link</a></li> </ul> <p><b>Life Story: Matilda Hughes (1830–1907)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Link</a></li> </ul>		<p><b>Harriet Hernandes Testimony (adapted)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Doc</a></li> </ul>	<p><b>Republican Share of Voting 1866-1876</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Chart</a></li> </ul> <p><b>Sharecropping</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Reading</a></li> <li>• <a href="#">Oral History Video</a></li> </ul> <p><b>Black Codes</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Video</a></li> </ul>
Summative Performance Task	<b>Argument</b>	<p>Students will write an argument concerning whether African American men and women had more of a positive or negative experience in the Reconstruction Era.</p> <p>Use the document <a href="#">Historical Writing: Was Reconstruction a success or a failure for African American men and women?</a></p>	
	<b>Extension</b>	<p>Students will research a local example of a Reconstruction success or failure (examples of resistance, local/state Black Codes, incidents of racial violence, etc). Students will present findings in a digital format (website).</p>	
Taking Informed Action	<p><b>Understand:</b> African Americans, and other minorities, still face instances of social, political, and economic failure (injustice) today.</p> <p><b>Access:</b> Identify an ESP failure in the local community and find an organization working to end this injustice.</p> <p><b>Act:</b> Contact the organization and volunteer/donate to support the organization's work.</p>		

## Lesson Overview

### Inquiry Description:

This IDM lesson allows students to explore a selection of primary and secondary sources to answer the compelling question, “Was Reconstruction a success or a failure for African American men and women?”. The supporting questions and subsequent formative tasks allow students to analyze, synthesize, and compare successes and failures of the Reconstruction Era. The summative task requires students to further analyze, synthesize, and compare successes and failures on a macro level to create an argument (conclusion) that answers the compelling question.

### NOTE:

It would be beneficial if students possess some level of background knowledge on the Reconstruction Era, however it is not a necessity. The teacher is encouraged to provide more information as needed to guide students to accurate analyses, syntheses, comparisons, and conclusions after they (students) have given an attempt at these skills on their own. This lesson is not a comprehensive history on the Reconstruction Era, but will create an adequate opportunity for students to understand the complexities of this era and to seek out other information and connections on their own.

### NOTE II:

Many of the provided online sources contain links to extra related information. The teacher is encouraged to use these “extra” sources to enhance/accelerate learning for GT students.

This IDM lesson is designed to take four 90-minute class periods excluding the extension and taking informed action portions. The time frame for this lesson could expand depending on the specific needs of students. Teachers are encouraged to modify/adapt/enhance this lesson to fit the needs of their students.

### Staging the Question:

The “Staging the Question” portion is meant to be a hook (introduction) but can also be a brief review to the Reconstruction Amendments. This is meant to set the stage for this era as being one of success and expanding freedom for formerly enslaved African Americans. This portion of the lesson is meant to compliment the successes portrayed in Task 1.

Students will use the three digital links to view brief descriptions of the 13th, 14th, and 15th Amendments. Students will use these links to complete the Reconstruction Amendments Graphic Organizer by creating a definition and a memory cue sketch (something visual that will help the students remember the definition) for each amendment.

### Task (Supporting Question) 1:

The first supporting question, “What were economic, social, and political successes of Reconstruction for African Americans (excluding the 13th, 14th, and 15th Amendments)?”, allows students to see positives, or successes, regarding African American men and women in economic, social, and political realms during the Reconstruction Era.

## Houston ISD Ethnic Studies 2023

To complete this task, students will analyze successes of African Americans by looking at sources on Hiram Rhodes Revels (online reading and image), the Freedmen's Bureau (online reading and image), Elizabeth Keckley (online reading), and Matilda Hughes (online reading). After viewing the sources, students will complete the [Reconstruction Successes Graphic Organizer](#) by creating a brief summary of the success, explain why they determine it to be a success, and state whether the success is economic, social, or political (can be more than one). Finally, students will write a 4-5 sentence summary of the successes of Reconstruction using evidence from their completed graphic organizers.

NOTE: The teacher is encouraged to use a small group reading and share strategy, such as "jigsaw or round-robin", to complete this portion of the IDM lesson.

NOTE II: At this point in the IDM lesson, students should be thinking that the Reconstruction Era was a period of unending freedom and positives for African American men and women.

### Task (Supporting Question) 2:

The second supporting question, "What were social/political failures of Reconstruction for African Americans?", begins to undermine what students previously began to conclude from the Staging the Question and Task 1 sections by allowing students to examine an instance of white violence in response to African Americans exercising rights in the political and social realms. This task will expose the students to a social and political failure for African American men and women during the Reconstruction Era due to white violence from the Ku Klux Klan.

To complete this task, students will read the Harriet Hernandez Testimony (adapted) document. Then, students will complete the [Harriet Hernandez Testimony One Pager](#).

NOTE:

This is a lengthy reading that may need to be adapted for special populations of students. Also, the teacher is encouraged to use a small group reading and share strategy, such as "jigsaw" to speed up and shorten the reading for students. Finally, the teacher is encouraged to use the One Pager document as a guide to facilitate a class or small group discussion with the students.

### Task (Supporting Question) 3:

The third supporting question, "What were economic and political failures of Reconstruction for African Americans?", further undermines the notion that students (hopefully) concluded at the end of the Staging the Question and Task 1 sections. This task will further challenge students to examine negatives such as the disenfranchisement of southern African American men in 1866-1876, sharecropping, and black codes. These topics will show students additional examples of failures of Reconstruction for African American men and women in the economic and political spheres.

To complete this task, students will view examples of failures during Reconstruction by examining a chart on the Republican Share of Vote in Presidential Elections Following Violent

## Houston ISD Ethnic Studies 2023

Racial Incidents-1866-1876, view a reading and listen to an oral history about sharecropping, and finally watch an interactive video on Black Codes. As students analyze these sources, they will complete the Reconstruction Failures Graphic Organizer by summarizing the failure, explaining why the topic was a failure, and coding the failure as economic or political. Finally, students will write a 4-5 sentence summary of the failures of Reconstruction using evidence from their graphic organizers.

### NOTE:

This task is very similar to the graphic organizer in Task 1. This section is focused on economic and political failures, but students are encouraged to code topics as social failures on their graphic organizer if they can support it with evidence. Students are also encouraged to include Harriet Hernandez' testimony as evidence in the 4-5 sentence summary.

### NOTE II:

The teacher is encouraged to use a small group reading and share strategy, such as "jigsaw or round-robin", to complete this portion of the IDM lesson.

### Summative Performance Task:

At this point in the lesson, students should have an ample amount of evidence to show that Reconstruction was a period of both success and failure. To demonstrate their knowledge, students will write an "ACES" style (Assertion, Cite Evidence, Explain Evidence, and Summarize) response to answer the compelling question "Was Reconstruction a success or a failure for African American men and women?" Students will choose a position and use the evidence from Tasks 1, 2, and 3 to analyze, compare, and synthesize their argumentative response. Students will write their response on the Historical Writing: Was Reconstruction a success or a failure for African American men and women? document to complete the summative task.

To extend this lesson further, students can research a local example of a Reconstruction success or failure and then present the findings in a digital format (website).

If students want to use the knowledge from this lesson to take informed action, they can identify a current ESP failure affecting a minority group in the local community and work to end this injustice by contacting a community/social/political organization and then volunteer/donate to support the organization's work.

Houston ISD Ethnic Studies 2023

<b>Reconstruction Amendments GO</b>	Explanation/Definition	Memory Sketch
13th Amendment		
14th Amendment		
15th Amendment		



Grant, Lee, and Swan, 2014



Houston ISD Ethnic Studies 2023

<b>Reconstruction Successes GO</b>	Summary of Success	Why is this a success?	E/S/P (Can be more than one)
Hiram Rhodes Revels			
The Freedmen's Bureau			
Elizabeth Keckley			
Matilda Hughes			





## Harriet Hernandes Testimony One Pager

1. Why is the KKK mad at Harriet Hernandes and her husband in 1871? Explain (2 different reasons).
  - a. Though this document examines a failure of Reconstruction, what success is implied regarding Harriet's husband in this part of the reading (read against the grain!)?
  
2. How does Harriet recognize the men who are terrorizing her (hint: think about transportation)?
  
3. Why is Harriet Hernandes afraid to go back home after her testimony? Explain.
  - a. Explain how Harriet's actions are an example of resistance to social/political violence.
  
4. Explain how this reading is an example of a social/political failure of Reconstruction regarding African American men and women.

Houston ISD Ethnic Studies 2023

<b>Reconstruction Failures GO</b>	Summary of Failure	Why is this a failure?	E/P (Can be both)
Republican Share of Voting 1866-1876 (Chart)			
Sharecropping			
Black Codes (Video)			

## Houston ISD Ethnic Studies 2023

Write a 4-5 sentence summary of the failures of Reconstruction using evidence from your graphic organizer. Feel free to include Harriet Hernandez' testimony as evidence.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## Bibliography (arranged by task)

### Staging the Question

"Research Guides: 13th Amendment to the U.S. Constitution: Primary Documents in American History: Introduction." Introduction - 13th Amendment to the U.S. Constitution: Primary Documents in American History - Research Guides at Library of Congress. Accessed July 13, 2023. <https://guides.loc.gov/13th-amendment>.

"Research Guides: 14th Amendment to the U.S. Constitution: Primary Documents in American History: Introduction." Introduction - 14th Amendment to the U.S. Constitution: Primary Documents in American History - Research Guides at Library of Congress. Accessed July 13, 2023. <https://guides.loc.gov/14th-amendment>.

"Research Guides: 15th Amendment to the U.S. Constitution: Primary Documents in American History: Introduction." Introduction - 15th Amendment to the U.S. Constitution: Primary Documents in American History - Research Guides at Library of Congress. Accessed July 13, 2023. <https://guides.loc.gov/15th-amendment>.

### Task 1

Thomas, Heather. "Hiram Revels: First African American Senator." Library of Congress Blogs: Headlines and Heroes-Newspapers, Comics and More Fine Print (blog). The Library of Congress, February 18, 2020. <https://blogs.loc.gov/headlinesandheroes/2020/02/hiram-revels-first-african-american-senator/>.

Currier & Ives. The first colored senator and representatives - in the 41st and 42nd Congress of the United States. United States, 1872. New York: Published by Currier & Ives. Photograph. <https://www.loc.gov/item/98501907/>.

"The Freedmen:Civil War and Reconstruction, 1861-1877: U.S. History Primary Source Timeline: Classroom Materials at the Library of Congress: Library of Congress." The Library of Congress. Accessed July 13, 2023. <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/civil-war-and-reconstruction-1861-1877/freedmen/>.

Waud, Alfred R. The Freedmen's Bureau. Library of Congress. Accessed July 13, 2023. <https://www.loc.gov/pictures/item/92514996/>.

Boomer, Lee. "Life Story: Elizabeth Keckley." Women & the American Story, February 8, 2023. <https://wams.nyhistory.org/a-nation-divided/reconstruction/elizabeth-keckley/>.

Boomer, Lee. "Life Story: Matilda Hughes." Women & the American Story, February 8, 2023. <https://wams.nyhistory.org/a-nation-divided/reconstruction/matilda-hughes/>.

## Houston ISD Ethnic Studies 2023

### Task 2

"Joint Select Committee on the Condition of Affairs in the Late Insurrectionary States. [Report of the Joint Select Committee Appointed to Inquire into the Condition of Affairs in the Late Insurrectionary States, so Far as Regards the Execution of Laws, and the Safety of the Lives and Property of the Citizens of the United States and Testimony Taken]," 1872. South Carolina-Volume 1. Pages 585-590. <https://lccn.loc.gov/35031867>.

### Task 3

Trelease, Tunnell, Burnham, and U.S. Bureau of the Census, 1883. "Table: Republican Share of Vote in Presidential Elections Following Violent Racial Incidents: Selected Southern Counties, 1866-1876," n.d.

"Sharecropping." PBS. Accessed July 13, 2023.

<https://www.pbs.org/tpt/slavery-by-another-name/themes/sharecropping/#:~:text=Sharecropping%20is%20a%20system%20where,to%20leave%20for%20other%20opportunities>.

Reflections on Sharecropping. PBS. Public Broadcasting Service, 2012.

<https://www.pbs.org/video/slavery-another-name-reflections-sharecropping/>.

The Black Codes. Reconstruction 360. Accessed July 13, 2023.

<https://reconstruction360.org/the-black-codes/>.



Grant, Lee, and Swan, 2014

