

Inquiry Design Model (IDM) Blueprint™			
Compelling Question	What were the authentic experiences of Blacks during Reconstruction?		
Standards and Practices	<p>African American Studies</p> <p>AAS.4 B Describe and analyze the successes and failures of Reconstruction AAS.9B Explain the regional perspectives toward political rights of African American men and women from the early years of the Republic through 1877 AAS.11B Analyze how regional differences have impacted political perspectives of African American communities AAS.15B Analyze the expansion of educational opportunities for African Americans, including the Freedmen's Bureau AAS.17A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons and artifacts to acquire information to answer historical questions.</p>		
Staging the Question	<p>Look at politics, culture, social factors and history</p> <p>be sure to include African American voices</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<p>What was life like for newly freed enslaved people after the Civil War?</p> <p>Look at Freedmen's Bureau</p> <p>North v South</p> <p>focus on Texas</p> <p>Freedman's Town-Houston Harris County</p> <p>Barrett's Station Harris County</p> <p>Payton, Texas Blanco County</p>	<p>What role did politics play in securing rights for African American?</p> <p>Reconstruction amendments</p>	<p>How did the Reconstruction amendments support the freedoms of Blacks? (and other ethnic groups)</p> <p>federal, state, and local</p> <p>Formerly enslaved men who became senators and representatives</p> <p>Matthew Gaines</p>	<p>How did Blacks take physical agency over their lives?</p> <p>Exodusters</p> <p>Plantation "ownership" after the war-William Sherman Field Order #15</p> <p>Freedmen in the West-the story of Bass Reeves</p>

Formative Performance Task	Formative Performance Task	Formative Performance Task	
<p>Lesson based on comparing free communities of color with freedman communities that were created during Reconstruction.</p> <ol style="list-style-type: none"> Students will read the history of the founding of three communities of freedmen. As they read they will explore the ESPN of the community. Students will explore the economics, social/culture, politics, and the environment of towns and settlements founded by freedmen in Texas. Lecture and reading on the free Black settlements of New York; Seneca Village. Students use their information to create a Venn diagram comparing the Texas freedman town and Seneca Village. <p>Question: In comparing the town's from the lesson what were the commonalities and the differences? Which one of two categories of ESPN do you think accounts for the differences between the regions?</p>	<p>Lesson based on an inquiry of the 13th, 14th, and 15th Amendments.</p> <ol style="list-style-type: none"> Use a K-W-L chart as a warm up to gauge student prior knowledge. s=Share out with your shoulder partner. Students will read the amendments using the Library of Congress website. Mark up student copy to show the key elements of each amendment in regards to enslaved people. <p>Question: Why were all three amendments needed to secure the rights of enslaved people?</p>	<p>Lesson based on the political gains of freedmen in local, state, and federal offices.</p> <ol style="list-style-type: none"> Students will get a set of laws enacted during Reconstruction in Houston, the state of Texas and federally to support the new amendments to the Constitution. Teachers should look for laws that are of interest to students depending on the research skills of the students, they can look for a couple of laws that speak to them. Reading and video of the African American representatives and senators to Congress. Question: What was the importance of having newly freedmen and free Blacks in Congress during Reconstruction? Use readings and videos to learn about Matthew Gaines and his 	<p>Lesson based on the study of how formerly enslaved men and women took agency over their lives following the ending of the Civil War.</p> <ol style="list-style-type: none"> Students will analyze Field Order #15 by William Sherman. Use SOAPS or APPARTS to analyze the document. Question: Why did the promise of "40 acres and a mule" not become a reality for a majority of formerly enslaved people? Readings and video on the Exodusters. Using this information students will learn how enslaved people not only escaped to the West but also took agency of their movement West after the Civil War. Class exploration of the life of Bass Reeves.

		<p>contributions to Texas History.</p> <p>Question: How did the state of Texas handle citizenship for freedmen and women during Reconstruction?</p> <p>What was Matthew Gaines' role in the establishment of education in Texas?</p>	
Featured Sources	Featured Sources	Featured Sources	
<p>Texas freedman town www.tshonline.org https://digital.houstonlibrary.org/gregory</p> <p>Free Black villages in New York https://untappedcities.com/2022/02/22/free-black-communities-new-york-state/ https://www.villagepreservation.org/2018/02/16/north-americas-first-freed-black-settlement-right-in-our-neighborhood/ https://www.pbs.org/wnet/segments/the-woman-in-the-iron-coffin-uncovering-nyc-new-york-citys-first-free-black-communities-seneca-village/3979/</p>	<p>https://digital.houstonlibrary.org/gregory www.loc.gov https://guides.loc.gov/13th-amendment?&loclr=reclnk</p> <p>Scene from the House on passage of the proposition to amend the Constitution January 31, 1865 https://www.loc.gov/item/00652833/</p> <p>Lincoln papers: 13th Amendment- there are several primary sources for this topic located in the Lincoln Papers https://www.loc.gov/item/mal4120100/</p> <p>14th Amendment Kemble cartoon https://www.loc.gov/item/2004679121/</p>	<p>https://digital.houstonlibrary.org/gregory</p> <p>Texas Constitution from the Law Center of Texas A&M. https://law.tamu.libguides.com/c.php?g=513877&p=3511046</p> <p>Texas Amendment to the Tx Constitution since 1876 https://tlc.texas.gov/docs/amendments/Constamend1876.pdf</p> <p>American Freedman Commission pamphlet https://www.loc.gov/resource/rbaapc.01600/?st=gallery</p> <p>Image from LOC of the "Colored Senator and Representatives" https://www.loc.gov/item/98501907/</p> <p>Five former enslaved men elected to the</p>	<p>LOC primary source doc of field order 15 https://www.loc.gov/item/ https://www.texasmonthly.com/being-texan/the-resurrection-of-bass-reeves/mss83434256/</p> <p>Texas Monthly article on Bass Reeves-might need subscription https://www.texasmonthly.com/being-texan/the-resurrection-of-bass-reeves/</p> <p>National Park Service info on Exodusters after Reconstruction https://www.nps.gov/home/learn/historyculture/exodusters.htm</p> <p>Book: Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy US Marshall</p>

	<p>15th Amendment Research Guide</p> <p>https://guides.loc.gov/15th-amendment</p> <p>15th Amendment color engraving</p> <p>https://www.loc.gov/resource/pgs.01767/</p> <p>Constitution Center</p> <p>https://constitutioncenter.org/learn/educational-resources/historical-documents/the-reconstruction-amendments</p>	<p>Reconstruction Congress-article</p> <p>https://www.history.com/news/5-former-slaves-turned-statesmen</p> <p>Matthew Gaines of Texas</p> <p>this resource includes a primary source photo of Matthew Gaines</p> <p>https://www.tshaonline.org/handbook/entries/gaines-matthew</p> <p>Link to download an ebook on African Americans in Texas which includes a chapter on Matthew Gaines</p> <p>https://www.tshaonline.org/publications/struggle-and-success</p> <p>Article on the statue of Matthew Gaines at TAMU-2021</p> <p>https://today.tamu.edu/2021/11/20/texas-am-unveils-statue-of-sen-matthew-gaines/</p>	<p>by Vanda Micheaux Nelson</p>
<p>Summative Performance Task</p>	<p>Argument</p>	<p>While the period of Reconstruction as been viewed as a failure, through careful study using primary and secondary sources students will come to learn this period as a time of political, economic, and social expansion for freedmen and free Blacks throughout the United States which led to the expansion of rights and self agency for descendants of formerly enslaved people.</p>	

	<p>Extensi on</p>	<p>How did Reconstruction lead to the modern Civil rights Movement? BLM of 2011?</p> <p>Use primary source documents and videos as well as secondary sources to create a comparison of Reconstruction and how unfulfilled promises of local, state, and federal governments led to the modern Civil Rights Movement.</p> <p>LOC overview of Reconstruction with primary sources.</p> <p>https://www.loc.gov/exhibits/african-american-odyssey/reconstruction.html?&loclr=reclnk</p>	
<p>Taking Informed Action</p>	<p>After the lessons I want students to understand that Reconstruction which is usually framed as a “failure” was not that but the beginning of African Americans taking agency over their lives and community in spite of terrible circumstances.</p> <p>I want students to continue to look for the history that supports the historical understanding that the Reconstruction was important to the uplift of descendants of the African Diaspora throughout our study of United States history.</p> <p>As our study of American history continues throughout the year, I will circle back to our study of various groups in the formation of the US to help students understand the complexities of history.</p>		