**Lesson Topic**  
The effects of the 13th, 14th, and 15th Amendments on Reconstruction

**SC Standards and Indicators**  
**Standard 8-4** The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

**Indicator 8-4.1** Explain the purposes of Reconstruction with attention to the economic, social, political, and geographic problems facing the South, including reconstruction of towns, factories, farms, and transportation systems; the effects of emancipation; racial tension; tension between social classes; and disagreement over voting rights.

**Academic Vocabulary**  
Amendment and Reconstruction

**Lesson Materials**  
United States Constitution

**Lesson Set**

<table>
<thead>
<tr>
<th><strong>Content Objective(s)</strong></th>
<th>The student will be able to explain the purposes of Reconstruction with attention to reconstruction of towns, factories, farms and transportation systems as well as the effects of emancipation.</th>
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</thead>
<tbody>
<tr>
<td><strong>Literacy Objective(s)</strong></td>
<td>To have students use creative thinking to make their own definitions of words.</td>
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<td><strong>Lesson Importance</strong></td>
<td>The lesson will show how the creation of laws has a direct and indirect affect on society.</td>
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<tr>
<td><strong>Connections to prior and future learning</strong></td>
<td>This lesson connects to prior learning by discussing how the Civil War affected South Carolina’s economy and public education.</td>
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### Anticipatory Set/ Hook (Engage)

The teacher will write the words; Amendment and Reconstruction on the board and instruct students to come up with the own definitions for the terms. Then have students share their definitions. Finally instruct students they will be learning about the 13th, 14th and 15th amendments in today’s class.

### Skill Development

**Initial “explain” portion of the lesson. Introduce vocabulary,** explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

<table>
<thead>
<tr>
<th>Introduce content components</th>
<th>Students will take notes from a power point presentation (attached) and use those notes to complete a guided worksheet (in materials section) about the 13th, 14th and 15th Amendments.</th>
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</thead>
<tbody>
<tr>
<td>“I do” Skill from literacy objective introduce/explain/model</td>
<td>Introduce students to the U.S. Constitution and have them locate the 13th Amendment. Then locate the date proposed and the date ratified and fill it in on the Work Sheet. Repeat this for the 14th and 15th Amendments.</td>
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### Guided Practice

**This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.**

<table>
<thead>
<tr>
<th>“We do” Activity Description</th>
<th>Allow students to work with a partner to complete the questions for Amendments 13, 14 and 15 from the Work Sheet.</th>
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<tbody>
<tr>
<td>Checking for Understanding—“Informal” Assessment</td>
<td>Have students share their answers to the questions from the Work Sheet to check to make sure they answered correctly.</td>
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Closure

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

| Content Solidified | Ask students if they have any questions from the power point, then summarize the main points from the power point. |

Independent Practice

| “You Do” | Students will complete the “Follow Up” question on their Worksheet for homework. |

Summative/ “Formal” Assessment

| Assessment | Students will write a journal pretending to be an African American on how they are trying to adjust to life during the Reconstruction. (Rubric for grading is in Materials Section) |

Differentiation

| During Lesson | The questions on the worksheet can be edited due to the reading level of the class |
| Assessment | Students can select questions for one or two of the amendments to answer instead of all three. |
Materials:
Reconstruction Amendments Worksheet

13th Amendment
Date Proposed-
Date Ratified-

14th Amendment
Date Proposed-
Date Ratified-

15th Amendment
Date Proposed-
Date Ratified-

Amendment XIII Questions
1) Besides slavery, what else was abolished by the 13th Amendment?
2) Under what circumstances might slavery still be allowed?

Amendment XIV Questions
1) According to Section 1, what are the criteria for being a U.S. citizen?
2) According to Section 1, “No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws”. Explain how this guarantees rights to all citizens.
3) According to Section 3, how were former confederates punished?
4) According to Section 3, how could Congress remove the “disability” and what is meant by this?
Amendment XV Questions

1) According to Section 1, a U.S. citizen could not be denied the right to vote based on what three conditions?

Follow Up Question

1) “The Congress shall have power to enforce this article by appropriate legislation”. The previous statement first appears on the 13th, 14th and 15th amendments. Why do you think this statement was added to these amendments?
Rubric

4
Characters are developed thoroughly
There are three different examples of how life was for African Americans during the Reconstruction
The paper is chronologically and historically accurate
The setting of the story matches up with what the time period would be for that setting

3
Characters are developed adequately
There are two different examples of how life was for African Americans during the Reconstruction
The paper was two or less chronological or historical mistakes
The setting of the story shows some knowledge of what the time period would be for that setting

2
Characters are not developed well
There is one example of how life was for African Americans during the Reconstruction
The paper has three chronological or historical mistakes
The setting of the story shows novice knowledge of what the time period would be for that setting

1
Characters are not explained at all
There are no examples of how life was for African American during the Reconstruction
The paper has four chronological or historical mistakes
The setting of the story shows no knowledge of what the time period would be for that setting
References


