

Reconstruction

*Big Ideas: Reactions and responses to emancipation;
Rebuilding a nation*

Lesson 1

Standards	7.5B Analyze the political, economic, and social effects of Reconstruction in Texas 7.6A Identify significant events that shaped the history of Texas during Reconstruction 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	Emancipation

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn about what happened to slaves after they were freed. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to the video, write responses in their notebooks, and contribute in whole-class discussion.Listen and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity) Discuss and write about the challenges former slaves might have faced in rebuilding their lives.	<ul style="list-style-type: none">emancipationJuneteenthmilitary postsReconstruction
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “Emancipation”Outside Passage: “Reconstruction and Juneteenth” (in teacher’s binder)Transparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)**3 min.**

- Introduce the topic of today's lesson.
 - *With the end of the Civil War came a need to reunite the country and rebuild the South. The years after the war were known as the Reconstruction.*
- Preview the vocabulary word *reconstruction*.
 - *During this time, states were readmitted into the Union, and slaves were freed and allowed to leave the plantations. Former slaves who were free were called "freedmen". Even though they were free, the former slaves were still not treated well, especially in the South.*
 - *Many states legalized segregation to keep the freedmen separate from the white people. Without jobs or literacy skills, many of the newly freed slaves had trouble finding work outside of the plantations. Thus, many returned to work in conditions similar to those before the war. Today, we will learn about the slaves' immediate reaction to the news that they were free. It was a time of celebration and reconnecting for many families.*

Presentation**30 min.****Vocabulary****(10 min.)**

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Emancipation"**(10 min.)**

- Introduce the video.
 - *We talked about how when slaves were freed, it was a time for celebration. Let's watch a video about what former slaves did immediately after they were freed. This information will help you to further understand the reading that will follow.*
- Students watch the video clip.
- Teacher summarizes the video.

Teacher-led Reading: "Reconstruction and Juneteenth"**(in teacher's binder)****(10 min.)**

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What amendment was signed into law to abolish slavery?*
 - *From the video and reading, what steps did former slaves take to rebuild their lives once they were set free?*
- Model thinking aloud as you read in order to make sense of text
- As you read, demonstrate how to generate different types of questions, while allowing them to respond to these questions.

Practice**5 min.**

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment**5 min.**

- Introduce the discussion.
 - *Thinking about what we have learned about the reasons for slavery and the life that slaves lived, what challenges do you think the former slaves faced in rebuilding their lives?*
- Discuss students' responses with the whole group.

emancipation **(emancipación)**

**The act of setting somebody free from the
power of another**



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Synonym: to set free

After **emancipation** of the slaves, many of them looked for family members and work.

The **Emancipation** Proclamation, which declared the freedom of all slaves in the Confederate states, was issued on January 1, 1863.

Turn and Talk

- **Imagine you are a slave, living and working your whole life on a plantation, and someone informs you that you have been emancipated. What do you do next? What do you think the slaveholder will do?**

Juneteenth (diecinueve de junio)

June 19, a day celebrated by African Americans in remembrance of the emancipation of slaves in Texas



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When **Juneteenth** celebrations first began, many African Americans would gather in churches or other designated areas and have picnics.

Many people celebrate **Juneteenth** with parades, picnics, and barbecues.

Turn and Talk

- **Why, more than 140 years after the first Juneteenth, do people continue to celebrate the emancipation of the slaves? Would you say it is as important a holiday as the Fourth of July? Why or why not?**

military post (puesto militar)

A military station



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Synonyms: command post, garrison, fort

Some freed people gathered at **military posts**, hoping to get protection.

The city of Fort Worth, Texas, was built on the site of a **military post** in 1849.

Turn and Talk

- **Would you like to live near a military post? What would be some advantages and disadvantages?**

Reconstruction (Reconstrucción)

The process of reuniting the United States and rebuilding the southern states, from 1865 to 1877



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Synonym: rebuilding

The **Reconstruction** began after the Civil War had ended.

The city of New Orleans is currently undergoing a **reconstruction** after Hurricane Katrina.

Turn and Talk

- If an army from outside the United States destroyed your city, what would be your reaction if that army offered help in reconstructing the city?

Reconstruction

*Big Idea: Reactions and responses to emancipation;
Rebuilding a nation*

Lesson 2

Standards	7.5B Analyze the political, economic, and social effects of Reconstruction in Texas 7.6A Identify significant events that shaped the history of Texas during Reconstruction 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	The Freedmen's Bureau

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn about how the U.S. government went about helping freedmen during Reconstruction. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to the video, write responses in their notebooks, and contribute in whole-class discussion.Listen and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity) Write and discuss the ways the government tried to help African Americans rebuild their lives once they were free and determine whether it was successful in doing so.	<ul style="list-style-type: none">Freedmen's Bureauilliteracyopposerelief
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: "The Freedmen's Bureau"Passage: "The Freedman's Bureau Assists Freed Texans" (pg. 369)Transparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)**3 min.**

- Provide overview/background information of today's lesson.
 - *When the slaves were freed, the U.S. government realized that they would need help transitioning into society. Freed men needed jobs, homes, and to learn to read. Today we will learn about how the government set up an agency to provide help and legal aid to the freed slaves and how schools and churches began to be built all over the South to educate adults and children alike.*

Presentation**30 min.****Vocabulary****(10 min.)**

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "The Freedmen's Bureau"**(5 min.)**

- Introduce the video.
 - *Now you're going to see a short video about how the Freedmen's Bureau helped freed slaves after Reconstruction. Listen for the answers to the following questions: What role did churches play in Reconstruction? Why was education so important to former slaves?*
- Students watch the video clip.
- Students write their responses in their logs. They may discuss the answers in their pairs.
- Teacher summarizes the video, highlighting the questions above by using a few responses from the students.

Partner Reading: "'The Freedman's Bureau Assists Freed Texans" (pg. 369)**(15 min.)**

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What was the purpose of the Freedmen's Bureau?*
 - *What problems did the Freedmen's Bureau face in Texas?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading. (Students can write and answer the questions as they read.)

Practice**5 min.**

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

10 min.

- Introduce the activity
 - *Now that we have talked about how the U.S. government tried to help the freed slaves become part of society, let's discuss the following questions:*
 - *How did the government help rebuild the lives of African Americans once they were free? Name specific examples.*
 - *Do you think the government was successful in its efforts to rebuild the lives of African Americans? Why or why not?*
- Students write their responses in their notebooks.
- Review students' responses in a whole-group discussion.

Freedmen's Bureau

An agency created by Congress after the Civil War to provide help and legal aid to freed slaves (bureau—government office or agency)



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The **Freedmen's Bureau** helped freed slaves gain employment, establish education facilities, and obtain legal help.

The **Freedmen's Bureau** fought for freedoms and equality for African Americans after the Civil War. Today, organizations like the National Association for the Advancement of Colored People (NAACP) and League of United Latin American Citizens (LULAC) do the same kinds of work.

Turn and Talk

- **Why was it important to establish the Freedmen's Bureau? Think about the resistance that many had to the idea of equality for African Americans. What might have happened if the bureau didn't exist?**

illiteracy **(analfabetismo)**

The inability to read and write



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The **illiteracy** of African Americans dropped once they were allowed to go to school.

One way of fighting **illiteracy** is teaching children to read and write at an early age.

Turn and Talk

- If you wanted to run a business what difficulties would you face if you were illiterate?

oppose **(oponerse)**

To disagree with something



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Synonyms: disapprove, object

Many Texans **opposed** the bureau's efforts to help the freed slaves.
The school principal **opposed** the idea of students walking in the hallways during class time.

Turn and Talk

- **Would you be opposed to the idea of staying late after school? Why or why not?**

relief **(ayuda)**

The act of providing help or assistance



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Synonyms: aid, assist, help

The other job of the Freedmen's Bureau was to provide **relief** to the thousands of people left homeless by the Civil War.

Thousands of dollars are raised every year for famine **relief**.

Turn and Talk

- **Imagine your neighborhood was swept away by floods and relief workers were sent to the area. What would be their job?**

Reconstruction

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Lesson 3

Standards	7.5B Analyze the political, economic, and social effects of Reconstruction in Texas 7.6A Identify significant events that shaped the history of Texas during Reconstruction 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	Segregation and Discrimination

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn how the end of Reconstruction affected African Americans in Texas. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to the video, write responses in their notebooks, and contribute in whole-class discussion.Listen and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity) Explain how they would feel if Jim Crow laws were in effect today using examples from the lesson, and contribute in whole-class discussion giving reasons why, and how they would respond as a consequence.	<ul style="list-style-type: none">discriminationJim Crow lawssegregation
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “Segregation and Jim Crow”Passage: “Texas Elects Ex-confederate to Office” (begin 2nd paragraph... Southern legislatures took other troubling actions...) (pg. 374) & “African Americans fight discrimination” (pgs. 469-470)Transparency: Reconstruction lawsTransparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)**3 min.**

- Introduce the topic of today's lesson.
 - *We have learned that Texas slaves were freed at the end of the Civil War. Many sought work, while others looked for family members. Also, many of the freed Texas slaves rushed to the courthouses to legalize their informal slave marriages. We have also learned that the new educational opportunities for the freed slaves decreased their illiteracy, which helped them adjust to freedom. Today we will look at how African Americans in Texas were affected by the end of Reconstruction.*

Presentation**35 min.****Vocabulary****(10 min.)**

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Segregation and Jim Crow"**(10 min.)**

- Introduce the video.
 - *Let's watch a video about how the U.S. government and the South reacted to emancipation. Listen for answers to the following questions: How did the end of Reconstruction affect African Americans? How did African Americans respond to acts of segregation?*
- Students watch the video clip.
- Students write their responses in their logs. They may discuss the answers in their pairs.
- Teacher summarizes the video, highlighting the questions above by using a few responses from the students.

Teacher-led Reading: "Texas Elects Ex-confederate to Office"**(begin 2nd paragraph... Southern legislatures took other troubling actions...)****(pg. 374) & "African Americans fight discrimination" (pgs. 469–470)****(15 min.)**

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *Discuss two amendments the Texas legislation refused to approve.*
 - *How did the Republican Party try to support African Americans?*
 - *In what ways did the Jim Crow laws discriminate against African Americans?*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions, while allowing them to respond to these questions.

Practice**5 min.**

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment**5 min.**

- Introduce the activity.
 - *Today, we learned that the end of Reconstruction affected African Americans in a number of ways. African Americans complained about the laws on segregation; however, the Supreme Court ruled that the 14th Amendment applied to only actions of state governments. This meant that private businesses and individuals could continue practicing discrimination and segregation.*
 - *Let's imagine for a moment that the Jim Crow laws were in effect today. Minorities would not be allowed to eat in the same restaurants as whites, stay in the same hotels as whites, attend the same schools as whites, and ride first-class railcars like whites.*
 - *How would you feel about this? Why? How would you respond to the practice of these laws?*
- Students write their responses in the notebook.
- Discuss students' responses with the whole group.

discrimination **(discriminación)**

The act of being treated unfairly because of one's race, ethnicity, age, gender, disability, religious beliefs, etc.



U.S. Department of Defense;
www.defense.gov/home/features/2008/0108_mlking/images/MLKing0108_1_05.jpg

During the Reconstruction period, African Americans fought hard against **discrimination**.

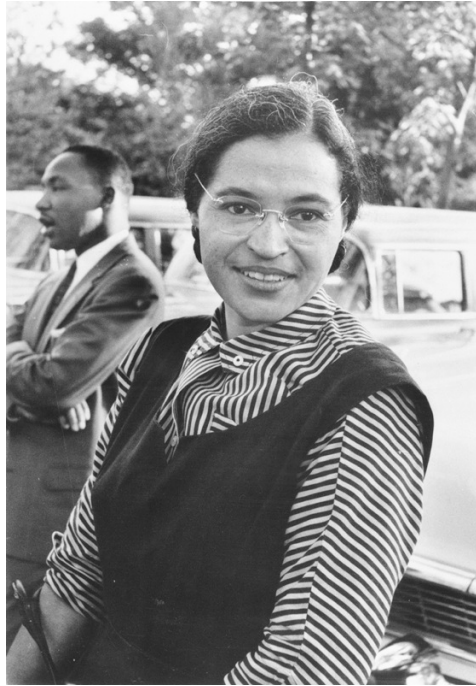
In the United States, laws are created to protect individuals from **discrimination** in employment and in schools.

Turn and Talk

- What do you think the difference is between discrimination and prejudice? (For a hint, look at the underlined word in the definition.)

Jim Crow laws (leyes Jim Crow)

**Laws passed in the southern states
to enforce segregation**



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The **Jim Crow laws** made it illegal for African Americans and Mexican Americans to eat at the same restaurants as white Texans.

According to the **Jim Crow laws**, African Americans had to give up their seats for white men who got on buses.

Turn and Talk

- **Imagine you lived in a town where the rules (just like Jim Crow rules) enforced segregation.**
 - **In what places might segregation be enforced?**
 - **How would such rules affect the way people treated each other?**

segregation (segregación)

The act of separating people based on race, religion, ethnic group, sex, or social class



U.S. Department of Defense;
www.defense.gov/home/features/2008/0108_mlkking/images/MLKing0108_1_01.jpg

Synonyms: set apart, isolate

The Democrats passed what were called Jim Crow laws to enforce **segregation**.

The **segregation** of people with disabilities from school activities is illegal.

Turn and Talk

- **Segregation is not always illegal. For example, many schools are all-boy or all-girl. What would be some advantages and disadvantages of studying in one of these schools?**

Reconstruction

*Big Idea: Reactions and responses to emancipation;
Rebuilding a nation*

Lesson 4

Standards	7.5B Analyze the political, economic, and social effects of Reconstruction in Texas 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	Tenant Farming

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn about the challenges faced by African American farmers in Texas after Reconstruction. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to the video, write responses in their notebooks, and contribute in whole-class discussion.Listen and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity) Complete the “Effects of Reconstruction” graphic organizer to discuss the different effects of Reconstruction on African Americans.	<ul style="list-style-type: none">debtdroughtsharecropperstenant farmers
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “Sharecropping”Passage: “The Tenant System Replaces Slavery” (pgs. 426–427)Transparency: QuestionsTransparency: Reconstruction LawsTransparency: The Effects of Reconstruction	<ul style="list-style-type: none">Post the objectivesLinks to backgroundUse the graphic organizer to help students understand the effects of Reconstruction

Motivation (Engagement/Linkages)**3 min.**

- Display Transparency: Reconstruction Laws.
 - *We learned that the end of Reconstruction affected African Americans in a number of ways. We saw that, initially, the government took steps to ensure that African Americans were treated equally.*
 - *African Americans complained about the laws on segregation; however, the Supreme Court ruled that the 14th Amendment applied to only actions of state governments. This meant that private businesses and individuals could continue practicing discrimination and segregation. Today we will look at the challenges the African American farmers in Texas faced after Reconstruction.*

Presentation**25 min.****Vocabulary****(10 min.)**

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary and synonyms in their notebooks.

Video: "Sharecropping"**(5 min.)**

- Introduce the video.
 - *Let's watch short video about sharecropping and its effects on African Americans. Listen for answers to the following question: How did African Americans think sharecropping would help them?*
- Students watch the video clip.
- Students write their response in their logs. They may discuss the answer in their pairs.
- Teacher summarizes the video, highlighting the question above by using a few responses from the students.

Partner Reading: "The Tenant System Replaces Slavery" (pgs. 426–427)**(10 min.)**

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What difficulties did sharecroppers face?*
 - *How did sharecropping continue to discriminate against African Americans?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading. (Students can write and answer the questions as they read.)

Practice**5 min.**

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment**15 min.**

- Introduce the activity.
 - *Today we have learned that after Reconstruction, African American farmers in Texas faced several challenges. Let us think about what we have learned all week about Reconstruction and how it affected African Americans.*
- Display Transparency: The Effects of Reconstruction and work with students to help them fill out the different effects of Reconstruction in Texas.

The Effects of Reconstruction

	What were the effects of Reconstruction in Texas?	Did Reconstruction benefit African Americans? Yes or no. How?
Political		
Economic		
Social		

- Allow students time to work on the section about how Reconstruction benefited (or not) African Americans.
- Discuss responses in pairs.

debt **(deuda)**

**Owing something that needs to be paid back,
typically money**



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Synonyms: outstanding payments, dues

Many tenant farmers lived in **debt**; they could not fully pay their landowner for using his land.

The businessman was in so much **debt** that he sold part of his property.

Turn and Talk

- **Imagine that as a college student, you were in debt as a result of paying your tuition fees. What steps would you take to reduce your debt?**

drought **(sequía)**

A long period of dry weather that is harmful to crops



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Synonym: dry spell

During the **drought** seasons, tenant farmers harvested little and were unable to pay their debt to the landowner for using his land.

Some consequences of **drought** include wildfires, loss of agricultural production, and famine.

Turn and Talk

- **Some people live in areas that are likely to experience drought during the year. How can a city prepare itself ahead of the drought season?**

sharecroppers (aparceros)

Tenant farmers who give a share of their harvest to the landowner as payment for using their land, instead of paying cash



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The **sharecropper** system gave landowners a great deal of control over tenant farmers.

Sharecroppers had to promise part of their harvest to the landowner.

Turn and Talk

- Which of the two farmers—tenant farmer or sharecropper—had more power working with the landowner? Why did paying in cash give greater power than paying with crops?

tenant farmers (arrendatario)

People who rent land to grow crops



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To make a profit, landowners usually made **tenant farmers** grow the most valuable cash crop: cotton.

After harvest, **tenant farmers** pay the landowner for using his land either by cash or with a portion of their harvest.

Turn and Talk

- Which of the two farmers—tenant farmer or sharecropper—had more power working with the landowner? Why did paying in cash give greater power than paying with crops?

Reconstruction

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Rebuilding a nation.*

Lesson 5

Standards	None
Lesson Topic	End-of-week quiz review

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">• Use notes constructively as preparation for the quiz.• Take end-of-week assessment. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">• Listen and provide responses to jeopardy questions during the review.• Match vocabulary words to their corresponding definitions and compose answers to content comprehension questions.	
Materials	Preparation
<ul style="list-style-type: none">• Student notebooks• Overhead projector and transparency markers• Weekly quiz	<ul style="list-style-type: none">• Post the objectives

Motivation (Engagement/Linkages)**1 min.**

- *Today, before you take the quiz, we will first review what we have learned this week. The review is in the form of a jeopardy game. You can draw from your notes to help answer the Jeopardy questions.*

Presentation**20 min.**

- Introduce the game of Jeopardy.
- Have students play Jeopardy in small groups or in two large teams. You might want to appoint a time- and scorekeeper.
- Have a team member pick a category and a point value. Make sure you set a time limit for the answer.
- Look at your Jeopardy handout for questions and answers.
- If the student is correct, the team is awarded the point value of the question.
- If the student/team is incorrect, the opposing team may take the points if they can answer the question correctly.
- Continue until all questions have been answered. The team with the most points wins.
- Remind students to answer in the form of a question (e.g., “Who is Santa Anna?”) and that they may use their notebooks to look for answers.

Practice

- Students answer the various questions in the Jeopardy game.
- The teacher provides feedback along the way.

Review/Assessment**30 min.**

- Remind students to provide complete sentences in the content comprehension section of the assessment.
- Distribute the weekly assessment.
- If time permits, you may read quiz items to students in order to clarify any questions students may have prior to taking the quiz.
- Students take the weekly quiz.
- If time allows and students finish before the end of class time, review questions and answers with students after quizzes have been collected.

JEOPARDY!

People	
50	<p>A- These people traveled to look for their families, tried to legalize their marriages, look for jobs and military protection, returned to their prewar homes after being freed.</p> <p>Q- Who are freed slaves/freedmen?</p>
100	<p>A- Many of these freed people rented land to grow crops because they could not afford land after Reconstruction.</p> <p>Q- Who are tenant farmers?</p>
Places	
10	<p>A- The Emancipation Proclamation freed slaves in these states.</p> <p>Q- What are Confederate or southern States?</p>
50	<p>A- This is another name for a military station.</p> <p>Q- What is a military post?</p>
100	<p>A- Juneteenth is celebrated by African Americans in remembrance of the emancipation of slaves in this state.</p> <p>Q- What is Texas?</p>
Potpourri	
10	<p>A- Congress created this to provide legal aid to freed slaves, and help them find employment, as well as to establish educational facilities for them.</p> <p>Q- What is the Freedmen's Bureau?</p>
50	<p>A- This is the process of reuniting the United States and rebuilding the southern states, from 1865–1877.</p> <p>Q- What is Reconstruction?</p>
100	<p>A- This amendment was approved to abolish slavery.</p> <p>Q- What is the 13th Amendment?</p>

<p>100</p>	<p>A- This was one way that Jim Crow laws discriminated against African Americans in Texas.</p> <p>Q- What is enforced segregation (e.g. separate water fountains, restrooms, railway cars and waiting rooms, separate poorly equipped schools)?</p> <ul style="list-style-type: none"> • What is it became illegal for African Americans to use the same facilities as white Texans? • What is the laws denied African Americans equal rights, opportunities, and protection (e.g. houses with inadequate paving, lighting, sewage and police protection, lower pay than white teachers with same qualifications)? • What is those accused of minor crimes were lynched by white mobs? • What is imposed a voting tax (\$1.50), which discouraged them from voting and also denied them the opportunity to meaningfully participate in politics?
<p>100</p>	<p>A- This is one way sharecropping discriminated against African Americans.</p> <p>Q- What is sharecropping favored the white landowners who received a much larger share of the crop since they owned the tools and supplies?</p> <ul style="list-style-type: none"> • What is sharecroppers received one half of the value of the crop? • What is sharecroppers were put to work in the fields at a young age and expected to perform like an adult? • What is they could not afford land? (They became tenant farmers and rarely made a profit. These farmers continued to be under the control and power of the landowners and they were in debt most of the time because they had to borrow money, tools and supplies to produce the crops.)

Vocabulary	
10	A- A long period of dry weather that is harmful to crops. Q- What is a drought?
50	A- The act of providing help or assistance. Q- What is relief?
100	A- The act of separating people based on race, religion, ethnic group, sex, or social class. Q- What is segregation?
BONUS	
	A- The act of setting somebody free from the power of another. Q- What is emancipation?

Name:

Teacher:

Class Period:

Date:

Quiz 8: Reconstruction

Match each definition on the left with the sentence that uses the corresponding vocabulary word on the right. Not all sentences will be used.

e 1. The process of reuniting the nation and rebuilding the southern states.

f 2. The separation of people based on race, religion, ethnic group, sex, or social class.

d 3. People who rent land to grow crops.

i 4. The inability to read and write.

j 5. Disagreed with something.

l 6. The act of freeing a person or group from the power of another.

b 7. A long period of dry weather that is harmful to crops.

h 8. The act of providing help or assistance in times of need.

k 9. Military stations.

c 10. A day celebrated by African Americans in remembrance of the emancipation of slaves in Texas.

- a. Many tenant farmers lived in **debt**; they could not fully pay their landowner for using his land.
- b. During the **drought** seasons, tenant farmers harvested little and were unable to pay their debt to the landowner for using his land.
- c. When **Juneteenth** celebrations first began, many African Americans would gather in churches or other designated areas and have picnics.
- d. To make a profit, landowners usually made **tenant farmers** grow the most valuable cash crop: cotton.
- e. The **Reconstruction** of the south lasted from 1865 to 1877.
- f. Jim Crow laws were passed to enforce **segregation**.
- g. During the Reconstruction period, African-Americans fought hard against **discrimination**.
- h. One job of the Freedmen's Bureau was to provide **relief** to the thousands of people left homeless by the Civil War.
- i. The **illiteracy** of African Americans dropped once they were allowed to go to school.
- j. Many Texans **opposed** the bureau's efforts to help the freed slaves.
- k. Some freed people gathered at **military posts** hoping to get protection.
- l. After **emancipation**, former slaves looked for family members and work.

Provide brief answers for each of the following. Some questions may ask for more than one answer.

1. List **two** ways the Jim Crow laws discriminated against African Americans in Texas.
 - **THESE LAWS ENFORCED SEGREGATION (E.G. USED SEPARATE WATER FOUNTAINS, RESTROOMS, RAILWAY CARS AND WAITING ROOMS, ATTENDED SEPARATE POORLY EQUIPPED SCHOOLS).**
 - **IT BECAME ILLEGAL FOR AFRICAN AMERICANS TO USE THE SAME FACILITIES AS WHITE TEXANS (E.G. HOTELS, RESTAURANTS, ENTERTAINMENT EVENTS CLOSED TO AA, SAT IN THE BACKS OF STREETCARS AND BUSES, AND IN THE BALCONIES OF PUBLIC THEATRES).)**
 - **THE LAWS, MORE IMPORTANTLY, DENIED AFRICAN AMERICANS EQUAL RIGHTS, OPPORTUNITIES, AND PROTECTION (E.G. LIVED IN HOUSES WITH INADEQUATE PAVING, LIGHTING, SEWAGE AND POLICE PROTECTION, TEACHERS RECEIVED LOWER PAY THAN WHITE TEACHERS WITH SAME QUALIFICATIONS).**
 - **THOSE ACCUSED OF MINOR CRIMES WERE LYNCHED BY WHITE MOBS**
 - **IMPOSED A VOTING TAX (\$1.50) WHICH DISCOURAGED THEM FROM VOTING AND ALSO DENIED THEM THE OPPORTUNITY TO MEANINGFULLY PARTICIPATE IN POLITICS**
2. Once slaves were freed, what did they do to try to rebuild their lives?

THEY TRAVELED TO LOOK FOR THEIR FAMILIES, THEY TRIED TO LEGALIZE THEIR MARRIAGES, THEY LOOKED FOR JOBS AND MILITARY PROTECTION, THEY RETURNED TO THEIR PREWAR HOMES.
3. The Texas legislature refused to approve two amendments. What did the 13th amendment do away with?

IT ABOLISHED SLAVERY
4. What was the purpose of the Freedmen's Bureau?
 - **TO ASSIST AND PROVIDE RELIEF TO THE THOUSANDS WHO HAD BEEN LEFT HOMELESS BY THE CIVIL WAR**
 - **TO MANAGE THE AFFAIRS OF THE NEWLY FREED SLAVES IN THE SOUTH (E.G. HELPED THEM FIND JOBS; ISSUED FOOD AND CLOTHING TO THE SICK, AGED AND POOR; HELPED TO EDUCATE THE FREED SLAVES; ESTABLISHED PUBLIC SCHOOLS FOR AFRICAN AMERICAN CHILDREN)**
 - **THEY ABOLISHED SLAVERY THROUGH THE THIRTEENTH AMENDMENT.**
 - **THEY CREATED THE FREEDMEN'S BUREAU TO PROVIDE LEGAL RIGHTS.**
 - **THEY TRIED TO REGULATE FREEDPEOPLE'S EMPLOYMENT CONTRACTS WITH LANDOWNERS.**
5. How did sharecropping continue to discriminate against African Americans?
 - **SHARECROPPING FAVORED THE WHITE LANDOWNERS WHO RECEIVED A MUCH LARGER SHARE OF THE CROP SINCE THEY OWNED THE TOOLS AND SUPPLIES**
 - **SHARECROPPERS RECEIVED ONE HALF OF THE VALUE OF THE CROP**
 - **SHARECROPPERS WERE PUT TO WORK IN THE FIELDS AT A VERY YOUNG AGE AND EXPECTED TO PERFORM LIKE AN ADULT**
 - **THEY COULD NOT AFFORD LAND. THEY BECAME TENANT FARMERS AND RARELY MADE A PROFIT. THESE FARMERS CONTINUED TO BE UNDER THE CONTROL AND POWER OF THE LANDOWNERS AND THEY WERE IN DEBT MOST OF THE TIME BECAUSE THEY HAD TO BORROW MONEY, TOOLS AND SUPPLIES TO PRODUCE THE CROPS.**