**Lesson 1: A Virtual Field Trip**

Essential Questions Addressed:

* What problems did Virginia face after the Civil War?
* How did Reconstruction try to solve Virginia’s problems?

NCSS Theme Addressed:

* NCSS Standard 2: Time, Continuity, and Change

VA SOLs Addressed:

* VA SOL VS.8: The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
	+ a) Identifying the effects of Reconstruction on life in Virginia.
* VA Fine Arts SOL 4.18: The student will analyze works of art based on visual properties and contextual information.

Student Objectives:

* Students will be able to identify the major problems faced by Virginia at the start of Reconstruction: a ruined infrastructure that needed rebuilding and lots of freed slaves who needed to figure out how to claim their place in a new society.

Materials:

* Laptop computer for each pair of students
* Worksheet for each student
* Pencils

Procedure (45 minutes):

* Inform students that today we will begin our new unit – Reconstruction, the era that followed the Civil War – with a virtual field trip to introduce them to problems of the time period.
* Pair students randomly.
* Pass out laptops, one to each pair, and the worksheet, one for each student.
* Guide students to the correct website: http://emilinibinidoessocialstudies.weebly.com/introduction-virtual-field-trip.html
* Show the website on the projector, and show students how to click on the pictures to bring up more photos.
* Instruct students to follow website’s instructions, and the instructions on their worksheets. Go to each link in order and answer the questions relating to that link. Students only need to answer questions under two of the photographs per page. Remind them to do good historical thinking, as the teacher will be collecting their responses.
* When time is up, collect student answer sheets and have them log off and return laptops to the cart.

Assessment:

* The teacher will take anecdotal notes of how students work through the virtual field trip to use later in the unit when making groups for research for the historical newspapers.
* The teacher will collect student worksheets to asses their ability to think historically when analyzing primary sources – photographs. The teacher will also note what information about Reconstruction in Virginia they were able to gather from looking at the photographs and related text.

Differentiation and Accommodation:

* Some of the more advanced students in this class will be able to complete the virtual field trip relatively quickly. I will give those students the opportunity to explore the links on the bottom of the webpage. These links will take them to museum websites where they can further explore the Civil War, Reconstruction, and segregation in Virginia and the United States.
* I am hoping that those students with ADHD will be calmed enough by working with supportive partners to be able to focus fully and complete the assignment. Those who receive additional classroom support will have that as well.
* Both the classroom teacher and ESOL teacher will circulate in the classroom to answer questions for and provide guidance to support ESOL students during this activity.
* This lesson addresses some of Gardner’s multiple intelligences: *visual-spatial* (looking at images to get information), and *interpersonal* (working with a partner).

Technology Integration:

* This lesson requires the use of laptops for each pair of students, so they can go through the virtual field trip.

**Lesson 2: What did we learn on our virtual field trip?**

Essential Questions Addressed:

* What problems did Virginia face after the Civil War?
* How did Reconstruction try to solve Virginia’s problems?

NCSS Theme Addressed:

* NCSS Standard 2: Time, Continuity, and Change
* NCSS Standard 6: Power, Authority, and Governance
* NCSS Standard 10: Civic Ideals and Practices

VA SOL Addressed:

* VA SOL VS.8: The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
	+ a) Identifying the effects of Reconstruction on life in Virginia.
* VA Fine Arts SOL 4.18: The student will analyze works of art based on visual properties and contextual information.

Student Objective:

* Students will be able to describe the major effects of Reconstruction in Virginia: freed blacks needed to find a new place in society and the state’s infrastructure and economy needed to be completely rebuilt.
* Students will be able to create a timeline of the Reconstruction in Virginia.
* Students will be able to put the events of Reconstruction in Virginia in chronological order.

Materials:

* Computer and projector
* Textbook: Masoff, J. *Our Virginia: Past and Present* (2011). West Palm Beach, FL. Five Ponds Press.
* Scrap paper for each group
* Poster board or large sheet of paper for each group
* Pencils
* Markers

Procedure (45 minutes):

* Gather students for a whole group lesson (20 minutes).
* Show the virtual field trip site on the projector, so the pictures can be shown if they are discussed.
* Ask students what struck them about the pictures they looked at yesterday. Call on several students to share their thoughts and observations. Call on students who gave more insightful answers on their worksheets in the past lesson.
* Also call on several students with questions the pictures raised in their minds about Reconstruction.
* Segue into a discussion of what Virginia looked like at the start of Reconstruction:
	+ The Civil War was over. Soldiers were returning home, wounded, or not returning, leaving women and children. Slaves were free and needed housing, clothing, food, and jobs.
	+ A lot of the war had been fought in Virginia, and so the infrastructure was completely ruined.
* Ask what the students think should be done to solve the problems. Allow think time and time to discuss with a partner before calling on several students to share.
* Inform students of what was actually done to solve Virginia’s problems:
	+ Freedman’s Bureaus were set up to assist freed blacks. Blacks also became sharecroppers.
	+ Blacks gained rights during Reconstruction and the three post-Civil War Constitutional Amendments, but then lost most of those rights to “Jim Crow” laws when Reconstruction ended.
		- “Jim Crow” laws introduced Poll Taxes, Grandfather Clauses, and other measures to keep blacks from voting; they also created separate (and unequal) schools and other public facilities for blacks.
	+ Railroads were built, coal was mined, and tobacco was grown and rolled into cigarettes, rejuvenating Virginia’s economy.
* Split students into groups of four for the next activity (20 minutes).
* Show the timeline of Reconstruction online: http://www.digitalhistory.uh.edu/exhibits/reconstruction/timeline.html
	+ Source: Mintz, S., & McNeil, S. (2013). Digital History. Retrieved (2 December 2013) from <http://www.digitalhistory.uh.edu>
* Let students know that this is a timeline of Reconstruction in the entire United States. Today you will be creating a timeline of events from Virginia’s reconstruction.
* Direct students to the appropriate section in their text about Reconstruction. There is a timeline on page 138 of the textbook; inform students that their own timelines should be different.
* Inform them that they will be searching the chapter on Reconstruction to pull out important information and create a timeline of Reconstruction in Virginia. Their timeline should run from 1865 – 1925. Suggest that students search their textbooks, make some notes on their scrap paper, and then create their timelines on their poster paper, because these should be displayed in the classroom.
* After 20 minutes, gather students in whole group again to wrap up the lesson (5 minutes). They will have time tomorrow to finish their timelines, if necessary. Ask several students to share what some important events or characters they found from Virginia’s Reconstruction. Let students know they will be exploring these events and characters further in the rest of the unit.

Assessment:

* Anecdotal records from observing students during the discussion and group activity.
* Look at the timelines produced by each group to check on students’ understanding of what were the important events during Reconstruction in Virginia. If any tweaking of understandings of the major events is needed, it can be done tomorrow before students complete their timelines.

Differentiation and Accommodation:

* During the whole group instruction, the teacher will make an effort to call on different students, not only those most vocal.
* Students will be grouped according to ability. Each group should have one higher student and one lower. Groups will also have one stronger artist, and one more logical thinker.
* Students with ADHD will be grouped with those students with whom they work best. If they have difficulty focusing they will need to take a time-out.
* Students learning English will be grouped with students who speak English as their first language. The ESOL teacher will also assist, rotating among the groups to help make sure that all students thoughts are shared and included.
* This lesson uses several of Gardner’s intelligences: *visual-spatial* (timeline), *logical-mathematical* (timeline), *bodily-kinesthetic* (making a timeline), *verbal-linguistic* (group discussion), and *interpersonal* (group work and discussion).

Technology Integration:

* This lesson requires the use of a laptop with an Internet connection and projector.

**Lesson 3: Introduce the Reconstruction Newspaper assignment**

Essential Questions Addressed:

* What problems did Virginia face after the Civil War?
* How did Reconstruction try to solve Virginia’s problems?

NCSS Theme Addressed:

* NCSS Standard 2: Time, Continuity, and Change
* NCSS Standard 10: Civic Ideals and Practices

VA SOL Addressed:

* VA SOL VS.8: The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
	+ a) Identifying the effects of Reconstruction on life in Virginia;
	+ b) Identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans, and American Indians;
	+ c) Describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.
* VA English SOL 4.3: The student will learn how media messages are constructed and for what purposes
	+ a) Differentiate between auditory, visual, and written media messages.
	+ b) Identify the characteristics of various media messages.
* VA English SOL 4.9: The student will demonstrate comprehension of information resources to research a topic.
	+ a) Construct questions about a topic.
	+ b) Collect information from multiple resources including online, print, and media.
	+ c) Use technology as a tool to organize, evaluate, and communicate information.
	+ d) Give credit to sources used in research.
	+ e) Understand the difference between plagiarism and using own words.

Student Objective:

* Students will be able to understand their summative assessment for this unit.
* Students will be able to write an historical newspaper article.
* Students will be able to describe the parts of a newspaper.

Materials:

* Book or CDROM of *The New York Times Complete Civil War*, with either a document camera or a computer and projector to display articles for the class.
	+ Holzer, H. & Symonds, C. L. (Ed.). (2010). *The New York Times Complete Civil War*. New York: Black Dog & Leventhal.
* Rubrics for the Reconstruction Newspaper, one copy per student
* Loose-leaf paper for each student
* Pencils

Procedure (45 minutes):

* Gather students on the carpet for a whole group lesson (20 minutes).
* Ask them about newspapers and parts of a newspaper. Parts to make sure they include in the discussion are: news articles, opinion pieces, pictures, maps, and cartoons. Does anyone read the newspaper? Do anyone’s parents?
* Show articles from the *New York Times Complete Civil War*. The goal is not for students to understand the language in the article but to grasp some of the language, and to understand that newspapers were the source of information to citizens during Reconstruction.
* Let students know that as their summative assessment for their Reconstruction Unit they will be writing their own Reconstruction Newspapers.
* Pass out the rubric for their assessment.
* Outline what students need to do for the assignment:
	+ Write a Reconstruction Newspaper, including news articles, opinions, a cartoon, maps, a graph, and covering various aspects of Reconstruction in Virginia
* Answer questions students have at the time about the project.
* Give students time (20 minutes) to work independently at their desks and write one news article they can include in their newspapers. Students may use any resource they want in writing, as long as they cite their sources. Be available to assist students and answer questions while they work.
* After 20 minutes have students turn in their articles and return to the carpet to wrap up the lesson (5 minutes).
* Discuss what was easy, what was hard, and any questions students have with a shoulder buddy.
* Let students know they will be learning more content in the next few days, and should always be thinking about ideas to include in their own newspapers throughout the rest of the unit. They will have class time to work at the end, but they should be working on this assignment at home as well.

Assessment:

* Take anecdotal notes of students and their understandings during the discussion
* Collect the articles students write during this lesson and use that article to provide feedback to students to help them write successful articles in their Reconstruction Newspapers.

Differentiation and Accommodation:

* The ESOL teacher will assist those students needing extra help with their language. If necessary, the ESOL teacher could provide an additional lesson on understanding newspapers for those students.
* Students with ADHD will be given the required assistance.
* This lesson addresses some of Gardner’s multiple intelligences: *verbal-linguistic* (discussion and writing) and *visual-spatial* (layout of newspapers).

Technology Integration:

* This lesson requires either a document camera or laptop with CDROM and a projector.

**Lesson 4: Discovering economic changes in Virginia**

Essential Questions Addressed:

* What problems did Virginia face after the Civil War?
* What changes took place in Virginia during Reconstruction to boost economic growth?

NCSS Theme Addressed:

* NCSS Standard 2: Time, Continuity, and Change
* NCSS Standard 5: Individuals, Groups, and Institutions
* NCSS Standard 6: Power, Authority, and Governance

VA SOL Addressed:

* VA SOL VS.8: The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by:
	+ c) Describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.
* VA Science SOL 4.9: The student will investigate and understand important Virginia natural resources. Key concepts include:
	+ a) Watersheds and water resources;
	+ b) Animals and plants;
	+ c) Minerals, rocks, ores, and energy sources; and
	+ d) Forests, soil, and land.

Student Objective:

* Students will be able to describe the ruin Virginia was in at the end of the Civil War.
* Students will be able to understand that Virginia’s natural resources helped its economy recover during Reconstruction.
* Students will be able to create a map of Virginia’s natural resources.

Materials:

* Virga, V. & Hines, E. (2010). *Virginia: Mapping the Old Dominion State Through History*. Guilford, CT: The Globe Pequot Press.
* Document camera and projector
* Printed map outline of Virginia for each student
* Colored pencils and pens

Procedure (45 minutes):

* Gather students on the carpet.
* Project map on pages 60-61 of *Virginia: Mapping the Old Dominion State Through History* (5 minutes). This map shows railroads and canals in Virginia in 1861, before the Civil War. Ask the students: do you think any of these railroads were still there at the end of the war? They should respond no, Virginia’s infrastructure was destroyed in the Civil War.
	+ Money had no value, banks were closed, railroads, bridges, plantations, and crops were destroyed.
* Turn to the map on pages 82-83 of *Virginia: Mapping the Old Dominion State Through History* (5 minutes). This map shows minerals found in Virginia, including types of rock, coal, and gold. Ask students what they see. Guide their responses to realizing that there are a lot of coal deposits in western Virginia.
* Lead a whole group discussion (10 minutes) on how natural resources could help an economy recover. How do students think coal could help? What drove Virginia’s economy during the colonial era? Tobacco. Do you think tobacco could help the economy again? What about water resources? Are those helpful when building an economy? What other natural resources does Virginia have that you think were helpful when rebuilding during Reconstruction?
* Direct students to Chapter 1 of their textbook, which addresses the geography of Virginia, and pages 234-235, which address coal during Reconstruction.
* Give each student a copy of the outline of the map of Virginia.
* Give students their task for the day (20 minutes): They should create a map of Virginia, showing natural resources (coal), labeling major waterways, ports, and cities, and anything else they feel necessary. They may use their textbooks and their table groups to assist them with the task.
* While students work, circulate around the room checking in with the pairs. Students should be working together to get the information from their books; all students in a group should be contributing and each student should be creating his or her own map. Ask students questions about resources and geography to spot-check for understanding.
* Return to whole group to wrap up the lesson (5 minutes). Tomorrow we will look at how the economy grew because of the Machine Age.

Assessment:

* The teacher will take anecdotal notes of students during the lesson to gauge where students are in their understanding of the Reconstruction.
* The teacher will also spot-check for understanding while circulating the room during the activity.
* While students are working in small group, ESOL and ADHD students will receive the appropriate assistance.

Differentiation and Accommodation:

* An effort will be made to call on different students during the whole group instruction, and the teacher will circulate to provide assistance while students are working in their table groups.
* Students requiring assistance in the classroom, either because they are learning English or because they have ADHD or another diagnosis that affects their learning, will be given that assistance.
* This lesson addresses some of Gardner’s multiple intelligences: *visual-spatial* (looking at maps), *bodily-kinesthetic* (drawing a map), *intrapersonal* (working in a group), and *verbal-linguistic* (whole group discussion).

Technology Integration:

* This lesson requires a projector and document camera to show the maps.

**Lesson 5: Economic changes in Virginia**

Essential Questions Addressed:

* What problems did Virginia face after the Civil War?
* What changes took place in Virginia during Reconstruction to boost economic growth?

NCSS Theme Addressed:

* NCSS Standard 2: Time, Continuity, and Change
* NCSS Standard 5: Individuals, Groups, and Institutions
* NCSS Standard 6: Power, Authority, and Governance

VA SOL Addressed:

* VA SOL VS.8: The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by:
	+ c) Describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.
* VA Science SOL 4.9: The student will investigate and understand important Virginia natural resources. Key concepts include:
	+ a) Watersheds and water resources;
	+ b) Animals and plants;
	+ c) Minerals, rocks, ores, and energy sources; and
	+ d) Forests, soil, and land.

Student Objective:

* Students will be able to discuss how Virginia’s natural resources helped the economy grow during Reconstruction.
* Students will be able to describe how new technologies helped Virginia recover from the Civil War.

Materials:

* Virtual field trip from Lesson 1: http://emilinibinidoessocialstudies.weebly.com/introduction-virtual-field-trip.html
* Textbook: Masoff, J. *Our Virginia: Past and Present* (2011). West Palm Beach, FL. Five Ponds Press.
* Loose-leaf paper for each student
* Clipboard for each student
* Pencils
* Whiteboard and markers for the teacher

Procedure (45 minutes):

* Begin in whole group discussion (30 minutes).
* Have students bring a clipboard, loose-leaf paper, and pencil to the carpet.
	+ Direct students to keep notes during the discussion, because they will be helpful when they write articles or opinions for their Reconstruction Newspapers. Students who play with their materials instead of working will be reminded of proper material use and return to their seats if they cannot control themselves on the carpet as part of a group.
* Model note taking strategies:
	+ On the whiteboard, put a title for your notes: The Machine Age in Virginia
	+ When important facts are brought up, make note of them on the whiteboard. Have students copy them down on their papers. Model the structure of notes as well, with questions and answers to organize the information.
* Bring up the virtual field trip, and click to the images of Industrialization.
* Look at each image in turn, and lead discussion on what students see, what that means, and what natural resource is being used. Label notes with the image names and information gathered from each image. Also write questions asked, and answers to those questions. The questions included in this plan are not exhaustive, and the discussion could go differently, as long as the information covered relates to the industrialization of Virginia.
	+ Discussion should cover cotton and tobacco growing, factories, and ports. Discussion can also include child labor, which was used in factories and in the coalmines. Ask open-ended questions and if students start to go off-track guide them towards those questions below.
	+ Why were children and women working in factories?
		- Cheap labor, small hands, and there were not many men
	+ What did factories in Virginia make?
		- Textiles, cigars, cigarettes, silk, shoes, and glassware, among other goods
	+ What were the most important crops in Virginia?
		- Tobacco and cotton
	+ How does industrialization lead to urban centers?
		- Factories and the localization of jobs draws large groups of people
	+ What was needed because of industrialization?
		- Railroads and roads, which were built and also helped improve the economy
* After the discussion and note taking, have students find a comfortable writing spot.
* Give students time (15 minutes) to write another newspaper article to go into their Reconstruction Newspapers. Suggest that, since they have just been discussing it, they write about the industrialization of Virginia.
* Collect what students have written.
* Return to whole group to wrap up the lesson. Ask, what is most important to remember about Virginia’s changing economy during Reconstruction?
* Let students know that now we will be moving on to look at the changing society of Virginia during Reconstruction.

Assessment:

* Anecdotal notes from observing students during the seatwork and discussion.
* Once again, collect the article students write at the end of this lesson and evaluate it to help inform students of their progress on their Reconstruction Newspapers. Return the articles the following day with notes, and conference with students who require additional assistance.

Differentiation and Accommodation:

* Students requiring assistance in the classroom will receive it, both ESOL and ADHD.
* An effort will be made to include all students in the discussion.
* Students who play around with their materials will be reminded twice to use paper and pencil productively. After that they will move to their desks instead of sitting on the carpet with the class.
* This lesson addresses some of Gardner’s multiple intelligences: *verbal-linguistic* (discussion and note taking), *visual-spatial* (gathering information from images), and *bodily-kinesthetic* (the act of writing notes).

Technology Integration:

This lesson returns to the virtual field trip from lesson 1 in the unit to use the images from the Virginia Historical Society. It requires a computer with Internet and a projector.