Reconstruction: What is Freedom?

TEACHING AMERICAN HISTORY FREEDOM PROJECT
WORKSHOP 1
Saturday, 11 December 2010

CHRISTINA SCHOOL DISTRICT
RED CLAY SCHOOL DISTRICT
UNIVERSITY OF DELAWARE
Delaware History Standards

See handouts:
clarification documents & benchmark charts.

Scan the benchmark chart for your grade cluster.
Create a Standards foldable.

Grades 4-5: Standard 2a or 3 (read clarification for this first!).
Grades 6-8: Standard 2b (read clarification for this first!).
Grades 9-12: Standard 1 or 2b (read clarification for this first!).
Each person needs an index card and a pen or pencil.

Count off “1-1-2” around the room. Each triad will become a group (e.g. group a, b, c).

Number 2s leave the room.
Eyrmom

dafse
Task

- Number 1s...
  - write the # 1 on your index card.
  - without discussing, record on your index card what appeared on the previous slide as accurately as possible. Be as detailed as you can (e.g. shapes, colors, letters, their locations and order etc.).
1. Invite the 2s back in the room and return to their triad. Number 1s remain silent.

2. 2s write the number 2 on your index card.

3. 1s give your index cards to #2s.

4. #2s are to describe in writing what the #1s saw when your were out of the room.
Debrief

Number 1s: share your accounts.

Questions
- Were the #1 accounts identical?
- Why might one account be different from another?
- What did the #1s and 2s represent?
- What does this have to tell us about the nature of what we read in history books?
- What does this exercise tell us about how we should read history?
- Preconceptions: Primary sources are your best source...first source. Primary sources are always better than secondary sources. Primary sources reveal the truth about what happened in the past.
- Should history education be about helping students understand “what happened?”
Freedom Case Study

“To My Old Master”
August 7, 1865

- Read the letter.
- Work with a partner to answer the questions/complete the tasks.
- Discuss answers at your table.
"The Emancipation of the Negroes - Past and Future"

What is the artist trying to show on the left side of the illustration?
Strategies: Divided Image & Magic Paper

What is the artist trying to show on the right side of the illustration?
Analyzing Historical Materials

- Work in triads.
- Analyze the historical materials in your packet.
- Draw a conclusion: Based on the materials you analyzed, was the future what freed people hoped it would be during the era of Reconstruction?
- Use poster paper & markers to write a sentence that captures your conclusion. Then, cut and paste images to support your conclusion.
Gallery Walk – Stay or Stray

- Each group posts their conclusion (with evidence).

- Person whose birthday is closest to today “stays” to explain. All others “stray” to next poster. Rotate clockwise.

“During Reconstruction, the hopes of freed people...”

Evidence 1: ___ happened.

Evidence 2: ___ happened.

Evidence 3: ___ happened.
Debrief

- Did every group arrive at the same conclusion?
- Why?
- What are the expectations embedded within History Standard 3?
History 3: Are historical accounts the same?

Misconception: History mirrors the past. What happened, happened.

Task 1: Read Textbook Account #1.

Task 2: Read Textbook account #2.

Task 3: Complete the Venn diagram to highlight the similarities, difference, and continuity or change over time.