



#8640

BLACK AMERICAN HISTORY SERIES

VOLUME 3:

RECONSTRUCTION

Grade Levels: 8-13+

40 minutes

PHOENIX MULTIMEDIA, INC. 1999

DESCRIPTION

Still photos and narration follow the history of freed slaves during the time after the Civil War known as Reconstruction. Focuses on Blacks in the military, new laws, Black unions, sharecropping, education, and inventors. Touches on music and sports. Relates the rise of the Ku Klux Klan, the infamous Jim Crow laws, the political history of Blacks, and the use of intimidation and harassment to stop voting. "Separate but equal" became the status quo by 1900.

ACADEMIC STANDARDS

Subject Area: Historical Understanding

- ◆ Standard: Understands the historical perspective
 - Benchmark: Analyzes the values held by specific people who influenced history and the role their values played in influencing history
 - Benchmark: Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs
 - Benchmark: Analyzes the effects that specific "chance events" had on history and specifies how things might have been different in the absence of those events
 - Benchmark: Understands how the past affects our private lives and society in general
 - Benchmark: Knows how to perceive past events with historical empathy

Subject Area: United States History

- ◆ Standard: Understands how various reconstruction plans succeeded or failed
 - Benchmark: Understands the 14th and 15th amendments to the Constitution
 - Benchmark: Understands factors that inhibited and fostered African American attempts to improve their lives during Reconstruction

INSTRUCTIONAL GOALS

1. To present the challenges ahead for slaves freed by the Emancipation Proclamation.
2. To examine the events that happened after the emancipation of slaves.
3. To explore the contributions of African-American politicians, inventors, musicians and others throughout this period of history.
4. To study Jim Crow laws and other types of segregation introduced during this time.
5. To introduce the Ku Klux Klan and other white supremacy groups.

VOCABULARY

- | | |
|-------------------|----------------------|
| 1. amendment | 6. poll tax |
| 2. civil rights | 7. segregation |
| 3. convict laws | 8. sharecropping |
| 4. discrimination | 9. white supremacist |
| 5. lynching | |

BEFORE SHOWING

1. Briefly review the following:
 - a. African-American history prior to the Reconstruction period
 - b. Race riots
 - c. Discrimination
 - d. Race relations in the United States
 - e. National Association for the Advancement of Colored People (NAACP)
 - f. 13th, 14th and 15th Amendments
2. Discuss vocabulary words used in the video.

AFTER SHOWING

Discussion Items and Questions

1. Discuss the impact of the following on the African-American community:
 - a. 13th, 14th and 15th Amendments
 - b. Frances L. Cardozo
 - c. Oscar J. Dunn
 - d. Hiram R. Revels
 - e. Benjamin "Pap" Singleton
 - f. Exodus of 1879
 - g. Ku Klux Klan
 - h. Frederick Douglass
 - i. Lewis Howard Latimer
 - j. NAACP
 - k. Dr. Daniel Hale Williams
 - l. Plessy vs. Ferguson and the "separate but equal" laws
 - m. W.E.B. Du Bois



2. Discuss the pros and cons of sharecropping.
3. Discuss the effects of slavery on U.S. race relations.
4. Discuss the right to vote and how (i.e. poll tax, literacy tests) and why many whites tried to deny African Americans of their right to vote.

Applications and Activities

1. Create a list of the types and effects of discrimination. Suggest ways to end discrimination. Make a "101 ways to respect your fellow citizens" list to share with your school, family and friends.
2. Research race riots of the past and present. After stepping into the shoes of an African American involved, choose a riot to explain and share with the class.
3. Create a list of organizations similar to the NAACP who are fighting for civil rights in the United States (i.e., National Association of the Deaf, National Organization for Women, Asian Americans for Equality, etc.) Research one of these organizations, their struggle and accomplishments and present the information to the class.
4. Compare and contrast the Republicans and Democrats of the Reconstruction period to today.
5. Research and create a list of Jim Crow laws that were passed during this time. Think about how it would feel to be forced to sit in the back of the bus because of the color of your skin.
6. Lead a class discussion on the Ku Klux Klan. Speculate on the following:
 - a. Who were these people?
 - b. Why were they consumed with such hate?
 - c. Why were they determined to deny African Americans their civil rights?
 - d. How did their religious beliefs tie into their actions?
 - e. Why did law enforcement and government officials often times ignore their actions?
 - f. What kind of person could lynch another human being?
 - g. Do these groups still exist?
7. Determine a way to split the class in half (i.e., random drawing of a or b). For the rest of class or the day choose one half of the class that will be discriminated against. Deny them equal treatment. Once the activity is complete, have the class discuss how it felt to discriminate and to be discriminated against.
8. Write a research paper on the contributions of African Americans to the United States military (as a whole or choose an individual).
9. Design a bulletin board about one of the following:
 - a. African-American heroes of sports
 - b. Roots of jazz music
 - c. Inventions of African Americans
10. The U.S. Constitution states: *"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty, and the pursuit of Happiness."* Lead a class discussion about the following:
 - a. What does it mean to be a U.S. citizen?

- b. What is the importance of the U.S. Constitution?
- c. Why is it important that as U.S. citizens we vow to protect the rights of and respect all U.S. citizens?
- d. How would the U.S. be different if there was no Constitution protecting our rights?

RELATED RESOURCES



Captioned Media Program

- Black American History Series Volume 2: Slavery #8639
- Reconstruction #3506

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE AFRICAN-AMERICAN JOURNEY**

<http://worldbook.com/fun/aajourney/html/index>

This educational site contains an online exhibit about the journey of African Americans from Africa to America. Also includes sections on slavery, the Civil Rights movement, literature and music.

- **LYNCHING IN AMERICA: CARNIVAL OF DEATH**

<http://www.crimelibrary.com/classics2/carnival/index.htm>

An honest, intense and sometimes disturbing site depicting the horrible lynchings that occurred in the U.S. throughout the late 1800's and early 1900's. Review site to determine appropriateness for grade level.

- **JIM CROW LAWS (SAMPLE LISTING)**

http://www.nilevalley.net/history/jim_crow_laws.html

Read a sampling of Jim Crow laws from various states. Also see actual newspaper articles regarding "Jim Crow" legislation.

- **AFRICAN-AMERICAN ODYSSEY**

<http://memory.loc.gov/ammem/aahtml/aohome.html>

Explore the Library of Congress' virtual exhibit on the African-American journey. The section on Reconstruction includes information on the Black Exodus, life after emancipation and more.