

Kathryn Ingano  
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Teaching of American History  
Civil War and Reconstruction  
Lesson Plan VI

## **New Schools in the South**

**Introduction:** As part of a lesson on Reconstruction, my Junior American History classes are going to create schools for former slaves. This lesson will take three or four days. First, they are going to read the section in the textbook on Reconstruction and the Freedman's Bureau. Next, we are going to examine primary sources written by people who were part of the Freedman's Bureau. Finally, the students are going to design a curriculum to teach former slaves how to participate in American society.

### **Objectives:**

At the conclusion of this lesson, students will be able to:

- Explain the role of the Freedman's Bureau
- Discuss the attitudes of the former slaves after the Civil War
- Analyze primary source material from the Freedman's Bureau
- Describe schools created for former slaves in the post war period.

### **Instruction:**

1. For homework the night before the lesson, the students will read the sections in the textbook pertaining to the Freedman's Bureau and Reconstruction. The students will pass in their completed assignments on Day One of this assignment
2. During class on Day One, the students will examine primary sources pertaining to the schools formed by the "carpetbaggers" in the South. As they read the sources, the class will be seeing what kind of students the former slaves were, what were the former slaves interested in learning, what was taught in the schools, and how much support was given by the Federal Government. (See attached primary source documents)
3. Days Two and Three will involve the class creating a curriculum for a Freedman's school. Using the information they discovered in the

textbook and in the primary sources the students will design classes and a school environment for the former slaves. (See attached assignment sheet)

4. Day Four will be a wrap up in which the students present their curriculums. After the students present their work, we will discuss the effectiveness of the Freedman's Bureau. Then we will begin a dialogue on former slave life in the post Civil War South (early post War governments, Jim Crow Laws, stifling of voting rights)

**Guided Practice:** The class will examine the primary sources together, so I will be checking for comprehension. In addition, as a group, we will have a discussion on the Freedman's Bureau (from the information the students read in the textbook).

**Independent Practice:** Students will create a curriculum for one of the schools created for the former slaves. They will need to draw on the information presented in class the day before as well as the reading from the textbook.

**Closure:** The class will present their work on Day Four of this lesson. The students will have to tell the class what types of courses will be taught, goals and objectives, activities presented, and number of faculty and students at their school. They will also have to present a lesson they designed that would be taught at their school.