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Unit Plan: Lesson Plan Template

I. Subject and Grade Level: 6th Grade History

I. Topic: Civil Rights

II. Subtopic: Effects of Reconstruction and major figures of Reconstruction (Abraham Lincoln, Robert E. Lee, Frederick Douglass)

I. STANDARDS

A. Virginia Standard of Learning (SOL)

USII.3c

Reconstruction: 1865 to 1877

USII.3 The student will apply social science skills to understand the effects of Reconstruction on American life by

c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

I. Objective: Given a blank chart, students will explain in a complete sentence the effects and accomplishments/legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

I. Materials:

- a. Paper/Printer- Used for fill-in-the-blank notes during instructional time, for the Summative Evaluation, and to create the cards needed for the matching activity during the guided practice.
- b. Journals- Students will glue their notes into their journals.
- c. Computers- Used to complete and submit the independent practice.
- d. Pencils- Used to fill in the notes and complete the Summative Evaluation on paper.

I. Technology Connection:

- a. Video for the Set- This will help engage and interest students in starting the lesson.
 - i. Link:  Reconstruction - Post-Civil War - Educational Social Studies Video for Elementa...
- b. SmartBoard- Used to project the video and Google Slideshow presentation. This will help all students stay at the same pace during the lesson.
- c. Google Slides- Used to create a slideshow that will be the Instruction and students will fill in their notes based on the slideshow. This will help the teacher during the lecture not miss any information and be sure they are teaching the correct information. It will also engage students who need a visual to learn and follow along.

- d. Google Forms- Used for students to complete the independent practice. This method of independent practice is beneficial for the student as it is easy to navigate and beneficial for the teacher as all responses and grades are recorded digitally for them.

I. Biblical/ Character Education Principle:

Courage – The willingness to face obstacles, including danger, with determination.

"Be strong and of a good courage; be not afraid, neither be dismayed: for the Lord your God is with you wherever you go." (Joshua 1:9)

"The Lord is my light and my salvation; whom shall I fear? The Lord is the strength of my life; of whom shall I be afraid?" (Psalm 27:1)

Abraham Lincoln and Frederick Douglass exemplified courage through their efforts before and during Reconstruction. They both modeled Joshua 1:9 as they stood fast to what they knew was right and stayed strong in their fight for civil rights. They also embodied Psalm 27:1; though they had many adversaries and challenges, they were not afraid of them and overcame challenges to fight for equality.

I. Procedures:

A. **Set:** A video explaining Reconstruction and what was taking place during that time.

B. Developmental Activities:

i. **Instruction:**

1. Pass out fill-in-the-blank notes that correspond with the Google slide show presentation.
2. Go through the Google slideshow presentation as a class. Students will fill in their copy of the notes.
3. Students will glue their notes into their journals.

ii. **Guided Practice:** Given printed-out cards of a picture and name of Frederick Douglass, Abraham Lincoln, and Robert E. Lee, and cards containing individual facts about each figure, students will work in small groups to match each fact with the corresponding figure on their desk.

iii. **Independent Practice:** Given a list of correct and incorrect answers via a Google Form, students will work independently to select the effects of Reconstruction on American life.

iv. **Closure:** As a class, we will go over the correct answers for the matching activity.

I. Summative Assessment/Evaluation: Students will be given a worksheet to complete on their own. It will be a blank chart, in which students will describe in complete sentences the accomplishments/legacy of Abraham Lincoln, Robert E. Lee, and Frederick Douglass and the effect they had on Reconstruction.

