The State Education Department
The University of the State of New York

New York State K-12 Social Studies Field Guide

Table of Contents

Introduction 3

Transforming Social Studies Instruction 6

Shift #1: Focus on Conceptual Understanding 6

Shift #2: Foster Student Inquiry, Collaboration, and Informed Action 8

Shift #3: Integrate Content and Skills Purposefully 9

Example Unit 11

Analysis of Example Unit 23

Alignment to the NYS K-12 Social Studies Framework 23

Key Ideas, Conceptual Understandings, and Content Specifications 23

Themes 24

Social Studies Practices 25

Illustrating the Instructional Shifts 25

Illustrating Shift #1: Conceptual Understanding 25

Illustrating Shift #2: Student Inquiry, Collaboration, and Informed Action 29

Illustrating Shift #3: Content and Skill Integration 32

Appendix A –Sources 38

Appendix B – Tools for Historical Thinking 51

Introduction

"…The American people owe it to themselves, and to the cause of free Government, to prove by their establishments for the advancement and diffusion of Knowledge, that their political Institutions . . . are as favorable to the intellectual and moral improvement of Man as they are conformable to his individual & social Rights. What spectacle can be more edifying or more seasonable, than that of Liberty & Learning, each leaning on the other for their mutual & surest support?"[1]
—James Madison

Challenges facing the United States civic institutions, economy, and educational system include low voter participation, demands for a workforce with 21st century skills, and students who are unprepared for the rigor of college work. Restoring the fundamental role of Social Studies in education and re-envisioning the teaching and learning of Social Studies can directly ameliorate these challenges. Powerful Social Studies instruction not only readies students for college and careers in an increasingly competitive world but prepares our students to be active and engaged citizens in a local and global context. Thus, teaching Social Studies can directly contribute to the revitalization and functioning of American democracy.

Social Studies directly equips students with the foundational knowledge and skills that are necessary to understand and ask important questions in a rapidly changing world. Social Studies can inspire the minds and hearts of young citizens to deeply engage in their local, state, national, and global communities as agents of change. In this way, Social Studies supports the moral imperative of our schools to prepare educated and engaged citizens, which is at the heart of a healthy democracy.

In a world in which postsecondary education is increasingly linked to social mobility,[2] Social Studies empowers young people with the understandings, dispositions, and critical thinking skills that lead to success in college and career. Moreover, Social Studies readies students for today's workplace, where foundational problem-solving, communication and collaboration skills, and autonomy and intellectual flexibility are all necessary in order to excel.

[1]Hunt, Gaillard, editor. *The Writings of James Madison*. 9 vols. New York: G. P. Putnam's Sons, 1900—1910. Retrieved July 14, 2014 from http://press-pubs.uchicago.edu/founders/documents/v1ch18s35.html.
[2]Anthony P. Carnevale, Tamara Jayasundera, and Ban Cheah, "The College Advantage: Weathering the Economic Storm," Georgetown University Center on Education and the Workforce, August 15, 2012. Retrieved May 14, 2014 from http://cew.georgetown.edu/collegeadvantage.

To ensure that students across New York State are ready for college, careers, and participation in civic life, the New York State Board of Regents has adopted the New York State K-12 Social Studies Framework (NYS SS Framework), which maintains the learning standards in Social Studies while incorporating Social Studies practices and Common Core learning standards with Social Studies content. The NYS SS Framework and Field Guide incorporate the National Council for the Social Studies College, Career, and Civic Life (C3) Framework and specifically the C3's conception of the inquiry arc, "a set of interlocking and mutually reinforcing ideas that feature the four Dimensions of informed inquiry in Social Studies:

(1) Developing questions and planning inquiries;
(2) Applying disciplinary concepts and tools;
(3) Evaluating sources and using evidence; and
(4) Communicating conclusions and taking informed action"[3]

The New York State Social Studies Field Guide builds upon the components included in the NYS SS Framework and incorporates the inquiry arc.

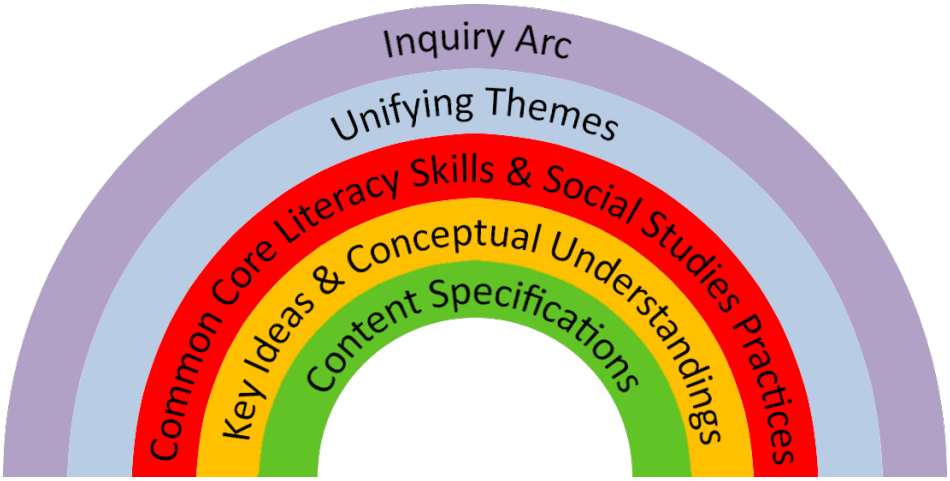


Figure 1: Components of NYS K-12 Social Studies

Components from the NYS SS Framework work interdependently in both instruction and assessment. Through an inquiry-based approach to instruction, students develop thematic and conceptual understandings while applying disciplinary practices and literacy skills in the context of content. Building upon the NYS SS Framework, the Field Guide is intended to support practitioners in integrating the elements of the Framework (Key Ideas, Conceptual Understandings, and Content Specifications) with Social Studies practices and Common Core Literacy Standards into rigorous and engaging curricula and instruction.

[3]College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. Retrieved March 1, 2014 from http://www.socialstudies.org/c3 17.

The Field Guide supports this by providing:

INSTRUCTIONAL SHIFTS: Describing three instructional shifts at the heart of re-envisioning the teaching and learning of Social Studies; and an

EXAMPLE UNIT OF INSTRUCTION: Demonstrating how Social Studies concepts, practices, and disciplinary literacy can be integrated in a way that embodies the instructional shifts, aligns to the NYS SS Framework, and is supported by the C3 Framework; and by

ILLUSTRATING THE INSTRUCTIONAL SHIFTS: Analyzing the instructional shifts in light of the example unit.

Transforming Social Studies Instruction

Three Instructional Shifts

As teachers and districts consider curriculum and instructional decisions in light of the NYS SS Framework, there are three instructional shifts to highlight. The purpose of the Framework in general and the shifts in particular is to affirm what teachers are already doing well and to accelerate the types of changes in teaching and learning that can help students. For example, while the first shift moves from a focus on facts and recall toward more conceptual learning and transfer, this does not suggest that facts and recall have no place in learning Social Studies. There are certain foundational, fundamental facts and understandings, and moving toward conceptual understanding and transfer reinforces this learning while ensuring that Social Studies instruction is not reduced to trivia and simple recital of facts. The shifts point teachers and districts in an instructional direction as the Framework is implemented locally.

Shift #1: Focus on Conceptual Understanding

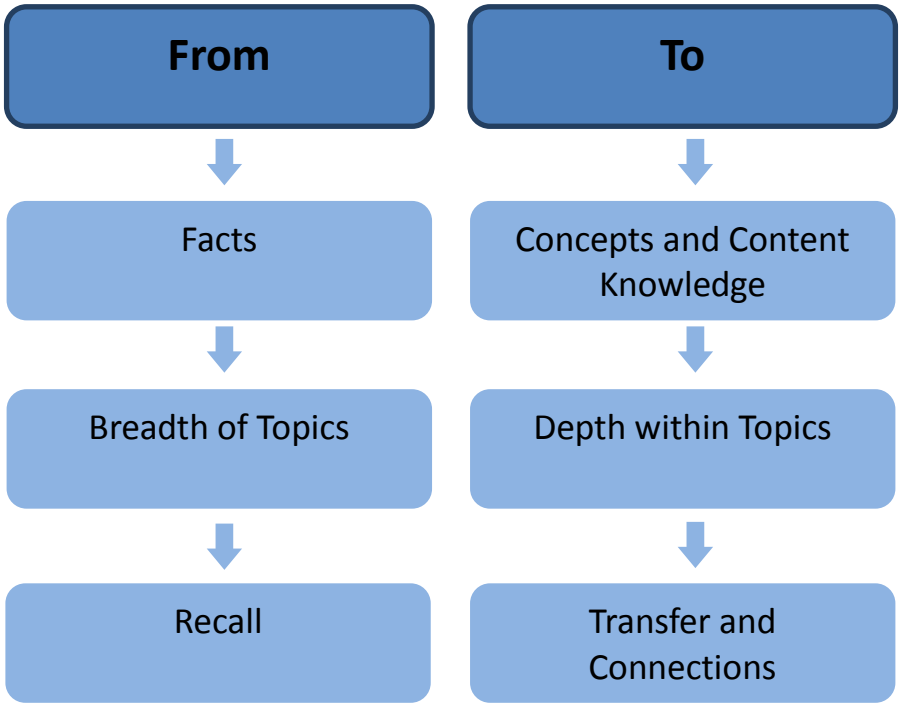


Figure 2: Focus on Conceptual Understanding

Social Studies is far more than a mere march through facts, where student learning stops at the level of recalling names, dates, and other information they may soon forget. Specific content knowledge is important and serves as a foundation for conceptual understandings. Social Studies learning can be designed around meaningful conceptual understandings related to ideas such as human-environment interaction, economic decision-making, or revolution. The NYS SS Framework includes these conceptual understandings as an integral part of the overall framework. For example, the Framework includes this 6th grade conceptual understanding related to human-environment interaction:

6.5a Geographic factors influenced the development of classical civilizations and their political structures.

Students develop this conceptual understanding by learning key information contained in the Content Specifications, including locating classical civilizations, identifying geographic factors that influenced the boundaries of these civilizations, and examining the ways in which geography may have influenced unique characteristics of Qin, Han, Greek, and Roman societies. The more of this content students learn, the better equipped they are to understand the larger concepts. Learning in this manner, students are more likely to remember, retain, and connect their learning across places and times. When students return to additional concepts related to human-environment interaction, such as the influence of geography on the development of the colonial regions in 7th grade, they can apply their understanding again. With consistent practice, students can transfer their conceptual understanding of human-environment interaction to a practical example from civic life, such as the present-day issue of global climate change. In summary, organizing learning around concepts increases the likelihood that students will remember more specific knowledge in relation to concepts, be more engaged in their learning, and be better able to apply their understandings across places and times.

The design of the NYS SS Framework directly supports practitioners in making this shift toward greater conceptual understanding. A limited number of Key Ideas in each grade allows teachers to prioritize instruction around these ideas so student learning can be focused on greater depth. It should be underscored that depth of knowledge complements the breadth of learning in any grade level, and good instructional practice draws upon both. The Key Ideas directly connect to overarching Social Studies themes, and incorporate material from specific social sciences; e.g., geography, history, political science, and economics. Each Key Idea consists of approximately two to seven Conceptual Understandings that are designed to support the larger Key Idea. Together, the Key Ideas and Conceptual Understandings represent the body of Social Studies concepts that are the focus of teaching and learning. Each Conceptual Understanding includes Content Specifications, which point practitioners to specific disciplinary content knowledge that illuminates the concepts. In this way, content knowledge is carefully selected and organized around Key Ideas and Conceptual Understandings that students can eventually apply across increasingly broader contexts, from past to present and across various locations.

For teachers to engage their students in developing conceptual understandings, questioning plays a vital role in instruction. Both the teacher and the students should be generating questions. The authors of the College, Career, and Civic Life Framework have conceived of two types of questions that support this kind of learning. Compelling questions are simultaneously intriguing to students and intellectually honest.[4] Supporting questions assist students in their investigations by gently guiding them in their pursuit of the compelling question. When teachers utilize both compelling questions and supporting questions that closely align to the Key Ideas, Conceptual Understandings, and Content Specifications from the Framework, student interest in learning material can be sparked and sustained. Moreover, through their engagement with these questions, students are more likely to arrive at deeper understandings of Social Studies.

[4]College, Career, and Civic Life Framework, 17.

Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

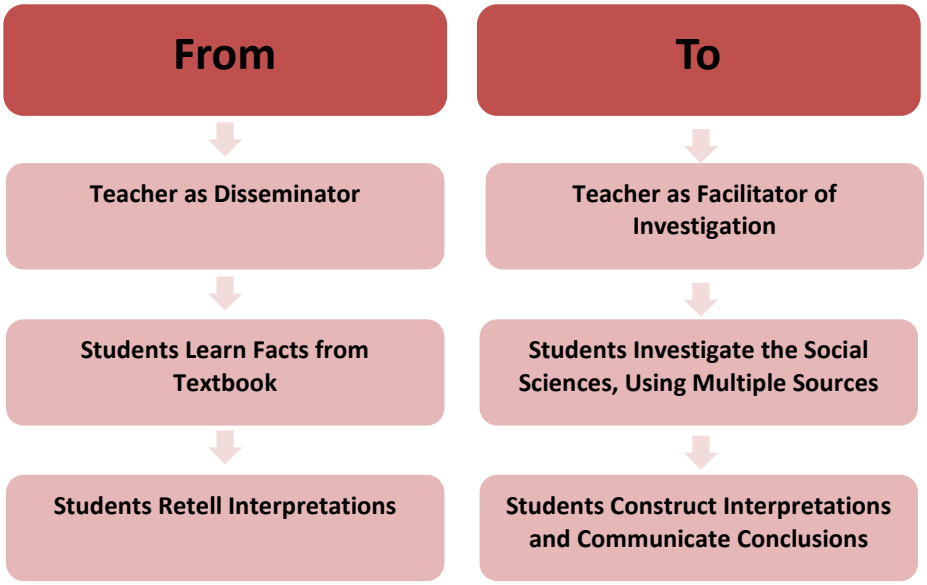


Figure 3: Foster Student Inquiry, Collaboration, and Informed Action

Social Studies should be a thought-provoking and inspirational exploration of information from various sources that ultimately promotes depth of understanding of the past and present and encourages active civic engagement. Students can construct meaning by investigating the world around them. Just as students "do" chemistry or physics in the science laboratory, students can "do" Social Studies in the "laboratory" of the past and present.[5] S.G. Grant wrote, "At heart, Social Studies is about understanding the things people do. Whether those things are brave, ambitious, and inventive or cowardly, naive, and silly, Social Studies is about using questions to direct our investigations into the world around us."[6]

The teacher serves as a facilitator and coach, providing support for student-centered sustained inquiry, productive collaboration, and informed action. This support comes in many forms and it should be noted that the teacher will make careful, strategic choices about creative ways to communicate and disseminate important information to students. The generation of questions, the importance of which cannot be underestimated, is a critical step in the process of making learning student-centered. Questions should intrigue students, thereby motivating them to engage in the process of inquiry. Questions both frame and sustain inquiry, as students seek answers to complex issues. Students can pursue answers to intriguing questions by gathering and investigating a wide variety of disciplinary sources—speeches, biographies, maps, political cartoons, graphs, charts, statistics, and more—that help to illuminate the concepts at the heart of their investigations.

[5]SEE Lesh, Bruce A. "*Why Won't You Just Tell Us the Answer?": Teaching Historical Thinking in Grades 7-12.* Portland, ME: Stenhouse Publishing, 2011.

[6]Grant, S.G. "From Inquiry Arc to Instructional Practice: The Potential of the C3 Framework," *Social Education*, November/December 2013.

Students construct meaning across questions and sources to form and support their own conclusions with evidence, rather than simply memorizing conclusions that are already constructed for them. Students should grapple with the complexity of the past and present as they seek to understand and reconcile multiple conflicting perspectives through sources.

Students can grapple with Social Studies not only independently, but with one another. As students sustain their inquiries in more collaborative contexts, they simultaneously develop their collaboration and communication skills, preparing them not only as citizens, but also as life-long learners. As students draw conclusions from their investigations, they can communicate their findings in a variety of ways, from research papers and essays to oral and multimedia presentations, and more. Moreover, teachers can support students in taking informed action based on their conclusions, providing time and opportunities for civic action. For example, students might design service learning projects or lead an effort to meaningfully improve the local community or raise awareness of injustice in another country. Not every investigation will end in sustained student action, but some will. Informed action can be the work of an individual, the collective work of small groups, the effort of an entire class, or even the collective efforts of multiple classrooms. Thus, just as the process of inquiry can be collaborative, so too can be the resulting actions.

Communicating conclusions and/or taking informed action "completes" the arc of inquiry in a way that captures the unique and powerful potential of Social Studies: to provoke students to use the past to instruct the course of the future, to care deeply about and engage in issues facing the human community, and offer as well as implement real solutions to these issues. In effect, students not only arrive at important understandings in Social Studies, they can also act upon them in ways that simultaneously support college, career, and civic readiness.

Shift #3: Integrate Content and Skills Purposefully

FROM A Social Studies Classroom Where…	TO A Social Studies Classroom Where…
Students experience an additional nonfiction reading class or textbook-focused instruction.	**Students learn to read, discuss, and write like social scientists.**
Students develop literacy skills and social studies practices separately.	**Students develop disciplinary literacy skills and social science practices in tandem.**
Students learn content knowledge.	**Students integrate and apply concepts, skills, and content knowledge.**

Figure 4: Integrate Content and Skills Purposefully

Effectively teaching Social Studies is about teaching both content and skills, and it takes intentional instructional design to integrate the two in a way that benefits student learning. Social Studies classrooms help students develop disciplinary ways of thinking (i.e., practices), as students learn to think like geographers, historians, economists, and citizens. Students also develop the various

literacy skills outlined by the Common Core Literacy Standards as they read, communicate, and write within the disciplines. These skills can be taught through rich content. One does not necessarily serve the other; rather, they mutually affirm and complement each other.

Across an arc of inquiry, students not only develop conceptual understandings as they pursue answers to questions, but they also have the opportunity to develop proficiency with various Social Studies practices and Common Core Literacy skills. As students examine sources through their investigations, they have the opportunity to learn to read and think like social scientists. For example, students can develop the practice of comparing multiple perspectives on a given historical experience[7] while developing the ability to assess how point of view shapes the content of a text.[8] As students discuss their findings and debate potential responses to compelling questions, they have the opportunity to speak and listen in the context of the social sciences. For example, students can develop the practice of evaluating the effects of government policies on the global economy[9] while developing the ability to verbally express their ideas in a clear and persuasive manner.[10] As students communicate and support their findings, they have the opportunity to make claims, support those claims with evidence, and simultaneously develop speaking and writing skills. For example, students can develop the practice of meaningfully integrating evidence from multiple sources into a written argument[11] while developing the ability to support their claims with relevant and sufficient evidence.[12] In this manner, students not only meaningfully engage in the practices of social science, but they do so in a way that naturally incorporates the various literacy domains of reading, speaking, listening, and writing within the context of the various social science disciplines.

[7]NYS SS Framework: Comparison and Contextualization Practices, Grades 5-8, Practice 1.
[8]Common Core Literacy Reading Anchor Standard 6.
[9]NYS SS Framework: Economics and Economic Systems Practices, Grades 9-12, Practice 6.
[10]Common Core Literacy Speaking and Listening Anchor Standard 1.
[11]NYS SS Framework: Gathering, Using, and Interpreting Evidence Practices, Grades 5-8, Practice 6.
[12]Common Core Literacy Writing Anchor Standard 1.

Example Unit

The following unit[13] is intended to show how elements from the NYS SS Framework (Key Ideas, Conceptual Understandings, and Content Specifications) can be integrated with Social Studies practices and Common Core Literacy Standards. This unit is not the only way that instruction can be designed, and it is not intended to be used as the only unit of instruction regarding Reconstruction. However, the example unit is intended to illustrate a method of planning and instruction for New York State Social Studies that will be refined over time.

This Reconstruction unit is designed to be taught at the beginning of 8th grade; it could be taught at the end of 7th grade, based on local curriculum decisions.[14] The example unit provides students with opportunities to examine the concept of freedom as a key element of Reconstruction. The unit integrates Social Studies content and practices from the NYS SS Framework with Common Core literacy standards and the C3 Framework. Specifically, students will investigate content related to Key Idea 8.1 on Reconstruction and practice using evidence to craft an argument.

[13] This unit is based on materials developed by C3 Teachers, funded by a grant from the Library of Congress. Used with permission of the author.

[14] NYS SS K-8 Framework, page 90.

Overview	
New York State K-12 Social Studies Framework Key Idea(s)	8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.
NYS K-12 Social Studies Standards and Themes	Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO

Compelling Question		
Did African Americans gain their freedom during the era of Reconstruction?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
How did Frederick Douglass define freedom before and during the Civil War?	How effective were Reconstruction policies in establishing freedom for African Americans?	During Reconstruction, what successes and challenges did African Americans experience in pursuing their freedom?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Write a paragraph in response to the supporting question.	Engage in a discussion about the supporting question.	Use evidence to support, revise, or challenge the way a textbook portrays the experiences of African Americans in pursuing their freedom during Reconstruction.
Sources	Sources	Sources
Excerpts from the following: ▪ *Narrative of the Life of Frederick Douglass, An American Slave,* 1845 ▪ Frederick Douglass, "What the Black Man Wants,"1865	Excerpts from the following: ▪ Lincoln's "Proclamation of Amnesty and Reconstruction," December 1863 ▪ Freedmen of Edisto Island Petition, 1865 ▪ Proposed New York Constitution, 1867-68 ▪ 13th, 14th, and 15th Amendments	Excerpts from the following: ▪ Slave Narratives from the Library of Congress. (Caroline Richardson) ▪ Excerpts from the Black Code of St. Landry's Parish, 1865 ▪ Hamilton Pierson, "'Statements' of Outrages upon Freedmen in Georgia," 1870 ▪ Thomas Nast Political Cartoon Collection, 1863-1874 ▪ Frederick Douglass, "The Serfs of Russia… Were Given Three Acres of Land," 1892

Summative Performance Task
Write an argument that addresses the compelling question by using specific claims and relevant evidence from historical sources while acknowledging competing views.

Unit Introduction: Compelling Question	
Compelling Question	**Did African Americans gain their freedom during the era of Reconstruction?**
Sources	▪ New York State laws of 1799, Chapter 62 at the New York State Archives: http://www.archives.nysed.gov/a/research/res_topics_pgc_afri_amer.pdf "That every child born of a slave within this State after the fourth of July next, shall be deemed and adjudged to be born free…" ▪ Image of original 1799 laws: http://iarchives.nysed.gov/dmsBlue/viewImageData.jsp?id=177879

The unit opens with the compelling question, "**Did African Americans gain their freedom during the era of Reconstruction?**" The question focuses on the key concept of freedom in political, economic, and social forms, thereby incorporating the disciplines of history, civics, and economics. Teachers might use the 1799 New York State law to raise initial questions about how to define freedom. This source also could connect with students' previous learning of slavery. Students' initial ideas about freedom might serve as a baseline to reference throughout the unit as they examine Reconstruction policy and the experiences of emancipated African Americans during and after Reconstruction.

Supporting Question #1	
Supporting Question #1	**How did Frederick Douglass define freedom before and during the Civil War?**
Formative Performance Task	Write a paragraph response to the supporting question. ▪ In your response, use evidence from both sources to support claims about how Douglass defines freedom. ▪ Consider how similar or different the concept of freedom is in the sources.
Learning Outcome/NYS Content Specification and Practices	*New York Framework Content Specification:* ▪ Students will examine the rise of African Americans in government. *New York Framework Key Practices:* ▪ Gathering and Using Evidence 1. Define and frame questions about the United States that can be answered by gathering, using, and interpreting evidence. 3. Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence. 6. Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives. Recognize that the perspective of the argument's author shapes the selection of evidence used to support it.
Sources	▪ *Narrative of the Life of Frederick Douglass, An American Slave,* Chapter VII http://teachingamericanhistory.org/library/document/narrative-of-the-life-of-frederick-douglass-an-american-slave-chapter-vii/ (Suggested excerpt: Excerpt starting with the fourth paragraph in the selection, "I was now about twelve years old…" and end at the conclusion of the fifth paragraph, "… and moved in every storm.") ▪ "What the Black Man Wants," speech given by Frederick Douglass in 1865: http://teachingamericanhistory.org/library/document/what-the-black-man-wants/ (Suggested excerpt: First three paragraphs plus most of the final paragraph beginning with the sentence "Let me not be misunderstood here. I am not asking for sympathy...")
Extension: Additional Sources	▪ West India Emancipation speech given by Frederick Douglass in 1857: https://www.lib .rochester.edu/index.cfm?PAGE=4398 (Suggested excerpt: Include the quotation, "'Who would be free, themselves must strike the blow.'" Then excerpt the paragraph that begins with, "I know, my friends, that in some quarters…" Continue excerpt through this paragraph and the following two paragraphs.) ▪ Transcription of the nomination of Frederick Douglass to Deliver Electoral College Ballots to Washington, D.C., 1872: http://www.archives.nysed.gov/education/showcase/201011afamvoting/trans_douglass.shtml

Supporting Question #1 (continued)	
Common Core and C3 Framework Alignment	Common Core Standards: ▪ RH (Gr 6-8) 1, 2, 4, 6 ▪ W (Gr 6-8) 1.a, 1.b C3 Framework: ▪ Dimension 2 – History, Historical Sources, and Evidence ▪ Dimension 3 – Developing Claims and Using Evidence

Supporting Question #2	
Supporting Question #2	**How effective were Reconstruction policies in establishing freedom for African Americans?**
Formative Performance Task	Participate in a discussion about the effectiveness of Reconstruction policies in establishing freedoms. ▪ Consider the question in terms of social, political, and economic freedom. ▪ Be sure to cite evidence from the sources that you examined.
Learning Outcome/NYS Content Specification and Practices	*New York Framework Content Specifications:* ▪ Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans. ▪ Students will examine the Freedmen's Bureau's purpose, successes, and the extent of its successes. *New York Framework Key Practices:* Gathering and Using Evidence 1. Define and frame questions about the United States that can be answered by gathering, using, and interpreting evidence. 2. Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources). 5. Make inferences and draw general conclusions from evidence. Comparison and Contextualization 2. Identify and categorize multiple perspectives on a given historical experience.
Sources	▪ Lincoln's "Proclamation of Amnesty and Reconstruction," December 1863: http://www.freedmen.umd.edu/procamn.htm (Suggested excerpt: Fourth from last paragraph stating, "And I do further proclaim, declare, and make known that any provision which may be adopted by such state government in relation to freed people of such state…") ▪ "The Freedmen of Edisto Island Petition to the Commissioner of the Freedmen's Bureau and to the President for the Opportunity to Obtain their Own Land," Edisto Island, S.C., October 1865: http://www.freedmen.umd.edu/Edisto%20petitions.htm (Note that students can simply read the initial letter written by the Committee of Freedmen.) ▪ Transcription of Proposed New York Constitution, 1867-68 Excerpt, New York State Archives: http://www.archives.nysed.gov/education/showcase/201011afamvoting/trans_1868.shtml ▪ 13th, 14th, and 15th Amendments: http://avalon.law.yale.edu/18th_century/amend1.asp

Supporting Question #2 continued	
Extension: Additional Sources	▪ Political Cartoon: Thomas Nast, "Pardon Columbia" – Illustration B, August 1865: http://www.thomasnast.com/ *(Click on "Cartoons from Nast and Andrew Johnson" and then select the cartoon title.)* ▪ Political Cartoon: Thomas Nast, "Johnson Kicking the Freedman's Bureau,"*Harper's Weekly*, April 1866: http://www.thomasnast.com/ *(Click on "Cartoons from Nast and Andrew Johnson" and then select the cartoon title.)* ▪ Illustration: A.R. Waud, "The First Vote," front cover of *Harper's Weekly*, November 16, 1867: http://dc.lib.unc.edu/cdm/ref/collection/vir_museum/id/559
Common Core and C3 Framework Alignment	Common Core Standards: ▪ RH (Gr 6-8) 1, 2, 4, 6, 7 ▪ SL (Gr 8) 1.a, 1.b, 1.c, 1.d C3 Framework: ▪ Dimension 2 – History, Historical Sources, and Evidence ▪ Dimension 3 – Developing Claims and Using Evidence

Supporting Question #3	
Supporting Question #3	**During Reconstruction, what successes and challenges did African Americans experience in pursuing their freedom?**
Formative Performance Task	Use evidence to support, revise, or challenge the way that a textbook portrays the experiences of African Americans in pursuing their freedom during Reconstruction.
Learning Outcome/NYS Content Specification and Practices	*New York Framework Content Specifications*: ▪ Students will examine the effects of the sharecropping system on African Americans. ▪ Students will explore methods used by Southern state governments to impact the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws (from 8.1c). ▪ Students will explore the responses of some Southerners to the increased rights of African Americans, noting the development of organizations such as the Ku Klux Klan and White Leagues (from 8.1c). *New York Framework Key Practices*: Gathering and Using Evidence 2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources). 3. Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence. 4. Describe and analyze arguments of others considering historical context. 5. Make inferences and draw conclusions from evidence . Chronological Reasoning 1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events. 3. Identify causes and effects using examples from current events, grade-level content, and historical events. 6. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.
Sources	▪ Caroline Richardson, 1937. Federal Writers Project, *Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves*, Library of Congress: http://www.gutenberg.org/files/31219/31219-h/31219-h.htm#Page_198 (Click, "Read this E-book online. Then scroll down through the introduction to the Informants section. Then select Richardson, Caroline interview #198. Suggested excerpt: Begin with the paragraph, "Yes mam, I 'members…" and end at the paragraph that finishes with "… so he went off ter Louisanna an' we ain't seed him since.")

Supporting Question #3 continued	
Sources (continued)	▪ Excerpts from The Black Code of St. Landry's Parish, 1865 http://www.history.vt.edu/shifflet/blackcode.htm ▪ Hamilton Wilcox Pierson, "A Letter to Hon. Charles Sumner, with 'Statements' of Outrages upon Freedmen in Georgia," 1870. https://archive.org/stream/alettertohonchar29942gut/pg29942.txt (Suggested excerpt: Scroll down to locate the testimony of George Smith.) ▪ Northern Perspectives on Reconstruction, Thomas Nast Political Cartoon Collection, 1863-1874 http://www.learner.org/biographyofamerica/prog12/feature/gallery_01.html ▪ Frederick Douglass, "The Serfs of Russia… Were Given Three Acres of Land," 1892 https://chnm.gmu.edu/courses/122/recon/douglass.htm
Extension: Additional Archives/ Sources	▪ PBS American Experience Site, "Reconstruction: The Second Civil War." http://www.pbs.org/wgbh/amex/reconstruction/index.html Sharecropping Agreement http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_dawson.html Schools and Education During Reconstruction http://www.pbs.org/wgbh/amex/reconstruction/schools/sf_postwar.html ▪ Civil Rights Act of 1875 http://legisworks.org/sal/18/stats/STATUTE-18-Pg335a.pdf (Begins at Chapter 114,) ▪ Federal Writers Project, *Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves*, Library of Congress http://memory.loc.gov/ammem/snhtml/ ▪ "Ex-Slave Blind But Happy." Federal Writers Project, *Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves*, Library of Congress, Missouri Narratives, Volume X, 373-83 http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=100/mesn100.db&recNum=378&itemLink=D?mesnbib:1:./temp/~ammem_08Se (Suggested excerpt: On the second page, select the paragraph that begins with the sentence, "Dey owned so much land, cattle, corn…" Then select part of the paragraph on the fifth and final page, beginning with the sentence, "I never did vote…" and then finish the excerpt with the sentence, "At least I never heard of 'em.") ▪ Graph from Greg Emerson Bocquet: "African-American Members of Congress, 1870-Present" http://www.gregbocquet.com/graphics/AfAmCongress.html
Common Core and C3 Framework Alignment	Common Core Standards: ▪ RH (Gr 6-8) 1, 2, 4, 6, 7 ▪ W (Gr 6-8) 1.b, 1.c C3 Framework: ▪ Dimension 2 (History, Historical Sources, and Evidence) ▪ Dimension 3 – Developing Claims and Using Evidence

Summative Assessment Task	
Compelling Question	**Did African Americans gain their freedom during the era of Reconstruction?**
Summative Performance Task	Write an argument that addresses the compelling question by using specific claims and relevant evidence from historical sources while acknowledging competing views.
Learning Outcomes/NYS Conceptual Understandings and Practices	*New York Framework Conceptual Understandings:* ▪ 8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans. ▪ 8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative effects on the lives of African Americans. *New York Framework Key Practices:* Gathering and Using Evidence 1. Define and frame questions about the United States and answer them by gathering, using, and interpreting evidence 2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources). 4. Describe and analyze arguments of others considering historical context. 5. Make inferences and draw conclusions from evidence. Chronological Reasoning 1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events. 3. Identify causes and effects using examples from current events, grade-level content, and historical events. 6. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.
Common Core and C3 Framework Alignment	Common Core Standards: ▪ W (Gr 5-8) 1.a, 1.b, 1.c, 1.d, 1.d C3 Framework: ▪ Dimension 2 – History, Causation, and Argumentation ▪ Dimension 3 – Communicating Conclusions

In this task, students will write an essay that answers the compelling question of whether or not African Americans gained freedom during Reconstruction. At this point in students' inquiries, they have examined Douglass's experiences with freedom, Reconstruction policies, and how successful African Americans were, as well as the factors that limited African Americans' full achievement of freedom. The argumentative essay allows students to apply what they have learned by making specific claims that are supported by evidence.

It might be helpful for students to work in small groups before writing, to further develop their initial claims about the compelling question. It also might be helpful if a pre-writing task and a graphic organizer were used to help students thematically group information from all of the sources. Students should answer the question by citing specific evidence from the historical sources analyzed in the formative tasks.

Students' answers likely will vary, but could include responses such as:

- During Reconstruction, African Americans experienced some increased freedom, but the process of obtaining full freedom was unfinished.
- African Americans experienced more setbacks than gains, given the promise of the 13th, 14th and 15th amendments to the Constitution.
- African Americans made significant gains in terms of citizenship and male suffrage during Reconstruction. At the same time, these freedoms were diminished by discrimination across the country and especially in the South.
- African Americans gained some freedoms and independence socially, though they had difficulty in making the same economic progress.
- Due to the failure of Reconstruction policies to provide economic freedoms to African Americans, the pursuit of freedom was unsuccessful for the majority of African Americans.

Students could, however, find support for any of these arguments or more in the sources provided and through their careful reading and analysis of the sources. Because the unit encourages students to see the broad spectrum of the nature of freedom and Reconstruction policies, their responses are likely to range widely and represent many interpretations.

EXTENSION: Using Sources

There are eleven sources included in this unit. Teachers might use the following additional sources, or have students search collections for other sources:

Formative Performance Task #1

- West India Emancipation, speech given by Frederick Douglass in 1857: https://www.lib.rochester.edu/index.cfm?PAGE=4398
  (Suggested excerpt: Include the quotation, "'Who would be free, themselves must strike the blow.'" Then excerpt the paragraph that begins with, "I know, my friends, that in some quarters…" Continue excerpt through this paragraph and the following two paragraphs.)
- Transcription of the nomination of Frederick Douglass to Deliver Electoral College Ballots to Washington, D.C., 1872: http://www.archives.nysed.gov/education/showcase/201011afamvoting/trans_douglass.shtml

Formative Performance Task #2

- Political Cartoon: Thomas Nast, "Pardon Columbia" – Illustration B, *Harper's Weekly*, August 1865:
  http://www.thomasnast.com/
  (Click on "Cartoons from Nast and Andrew Johnson" and then select the cartoon title.)
- Political Cartoon: Thomas Nast, "Johnson Kicking the Freedman's Bureau, *"Harper's Weekly*, April 1866:
  http://www.thomasnast.com/
  (Click on "Cartoons from Nast and Andrew Johnson" and then select the cartoon title.)
- Illustration: A.R. Waud, "The First Vote," front cover of *Harper's Weekly*, November 16, 1867:
  http://dc.lib.unc.edu/cdm/ref/collection/vir_museum/id/559

Formative Performance Task #3

- PBS American Experience Site, "Reconstruction: The Second Civil War." This site has several excellent examples of social gains by African Americans, as well as challenges faced. http://www.pbs.org/wgbh/amex/reconstruction/index.html
  Some resources found on this site include:
  Sharecropping Agreement
  http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_dawson.html
  Schools and Education during Reconstruction: A discussion with historians
  http://www.pbs.org/wgbh/amex/reconstruction/schools/sf_postwar.html
- Civil Rights Act of 1875,
  http://legisworks.org/sal/18/stats/STATUTE-18-Pg335a.pdf
  (Begin at Chapter 114)
- Federal Writers Project, *Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves*, Library of Congress:
  http://memory.loc.gov/ammem/snhtml/
- "Ex-Slave Blind But Happy." Federal Writers Project, *Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves*, Library of Congress, Missouri Narratives, Volume X, 373-83
  http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=100/mesn100.db&recNum=378&itemLink=D?mesnbib:1:./temp/~ammem_08Se
  (Suggested excerpt: On the second page, select the paragraph that begins with the sentence, "Dey owned so much land, cattle, corn…" Then select part of the paragraph on the fifth and final page, beginning with the sentence, "I never did vote…" and then finish the excerpt with the sentence, "At least I never heard of 'em.")
- Graph from Greg Emerson Bocquet: "African-American Members of Congress, 1870-Present"
  http://www.gregbocquet.com/graphics/AfAmCongress.html

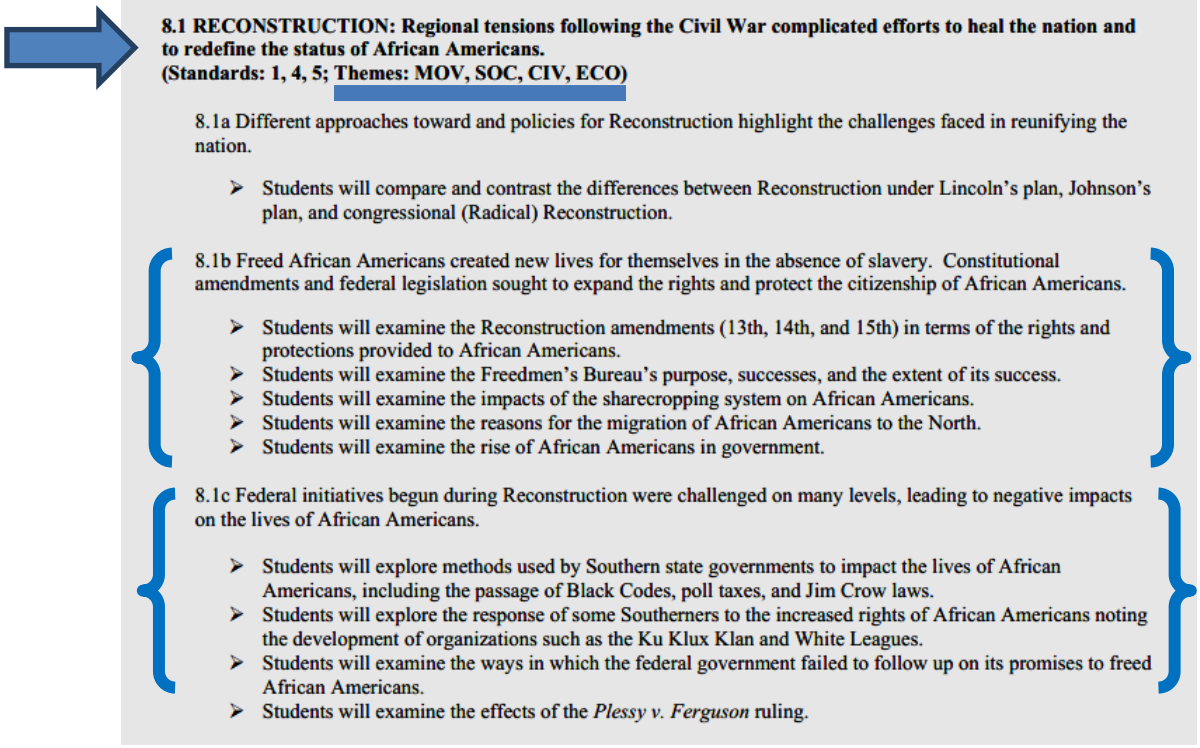
Analysis of Example Unit

This unit is intended to show some possible approaches that districts and teachers might consider in developing curricula that are aligned to the NYS SS Framework and the C3 Framework. Other resources forthcoming in the next year will provide more guidance and field-tested suggestions for practitioners. This unit provides initial guidance that will be reviewed and refined over the next year.

Alignment to the NYS K-12 Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

The unit is closely aligned with the New York State Social Studies Framework:



8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.
(Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)

8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.

- Students will compare and contrast the differences between Reconstruction under Lincoln's plan, Johnson's plan, and congressional (Radical) Reconstruction.

8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

- Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.
- Students will examine the Freedmen's Bureau's purpose, successes, and the extent of its success.
- Students will examine the impacts of the sharecropping system on African Americans.
- Students will examine the reasons for the migration of African Americans to the North.
- Students will examine the rise of African Americans in government.

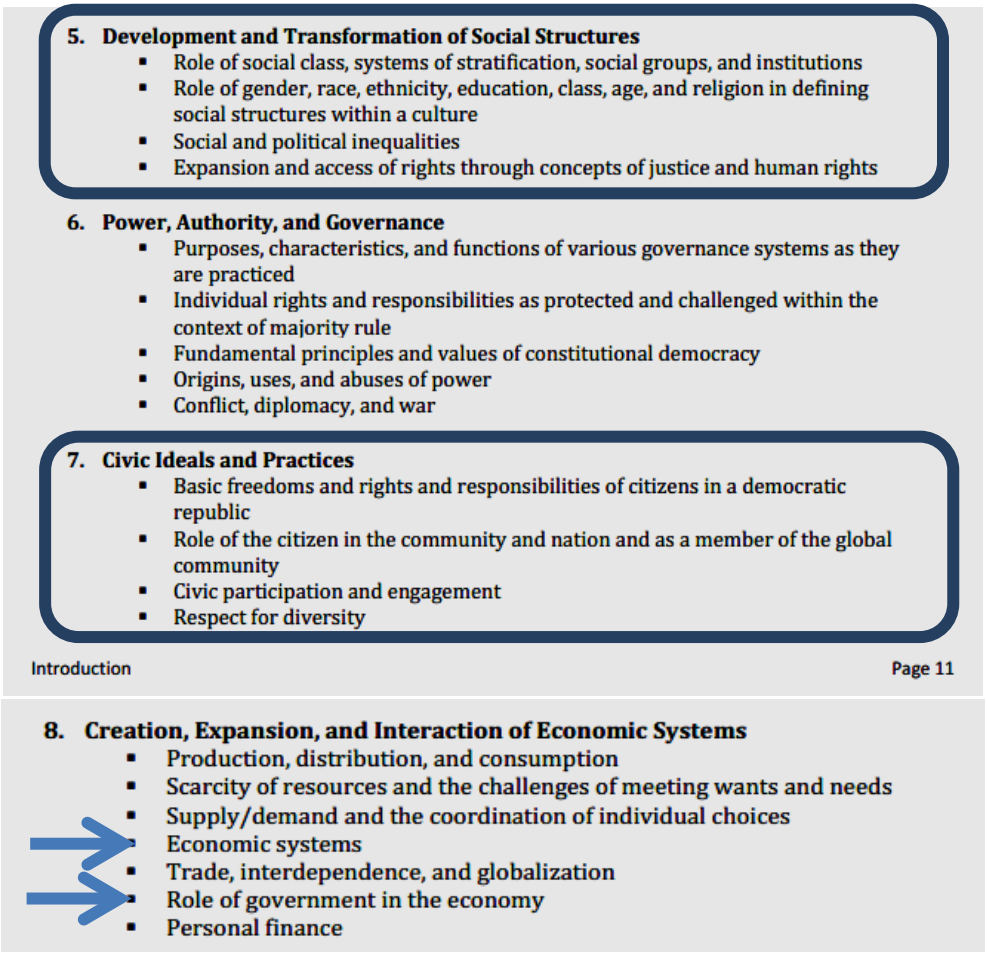
8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.

- Students will explore methods used by Southern state governments to impact the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.
- Students will explore the response of some Southerners to the increased rights of African Americans noting the development of organizations such as the Ku Klux Klan and White Leagues.
- Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.
- Students will examine the effects of the *Plessy v. Ferguson* ruling.

Figure 5: Key Idea, Conceptual Understandings, and Content Specifications emphasized in example unit

Themes

The unit also aligns to key overarching themes from the New York State Social Studies Framework:



5. **Development and Transformation of Social Structures**
   - Role of social class, systems of stratification, social groups, and institutions
   - Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
   - Social and political inequalities
   - Expansion and access of rights through concepts of justice and human rights

6. **Power, Authority, and Governance**
   - Purposes, characteristics, and functions of various governance systems as they are practiced
   - Individual rights and responsibilities as protected and challenged within the context of majority rule
   - Fundamental principles and values of constitutional democracy
   - Origins, uses, and abuses of power
   - Conflict, diplomacy, and war

7. **Civic Ideals and Practices**
   - Basic freedoms and rights and responsibilities of citizens in a democratic republic
   - Role of the citizen in the community and nation and as a member of the global community
   - Civic participation and engagement
   - Respect for diversity

Introduction Page 11

8. **Creation, Expansion, and Interaction of Economic Systems**
   - Production, distribution, and consumption
   - Scarcity of resources and the challenges of meeting wants and needs
   - Supply/demand and the coordination of individual choices
   - Economic systems
   - Trade, interdependence, and globalization
   - Role of government in the economy
   - Personal finance

Figure 6: Social Studies Themes emphasized in example unit

Students explore the development and transformation of social structures in addition to civic ideals and practices as they examine the struggle over African American rights during the Reconstruction period. Students also examine economic systems and the role of government in the economy as they examine the ways in which federal Reconstruction policies failed to address the economic needs of African Americans. Also, students examine the development of the sharecropping system in the South, which often trapped African American tenant farmers in an inescapable cycle of debt. In effect, students not only examine a key period in history in this unit, but also integrate the disciplines of civics and economics in their investigations.

Social Studies Practices

This unit integrates Social Studies practices and Common Core Literacy Standards with Social Studies content that is contained in the Framework. Students engage substantially with the practice of gathering and using evidence, and they also work with key practices that are associated with chronological reasoning as they progress toward formulating a historical argument for the summative performance task. Students also work with a range of Common Core Reading Standards for Informational Text, Speaking and Listening Standards, and Writing Standards for argumentative and explanatory texts. The practices and literacy skills that are incorporated in the unit will be detailed further in the sections dedicated to Shift 2 and Shift 3.

Illustrating the Instructional Shifts

This section uses the Example Unit to revisit and illustrate the three Instructional Shifts that were highlighted earlier. These shifts are often understood more clearly in light of concrete unit and lesson design.

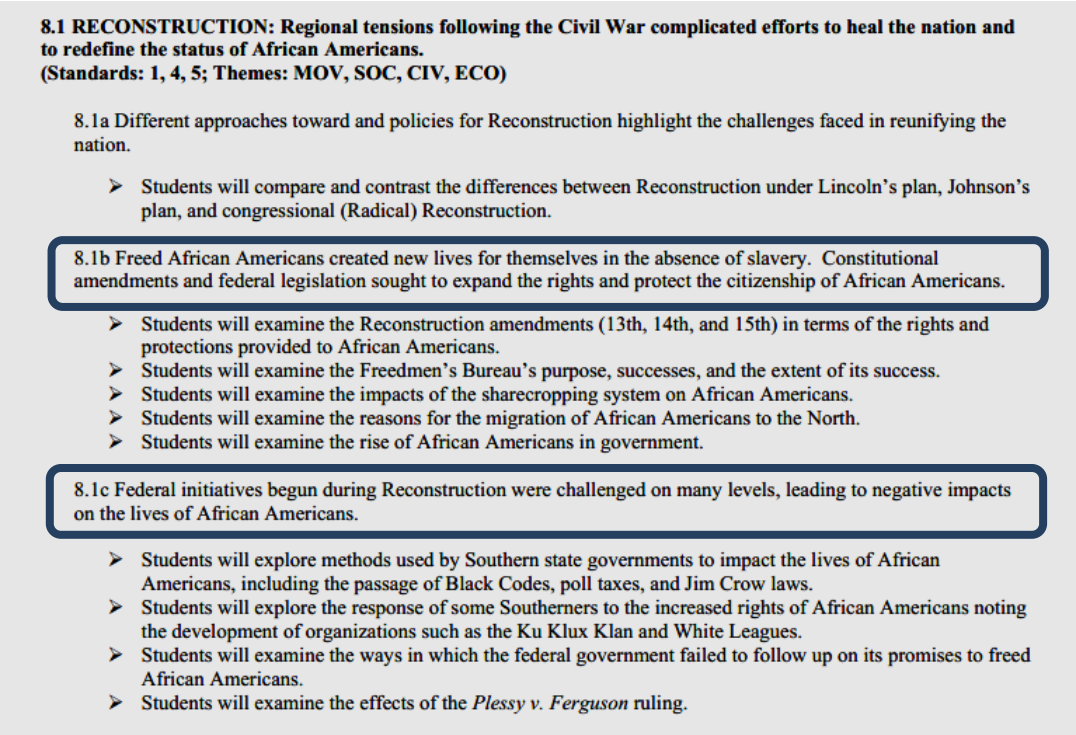
Illustrating Shift #1: Conceptual Understanding

This unit provides students with opportunities to examine the concept of freedom as an element of Reconstruction:

New York State K-12 Social Studies Framework Key Idea(s)	**8.1 RECONSTRUCTION**: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.		
NYS K-12 Social Studies Standards and Themes	**Standards**: 1, 4, 5; **Themes**: MOV, SOC, CIV, ECO		
Compelling Question			
Did African Americans gain their freedom during the era of Reconstruction?			
Supporting Question #1	**Supporting Question #2**	**Supporting Question #3**	
How did Frederick Douglass define freedom before and during the Civil War?	How effective were Reconstruction policies in establishing freedom for African Americans?	During Reconstruction, what successes and challenges did African Americans experience in pursuing their freedom?	

Figure 7: Concept of freedom traced through the unit's compelling and supporting questions

The idea of freedom is closely aligned with two of the three Conceptual Understandings from Key Idea 8.1: Reconstruction.



8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.
(Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)

8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.

- Students will compare and contrast the differences between Reconstruction under Lincoln's plan, Johnson's plan, and congressional (Radical) Reconstruction.

8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

- Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.
- Students will examine the Freedmen's Bureau's purpose, successes, and the extent of its success.
- Students will examine the impacts of the sharecropping system on African Americans.
- Students will examine the reasons for the migration of African Americans to the North.
- Students will examine the rise of African Americans in government.

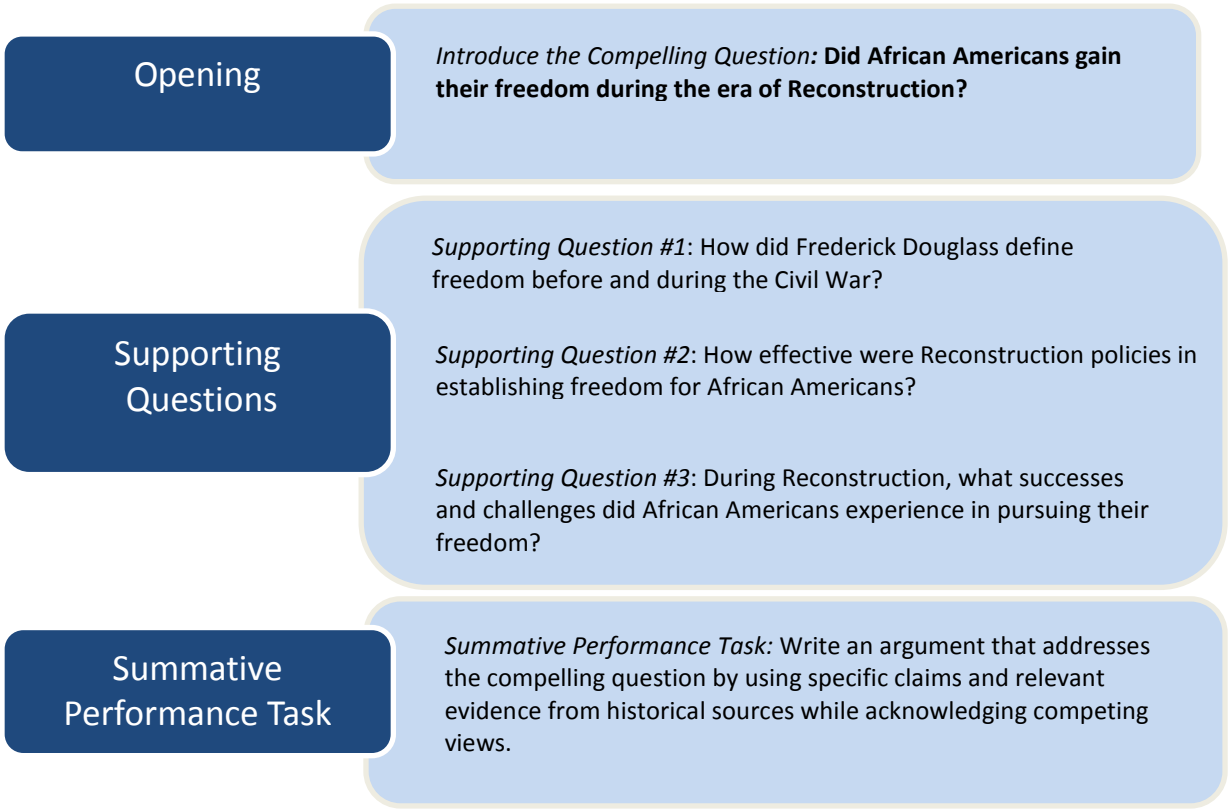
8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.

- Students will explore methods used by Southern state governments to impact the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.
- Students will explore the response of some Southerners to the increased rights of African Americans noting the development of organizations such as the Ku Klux Klan and White Leagues.
- Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.
- Students will examine the effects of the *Plessy v. Ferguson* ruling.

Figure 8: Conceptual Understandings emphasized in the example unit

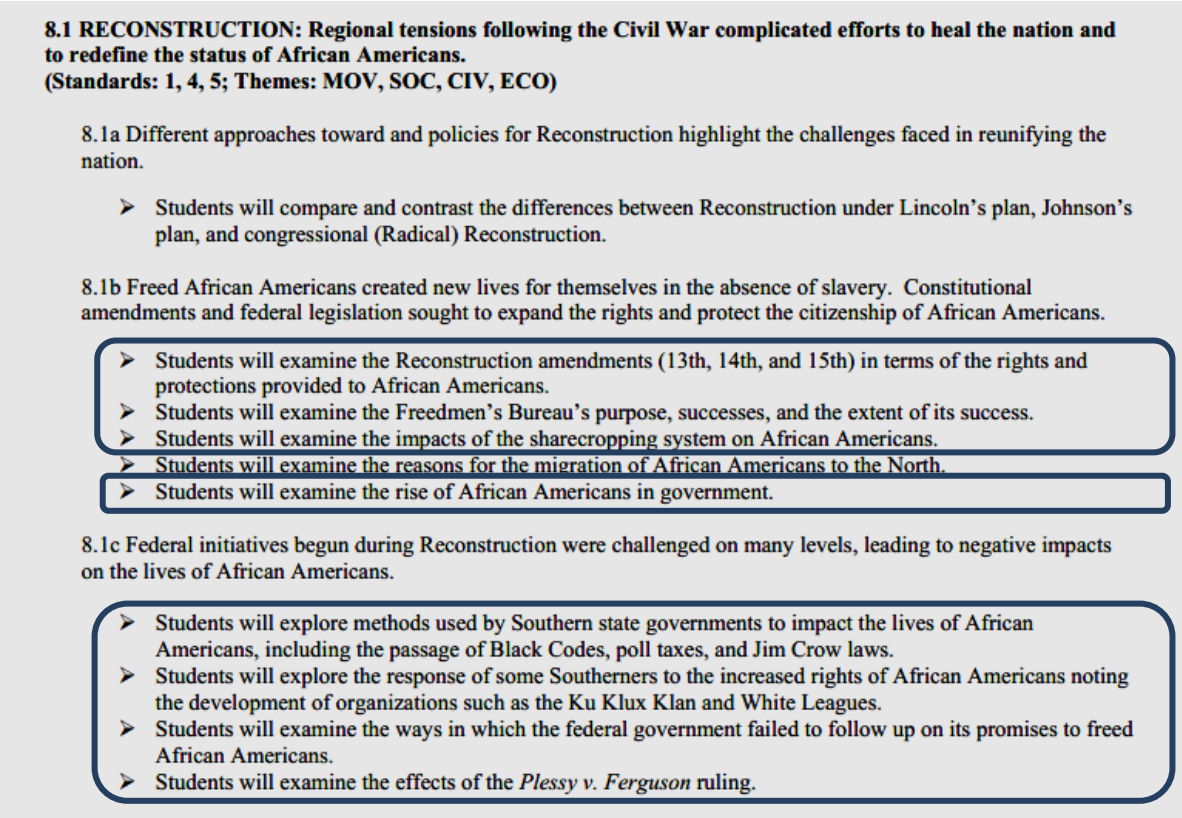
Conceptual Understanding 8.1b examines the ways in which newly emancipated African Americans created new lives for themselves in the absence of slavery. The notion of freedom plays a key role here as students examine whether or not emancipated African Americans were really free. Conceptual Understanding 8.1b also examines Constitutional amendments and federal legislation in terms of the rights granted to African Americans. Again, by exploring this concept in terms of freedom, students are equipped to evaluate the extent to which federal policies truly granted freedom to African Americans. Conceptual Understanding 8.1c examines the successes and failures that African Americans experienced with regard to their rights and freedoms, helping students arrive at a more comprehensive assessment of the extent to which African Americans gained lasting freedoms during the era of Reconstruction.

The inquiry arc is organized around the compelling question, "Did African Americans gain their freedom during the era of Reconstruction?" The supporting questions and aligned performance tasks help students sustain and deepen their inquiry into freedom over the course of learning. The unit closes with a summative performance task, as illustrated in this graphic.



Students form an initial definition of freedom during the unit opening. At this point, they may equate emancipation with freedom, an equation that will be challenged and clarified as students continue along the arc of inquiry. Early in the unit, students examine the idea of freedom as defined in different contexts by Frederick Douglass. Next, students examine and evaluate the effectiveness of federal Reconstruction policies in terms of the political, economic, and social freedoms they did or did not provide to African Americans. Then, students examine both the challenges and successes that African Americans experienced in obtaining and exercising their freedom during Reconstruction. Along the way, teachers gather key information about the increasing depth of student conceptual understanding as students complete the performance tasks associated with each supporting question. Finally, students demonstrate their understanding of the idea of freedom in the context of Reconstruction by completing the summative performance task, which asks students to construct an argumentative essay in response to the compelling question.

In pursuing their inquiry into Reconstruction and the concept of freedom, students learn content associated with the historical period of Reconstruction in a coherent manner.



8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.
(Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)

8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.

- Students will compare and contrast the differences between Reconstruction under Lincoln's plan, Johnson's plan, and congressional (Radical) Reconstruction.

8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

- Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.
- Students will examine the Freedmen's Bureau's purpose, successes, and the extent of its success.
- Students will examine the impacts of the sharecropping system on African Americans.
- Students will examine the reasons for the migration of African Americans to the North.
- Students will examine the rise of African Americans in government.

8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.

- Students will explore methods used by Southern state governments to impact the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.
- Students will explore the response of some Southerners to the increased rights of African Americans noting the development of organizations such as the Ku Klux Klan and White Leagues.
- Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.
- Students will examine the effects of the *Plessy v. Ferguson* ruling.

Figure 9: Content Specifications emphasized in the example unit

Students will gain knowledge about Lincoln's Reconstruction plan, the Reconstruction amendments, the Freedmen's Bureau, etc. and are able to relate that specific knowledge to the concept of freedom. By the end of the unit, students will be more likely to remember specific content knowledge about Reconstruction because their learning will be organized around the concept of freedom. Moreover, students will be better equipped to apply their understanding of freedom in different contexts. For example, students can carry this concept into Key Idea 8.2: A Changing Society as they examine the efforts of Progressive reformers to increase the political, social, and economic freedoms of immigrants, laborers, women, children, and African Americans. Furthermore, students can examine the continued struggles of various individuals and groups in the United States and across the globe to obtain freedom.

Illustrating Shift #2: Student Inquiry, Collaboration, and Informed Action

The example unit can be introduced to students in a way that immediately sparks inquiry. As noted in the unit, teachers could present the 1799 New York State law to encourage students to raise initial questions about how to define freedom.

Unit Introduction: Compelling Question	
Compelling Question	**Did African Americans gain their freedom during the era of Reconstruction?**
Disciplinary Sources	▪ New York State laws of 1799, Chapter 62 at the New York State Archives: http://www.archives.nysed.gov/a/research/res_topics_pgc_afri_amer.pdf "That every child born of a slave within this State after the fourth of July next, shall be deemed and adjudged to be born free…" ▪ Image of original 1799 laws: http://iarchives.nysed.gov/dmsBlue/viewImageData.jsp?id=177879

Figure 10: Sparking student inquiry at the beginning of the unit through an introduction to a quotation from 1799 New York State law, which presents the concept of freedom in the context of slavery

Students can connect their questions and ideas to their prior knowledge about slavery. Moreover, students could incorporate additional previous understandings, such as the founding notion of the right to "Life, liberty, and the pursuit of happiness" from the Declaration of Independence. In including additional prior knowledge, linked to their education and lives, students could begin to broaden their initial definitions of freedom. Students can be encouraged to return to their initial questions and ideas over the course of the unit, reshaping their questions and responses as they learn more about the historical period of Reconstruction. In this manner, students enter into the unit as social scientists, using their questions to direct their investigations into the past.

In addition to the questions that students continue to generate and pursue over the course of the unit, the supporting questions and accompanying disciplinary sources can help guide and sustain student inquiry.

Supporting Question #1
How did Frederick Douglass define freedom before and during the Civil War?
Formative Performance Task
Write a paragraph response to the supporting question.
Sources
Excerpts from the following: ▪ *Narrative of the Life of Frederick Douglass an American Slave* 1845 ▪ "What the Black Man Wants," speech given by Frederick Douglass in 1865

In the first supporting question, students explore the concept of freedom in the writings of Frederick Douglass. The sources are rich, offering nuanced and varied perspectives on freedom. In the first source, from Douglass' autobiographical *Narratives*, students examine the author's reflections on freedom during the time in which he was enslaved. In the second source, students examine how Frederick Douglass presents the idea of freedom in an 1865 speech delivered to an abolitionist audience. In this manner, students have the opportunity to deepen their inquiry through the individual and public reflections of an important historical figure. They can engage in this investigation individually, as well as collaboratively, through their examination and discussion of the sources.

Supporting Question #2
How effective were Reconstruction policies in establishing freedom for African Americans?
Formative Performance Task
Engage in a discussion about the supporting question.
Sources
Excerpts from the following: ▪ Lincoln's "Proclamation of Amnesty and Reconstruction," December 1863 ▪ Freedmen of Edisto Island Petition, 1865 ▪ Proposed New York Constitution, 1867-68 ▪ 13th, 14th, and 15th Amendments

In the second supporting question, students continue their inquiry by investigating federal Reconstruction policy in terms of freedoms established or not established for African Americans.

Students examine a variety of disciplinary sources, beginning with an excerpt from Lincoln's 1863 "Proclamation of Amnesty." They also examine a petition written by a committee of freedmen from Edisto Island, South Carolina. The petition, which provides an important perspective on the needs of newly emancipated African Americans, can further deepen students' inquiry as they evaluate the Reconstruction amendments with important political, economic, and social freedoms in mind. Students also examine an excerpt from a proposed New York Constitution to eliminate property requirements for African Americans to vote. The proposed change was ultimately rejected by New York State voters in 1868, providing an important perspective from New York State history. Students then assemble their learning across the sources as they prepare for and participate in a collaborative discussion in response to the supporting question.

Supporting Question #3
During Reconstruction, what successes and challenges did African Americans experience in pursuing their freedom?
Formative Performance Task
Use evidence to support, revise, or challenge the way that a textbook portrays the experiences of African Americans in pursuing their freedom during Reconstruction.
Sources
Excerpts from the following: ▪ Slave Narratives from the Library of Congress. (Caroline Richardson) ▪ Excerpts from The Black Code of St. Landry's Parish, 1865 ▪ Hamilton Pierson, "'Statements' of Outrages upon Freedmen in Georgia," 1870 ▪ Thomas Nast Political Cartoon Collection, 1863-1874 ▪ Frederick Douglass, "The Serfs of Russia… Were Given Three Acres of Land," 1892

In the third supporting question, students use the knowledge that they have gained through the first two compelling questions to examine the gains and setbacks that African Americans experienced during Reconstruction. Here, students again encounter a variety of disciplinary sources, including the oral history of Caroline Richardson, an African American woman who experienced slavery, emancipation, and Jim Crow; excerpts from the Black Code of St. Landry's Parish in Louisiana, which placed rigid restrictions on the freedoms of African Americans; and a first-person account of the terror that the Ku Klux Klan attempted to create in order to undermine African Americans' exercise of their voting rights. Students also analyze a series of political cartoons from Thomas Nast; in investigating the cartoons, students can draw conclusions about shifts in Northern perspectives over time. Finally, students investigate one last source from Frederick Douglass in which he reflects on the limitations of Reconstruction efforts. This final source provides students with the opportunity to reflect not only on Frederick Douglass' thoughts about freedom over time, but also allows students to reflect on their own shifting understanding of this historical time period. After examining the sources, students have the opportunity to engage with a textbook

as social scientists. Here, they use the historical, civic, and economic understandings they have developed to evaluate a textbook portrayal of Reconstruction. Using evidence from the sources that they have examined, students can choose to support, revise, or challenge the portrayal of African Americans' freedom by using evidence to corroborate the account. Again, students can engage in this task individually or in small groups, offering another opportunity for collaboration.

For the summative performance task, students are asked to communicate the conclusions of their investigations through a written argument that responds to the unit compelling question. Students can support their arguments with relevant evidence from the range of disciplinary sources they examined. If time permits, students can present their arguments in small groups using visual aids, providing an opportunity for students to communicate conclusions in a collaborative manner. Moreover, student inquiry can be extended through additional opportunities that are provided in the unit, such as examining additional sources and incorporating those into their written argument, conducting additional research into the Federal Writers Project *Born in Slavery* collection, and more.

Students can also take informed action, individually or collaboratively, by choosing and exploring other issues involving freedom, and then planning and taking informed action in response to those issues. Building upon the concept of freedom, students can be encouraged to apply freedom to current events.[15] Such project-based assessments are another way for students to demonstrate their learning at the end of a unit. They can examine local issues in their community or school. Alternatively, students could identify a regional, national, or global issue that involves freedom and provokes their interest. Students can conduct research into the issue they choose, first summarizing the issue and then describing different perspectives on the issue. Upon researching multiple sources, students could take a stance on the issue and recommend a course of action. Finally, students could take informed action based on their recommended course of action, such as fundraising, petitioning, spreading information about the issue, and more. It is important to emphasize that taking informed action could be an individual as well as collaborative enterprise. Working in a small group of students, as an entire class, or partnering with multiple classes in a school are powerful ways to encourage informed action and empower the voices and influence of students in our local and global communities.

Illustrating Shift #3: Content and Skill Integration

The example unit provides ample opportunities for students to develop skills through the rich vehicle of content. With regard to Social Studies practices, the unit focuses primarily on students gathering, interpreting, and using evidence from the disciplinary sources. With regard to disciplinary literacy, students have the opportunity to develop reading, speaking, listening, and writing skills over the course of the unit as they examine the various disciplinary sources and communicate the results of their investigations.

[15] *Frederick Douglass Family Initiatives* offers curriculum information on Human Trafficking that may be useful. SEE http://www.fdfi.org/human-trafficking-education-curriculum.html.

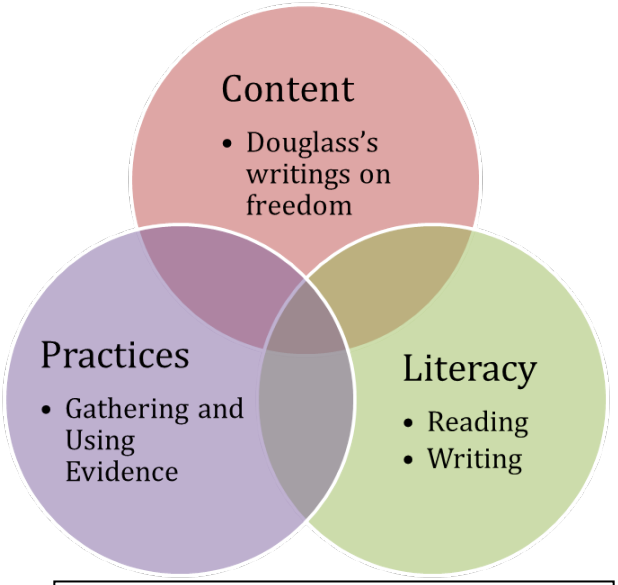


Figure 11: Content and skill integration in Supporting Question #1

In the first supporting question, students work with the rich writings and oratory of Frederick Douglass. Here, as students explore Douglass's reflections on freedom in two different years and contexts, teachers can support students in developing skills related to gathering and using evidence. In this phase of their investigation, students define and frame questions about freedom in the context of Reconstruction and Douglass' writings.[16] They also work to answer these questions by gathering, using, and interpreting evidence from Douglass' writings.[17] Here, teachers can support students in selecting appropriate evidence from the sources and interpreting that evidence in a clear and accurate manner. Furthermore, students examine Douglass' perspectives on individual and collective freedom, noting that the evidence Douglass uses in his autobiographical reflections and the evidence and reasoning Douglass uses to make his case for freedom in 1865.[18] Here, teachers can support students in analyzing Douglass' argument in an accurate and appropriately sophisticated manner, as well as noting how the different contexts for both writings influence the content of those sources.[19]

All the while, teachers can support students in developing literacy skills within the context of the discipline. With appropriate support from the teacher, students can determine the central ideas in Douglass' writings,[20] as well as define the meaning of words and phrases as they are used in the text. [21] Furthermore, as students analyze Douglass' perspective, they can examine aspects of the text that reveal this perspective, such as the evidence that Douglass chooses to support his

[16]NYS SS Framework: Gathering, Using, and Interpreting Evidence Practices, Grades 5-8, Practice 1.
[17]NYS SS Framework: Gathering, Using, and Interpreting Evidence Practices, Grades 5-8, Practice 1.
[18]NYS SS Framework: Gathering, Using, and Interpreting Evidence Practices, Grades 5-8, Practice 6.
[19]NYS SS Framework: Gathering, Using, and Interpreting Evidence Practices, Grades 5-8, Practice 3.
[20]Common Core Literacy Standard for Reading History/Social Studies, Grades 6-8, Standard 2.
[21]Common Core Literacy Standard for Reading History/Social Studies, Grades 6-8, Standard 4.

argument or the language choices that he makes to influence his audience.[22] Finally, as students generate claims in response to questions, they can cite evidence from the sources in support of those claims.[23] When students do this in written form in response to the supporting questions, they can also develop their skills in introducing and distinguishing their claims, organizing their reasons and evidence logically, and supporting their claims with relevant source-based evidence and logical reasoning.[24] Teachers can support students' writing development by providing feedback on the quality of students' claims, students' selection of relevant evidence, and/or students' reasoning. Teachers might also provide models of strong claims, evidence, and/or reasoning.

[22]Common Core Literacy Standard for Reading History/Social Studies, Grades 6-8, Standard 6.
[23]Common Core Literacy Standard for Reading History/Social Studies, Grades 6-8, Standard 1.
[24]Common Core Literacy Standard for Writing, Grades 6-8, Standard 1.a and 1.b.

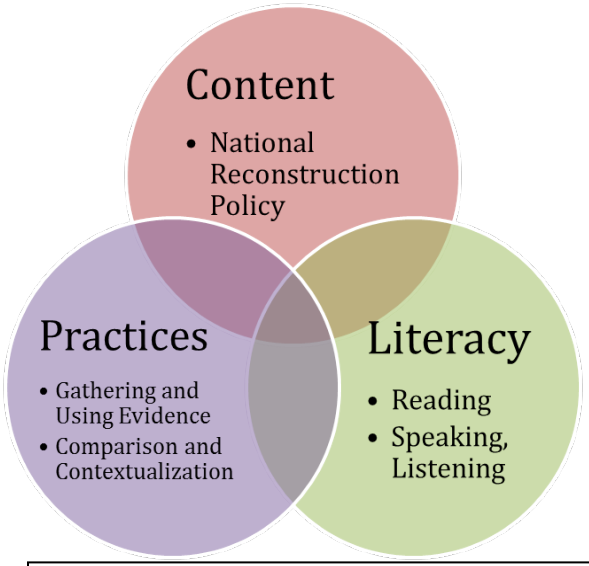


Figure 12: Content and skill integration in Supporting Question #2

In the second supporting question, students work with a variety of disciplinary sources. Given this range of sources,[25] teachers can support students in developing important skills that are related to the practice of comparison and contextualization. Here, students can identify and compare different perspectives on national Reconstruction policy,[26] including those of Lincoln and the Edisto Island petitioners. As students examine the Reconstruction amendments, they can make inferences and draw conclusions from the evidence that is contained in the sources.[27] The teacher might provide support for students' skills in drawing conclusions from evidence by showing models, creating opportunities for peer feedback, and more.

All the while, teachers can continue to support students in developing literacy skills within the context of the discipline. As students engage with the disciplinary sources associated with the second supporting question, they have the opportunity to continue to develop the same reading skills that they used when they analyzed sources that were associated with the first supporting question. In addition, if the teacher chooses to incorporate any of the additional visual sources provided in the unit for the second compelling question, students can also build skills in integrating visual and textual information.[28] As students prepare for and participate in a collaborative discussion in response to the second supporting question, they can practice building on others' ideas and expressing their own clearly and persuasively.[29]

[25]NYS SS Framework: Gathering, Using, and Interpreting Evidence Practices, Grades 5-8, Practice 2.
[26]NYS SS Framework: Comparison and Contextualization, Grades 5-8, Practice 2.
[27]NYS SS Framework: Gathering, Using, and Interpreting Evidence Practices, Grades 5-8, Practice 5.
[28]Common Core Literacy Standard for Reading History/Social Studies, Grades 6-8, Standard 7.
[29]Common Core Literacy Standard for Speaking and Listening, Grades 6-8, Standard 1.

Figure 13: Content and skill integration in Supporting Question #3

In the third supporting question, students continue work with a variety of disciplinary sources. With support from teachers, students can continue to develop a variety of skills that are related to using and interpreting evidence. Moreover, as students are working with content over a larger range of time, teachers can support students in developing skills that are related to chronological reasoning. Particularly, as students examine the sources in relationship to the third supporting question, they can be guided in recognizing the influence of developments in the South on the freedom of African Americans.[30] Additionally, students can assess changes and continuities in Northern perspectives through an analysis of the Thomas Nast cartoons. Moreover, as students work to draw conclusions across the content that they have learned over the course of the unit, teachers can support students in analyzing the changes and continuities related to African Americans' freedom from slavery through the end of Reconstruction.[31] Teachers might support students in creating visual aids or other graphic organizers that help students to assemble and analyze information over time as it relates to African Americans' freedom. As students engage in the formative assessment task, they will continue to use practices that are related to using evidence and chronological reasoning. Teachers can provide students with feedback related to these practices, which students can incorporate as they near the summative performance task.

Teachers can continue to support students in developing literacy skills within the context of the discipline; for the third supporting question, these literacy skills involve primarily reading and writing. As students engage with the disciplinary sources that are associated with the third supporting question, they have the opportunity to continue to develop the reading skills that they

[30]NYS SS Framework: Chronological Reasoning Practices, Grades 5-8, Practices 1 and 3
[31]NYS SS Framework: Chronological Reasoning Practices, Grades 5-8, Practice 6

have been working on over the course of the unit. When students choose to support, revise, or challenge the textbook portrayal of African Americans' freedom during Reconstruction, teachers can assist students in supporting claims (their own or a textbook's) with relevant evidence[32] and using words, phrases, and clauses to create cohesion in the accounts that they are creating or modifying.[33] As students receive and incorporate feedback on these skills, they will be well-equipped for the summative performance task, where they will use writing skills related to making and supporting well-reasoned claims with relevant evidence from the disciplinary sources.

[32]Common Core Literacy Standard for Writing, Grades 6-8, Standard 1.b.
[33]Common Core Literacy Standard for Writing, Grades 6-8, Standard 1.c.

Appendix A –Sources

Supporting Question #1 Source A

Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself.

Frederick Douglass
1845

I was now about twelve years old, and the thought of being *a slave for life* began to bear heavily upon my heart. Just about this time, I got hold of a book entitled "The Columbian Orator." Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by

every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

Supporting Question #1 Source B

What the Black Man Wants

Frederick Douglass
1865

Mr. President:

I came here, as I come always to the meetings in New England, as a listener, and not as a speaker; and one of the reasons why I have not been more frequently to the meetings of this society, has been because of the disposition on the part of some of my friends to call me out upon the platform, even when they knew that there was some difference of opinion and of feeling between those who rightfully belong to this platform and myself; and for fear of being misconstrued, as desiring to interrupt or disturb the proceedings of these meetings, I have usually kept away, and have thus been deprived of that educating influence, which I am always free to confess is of the highest order, descending from this platform. I have felt, since I have lived out West, that in going there I parted from a great deal that was valuable; and I feel, every time I come to these meetings, that I have lost a great deal by making my home west of Boston, west of Massachusetts; for, if anywhere in the country there is to be found the highest sense of justice, or the truest demands for my race, I look for it in the East, I look for it here. The ablest discussions of the whole question of our rights occur here, and to be deprived of the privilege of listening to those discussions is a great deprivation.

I do not know, from what has been said, that there is any difference of opinion as to the duty of abolitionists, at the present moment. How can we get up any difference at this point, or any point, where we are so united, so agreed? I went especially, however, with that word of Mr. Phillips, which is the criticism of Gen. Banks and Gen. Banks' policy. I hold that that policy is our chief danger at the present moment; that it practically enslaves the Negro, and makes the Proclamation of 1863 a mockery and delusion. What is freedom? It is the right to choose one's own employment. Certainly it means that, if it means anything; and when any individual or combination of individuals undertakes to decide for any man when he shall work, where he shall work, at what he shall work, and for what he shall work, he or they practically reduce him to slavery. [Applause.] He is a slave. That I understand Gen. Banks to do—to determine for the so-called freedman, when, and where, and at what, and for how much he shall work, when he shall be punished, and by whom punished. It is absolute slavery. It defeats the beneficent intention of the Government, if it has beneficent intentions, in regards to the freedom of our people.

I have had but one idea for the last three years to present to the American people, and the phraseology in which I clothe it is the old abolition phraseology. I am for the "immediate, unconditional, and universal" enfranchisement of the black man, in every State in the Union. [Loud applause.] Without this, his liberty is a mockery; without this, you might as well almost retain the old name of slavery for his condition; for in fact, if he is not the slave of the individual master, he is the slave of society, and holds his liberty as a privilege, not as a right. He is at the mercy of the mob, and has no means of protecting himself.

Supporting Question #1 Additional Source

West India Emancipation

Frederick Douglass
1857

"Who would be free, themselves must strike the blow."

. . .

I know, my friends, that in some quarters the efforts of colored people meet with very little encouragement. We may fight, but we must fight like the Sepoys of India, under white officers. This class of Abolitionists don't like colored celebrations, they don't like colored conventions, they don't like colored Anti-Slavery fairs for the support of colored newspapers. They don't like any demonstrations whatever in which colored men take a leading part. They talk of the proud Anglo-Saxon blood, as flippantly as those who profess to believe in the natural inferiority of races. Your humble speaker has been branded as an ingrate, because he has ventured to stand up on his own right, and to plead our common cause as a colored man, rather than as a Garrisonian. I hold it to be no part of gratitude to allow our white friends to do all the work, while we merely hold their coats. Opposition of the sort now referred to is partisan opposition, and we need not mind it. The white people at large will not largely be influenced by it. They will see and appreciate all honest efforts on our part to improve our condition as a people.

Let me give you a word of the philosophy of reform. The whole history of the progress of human liberty shows that all concessions yet made to her august claims, have been born of earnest struggle. The conflict has been exciting, agitating, all-absorbing, and for the time being, putting all other tumults to silence. It must do this or it does nothing. If there is no struggle there is no progress. Those who profess to favor freedom and yet deprecate agitation, are men who want crops without plowing up the ground; they want rain without thunder and lightning. They want the ocean without the awful roar of its many waters.

This struggle may be a moral one, or it may be a physical one, and it may be both moral and physical, but it must be a struggle. Power concedes nothing without a demand. It never did and it never will. Find out just what any people will quietly submit to and you have found out the exact measure of injustice and wrong which will be imposed upon them, and these will continue till they are resisted with either words or

blows, or with both. The limits of tyrants are prescribed by the endurance of those whom they oppress. In the light of these *ideas*, Negroes will be hunted at the North, and held and flogged at the South so long as they submit to those devilish outrages, and make no resistance, either moral or physical. Men may not get all they pay for in this world, but they must certainly pay for all they get. If we ever get free from the oppressions and wrongs heaped upon us, we must pay for their removal. We must do this by labor, by suffering, by sacrifice, and if needs be, by our lives and the lives of others.

Supporting Question #2 Source A

Proclamation of Amnesty and Reconstruction

Abraham Lincoln
December 1863

. . . And I do further proclaim, declare, and make known that any provision which may be adopted by such state government in relation to the freed people of such state, which shall recognize and declare their permanent freedom, provide for their education, and which may yet be consistent as a temporary arrangement with their present condition as a laboring, landless, and homeless class, will not be objected to by the National Executive. . .

Supporting Question #2 Source B

Committee of Freedmen on Edisto Island, South Carolina, to the Freedmen's Bureau Commissioner; the Commissioner's Reply; and the Committee to the President

[*Edisto Island, S.C., October 20 or 21, 1865*]

General It Is with painfull Hearts that we the committe address you, we Have thorougholy considered the order which you wished us to Sighn, we wish we could do so but cannot feel our rights Safe If we do so,[1]

General we want Homestead's; we were promised Homestead's by the government,[2] If It does not carry out the promises Its agents made to us, If the government Haveing concluded to befriend Its late enemies and to neglect to observe the principles of common faith between Its self and us Its allies In the war you said was over, now takes away from them all right to the soil they stand upon save such as they can get by again working for *your* late and thier *all time ememies*.–If the government does so we are left In a more unpleasant condition than our former

we are at the mercy of those who are combined to prevent us from getting land enough to lay our Fathers bones upon. We Have property In Horses, cattle, carriages, & articles of furniture, but we are landless

and Homeless, from the Homes we Have lived In In the past we can only do one of three things Step Into the public *road or the sea* or remain on them working as In former time and subject to thire will as then. We can not resist It In any way without being driven out Homeless upon the road.

You will see this Is not the condition of really freemen

You ask us to forgive the land owners of our Island, *You* only lost your right arm. In war and might forgive them. The man who tied me to a tree & gave me 39 lashes & who stripped and flogged my mother & my sister & who will not let me stay In His empty Hut except I will do His planting & be Satisfied with His price & who combines with others to keep away land from me well knowing I would not Have any thing to do with Him If I Had land of my own.–that man, I cannot well forgive. Does It look as If He Has forgiven me, seeing How He tries to keep me In a condition of Helplessness

General, we cannot remain Here In such condition and If the government permits them to come back we ask It to Help us to reach land where we shall not be slaves nor compelled to work for those who would treat us as such

we Have not been treacherous, we Have not for selfish motives allied to us those who suffered like us from a common enemy & then Haveing gained *our* purpose left our allies In thier Hands There Is no rights secured to us there Is no law likely to be made which our Hands can reach. The state will make laws that we shall not be able to Hold land even If we pay for It Landless, Homeless. Voteless. we can only pray to god & Hope for *His Help, your Infuence & assistance* With consideration of esteem your Obt Servts
In behalf of the people

- Henry Bram
- Committe Ishmael Moultrie
- yates Sampson

Retrieved on October 21, 2014 from http://www.freedmen.umd.edu/Edisto%20petitions.htm

Supporting Question #2 Source C

Transcription of proposed New York Constitution, 1867-68 excerpt
In Convention February 28, 1868

Resolved, That this Constitution be submitted at such time as the Legislature shall provide, to be voted upon in the following manner:

Each elector shall be allowed to vote two ballots, which shall be deposited in separate boxes; one ballot shall be endorsed "Constitution," and contain on the inside when folded, the words, "For the amended Constitution" or "Against the amended Constitution."

One ballot shall be endorsed "Constitution - Property Qualification," to contain on the inside when folded, the words "For the Property Qualification for men of color," or "Against the Property Qualification for men of color," and no vote cast endorsed "Constitution" shall affect the question of Property Qualification for men of color.

If a majority of the votes cast, endorsed "Constitution" shall contain on the inside the words "For the amended Constitution" then the proposed Constitution shall be, the Constitution of the State of New York, except as the same may be modified by the result of the vote on the property qualifications as hereinafter provided. But if a majority of the votes cast so endorsed, shall contain on the inside the words "against the amended Constitution" then the proposed Constitution shall be declared rejected and the present Constitution, except the provision relating to men of color shall remain in full force.

If a majority of the ballots cast endorsed "Constitution - Property Qualification" shall contain on the inside the words "For the property qualifications for men of color," then the words following, viz.: "but no man of color unless he shall have been for three years a citizen of this State, and for one year next preceding any election, shall have been seized and possessed of a freehold estate of the value of two hundred and fifty dollars, over and above all the debts and incumbrances charged thereon, and shall have been actually rated and paid a tax thereon, shall be entitled to vote at such election. And no person of color shall be subject to direct taxation unless he shall be seized and possessed of such real estate as aforesaid," shall remain a part of the Constitution, and if the proposed Constitution shall be adopted, shall be added to the end of the section one of the second article thereof; but if a majority of the votes cast, so endorsed, shall contain the words "Against the property qualification for men of color," then the words above quoted shall be no part of the Constitution.

W. A. Wheeler
President

Luther Coldwell
Secretary

Retrieved on October 21, 2014 from
http://www.archives.nysed.gov/education/showcase/201011afamvoting/trans_1868.shtml

Supporting Question #2 Source D

Amendment 13 to the United States Constitution
1865

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Amendment 14 to the United States Constitution
1868

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of Electors for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a State, or the members of the legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Supporting Question #3 Source A

Excerpt of Caroline Richardson's Account

"Yes mam, I 'members de blue uniforms an' de brass buttons, an' I 'members how dey said as dey come in de gate dat dey has as good as won de war, an' dat dey ort ter hang de southern men what won't go ter war.

"I reckin dat dey talk purty rough ter Marse Ransome. Anyhow, mammy tells de Yankee Captain dat he ort ter be 'shamed of talkin' ter a old man like dat. Furder more, she tells dem[Pg 201] dat iffen dat's de way dey're gwine ter git her freedom, she don't want it at all. Wid dat mammy takes Mis' Betsy upstairs whar de Yankees won't be a-starin' at her.

"One of de Yankees fin's me an' axes me how many pairs of shoes I gits a year. I tells him dat I gits one pair. Den he axes me what I wears in de summertime. When I tells him dat I ain't wear nothin' but a shirt, an' dat I goes barefooted in de summer, he cusses awful an' he damns my marster.

"Mammy said dat dey tol' her an' pappy dat dey'd git some land an' a mule iffen dey wus freed. You see dey tried ter turn de slaves agin dere marsters.

"At de surrender most of de niggers left, but me an' my family stayed fer wages. We ain't really had as good as we done before de war, an' 'cides dat we has ter worry about how we're goin' ter live.

"We stayed dar at de same place, de ole Zola May place, on de Wake an' Johnston line, fer four or five years an' I went to school a little bit. Atter we left dar we went to Mr. John H. Wilson's place near Wilson's Mill. It wus at de end of dese ten years dat mammy wus gwine ter whup Bill, my brother, so he went off ter Louisanna an' we ain't seed him since.

Retrieved on October 21, 2014 from
http://www.gutenberg.org/files/31219/31219-h/31219-h.htm#Page_198

Also available at *Born in Slavery: Slave Narratives from the Federal Writer's Project, 1936-38. Library of Congress, WPA Slave Narrative Project, North Carolina Narratives, Volume 11 Part 2, Pages 200-201*

Supporting Question #3 Source B

The Black Code of St. Landry's Parish, 1865

Whereas it was formerly made the duty of the police jury to make suitable regulations for the police of slaves within the limits of the parish; and whereas slaves have become emancipated by the action of the ruling powers; and whereas it is necessary for public order, as well as for the comfort and correct deportment of said freedmen, that suitable regulations should be established for their government in their changed condition, the following ordinances are adopted, with the approval of the United States military authority commanding in said parish, viz:

SECTION 1. *Be it ordained by the police jury of the parish of St. Landry*, That no negro shall be allowed to pass within the limits of said parish without a special permit in writing from his employer. Whoever shall violate this provision shall pay a fine of two dollars and fifty cents, or in default thereof shall be forced to work four days on the public road, or suffer corporeal punishments as provided hereinafter.

SECTION 2. *Be it further ordained*, That every negro who shall be found absent from the residence of his employer after 10 o'clock at night, without a written permit from his employer, shall pay a fine of five dollars, or in default thereof, shall be compelled to work five days on the public road, or suffer corporeal punishments as provided hereinafter.

SECTION 3. *Be it further ordained*, That no negro shall be permitted to rent or keep a house within said parish. Any negro violating this provision shall be immediately ejected and compelled to find an employer; and any person who shall rent, or give the use of any house to any negro, in violation of this section, shall pay a fine of five dollars for each offence.

SECTION 4. *Be it further ordained*, That every negro is required to be in the regular service of some white person, or former owner, who shall be held responsible for the conduct of said negro. But said employer or former owner may permit said negro to hire his own time by special permission in writing, which permission shall not extend over seven days at any one time. Any negro violating the provisions of this section shall be fined five dollars for each offence, or in default of the payment thereof shall be forced to work five days on the public road, or suffer corporeal punishment as hereinafter provided.

SECTION 5. *Be it further ordained*, That no public meetings or congregations of negroes shall be allowed within said parish after sunset; but such public meetings and congregations may be held between the hours of sunrise and sunset, by the special permission in writing of the captain of patrol, within whose beat such meetings shall take place. This prohibition, however, is not intended to prevent negroes from attending the usual church services, conducted by white ministers and priests. Every negro violating the provisions of this section shall pay a fine of five dollars, or in default thereof shall be compelled to work five days on the public road, or suffer corporeal punishment as hereinafter provided.

SECTION 6. *Be it further ordained*, That no negro shall be permitted to preach, exhort, or otherwise declaim to congregations of colored people, without a special permission in writing from the president of the police jury. Any negro violating the provisions of this section shall pay a fine of ten dollars, or in default thereof shall be compelled to work ten days on the public road, or suffer corporeal punishment as hereinafter provided.

SECTION 7. *Be it further ordained*, That no negro who is not in the military service shall be allowed to carry fire-arms, or any kind of weapons, within the parish, without the special written permission of his employers, approved and indorsed by the nearest or most convenient chief of patrol. Any one violating the provisions of this section shall forfeit his weapons and pay a fine of five dollars, or in default of the payment of said fine, shall be forced to work five days on the public road, or suffer corporeal punishment as hereinafter provided.

SECTION 8. *Be it further ordained*, That no negro shall sell, barter, or exchange any articles of merchandise or traffic within said parish without the special written permission of his employer, specifying the articles of sale, barter or traffic. Any one thus offending shall pay a fine of one dollar for

each offence, and suffer the forfeiture of said articles, or in default of the payment of said fine shall work one day on the public road, or suffer corporeal punishment as hereinafter provided.

SECTION 9. *Be it further ordained*, That any negro found drunk within the said parish shall pay a fine of five dollars, or in default thereof shall work five days on the public road, or suffer corporeal punishment as hereinafter provided.

SECTION 10. *Be it further ordained*, That all the foregoing provisions shall apply to negroes of both sexes.

SECTION 11. *Be it further ordained*, That it shall be the duty of every citizen to act as a police officer for the detection of offences and the apprehension of offenders, who shall be immediately handed over to the proper captain or chief of patrol.

SECTION 12. *Be it further ordained*, That the aforesaid penalties shall be summarily enforced, and that it shall be the duty of the captains and chiefs of patrol to see that the aforesaid ordinances are promptly executed.

SECTION 13. *Be it further ordained*, That all sums collected from the aforesaid fines shall be immediately handed over to the parish treasurer.

SECTION 14. *Be it further ordained*, That the corporeal punishment provided for in the foregoing sections shall consist in confining the body of the offender within a barrel placed over his or her shoulders, in the manner practiced in the army, such confinement not to continue longer than twelve hours, and such time within the aforesaid limit as shall be fixed by the captain or chief of patrol who inflicts the penalty.

SECTION 15. *Be it further ordained*, That these ordinances shall not interfere with any municipal or military regulations inconsistent with them within the limits of said parish.

SECTION 16. *Be it further ordained*, That these ordinances shall take effect five days after their publication in the *Opelousas Courier*.

SOURCE: U. S. Congress, *Senate Executive Document No. 2* (Washington, D. C., 1865), 93-94.

Retrieved on October 21, 2014 from http://www.history.vt.edu/shifflet/blackcode.htm

Supporting Question #3 Source C

Excerpt from Hamilton Wilcox Pierson, "A Letter to Hon. Charles Sumner, with 'Statements' of Outrages upon Freedmen in Georgia," 1870.

STATEMENT OF GEORGE SMITH.

George Smith now resides five miles from Ellaville, in Schley County, Georgia. He says:
Before the election of Grant, large bodies of men were riding about the country in the night for more than a month. They and their horses were covered with large white sheets, so that you could not tell them or their horses. They gave out word that they would whip every Radical in the country that intended to vote for Grant, and did whip all they could get hold of. They sent word to me that I was one of the leaders of the Grant club, and they would whip me. I saw them pass my house one night, and I should think there were thirty or forty of them. They looked in the night like Jersey wagons. I supposed they were after me, and I took my blanket and gun and ran to the woods and lay out all night, and a good many other nights. Nearly all the Radicals in the neighborhood lay in the woods every night for two weeks before election. The Kuklux would go to the houses of all that belonged to the Grant club, call them to the door, throw a blanket over them and carry them off and whip them, and try and make them promise to vote for Seymour and Blair. The night I saw them they went to the house of Mr. Henry Davis and ordered him out. He refused to come out and they tore down both of his doors. He fired at them and escaped. I heard a good many shots fired at him. He lay out about a week in the woods, and then slipped back in the night and got his family and moved off. He had bought a place and paid $250 on it but he could not get a deed, and he has gone off and left it. They then went to the house of Tom Pitman and Jonas Swanson, called them to the door, threw blankets over their heads, carried them off and whipped them tremendously. They told them that they were damned Radicals and leaders of the Grant club, and that they would whip every one that voted for Grant, and would not give any work to any but Democrats.

"Bob Wiggins, a preacher, was whipped all most to death because they said he was preaching Radical doctrines to the colored people. It was supposed for a good many days that he would die, but he finally recovered.

"I attended the election at Ellaville. None of the Radicals that had been Ku-Kluxed tried to vote; but a good many Radicals did try to vote, but the judges made them all show their tickets, and if they were for Grant they would not let them vote. I saw how they treated others and did not try to put my vote in. I went early in the morning, and the white and colored Democrats voted until about noon, when I went home."

ANDERSONVILLE, _February 7, 1869_.

Retrieved on October 21, 2014 from https://archive.org/stream/alettertohonchar29942gut/pg29942.txt

Supporting Question #3 Source D

"The Serfs of Russia...Were Given Three Acres of Land"
Frederic Douglass

In this speech, given many years after Reconstruction ended, Douglass laments the development of sharecropping in the South, and links it to the failure of land confiscation in Reconstruction. Sharecropping arose as the freedmen continued to resist gang labor and conditions resembling plantation conditions.

How stands the case with the recently emancipated millions of colored people in our own country? What is their condition to- day? What is their relation to the people who formerly held them as slaves? These are important questions, and they are such as trouble the minds of thoughtful men of all colors, at home and abroad. By law, by the constitution of the United States, slavery has no existence in our country. The legal form has been abolished. By the law and the constitution, the Negro is a man and a citizen, and has all the rights and liberties guaranteed to any other variety of the human family, residing in the United States....

In pursuance of this idea, the Negro was made free, made a citizen, made eligible to hold office, to be a juryman, a legislator, and a magistrate. To this end, several amendments to the constitution were proposed, recommended, and adopted....This is our condition on paper and parchment. If only from the national statute book we were left to learn the true condition of the colored race, the result would be altogether creditable to the American people....

We have laid the heavy hand of the constitution upon the matchless meanness of caste, as well as upon the hell- black crime of slavery....But to- day, in most of the Southern States, the fourteenth and fifteenth amendments are virtually nullified.

The rights which they were intended to guarantee are denied and held in contempt. The citizenship granted in the fourteenth amendment is practically a mockery, and the right to vote, provided for in the fifteenth amendment, is literally stamped out in face of government. The old master class is to- day triumphant, and the newly- enfranchised class in a condition but little above that in which they were found before the rebellion.

Do you ask me how, after all that has been done, this state of things has been made possible? I will tell you. Our reconstruction measures were radically defective. They left the former slave completely in the power of the old master, the loyal citizen in the hands of the disloyal rebel against the government. Wise, grand, and comprehensive in scope and desire as were the reconstruction measures, high and honorable

as were the intentions of the statesmen by whom they were framed and adopted, time and experience, which try all things, have demonstrated that they did not successfully meet the case.

In the hurry and confusion of the hour, and the eager desire to have the Union restored, there was more care for the sublime superstructure of the republic than for the solid foundation upon which it could alone be upheld....The old master class was not deprived of the power of life and death, which was the soul of the relation of master and slave. They could not, of course, sell their former slaves, but they retained the power to starve them to death, and wherever this power is held there is the power of slavery. He who can say to his fellow- man, "You shall serve me or starve," is a master and his subject is a slave....Though no longer a slave, he is in a thralldom grievous and intolerable, compelled to work for whatever his employer is pleased to pay him, swindled out of his hard earnings by money orders redeemed in stores, compelled to pay the prince of an acre of ground for its use during a single year, to pay four times more than a fair price for a pound of bacon and to be kept upon the narrowest margin between life and starvation....

When the serfs of Russia were emancipated, they were given three acres of ground upon which they could live and make a living. But no[t] so when our slaves were emancipated. They were sent away empty-handed, without money, without friends and without a foot of land upon which to stand....

Greatness does not come on flowery beds of ease to any people. We must fight to win the prize. No people to whom liberty is given, can hold it as firmly and wear it as grandly as those who wrench liberty from the iron hand of the tyrant. The hardships and dangers involved in the struggle give strength and toughness to the character, and enable it to stand firm in storm as well as in sunshine.

Source: *Life and Times of Frederick Douglass* (Boston, 1892).

Retrieved on October 21, 2014 from http://chnm.gmu.edu/courses/122/recon/douglass.htm

Appendix B – Tools for Historical Thinking

To delve into this unit,[34] students must think like a historian, but that does not always come easily to students. Several resources exist that can support students as they analyze documents and develop their ability to think historically.

In "What Does it Mean to Think Historically?" (http://www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm): Andrews and Burke (2007) outline what they call the Five C's of Historical Thinking: Change over Time, Context, Causality, Contingency, and Complexity. The goal of the Five C's is to give students and teachers a glimpse into how historians think. Furthermore, Andrews and Burke (2007) provide examples of how these Five C's might be implemented in authentic and meaningful ways in modern classrooms.

Library of Congress (http://www.loc.gov/teachers/usingprimarysources/guides.html):Provides teacher and student tools both for general analysis and the analysis of specific types of sources (e.g., photographs and prints, maps, sound recordings). Also provides guidance for teachers on how to use primary sources in the classroom.

National Archives (http://www.archives.gov/nae/education/tool-box.html): Similar to the Library of Congress, provides suggestions for integrating primary sources into the classroom along with tools to help students analyze specific types of sources.

SCIM-C (http://www.historicalinquiry.com/scim/index.cfm): Provides a structure for interpreting historical sources that asks students to Summarize, Contextualize, Infer, Monitor, and Corroborate and demonstrates the SCIM-C process with three example sources.

DBQ-Project (http://www.dbqproject.com/index.html): This project was designed to help all students *to read smart, think straight and write clearly*. The DBQ Project has curriculum materials for both middle school and high school students, but could be adapted for other levels as well.

APPARTS (http://apcentral.collegeboard.com/apc/members/repository/ap05_ushist_greer_2_p_50286.pdf): The College Board's Advanced Placement Program provides the acronym strategy "APPARTS" as a strategy for students to use while they read and analyze primary sources.

Historical Thinking Project (http://historicalthinking.ca/concept/primary-source-evidence): The historical thinking project provides tools for analyzing primary sources and discusses six historical

[34] This unit is based on materials developed by C3 Teachers, funded by a grant from the Library of Congress. Used with permission of the author.

thinking concepts: historical significance, cause and consequence, historical perspective-taking, continuity and change, the use of primary source evidence, and the ethical dimension of history.

In addition, there is a wealth of books written about the idea of using historical inquiry with students, using primary sources to teach history. These are definitely worth a look:

Brophy, J., & VanSledright, B.A. (1997). *Teaching and learning history in elementary schools.* New York, NY: Teachers College.

Levstik, L. S. & Barton, K. C. (2011). *Doing history: Investigating with children in elementary and middle schools*. New York, NY: Routledge.

Seixas, P. & Morton, T. (2013). *The big six historical thinking concepts*. Scarborough, ON: Nelson Education.

Wineburg, S., Martin, D., & Monte-Sano, C. (2011). *Reading like a historian: Teaching literacy in middle and high school history classrooms*. New York, NY: Teachers College.