

Name: \_\_\_\_\_

Block: \_\_\_\_\_

Date: \_\_\_\_\_

# CIVIL WAR - RECONSTRUCTION

GALLERY WALK and DISCUSSION

## AZ State Standards

Disciplinary Skills and Processes:

8.SP1.1 Analyze connections among events and developments in broader historical contexts

8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.

Civics: 8.C1.1 Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems. ■ Ideas and principles contained in founding documents include but are not limited to popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights.

History:

8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today



**Objective:** Scholars will be able to identify examples of Truth, Self-Government and Forgiveness, and apply these concepts to themselves.

**Bell Work:** In your notebooks answer the following question: "The Civil War is a lesson in which class Theme Truth, Self-Government, or Forgiveness? Explain your reasoning."

### Activities:

Step 1 - Split up into small groups

Step 2 - Give each group or person a topic of Reconstruction from the following list:

- A) Civil War Amendments
- B) Lincoln's Plan for Reconstruction
- C) Congress's Plan for Reconstruction
- D) Johnson's Plan for Reconstruction
- E) 14th Amendment
- E) Jim Crow Laws
- F) Ku Klux Klan
- G) Black Codes

Step 3 - Read to the following to the students: **"After the Civil War, they had to figure out how to reincorporate the 'Rebellious States.' This came with a lot of different ideas and challenges. Your job will be to find a primary source on your topic. You will then create a poster to teach your class about your topic. It will be used in a Gallery Walk next class."**

Provide the checklist below so students know what needs to go on their poster.

- 1. Whose in your group?
- 2. Topic:
- 3. Please write a brief explanation of your topic AND why is it important?
- 4. Please draw a Oppression, People's Law, and Chaos scale below please place where your topic falls on the scale.
- 5. What are 5 facts about what you learned?
- 6. Who were Key or Influential people involved in your topic
- 7. What is a quote from one of your sources that best represents your topic.
- 8. Which Theme from our Class does your Topic relate to Truth, Self-Government or Forgiveness? Is your topic a positive or negative Example
- 9. Draw a picture or symbol that goes with your topic
- 10. Create a Poster to Teach your Class about your topic be sure to include everything that is on this checklist.

Give students the rest of the class period to complete this assignment.

Day 2

Step 1 - Ask students set up their posters and sources in preparation for the Gallery Walk.

Step 2 - Ask students to walk around the room and learn from each poster.

Step 3 - Discuss with the class the things they learned and how each of these topics influenced society and their political systems.