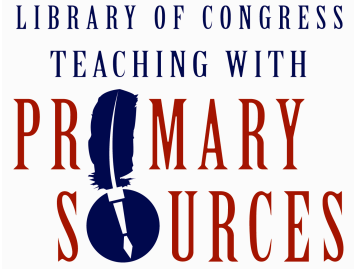
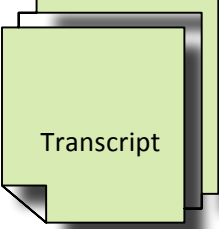
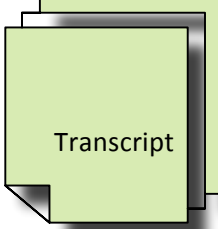



Annotated Resource Set (ARS)

Content Theme:	Reconstruction	
Developed by:	Terence Cline	
Contextual Paragraph for Resource Set: What was the purpose of Reconstruction? The Reconstruction era of the United States was a time for healing, repatriation and rebuilding. Students will learn about the ideas of Reconstruction.		

Resource Set

Reconstruction Ideas	A Pardon and land returned	Reconstruction Allegory
		
http://gilderlehrman.pastperfect-online.com/33267cgi/mweb.exe?request=record;id=EB780A8C-6FA2-43D1-92DC-817171725300;type=301	http://gilderlehrman.pastperfect-online.com/33267cgi/mweb.exe?request=record;id=E48361B7-BF7D-4148-A987-001343692388;type=301	http://www.loc.gov/pictures/item/2004665356/

Note:

Reconstruction Allegory – “A grand allegory of the reconciliation of North and South through the federal program of Reconstruction. Visionary in its breadth and scale, the work is a remarkable combination of religious and patriotic ideology. In "Bateman's National Picture" (as the print is termed in a published key) the government is represented as a colossal pavilion-like structure. It has a broad, flattened dome or canopy, on which is drawn a map of the United States, with a shallow drum with a frieze showing the Senate, House of Representatives, Supreme Court, and cabinet. The drum is supported by two systems of slender columns--the straight, outer ones representing the state governments, and the curved inner ones the people. Atop the dome is an eagle with flag and shield. The structure is literally undergoing "reconstruction." The bases of the columns of the former Confederate states are being replaced with new ones. The old bases are called "Foundations of Slavery." The new ones represent Justice, Liberty, and Education. Under the watchful supervision of the military, civilians carry the new columns and put them into place. The scene is teeming with other symbols and figures. The sky is filled with a multitude of faces--American statesman, public figures, and other historical characters (among others, Joan of Arc and John Milton). Daniel Webster and John Calhoun are prominently featured. The aerial host surrounds the figure of Christ, who says, "Do to other as you would have them do to you." Flanking the group are Justice (left) and Liberty (right). Below, beneath the canopy, representatives of the North are reconciled with their Southern counterparts. Union generals Benjamin Butler and Ulysses S. Grant clasp hands with Confederates P. T. Beauregard and Robert E. Lee, respectively, and Horace Greeley embraces Jefferson Davis. Below in a small vignette two infants--one black and one white--lie sleeping in their baskets. Above them flies an eagle with a streamer reading "'All men are born free and equal.'" (Source: <http://www.loc.gov/pictures/item/2004665356/>)

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
8		US History I 9.3a	<p>Explain the purpose of Reconstruction</p>	<p>Analyze the resources.</p> <p>Interpret symbolism in a resource.</p> <p>Read and interpret transcripts</p> <p>Understand and explain the purpose of Reconstruction</p>	<p>Analyze the Reconstruction Allegory resource by listing the elements (symbolism) in the picture and what they represent.</p> <p>Help students find the symbolism by giving hints.</p> <p>Create a two column graphic by folding a paper in half. Students will list the symbols in one column and their meanings in the second column.</p> <p>As a class, read and discuss the transcripts. Use the NARA written manuscript form to understand the transcripts.</p>	<p>Formative Assessment: Instruct students to list all the things that that needed to be re-constructed from the war.</p> <p>Summative Assessment: Hand out a slip of paper to each student that will state they represent the South or the North and which state they are from. The class should be split in half on representation.</p> <p>Each student will create a persuasive speech for or against Reconstruction based on the side they represent.</p> <p>In a legislative committee format, both sides will have an opportunity to present their ideas and construct a bill about reconstruction that will become law. The teacher can be the chair or a student can be assigned. Roberts Rules may also be taught and used.</p>	<p>Nara: http://www.archives.gov/education/lessons/index.html</p>