

TEACHER PAGE

From Black Codes to Jim Crow: The struggle for African American Equality after the Civil War

A WebQuest for 7/8th Grade Social
Studies

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Introduction-

This lesson was developed as part of the Teaching American History Grant in partnership between the Nassau County Board of Cooperative Education Services (BOCES), a consortium of 56 school districts in a suburb of New York City, and Long Island University, C.W. Post campus.

This lesson takes students on a WebQuest exploring the struggles of African Americans to achieve equality after the Civil War. Despite efforts to improve their social and economic status, they continued to face racism and prejudice at the hands of the government and of their compatriots. The students will follow a series of links that will take them to various websites where they will analyze and read text as well as primary resources such as documents, political cartoons, advertisements, photographs etc. There is a printable [worksheet](#) where students will record their answers to specified questions. After they have completed the WebQuest, they will use the information to write a DBQ essay.

Essay Task:

- Discuss the problems African Americans faced after the Civil War.
- Discuss ways in which the law conflicted with the reality of life for African Americans after the Civil War

Learners-

This lesson is geared toward 7th or 8th grade students in accordance with the NY State Social Studies Curriculum. It may be adapted for higher grade levels if needed.

Before completing this WebQuest students should have knowledge of the history of slavery in America and the Causes/Results of the Civil War. It is also important that students understand the concept of Reconstruction.

Curriculum Standards-

Standard 1: History of the United States and New York

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York

- explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans
- complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations
- describe historic events through the eyes and experiences of those who were there.

Standard 5: Civics, Citizenship, and Government

Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

- Value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality
- Understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities

ELA Standards:

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Technology Standards

Standard 1: Basic operations and concepts: Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology.

Standard 5: Technology research tools: Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

Process-

WebQuest 4-6 days: 45 minute class periods depending on the level of the class.

DBQ Essay should be written in class over a 2 to 3 45 minute periods depending on the level of the class.

Introduction: The teacher should do a brief overview of the Slavery and the goals of Reconstruction. This can be accomplished by showing reading the quote by Benjamin Franklin along with the picture of the slave on the second slide. Some questions to consider: What does Franklin mean by “informed men”? What rights do you think Franklin is referring to? How does Franklin feel about slavery? What do you see in the picture? How do you think this person is feeling?

After the discussion of slavery delve into the purpose of Reconstruction by reading to students the brief overview. Suggestions: Create a graphic organizer on the board and have students come up with ways in which they think equality can be achieved.

Then explain to the students the purpose of the **WebQuest** as outlined on the student page.

Step 1: Background Information: The background information page can be used for students to gather outside information aside from the documents to use in their essay. The research could be completed for a homework assignment providing all students have access to computers at home. It is suggested that all questions on the background information page are gone over in class. *Suggestion: Begin an outline for the DBQ with outside information.

Step 2: WebQuest DBQ Scaffolding Questions: Students may work individually or in pairs to navigate the websites and answer the questions accordingly. Make sure to tell students to follow the directions carefully and read all the required information. This process should take 3 to 4 days. It is suggested that the teacher model the WebQuest process for the students by completing questions 1 and 2 with them. Once students have finished go over the answers with them to check for understanding.

Step 3: DBQ Essay: 2-3 days depending on level of class. This essay will evaluate students understanding of the topic.

Resources Needed-

- Computers with access to the internet
- Click here for list of **resources**

Evaluation-

Students will be evaluated on their behavior in the computer room and completion of the scaffolding questions as part of a quiz grade. In addition, their essay will be graded as a test grade using the NYSED Rubric for DBQ's.

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Last update on July 10, 2008