

EMANCIPATION IN ATHENS

<p>Compelling Questions</p>	<p>Did African Americans in Athens gain their freedom during Reconstruction?</p> <p>Did the American Civil War and Reconstruction improve the lives of African Americans in Athens?</p> <p>Were the goals of newly freed Athenians met, denied, or reimagined?</p>
<p>Video Link</p>	<p><u>Emancipation in Athens</u></p>
<p>Social Studies Framework</p>	<p>Content Standards--8th Grade Social Studies <i>SS8H6 Analyze the impact of Reconstruction on Georgia.</i> a. Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction. b. Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans. c. Compare and contrast the goals and outcomes of the Freedmen’s Bureau and the Ku Klux Klan. d. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction. e. Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.</p> <p>Content Standards--United States History <i>SSUSH10 Identify legal, political, and social dimensions of Reconstruction.</i> a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln’s assassination and Johnson’s impeachment. b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen’s Bureau) to support poor whites, former slaves, and American Indians. c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments. d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction. e. Analyze how the Presidential Election of 1876 marked the end of Reconstruction</p>

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<p>Lesson Resources</p>	<p>Students complete this Wayground/Quizizz Quiz while watching <i>Emancipation in Athens</i> as a class. This activity is designed to reinforce the basic narrative of the video.</p> <p>Students complete this Drag and Drop Activity in Canva. This activity requires students to manipulate actions, demands, and responses of black and white Athenians during the Emancipation/Reconstruction period. Here is a Google document version of the same activity, including a summary/evaluation question (pdf version).</p> <p>Students complete John Cole and the Big Oak to brainstorm the nature of freedom, as described by Athenian John Cole. Here is a Google document that students can use to brainstorm and/or evaluate emancipation in Athens (pdf version). This activity can be used to introduce the Reconstruction or to guide an evaluation of Reconstruction at the end of the lesson.</p> <p>Students can use the the Emancipation in Athens primary sources to evaluate the nature and success of Reconstruction in Athens (pdf version).</p>
<p>Other Resources</p>	<p>Reconstruction Lessons from <i>Facing History & Ourselves</i>: This resources as numerous lessons and activities, including a nice discussion of how to deal with racists and dehumanizing language in the study of the past.</p> <p>Reconstruction 360: This resource is organized topically and has excellent videos about Reconstruction, including a variety of voices. Each chapter has a video recreation in a historical site, where film can be viewed in 360°, followed by interviews of descendents.</p> <p>Reconstruction Documents from <i>Teaching American History</i>: This resource has numerous, easily accessible documents from the period of Reconstruction.</p>
<p>Further Reading</p>	<p>Edward Ayers, “Reconstruction” from The Gilder-Lehrman Insitute of American History Black Past</p> <p>Eric Foner, “Civil War and Reconstruction, 1861-1877” from The Gilder-Lehrman Insitute of American History</p> <p>Al Hester, <i>Enduring Legacy: Clarke County Georgia’s Ex-Slave Legislators Madison Davis and Alfred Richardson</i>, 2009</p> <p>The Original 33 Project</p> <p>Manish Sinha, “African Americans and Emancipation” from The Gilder-Lehrman Insitute of American History</p> <p>Ellen Tucker, “The Failure of Reconstruction--and its Consequences” from <i>Teaching Amerian History</i></p> <p>Matthew Pulver, “How Alf Richardson Fought the Klan and Became Athens’ First Black State Representative,” <i>Flagpole</i></p>