

Teaching with Primary Sources Lesson Outline

Grade Level: Middle School (6)

Standard(s) or Objectives: CCSS.ELA-LITERACY.RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CCSS.ELA-LITERACY.RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Library of Congress or Morris Special Collections Resources:



“Radical members of the first legislature after the war, South Carolina,”
1876

<https://www.loc.gov/item/97504690/>

Topic Background:

Reconstruction was the period (1865–77) that followed the American Civil War and during which attempts were made to redress the inequities of slavery and its political, social, and economic legacy and to solve the problems arising from the readmission to the Union of the 11 states that had seceded at or before the outbreak of war. Long portrayed by many historians as a time when vindictive Radical Republicans fastened black supremacy upon the defeated Confederacy, Reconstruction has since the late 20th century been viewed more sympathetically as a laudable experiment in interracial democracy. Reconstruction witnessed far-reaching changes in America's political life. At the national level, new laws and constitutional amendments permanently altered the federal system and the definition of American citizenship. In the South, a politically mobilized black community joined with white allies to bring the Republican Party to power, and with it a redefinition of the responsibilities of government.

Excerpted from: <http://www.britannica.com/event/Reconstruction-United-States-history>

Source(s) Used:

The source used for this assessment is a photomontage of members of the first South Carolina legislature following the Civil War, mounted on card with each member identified. Because blacks in South Carolina vastly outnumbered whites, the newly-enfranchised voters were able to send so many African American representatives to the state assembly that they outnumbered the whites. Many were able legislators who worked to rewrite the state constitution and pass laws ensuring aid to public education, universal male franchise, and civil rights for all.

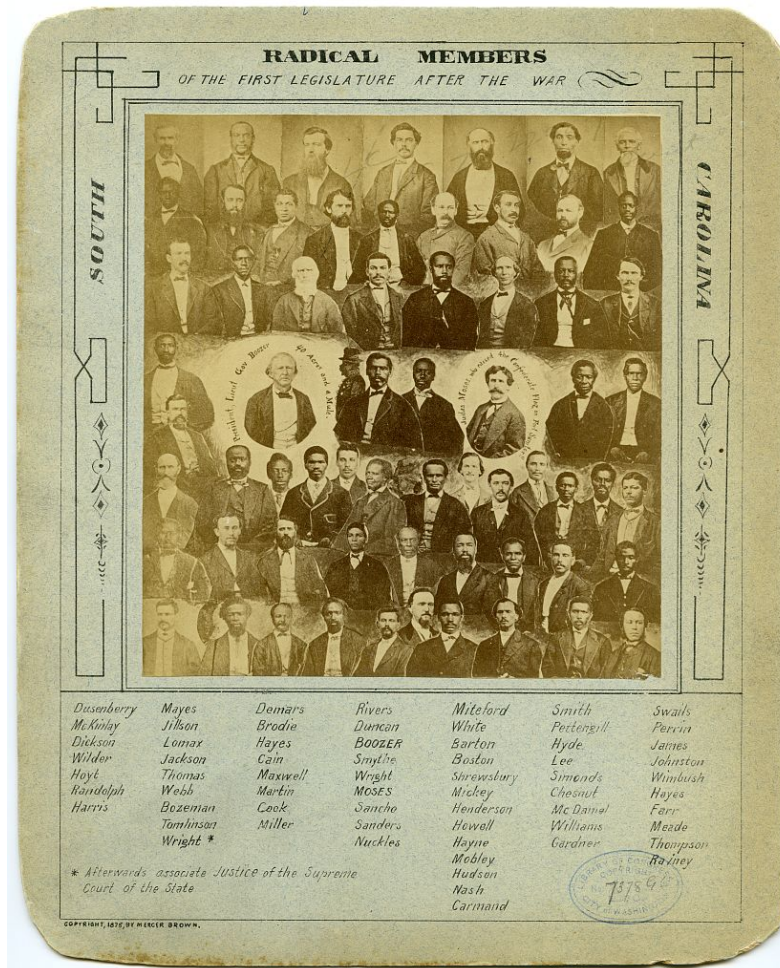
Excerpt from: <https://www.loc.gov/item/97504690/>
<https://memory.loc.gov/ammem/aahtml/exhibit/aopart5b.html>

Answer Key:

Question 1: D

Question2: B

“Radical members of the first legislature after the war, South Carolina,” 1876



Questions:

- 1) How did using photographs, rather than using names only, give a better understanding of the Radical Republicans? (CCSS-R16.3)
 - a. It showed that Radical Republicans in South Carolina included both white and black women.
 - b. It showed that Radical Republicans in South Carolina included white women.
 - c. It showed that Radical Republicans in South Carolina included black men and women.
 - d. It showed that Radical Republicans in South Carolina included black men.

- 2) Which of the following best explains the designer’s intent for creating this photomontage? (CCSS-R16.6)
 - a. The designer is criticizing South Carolina’s elected congressional officeholders.
 - b. The designer is celebrating South Carolina’s elected congressional officeholders.
 - c. The designer is predicting South Carolina’s elected Congressmen for 1876.
 - d. The designer is presenting Radical Republicans of the U.S. Congress in 1876.