Student & Teacher Resource Packet
Deconstruct the RECONSTRUCTION Contest

IN SUPPORT OF THE NEW PBS DOCUMENTARY,
"RECONSTRUCTION: AMERICA AFTER THE CIVIL WAR"

Contest Overview

In support of Henry Louis Gates' debut of the *Reconstruction: America after the Civil War* documentary, the ETV Education Division is promoting the creation of teacher and student created content centered on important themes from the Reconstruction Era. Through the development of lesson plans and media projects, participants will showcase the integration of technology in the classroom and demonstrate the 21st Century skills that are necessary for our students to be prepared for college and the workforce.

Students will demonstrate Research and Information Fluency, Communication and Collaboration, Critical Thinking-Problem Solving-Decision Making, and Innovation and Creativity.

Important Dates to Remember

- Contest begins **February 1, 2019**
- Contest Ends **March 1, 2019**
    - Students should submit entries online at https://bit.ly/2Rzkhv0.
    - Teachers should submit entries online at www.learningwhy.org (see info below)
- Winners Announced via Virtual Classroom event on **March 29, 2019**

Prize(s)
Student and teacher winners will receive an Apple iPad Pro X 64GB. Additional prizes may be added in the coming weeks.

Contest Info for Students

1. One entry per person
2. Entry must focus on one of three categories addressed during the Reconstruction period:
    - *Black Leaders during Reconstruction*
    - *Significant Events* i.e. resistance (KKK), development of schools and acquisition of land
    - *Black Culture* i.e. art and literature during the Reconstruction Period
3. The length of the presentation/video should not exceed 120 seconds (2 minutes), not including the 10 second title scene
4. All information presented in the presentation/video must be cited, giving credit to the original source. Plagiarism of any kind will result in disqualification. *IF CHOSEN AS A FINALIST*, you must submit a list of your sources, properly cited.
5. There is no entry fee.
6. Entries may be submitted through the website starting on *January 23, 2019*. The deadline for submissions is *5:00 pm (eastern time, US)* on *Monday, March 1, 2019*. Winners will be announced live on *March 29th, 2019*   All entries must be submitted in digital format.
7. Students should keep at least one copy of their presentation/video.
8. Content must align with South Carolina Academic Standards. Content MUST NOT 1) promote illegal behavior; 2) support racial, religious, sexual or other invidious prejudice; 3) advocate sexual or violent exploitation; 4) violate rights established by law or agreement; 5) invade the privacy of any person; or 6) be otherwise inappropriate as determined by SCETV Education in its sole and conclusive determination.

Contest Info for Teachers

1. Login to LearningWhy (If you do not already have an account, you can easily register with LearningWhy and create a profile).
2. Upload or use a lesson in LearningWhy on Reconstruction. Current lessons on Reconstruction in LearningWhy can be found here.
3. Document your student's learning with pictures and videos.
4. Upload your images and/or videos (or links to your images and/or videos) to the Learning Outcomes page. The contest starts on February 1, 2019. The deadline for submissions is 5:00 pm (Eastern Time, US) on Monday, March 1, 2019. Winners will be announced live on March 29, 2019.

HELPFUL ETV RESOURCES

LearningWhy Lessons
Hosting Innovative Lessons for Tomorrow's Graduate
Teachers, in LearningWhy you will find Pre k-12 one-to-one and modified project-based, South Carolina standards driven, quality lessons.

- https://www.learningwhy.org/lessons/pbl-about-south-carolina%E2%80%99s-reconstruction-constitutions
- https://www.learningwhy.org/lessons/amendments-during-reconstruction
- https://www.learningwhy.org/lessons/reconstruction-3-plans
- https://www.learningwhy.org/lessons/restoring-union
- https://www.learningwhy.org/lessons/sc-black-codes-lesson-reconstruction-legislation-and-amendments
- https://www.learningwhy.org/lessons/challenge-freedom
- https://www.learningwhy.org/lessons/what-price-freedom-civil-war-reconstruction

KnowitAll Resources

Knowitall features a wide assortment of over 8,400 media assets, created by South Carolina ETV, with support from a variety of partners.

- Social Studies > South Carolina History > Reconstruction
  https://www.knowitall.org/subject/1-reconstruction
- Mann-Simons Site
  https://www.historiccolumbia.org/tours/house-tours/mann-simons-site
- The Woodrow Wilson Home Virtual Reality Site
  https://www.knowitall.org/series/lets-go
- History in a Nutshell
  https://www.knowitall.org/series/history-nutshell

PBS LearningMedia Resources

SCETV and PBS have curated FREE, standards-aligned videos, interactives, lesson plans, and more.

- https://scetv.pbslearningmedia.org/resource/pbs_org14_trafojc_soc_11/the-rise-and-fall-of-jim-crow-interactive-maps/

- https://scetv.pbslearningmedia.org/resource/arct14.soc.amexrecsta/reconstruction-the-second-civil-war-state-by-state/

- https://scetv.pbslearningmedia.org/resource/335c2f3a-4086-43a3-a900-1a22df05c83b/regional-realism-american-passages-timeline/

- https://scetv.pbslearningmedia.org/resource/ilwnet17-soc-us-reconamend/the-reconstruction-amendments/

South Carolina Social Studies Standards

Here are the current standards that relate to Reconstruction:

Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

- **5-1.1** Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln's assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical Republicans.
- **5-1.2** Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau; and the move from a plantation system to sharecropping.
- **5-1.3** Explain the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of federal troops from the South.
- **5-1.4** Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States.

Eighth Grade

Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.

- **8.5.1** Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen's Bureau.
- **8-5.2** Describe the economic impact of Reconstruction on South Carolinians in each of the various social classes.
- **8-5.3** Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.

High School

- **Standard USHC-3:** The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.
- **USHC-3.3** Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.
- **USHC-3.**4 Summarize the end of Reconstruction, including the role of anti–African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.

South Carolina ELA Standards (Communication)

5th Grade~ Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- **1.1** Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.
- **1.2** Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
- **1.3** Apply effective communication techniques and the use of formal or informal voice based on audience and setting.
- **1.4** Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts. Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- **2.1** Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.
- **2.2** Analyze the credibility of information presented in diverse media and formats.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

- **3.1** Compare and contrast how ideas and topics are depicted in a variety of media and formats.
- **3.2** Create presentations that integrate visual displays and other multimedia to enrich the presentation

8th Grade~ Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- **1.1** Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
- **1.2** Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.
- **1.3** Apply effective communication techniques based on a variety of contexts and tasks.
- **1.4** Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.

- **1.5** Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- **2.1** Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well chosen details..
- **2.2** Analyze and evaluate credibility of information and accuracy of findings
- **2.3** Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
- **3.2** Utilize multimedia to clarify information and emphasize salient points

♡etv **Deconstruct the Reconstruction Student Project Scoring Rubric**

Category	5 points	4 points	3 points	2 points	1 point	0 points
Creativity (Included, but not limited to, video, graphic design, digital storytelling, and web 2.0 tools)	Student uses 3 or more multimedia resources effectively	Student utilizes 2 multimedia resources effectively	Student utilizes 2 multimedia resources, but not effectively	Student utilizes 1 multimedia resource effectively	Student utilizes 1 multimedia resource, but not effectively	Student does not use any multimedia resource
Communication and Collaboration (C&C) (Included, but not limited to, social media platforms, blogs, wikis, podcasts, Google Earth, and Google Maps)	Student utilizes 3 or more C&C resources effectively	Student utilizes 2 C&C resources effectively	Student utilizes 2 C&C resources but not effectively	Student utilizes 1 C&C resource effectively	Student utilizes 1 C&C resource, but not effectively	Student uses no C&C resources
Critical Thinking, Problem Solving, and Decision Making	Student provides evidence of mastery of critical thinking, problem solving, and decision making without any errors	Student provides some evidence of critical thinking, problem solving, and decision making without errors	Student provides some evidence of critical thinking, problem solving, and decision making with errors	Student provides minimal evidence of critical thinking, problem solving, and decision making evidence without errors	Student provides minimal evidence of critical thinking, problem solving, and decision making evidence with errors	Student provides no evidence of critical thinking, problem solving, or decision making
SC Social Studies (SS) Standards Alignment	Project showed mastery of the SC SS standards		Project aligned with the SC SS standards		Project barely aligned with SC SS standards	Project did not align with any SC SS standards
On Topic	Project is on-topic and covers the respective category		Project is on-topic but does not cover the respective category		Project is minimally on-topic and only slightly covers the respective category	Project is off-topic and does not cover the respective category
Presentation	Project does not contain any factual or grammar errors		Project contains 1 or 2 grammar and factual errors		Project contains some grammar and factual errors	Project contains frequent grammar and factual errors
Citations	Student provides more than five citations and sources with no errors	Student provides more than two citations and sources with only 1 or 2 errors	Student provides more than two citations and sources with frequent errors	Student provides one or two citations and sources without errors	Student provides one or two citations and sources, but with errors	Student does not provide any citations or sources
Length	■	■	Does not exceed 120 seconds	■	Exceeds 120 seconds by no more than 10 seconds	Exceeds 120 seconds by more than 10 seconds